



3 and 4 year old's Curriculum Overview



Planning for the children in Preschool we take their needs and interests into account. Therefore, this overview may be adapted as the year progresses.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Story Stimulus	<p>Maisy goes to Nursery! – Lucy Cousins</p> <p>Marvellous Me! – Lisa Bullard</p> <p>What I Like about Me! – Nolan Zobel</p> <p>Leaf Man – Lois Ehlert</p> <p>We're Going on a Leaf Hunt – Steve Metzger</p> <p>What's in the Witch's Kitchen? – Nick Sharratt</p>	<p>Pumpkin Jack - Will Hubbell</p> <p>Bonfire Night (non-fiction)</p> <p>Maisy Makes Gingerbread – Lucy Cousins</p> <p>The Gingerbread Man – Child's Play</p> <p>The Jolly Christmas Postman – Allan Ahlberg</p> <p>The Mischievous Gnome – Shonette Bason-Wood</p>	<p>Not a box - Antoinette Portis</p> <p>Supertato – Sue Hendra</p> <p>Real Superhero: A Celebration of Key Workers – Julia Seal</p> <p>A Superhero Like You – Dr Ranj Singh</p> <p>A Busy Day for Birds – Lucy Cousins</p>	<p>My Mum is fantastic – Nick Butterworth</p> <p>Mama Panya's Pancakes: A Village Tale from Kenya –</p> <p>We're Going on an Easter Egg Hunt – Laura Hughes</p> <p>How to Brush Your teeth with Snappy Croc – Jane Clarke</p>	<p>Red rockets and Rainbow Jelly – Nick Sharratt</p> <p>The Colour Monster – Anna Llenas</p> <p>The Green Queen – Nick Sharratt</p> <p>Brown Bear, Brown Bear – Eric Carle</p> <p>Planting a Rainbow – Lois Ehlert</p>	<p>My Dad is brilliant – Nick Butterworth</p> <p>Maisy goes Camping – Lucy Cousins</p> <p>The Teddy Bears' Picnic – Nicola Baxter</p> <p>The Colour Monster Goes to School – Anna Llenas</p>
Ongoing Lines of Enquiry	My Five Senses Sight/ Hearing/ Smell/ Taste/ Touch					
	Autumn	Winter	Spring	Summer		
	People Who Help Us – At Preschool (Teacher)/ At Home	People Who Help Us – Fire Fighters/ Postman	People Who Help Us – Police/ Builder	People Who Help Us – Dentist/ Hospital	People Who Help Us – Gardener/ Farmer	People Who Help Us - Vet
Enrichments/ Cultural Capital Possible Lines of Direction (PLODs)	<ul style="list-style-type: none"> Starting Preschool My new Preschool class Welly Walk - Signs of Autumn <u>Visitor:</u> school staff, e.g., the Principle and Deputy Principle, FSW, cleaner <u>Parent/Carer link:</u> weekly newsletter, nature walk bags (home learning), Autumn-themed stay and play 	<ul style="list-style-type: none"> Halloween Bonfire Night World Nursery Rhyme Week Remembrance Day Children in Need Anti-bullying week <u>Visitor:</u> Father Christmas <u>Parent/ Carer link:</u> Winter cake sale, Christmas stay and play, Performance – songs 	<ul style="list-style-type: none"> Valentine's Day Welly Walk - Signs of Winter Big Schools' Birdwatch (RSPB) <u>Visitor:</u> TBC <u>Parent/ Carer link:</u> stay and play 	<ul style="list-style-type: none"> Mother's Day Shrove Tuesday (Pancake Day) Welly Walk - Signs of Spring Easter <u>Visitor:</u> Dentist (TBC) <u>Parent/ Carer link:</u> stay and play 	<ul style="list-style-type: none"> Welly Walk - Signs of Summer St George's Day <u>Visitor:</u> TBC <u>Parent/Carer link:</u> stay and play 	<ul style="list-style-type: none"> Father's Day Picnic Safety in the sun My new teacher Starting school – moving on <u>Visitor:</u> Reception teachers <u>Parent/ Carer link:</u> Graduation fundraising, Preschool graduation ceremony
Communication and Language & Literacy	<ul style="list-style-type: none"> Use WellComm to assess and group children who require additional support and intervention across the year. Use VERVE with children identified as requiring additional support with Speech, Language and Communication Needs (SLCN). Use Makaton signs and Widget symbols to support the communication, language and engagement levels of all children. Adopt a low arousal, communication-friendly approach to the learning environment. Use the Word Aware approach to learn new vocabulary and use recently introduced vocabulary across the year. Label Continuous Provision using images, Widget symbols, and text for consistency. Use First 100 Words to support and track children who require additional support with early vocabulary development, including children who are learning English as an Additional Language (EAL). 					

	<ul style="list-style-type: none"> Listening and attention games Listen to stories and remember much of what happens. Understand 2-part instructions Introduce oral story telling following the 'Talk for Writing' approach Join in with familiar rhymes and songs Use talk to organise themselves and their play <ul style="list-style-type: none"> Key concepts about print – author, illustrator, font & back cover Draw circles and lines - gross motor 	<ul style="list-style-type: none"> Listening and attention games Introduce 'Helicopter stories' - Verbally create own stories Confidently sing familiar songs and retell rhymes Conversation skills – turn taking <ul style="list-style-type: none"> Key concepts about print – concept of a word, page numbers, tracking from left to right and top to bottom Count or clap syllables in words Spot and suggest rhymes Imitate prewriting shapes – vertical line, horizontal line, circle, cross, forward stroke, square RWI Phonics – name the pictures 	<ul style="list-style-type: none"> Listening and attention games Understand and answer why questions Join sentences with connectives e.g. and, because Tell a longer story Express own point of view and to debate Use future and past tenses Extended conversations about stories <ul style="list-style-type: none"> Key concepts about print – start of the sentence, capital letter, full stops Spot and suggest rhymes Recognise words with the same initial sound Write some letters accurately Use some of their print and letter knowledge in early writing Write some of their name
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Separate from parent/ carer with support from an adult Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community Play with one or more other children, extending and elaborating play ideas Become more outgoing with unfamiliar people, in the safe context of their setting Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive Begin to use social phrases – hello, goodbye, good morning, good afternoon 	<ul style="list-style-type: none"> Separate from parent/ carer with minimum distress Show more confidence in new social situations. Remember rules without needing an adult to remind them. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Use large and small motor skills to do things independently. Show an increasing desire to be independent. Start eating independently and learning how to use a knife and fork. 	<ul style="list-style-type: none"> Separate from parent/ carer independently Find solutions to conflicts and rivalries. Talk about their feelings, and the feelings of others, using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent as they get dressed and undressed. Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and toothbrushing.
Mathematics	<ul style="list-style-type: none"> Recite numbers past 5 Join in with finger rhymes Show an awareness of numerals in the environment Introduce 'finger numbers' through songs Understand position through words Begin to make comparisons between objects relating to size and length Select shapes appropriately in play Begin to talk about and identify patterns around them 	<ul style="list-style-type: none"> Subitising up to 3 objects Say one number name for each item in order up to 5 Cardinal principle up to 5 Introduce numerals to 5/ 10 Experiment with own symbols and marks as well as numerals Compare quantities using language such as 'more than', 'fewer than' Talk about and explore 2D (flat) shapes Begin to describe a familiar route Make comparisons between objects relating to size, length, and weight Extend and create repeating patterns (ABAB) 	<ul style="list-style-type: none"> Subitising up to 5 Show 'finger numbers' up to 5 and beyond Link numerals and amounts correctly up to 5 Solve real world mathematical problems with numbers up to 5 Talk about and explore 3D (solid) shapes Combine shapes to make new ones Describe routes and locations using words like 'in front of' and 'behind' Make comparisons between objects relating to size, length, weight, and capacity Notice and correct an error in a repeating pattern Begin to describe a sequence of events using words such as 'first', 'next', and 'then'
Physical Development	<ul style="list-style-type: none"> Fine motor activities Progression in Malleable (playdough) Introduce 'PETA Scissor Skills' programme High quality continuous provision for gross Weekly P.E sessions 	<ul style="list-style-type: none"> Fine motor activities/pencil control Introduce Dough Disco Introduce 'writing packs' – prewriting shapes High quality continuous provision for gross Weekly P.E sessions 	<ul style="list-style-type: none"> Fine motor activities/pencil control Daily 'Dough Disco' High quality continuous provision for gross Weekly P.E sessions

Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials • Sensory Food Education • Explore collections of materials with similar and/or different properties • Begin to talk about what they see using a wide vocabulary • Begin to make sense of their own life story • Key features of the life cycle of a pumpkin plant 	<ul style="list-style-type: none"> • Talk about what they see using a wide vocabulary • Make sense of own life story and family's history • Show interest in different occupations • Plant seeds and care for growing plants • Key features of the life cycle of a plant and an animal • Respect and care for the natural environment and all living things • Key features of the life cycle of a chick 	<ul style="list-style-type: none"> • Talk about what they see using a wider vocabulary • Explore and talk about push and pull forces, and magnetic attraction and repulsion • Talk about the differences between materials and changes they notice • Continue developing positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Key features of the life cycle of a butterfly/ bean/ sunflower
Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make • Use drawing to represent ideas like movement or loud noises. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Listen with increased attention to sounds. • Experiment with the different sounds instruments make. 	<ul style="list-style-type: none"> • Begin to develop complex stories within small world • Make imaginative and complex 'small worlds' with blocks and construction kits • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Play instruments with increasing control • Targeted support - Interactive Music-Making 	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Explore colour and colour mixing • Show different emotions in their drawings and paintings, like happiness, sadness • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas
Computing	<ul style="list-style-type: none"> • Be able to use an interactive whiteboard • To engage with technological resources e.g., microphones, walkie talkies 	<ul style="list-style-type: none"> • Be able to use an interactive whiteboard, or tablet, for mark-making and to communicate their ideas • To engage with technological resources e.g., microphones, walkie talkies 	<ul style="list-style-type: none"> • Use a tablet to capture still and images. • To engage with technological resources e.g., microphones, walkie talkies
CoJo			
British Values	<p><u>Democracy</u> Choice boards, choose own stories, turn taking, identifying emotions</p> <p><u>Rule of Law</u> Children involved in creating rules and behaviour expectations, visitors</p> <p><u>Individual Liberty</u> Risk taking, offering a range of experiences, development of a pupil council</p> <p><u>Mutual Respect</u> Nursery Rules, Academy Ethos Statement, Co-Jo, Anti-Bullying Week, Stonewall, E-Safety, Well-being throughout the curriculum.</p> <p><u>Tolerance of Faith and Belief</u> Exploring cultural celebrations</p>	<p><u>Democracy</u> Choice boards, choose own stories, turn taking, identifying emotions</p> <p><u>Rule of Law</u> Children involved in creating rules and behaviour expectations, visitors</p> <p><u>Individual Liberty</u> Risk taking, offering a range of experiences, development of a pupil council</p> <p><u>Mutual Respect</u> Nursery Rules, Academy Ethos Statement, Co-Jo, Anti-Bullying Week, Stonewall, E-Safety, Well-being throughout the curriculum.</p>	<p><u>Democracy</u> Choice boards, choose own stories, turn taking, identifying emotions</p> <p><u>Rule of Law</u> Children involved in creating rules and behaviour expectations, visitors</p> <p><u>Individual Liberty</u> Risk taking, offering a range of experiences, development of a pupil council</p> <p><u>Mutual Respect</u> Nursery Rules, Academy Ethos Statement, Co-Jo, Anti-Bullying Week, Stonewall, E-Safety, Well-being throughout the curriculum.</p>

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