

Pre-school Yearly Curriculum Overview 2023-2024

	Main Topic/ Theme	Key Texts	Book Spine	Little Wandle Love of Reading	Little Wandle Phonics- Tuning into sounds	Little Wandle Rhyme Time Focus & Other Key Rhymes, songs and action poems	Predictable Interests, cultural traditions & Celebrations
Autumn 1	It's Good To Be Me	• Spot Goes On Holiday by Eric Carl • My Mum & Dad Make Me Laugh by Nick Sharratt • We've All Got Belly Buttons by David Martin	• Elmer • Special Me (Big Book) • Where's Spot? • Ten Little Finger & Ten Little Toes • A Great Big Cuddle- Poems For The Very Young.	• Kindness makes us stronger by Sophie Beer • Monster Clothes by Daisy Hirst	•	• Wind the bobbin up • 1, 2, 3, 4, 5 Once I caught a Fish Alive • Miss Polly Had a Dolly • I can sing a rainbow • Spotty socks • Head, shoulders, knees & Toes.	• Autumn
Autumn 2	Into The Woods	• Goldilocks And The Three Bears (<i>traditional story</i>) • The Gingerbread Man (<i>traditional story</i>) • Dear Santa by Rod Campbell	• Where's My Teddy • A Great Big Cuddle- Poems For The Very Young. • Ladybird First Favourite Tales Books; Puss In Boots, Jack & The Beanstalk, Hansel & Gretel. • Nursery Rhymes • A Great Big Cuddle- Poems For The Very Young.	• Hello friend by Rebecca Cobb	• s a t p i n	• Round & Round the Garden • Pat-a-cake • Jack & Jill • Twinkle Twinkle Little Star • How's the weather? • Teddy Bears Picnic • Teddy bear, teddy bear •	• Pumpkins • Autumn • Bonfire Night • Diwali • Remembrance • Christmas
Spring 1	Light & Dark	• Whatever Next! by Jill Murphy • The Gruffalo's Child by Julia Donaldson	• Peace at last • Baby Bear Baby Bear, What Do You See?	• All through the night by Polly Faber	• m d g o c k e	• Humpty Dumpty • The Grand Old Duke of York • Miss Polly Had a Dolly • Men in a flying saucer	• Chinese New Year • Winter • Pancake Day • Valentines
Spring 2	Let's Grow	• Jasper's Beanstalk by Nick Butterworth • The Hungry Caterpillar by Eric Carle	• Maisy Grows A Garden • The Bad-Tempered Ladybird • Freddy The Frog By Axel Scheffler	• Errol's Garden by Gillian Hibbs	• u r h b f l j	• Mary, Mary, Quite Contrary • Ring-a-ring-a-roses • Hey Diddle, Diddle • Days of the week song	• Mother's Day • Easter • Spring
Summer 1	Amazing Animals	• Oh Dear! By Rod Campbell • Dear Zoo by Rod Campbell • Where's Lenny by Ken Wilson-Max	• Spot Goes To The Farm • Come On Daisy • Noah's Ark • The Selfish Crocodile • Poo In The zoo • Sharing A Shell • Commotion In The Ocean	• Where's Lenny? By Ken Wilson-Max • Amazing by Steve Antony	• v w y z q u c h	• Baa Baa Black Sheep • Incy Wincy Spider • Hickory, Dickory, Dock • Old Macdonald had a farm • Five little ducks • Five speckled Frogs • Alice the Camel	•
Summer 2	Transporters	• Train Ride by June Crebbin • All Change! By Ian Whybrow	• Amazing Machines collection by Tony Mitton.	• Car, Car, Truck, Jeep by Katrina Charman •	• ck x sh th ng nk (final sounds in a word)	• A sailor went to Sea • Down at the Station • Row, Row, Row your boat • Wheels on the bus • The animals went in two by two	• Father's Day • Summer • Holidays

Prime Areas			
	Communication and Language	Personal, Social and Emotional Development	Physical Development
Autumn 1	- Children to stop and listen to an adult gaining their attention e.g. tambourine to stop and look. - Begin to follow a simple instruction e.g. wash your hands, respond to their name being called. - Listen to a short story or adult-led discussion in a small group. - Children begin to build up a bank of words for everyday description to describe time, space and function e.g. 'now' and 'later', 'over there' and e.g. they can tell you a towel is for drying. - Children begin to use pronouns 'me, him, she'. - Children start to communicate with others using gestures and spoken words.	- Children to adhere to pre-school rules e.g. asking to go to the toilet, listening to adult's instruction. - With adult guidance, begin to understand the meaning of sharing e.g. 'yours' and 'mine'. - Children understand how it feels to belong to a responsible member of pre-school e.g. star of the day, milk monitor. - Children to begin to enjoy the company of other children, demonstrating through talk and gesture. - Children begin to explore resources with adult modelling. - Children begin to identify different feelings. - Be able to attempt to put on their own coat and take off again, with little adult support.	- Children to hold mark-making tools with some control to mark make. - Daily provision provided to encourage fine-motor skills, intervention introduced for specific children where needed. - To follow basic care needs e.g. washing hands, drinking water, eating snack. - Children introduced to the trikes, to explore using their legs to move them. - Children to make large movements with their arms, e.g. during squiggle while your wiggle). - To use different travelling actions whilst following a path. - To being to move safely and sensibly in a space with consideration of others.
Autumn 2	- Children to stop and listen for an increasing amount of time once their attention has been gained first. - Children begin to understand a question requires an answer. - Children begin to talk in phrases of 3 to 4 - Children use a wider range of vocabulary modelled by an adult e.g. the bad wolf, baby bear, cold porridge. - Children begin to interact with others 1:1.	- Children to increasingly follow pre-school rules with some understanding of why they are important, e.g. not running inside to prevent an injury. - Children start to play with another one or more children. - Develop confidence to share with the adults their feelings e.g. tired, sad, hungry. - Begin to be confident around familiar adults in the setting e.g. greeting them, enjoying their company, sharing their own news. - Children to feel part of the wider school, e.g. visiting the forest school and school hall for PE.	- Children encouraged to use fingers for pencil grip. - Children encouraged to use resources aimed specifically at fine-motor skills e.g. dough, threading and tweezer use. - Children to explore a a range of joining tools e.g. glue sticks and PVA with spreaders. - Children have the opportunity to continue their painting skills from last half term. - To develop balancing, running, jumping, hopping and travelling in different directions. - Children begin to use scooping, pouring and digging actions with large tools.

Spring 1	- Children begin to understand what the four listening rules are. - Children use modelled tenses. - Children start to have simple conversations with the support or guidance of an adult. - Children make comments on what they are doing.	- Children begin to discuss what makes a kind friend. - Children begin to recognise others feelings. - Children extend play ideas with others. - Become more confident around new adults and children. - Children start to select their own choice of resource to play with.	- Children to form a comfortable grip whilst making marks and writing. - Children start to put on their own coat with some adult support. - Children are making snips using scissors, with adult support. - Children begin to create shapes and balances. - Children to develop rocking and rolls. - Children copy short sequences with an adults support.
Spring 2	- To increase their understanding of answering a question appropriately. - Children speak in longer sentences, beginning to use connectives to join their ideas when speaking e.g. and, because. - Children begin to develop their sentences level, using voice 21 stems e.g. I can see.... - Children begin to initiate conversations with others.	- Children begin to understand the importance of trying something new. - Children begin to persevere with the encouragement from an adult. - Children begin to learn about being brave and taking risks with adult support. - Children learn that achieving a goal results in praise or reward.	- Children begin to chose a dominant hand for writing and mark making. - Children practice using their scissor/snipping skills, taught last half term. - Children respond to music through dance and movement. - Children begin to copy and remember some actions to music with adult support.
Summer 1	- Children begin to express their view point e.g. 'I think that'. - Children begin to use social phrases to greet e.g. 'Good Morning'. - Children to use talk to organise themselves and their play.	- Children begin to talk about some of the things that help us stay healthy. - Children begin to solve conflict with the support of an adult.	- Children begin to practice age appropriate pre-writing shapes. - Children begin to use a basic tripod grip when holding a pencil. - Children begin to develop their skills of rolling and receiving a ball. - Children begin to throw at a target. - Children begin to dribble and kick a ball.
Summer 2	- Children understand the listening expectation on the carpet following the four listening rules. - Children use new vocabulary in context once it has been modelled. - Children start to engage in a back and fourth simple conversation. - Children can initiate a conversation about a topic of their choice.	- Children understand the importance of taking part. - Children develop the skill to be patient when turn-taking. - Children follow rules set by other e.g. in games. - Children can talk about how they feel about moving onto YR. - Children have an awareness of change and transition.	- Previously taught skills revisited to create junk models of transport. - Children learn how to play by the rules in games. - Children begin to learn about team games.

Specific Areas

	Literacy	Maths	Understanding of the World	Expressive Arts & Design
Autumn 1	- Adults read a wide range of short stories, promoting a love of reading. - Children enjoy sharing books with adults. - Children pay attention to pictures and illustration in books. - Children notice environmental print e.g. name or initial on coat pegs. - Enjoy listening to familiar songs and rhymes.	- Complete inset puzzles. - Children explore and name colours. - Recognise and say when objects, patterns, colour or shapes match or are the same. - Compare sizes using gestures and language: 'bigger/little/small' - Talk about and explore 2D shapes using informal and mathematical language; sides, corners, straight. - Children sort by size, colour or shape. - Talk about and identify patterns around them e.g. stripes, spots. - Take part in finger rhymes. - Say one number for each item in order 1-5 e.g. in songs and rhymes.	- To understand that they are a part of Pre-school, with a sense of belonging e.g. name on peg, uniform, their teacher. - Children begin to use the names for their immediate family members e.g. Mummy, Daddy, Sister. - Develop a positive attitude about the differences between people e.g. hair, skin tone, appearances. - To name some body parts e.g. head, arms, hands, fingers. - Children start to talk about events in the past e.g. summer holidays.	- Explore colour and colour mixing with paints. - Children are taught simple painting skills e.g. using the resources appropriately. - Children are introduced to various mark making resources e.g. colouring pencils, egg crayons and chalk. - Listen with some attention to sounds. - Children have daily access to dough to model and manipulate. - Listen to and respond to nursery rhymes and action songs.
Autumn 2	- Children find their name using a picture. - Children are taught to hear the same initial sound for words and names of objects during Little Wandle phonics. - Children to engage in phonological awareness activities through Little Wandle Rhyme Time. - Children to hear and start to recognise repeated and familiar phrases through traditional tales. - Children to have some understanding of main events in traditional tales using story props. - Children are taught verbs and nouns within familiar stories.	- Consolidate sorting and matching from last half term by 'guessing the rule'. - Subitize, count and recognise the numeral for numbers 1 and 2. - Show 'finger numbers' up to 2. - Know that the last number reached when counting a small set of objects tells you how many there are in total to 2. - Children link the numeral to the amount for numbers 1 & 2. - Children are introduced to a five frame - Extend and create AB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	- Children are shown how Autumn changes our environment over time. - Children know that we live in Droitwich. - Children look at forests as a habitat for woodland animals. - Children to investigate and explore different materials in their immediate environment e.g. leaves, conkers, pine cones. - Children make comments 'I can see...' when talking about photos, physical objects linked to our current theme and topic.	- Children have the opportunity to continue their painting skills from last half term. - Children to explore a range of joining tools e.g. glue sticks and PVA with spreaders. - Children join materials together e.g. beginning to make collages. - Children hear and learn simple songs through little wandle rhyme time.

Spring 1	- Children to identify initial sounds of words and names of objects. - Children to distinguish different sounds. - Children to join in with oral blending to blend words aloud with the sounds they have learnt. - Children to recognise the initial of their name. - Children start to understand that print has meaning, e.g. during story time.	- Subitize, count and recognise the numeral for numbers 3 and 4. - Show 'finger numbers' up to 4. - Know that the last number reached when counting a small set of objects tells you how many there are in total to 4. - Children link the numeral to the amount for numbers 3 & 4. - Children will explore how numbers are composed of smaller numbers for the amounts of 3 and 4. - Children count to 5, recognise the numeral 5 and explore the composition of 5. - Children learn that a pentagon has 5 sides.	- Children are shown how Winter changes our environment over time. - Observe natural changes e.g. ice melting. - Children observe and investigate shadows with adult support.	- Children practice their previous cutting and joining skills through opportunities out to cut and stick with materials of their choice. - Children begin to copy a simple, steady beat using musical instruments. - Children begin to use a range of media including simple water colours and chalk.
Spring 2	- Children to articulate different sounds correctly, including playing with sounds. - Children to complete the blending of words by jumping in when the adults pauses. - Children start to recognise the capital letter that their name starts with.	- Children consolidate their learning of subitizing, counting and recognising the numerals to 5. - Children practice counting up to 6 objects with 1:1 correspondence. - Children are introduced to a tens frame, counting up to 6 objects. - Children compare the height and length of different objects using vocabulary tall, long and short. - Children are introduced to balancing scales, investigating objects that are lighter and heavier. - Children investigate capacity through the use of containers and pouring from one to another. - They use the vocabulary full, nearly full, empty and nearly empty to describe and compare capacity.	- Children are shown how Spring changes our environment over time. - Children begin to understand the importance of taking care of their immediate environment including new signs of flowers and plants. - Children begin to understand that life can come from a seed, e.g. planting their own beans. - Exploring different occupations to give the children an understanding of what different occupations can offer to the community e.g. farming.	- Children to select colours for a purpose when colouring or drawing. - Children explore a range of musical instruments in provision practising last half terms skill of playing to a familiar nursery rhyme. - Children respond to music through dance and movement. - Children begin to copy and remember some actions to music with adult support. - Children begin to perform in front of others.

Summer 1	- Children begin to retell a simple story in their own words. - Children begin to understand that print is read from top to bottom. - Children begin to blend CVC words independently. - Children match their name to their picture.	- Children sequence events from nursery rhymes, stories and daily routines using the vocabulary first, then, next. - Children use positional language on, under, in, out, in front and behind to describe where something is. - Children compare groups of objects using the vocabulary more than and fewer than. - Children identify and learn some of the properties for 2D shapes; circles, triangles and rectangles. - Children identify and learn some of the properties for 3D shapes; cubes, cuboids, cylinders and spheres.	- Children begin to understand there are other countries with different animals living there. - Children begin to use photos and non-fiction texts to find out about other countries and animals from different countries.	
Summer 2	- Children begin to understand that print is read from left to right. - Children begin to understand some of the features of a book e.g. title, page numbers. - Children begin to identify the final sounds of words and objects.	- Children explore the composition of making up the numbers 3 and 4. - Children recap the different pairs of numbers that make up 3, 4 and 5. - Children explore jumping along a numberline to find what comes after (to 5). - Children explore jumping along a numberline to find what comes before (to 6). - Children solve real-world mathematical problems within number to 5, including real life sharing. - Children consolidate the composition of number 5.	- Children explore how things work, e.g. pulleys, cogs, magnets. - Children talk about different forces they feel when exploring transport. - Children talk about ways of travelling using different types of transport.	Previously taught skills revisited to create junk models of transport.