**Pre-School Curriculum overview 2020-2021**

|  |  |  |  |
| --- | --- | --- | --- |
| **What do we want our children to learn?**  \\slinf-svr-host\users$\Roberta.Minucci\Roberta\Work\Planning Support\Planning Resources\planning templates\logo.jpg\\slinf-svr-host\users$\Roberta.Minucci\Roberta\Work\Planning Support\Planning Resources\planning templates\logo.jpg  We strongly believe that it is essential that our children develop a strong foundation in the **three Prime Area of the EYFS.**  Our curriculum will ensure that the Prime Areas are always applied and strengthened through the opportunities and experiences we provide.  Below are the **possible learning enquiries** that will ‘bubble’ alongside our **‘in the moment’** observations, interests and cohort/individual needs.  Our ambitious curriculum ensures progression over time through the teaching of a variety of skills and knowledge, including rich vocabulary.  As our children move through the EYFS, the curriculum is designed to ensure all children developing the desired building blocks to ensure they have all the skills needed for National Curriculum.  Developing life skills for our children is really important to us- please see our ‘life skills’ curriculum plan that supports all areas of learning. | | | |
| Term | **Autumn** | **Spring** | **Summer** |
|  | Baseline Assessments | | Transition for Reception |
| Each termlet we will read a variety of books that will inspire, ignite new learning enquiries and expose children to rich vocabulary.  Exploring seasons and celebrations alongside children’s interests will ensure a rich, broad and meaningful curriculum. | | | |
| **Season/celebration/event to explore** | **Seasonal change –autumn**    Harvest  Diwali  Christmas  Bonfire Night  Armistice Day  Wold Nursery Rhyme Week | **Seasonal change-winter/spring**    Chinese New Year  Shrove Tuesday/Pancake Day  Holi Festival  Easter  Mother’s Day | **Seasonal change-summer**    Father’s Day  Islam/Ramadan  Starting school |
| **Key books to engage**  Poetry Basket poem | The Gruffalo  We’re Going on a Bear Hunt  Famer Duck  Ferdie and the Falling Leaves  Goldilocks and the Three Bears  Room on the Broom  The Runaway Tractor  Dream Snow  Little Owl and the Star  **Cup of Tea**  **Pointy Hat**  **Falling Apples**  **Breezy weather** | The Gingerbread Man  The Runaway Chapatti  Superworm  Jack and the Beanstalk  Stickman  The Gruffalo’s Child  Ferdie’s Spring time blossom  Shark in the Park on a windy Day  Jasper’s Beanstalk  **Pancakes**  **I can build a snowman**  **Furry Furry Squirrel**  **Stepping Stones** | We’re going on a Lion Hunt  What the Lady Bird Heard  Three Billy Goats Gruff  Fletcher and the summer show  I am absolutely too small for starting school  The Very Hungry Caterpillar  Twist and Hop to the Mini Beast Bop  The Tiger who came to Tea  **Five Little Peas**  **Under a Stone**  **Thunderstorm**  **I have a Little Frog** |
| **Memorable experiences/home**  **links** | Walks into the local environment e.g Feed the Ducks, Dominoes, Tescos, Market  Farm Kitchen- Bread making  Diwali day  Autumn walks  Ask for photos of families taking part in a variety of celebrations | Visitors e.g. Emergency services, Tractors etc  Walks into the local environment  Baking/cooking  Chinese New Year Day  Easter/Mother’s Day crafts  Art Hub visits  Multi -skills coach | Visitors e.g. Emergency services, Tractors etc  Mini-Beast hunts  Transition meetings  Father’s Day outdoor learning  Visits from The Exotic Animal Encounter  Life-cycle of a Butterfly  Sinking and floating at the river in Sleaford  Art Hub visits |
| **PSED**  **Prime Area** | To build positive relationships with key workers and other adults  To build new relationships with peers  To settle into new routines and rules of the room  To encourage children to access areas in the room independently  Relationships between key worker and parents are developed  To support children with personal care e.g. using the toilet independently, accessing drink station  Good manners role modelled-school values  ‘In the Moment’ circle times/1:1 support to address any worries/concerns  **Introduce daily tooth brushing (Statutory Sep 2021)** | Where possible, to support children to accept the needs of others and share resources  To know where things go in the room e.g. children to find resources they need and put away  Begin to share experiences from home through the use of Tapestry  Children encouraged to put on own coats and wellies  Good manners role modelled-school values  ‘In the Moment’ circle times/1:1 support to address any worries/concerns  Children to prepare snack and hand out. Children to wash up plates and cups  **Continue daily tooth brushing (Statutory Sep 2021)** | Begin transition into Reception and talk about the changes  To encourage children to begin to solve their own problems through dialogue  Children to develop key self- help skills e.g. put on coat, toilet, wash hands, put things away in own bags  Visit from school teachers  Good manners role modelled-school values  To ensure children are toilet trained and can wipe own bottom  ‘In the Moment’ circle times/1:1 support to address any worries/concerns  **Learn about what foods encourage good oral hygiene (Statutory Sep2021)** |
|  | All areas of learning will have **communication and language** at the heart of the curriculum.  We will ensure regular language assessments are carried out to ensure every child is progressing. | | |
| **Communication and Language**  **Prime Area** | **Daily story/song time and a focus on a story each week (flexible)**  **Enriching vocabulary**  **Poetry Basket**  Make SALT referrals and assess using Wellcomm  Nursery Rhymes  Short and sharp carpet sessions to encourage listening and attention  **Phase 1 Phonics- aspect 1,2,3**  To encourage children to speak in sentences- modelling correct sentences  To follow simple sentences  To talk about seasonal change based from experience and through the books they read.  Learns to understand ‘who’ ‘what’ and ‘where’ questions | **Daily story/song time and a focus on a story each week (flexible)**  **Enriching vocabulary**  **Poetry Basket**  Children to talk together during play- adults to roe model  Wellcomm and SALT activities  Joining in with rhymes and songs that they have now learnt well  Follow simple sentences that has two parts  Carpet sessions continue and will focus on speaking skills e.g. Growing Talk activities  **Phase 1 Phonics- aspect 4,5,6**  Working memory games  Preposition language targeted  To talk about seasonal change based from experience and through the books they read.  Begins to understands why questions | **Daily story/song time and a focus on a story each week**  **(flexible)**  **Enriching vocabulary**  **Poetry Basket**  Follow simple sentences that has two parts  Children to begin to ask more questions and giving answers to questions  Children to talk in full sentences  Vocabulary developing at a rapid pace  Working memory games  **Phase 1 Phonics-aspect 7**  Preposition language targeted  To talk about seasonal change based from experience and through the books they read.  Learn to use talk to organise play  Focus on using correct tenses- ‘swam’ instead of ‘swimmed’ |
| **Physical Development**  **Prime Area** | **Daily field sessions- gross motor skills**  **Continue to develop ball skills, movement and balance**  To develop gross motor skills and core strength through physical activity and Zip Active activities  To show how to use knife and fork correctly  Learn to develop:  Core strength  Balance  Stability  Spatial awareness  Begin to make healthy choices and increased independence – using the toilet, washing hands, tooth brushing | **Daily field sessions- gross motor skills**  **Continue to develop ball skills, movement and balance**  Gross motor skills highly promoted and fine motor skills encouraged  Self-help dough station- finger strengthening  Provision ensures fine motor activities  Hall sessions-Cosmic Yoga, Go Noodle, physical games and equipment  Continue to learn to:  Core strength  Balance  Stability  Spatial awareness  Begin to make healthy choices and increased independence – using the toilet, washing hands, tooth brushing | **Daily field sessions- gross motor skills**  **Continue to develop ball skills, movement and balance**  Children encouraged to fasten zip on coat  To go to the hall for P.E and get changed into a P.E kit  Big push on fine motor skills  Secure:  Core Strength  Balance  Stability  Spatial awareness  Begin to make healthy choices and increased independence – using the toilet, washing hands, tooth brushing |
| The three Prime Areas will be strengthened and applied through the four specific areas below. All seven areas of learning are equally important and are inter- connected. | | | |
| **Literacy/Letters and Sounds Phonics**  **Specific** | Story sessions  Poetry Basket  Nursery Rhymes  **Phase 1 Phonics- aspect 1,2,3 sessions and taught discretely**  Nursery Rhyme packs sent out – home learning links  Poetry Basket poem sent home- home learning links  Recognise own name  Mark-Making promoted indoors and outdoors  Begin to understand text- English is read left to right | Story sessions  Poetry Basket  Nursery Rhymes  **Phase 1 Phonics- aspect 4.5,6 sessions and taught discretely** Children will be exposed to a ‘Letter Sound a Week.’  Nursery Rhyme packs sent out – home learning links  Poetry Basket poem sent home- home learning links  Recognise own name and begin to copy some letters  Mark-making promoted inside and outside  Begin to understand that a book has front cover, author, page number | Story sessions  Poetry Basket  Nursery Rhymes  **Phase 1 Phonics-aspect 7 sessions and taught discretely**  Lots of blending and segmenting will take place throughout the day and at group times using FRED FROG  For those who are ready children will be encouraged to write letter sounds when meaningful to them e.g. lists, labels, captions etc  To write name using name card  Begin to form some recognisable letters- understand up, down, back, round.  Show that sentences has a full stop and capital letter and why we have finger spaces |
| **Maths**  **Specific** | Maths is seen to be everywhere inside and outside our Nursery provision. We teach **Maths through play and the stories we read**  focusing on the following:   * Counting 1:1 to 5 * Rote counting to 10 * Conservation of number 1-5 * Subitising 1-3 * Shape, Space and Measures in the environment- 2D and 3D shapes * Maths through **snack time-more/fewer/same** * Number rhymes * Show fingers up to 5 * Positional language   **Number Rhyme songs:**  Five Little Pumpkins  One Potato, Two Potato  One Two Buckle my shoe  Three Blind Mice  Two Little Dickie Birds  Five Mince Pies | Maths is seen to be everywhere inside and outside our Nursery provision. We teach **Maths through play and the stories we read**  focusing on the following:   * Counting 1:1 to 5 * Rote counting to 10 * Conservation of number 1-5 * Subitising 1-3 * Shape, Space and Measures in the environment – 2D and 3D shapes * Maths through **snack time-more/fewer/same** * Number rhymes * Show fingers up to 5 * Positional language   **Number Rhyme songs:**  Five Little Snowman  Five Speckled Frogs  One, Two, Three, Four, Five Once I caught a Fish alive  Five Currant Buns | Maths is seen to be everywhere inside and outside our Nursery provision. We teach **Maths through play and the stories we read**  focusing on the following:   * Counting 1:1 to 5 * Rote counting to 10 * Conservation of number 1-5 * Subitising 1-3 * Shape, Space and Measures in the environment- 2D shapes and 3D shapes * Maths through **snack time-more/fewer/same** * Number rhymes * Show fingers up to 5 * Positional language * Repeating patterns ABABAB   **Number Rhyme songs:**  Five Little Ducks  Five Little Monkeys  Five Fat Sausages  Five Little Men in a Flying Saucer  Here is the Beehive! |
| **Understanding of the World**  **Specific**  **ICT LINKS** | **Seasonal Change -autumn**  **Celebrations/Festivals- Harvest/Diwali/Christmas/Bonfire Night/Armistice Day**  IPads  Walks into the local environment e.g Feed the Ducks, Tescos, Market  Home corner Role Play- offering different cultural experiences e.g. chop sticks/Balti dishes  Children to share experiences through Tapestry  Begin to create a family board and talk about different family members  Begin to create a world map board with photos of holidays and families from different countries/children born in different countries.  Begin to talk about differences in appearances/skin colour/hair types  Introduce the wormery- caring and looking after them | **Season Change- winter/spring**  **Celebrations/Festivals- Chinese/New Year/Holi Festival/Easter/Mother’s Day**  Bluebots  Walks into local environment-observe the changes in season  **Visitors -Emergency services and tractors/farmers and introduce linked vocabulary.**  Home corner Role Play- offering different cultural experiences e.g. chop sticks/Balti dishes  Children to share experiences of celebrations through Tapestry- talk about differences and similarities.  Continue adding to world map board and family board- include photos of celebrations e.g. Christmas.  Using the change of weather- cold and freezing temperatures- look at the change in state  Begin planting activities- look at decay over time and caring for plants  Continue to look after the wormery  Baking Gingerbread Men | **Season Change- summer**  **Celebrations/Festivals-Father’s Day /Islam/Ramadan**  Ipads/Bluebots/cameras/magnification app  Walks into local environment-observe the changes in season  **Visitors -Emergency services and tractors/farmers and introduce linked vocabulary.**  Children to share experiences through Tapestry.  Continue adding to world map board and family board- include photos of celebrations e.g. Christmas.  Being to look at creating Shadows and talk about how and why shadows occur.  Begin to understand key features of lifecycles- Use caterpillar home as a real example.  Sinking and floating- walk to River Slea |
| **Expressive Arts and Design**  **Specific** | **Famous Artist: Paul Klee (block printing)**    Christmas crafts  To join in with imaginative role-play- home corner  Learning new songs  Explore musical instruments and those from different cultures  Play sound-matching games  Listen and respond to  <https://www.lincsmusicservicedigital.org/search?search%5Bterm%5D=diwali> use African drums  Listen and respond to  <https://www.lincsmusicservicedigital.org/resources/1994-philharmonia-christmas-greetings/play>  Record children’s musical pieces/performances | **Famous Artist: Jackson Pollock (Splat paintings)**    Easter crafts  To make quiet and loud sounds using instruments  Explore musical apps  Record children’s musical pieces/performances  Listen and respond to  <https://www.lincsmusicservicedigital.org/search?search%5Bterm%5D=india-> Chinese New Year  Record children’s musical pieces/performances e.g. Dragon dance  Record children’s musical pieces/performances | **Famous Artist: Henry Matisse (collage)**    To be confident to access music, creative arts and role play  To show preferences and have ideas  To begin to find a rhythm and beat when using instruments  To pretend to be superheroes, emergency services etc  Role-modelling using props to act out stories they have read  Record children’s musical pieces/performances  Explore musical apps  Record children’s musical pieces/performances  Printing with a variety of blocks, sponges, shapes and vegetables  Draw things they observe and simple things from memory  Record children’s musical pieces/performances e.g Christmas performance |
| |  |  |  |  | | --- | --- | --- | --- | | **Painting** | Use pre-made paints and are able to name colours | Mix Primary colours to appropriate consistency | Able to mix primary colours to make secondary colours | | **Drawing** | Make marks, draw circles and lines.  Children to draw things they observe | Draw faces with features | Draw potato people (with no neck or body)  Children are able to draw things from memory | | **Collage** | Use glue sticks with support  Use scissors with support (adult assist scissors if needed)  Explores different materials | Use glue sticks and glue spatulas independently  Scissor control is improving  Adds other materials to develop models | Can independently choose which glue is best to use  Can use scissors independently with increasing control  Children beginning to describe the texture e.g. rough/smooth  Create a simple collage-simple shapes | | **Sculpture** | Build towers by stacking  Builds walls to create enclosed spaces  Explores clay and playdough | Builds simple models using walls and roofs  Makes marks in the clay and dough | Manipulates clay and dough (rolls, cuts, squashes, pinches) |   **Minimum expectations for Knowledge and skills progression for Art** | | | |
| Please note that although the curriculum overview is ‘boxed’ under each term, some skills will continue throughout the year and some may be covered earlier or later on in the year depending on the cohorts needs. It is also not to be seen as an ‘exhaustive list’- it will be added to throughout the year in order to ensure a tailor made curriculum. | | | |