**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.jpgWe 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**HarvestDiwaliChristmasBonfire NightArmistice DayWold Nursery Rhyme Week | **Seasonal change-winter/spring**Chinese New YearShrove Tuesday/Pancake DayHoli FestivalEasterMother’s Day | **Seasonal change-summer**Father’s DayIslam/RamadanStarting school |
| **Key books to engage**Poetry Basket poem | The GruffaloWe’re Going on a Bear HuntFamer DuckFerdie and the Falling LeavesGoldilocks and the Three BearsRoom on the BroomThe Runaway TractorDream SnowLittle Owl and the Star**Cup of Tea****Pointy Hat****Falling Apples****Breezy weather** | The Gingerbread ManThe Runaway ChapattiSuperwormJack and the BeanstalkStickmanThe Gruffalo’s ChildFerdie’s Spring time blossomShark in the Park on a windy DayJasper’s Beanstalk**Pancakes****I can build a snowman****Furry Furry Squirrel** **Stepping Stones** | We’re going on a Lion HuntWhat the Lady Bird HeardThree Billy Goats GruffFletcher and the summer showI am absolutely too small for starting schoolThe Very Hungry CaterpillarTwist and Hop to the Mini Beast BopThe 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, MarketFarm Kitchen- Bread makingDiwali dayAutumn walksAsk for photos of families taking part in a variety of celebrations | Visitors e.g. Emergency services, Tractors etcWalks into the local environment Baking/cookingChinese New Year DayEaster/Mother’s Day craftsArt Hub visits Multi -skills coach | Visitors e.g. Emergency services, Tractors etcMini-Beast huntsTransition meetings Father’s Day outdoor learningVisits from The Exotic Animal Encounter Life-cycle of a ButterflySinking and floating at the river in SleafordArt Hub visits  |
| **PSED****Prime Area** | To build positive relationships with key workers and other adults To build new relationships with peersTo settle into new routines and rules of the roomTo encourage children to access areas in the room independentlyRelationships between key worker and parents are developedTo 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 resourcesTo know where things go in the room e.g. children to find resources they need and put awayBegin to share experiences from home through the use of TapestryChildren encouraged to put on own coats and welliesGood manners role modelled-school values‘In the Moment’ circle times/1:1 support to address any worries/concernsChildren 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 changesTo encourage children to begin to solve their own problems through dialogueChildren to develop key self- help skills e.g. put on coat, toilet, wash hands, put things away in own bags Visit from school teachersGood manners role modelled-school valuesTo 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 WellcommNursery RhymesShort 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 sentencesTo follow simple sentencesTo 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 modelWellcomm and SALT activities Joining in with rhymes and songs that they have now learnt wellFollow simple sentences that has two partsCarpet sessions continue and will focus on speaking skills e.g. Growing Talk activities**Phase 1 Phonics- aspect 4,5,6**Working memory gamesPreposition 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 partsChildren to begin to ask more questions and giving answers to questionsChildren 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 playFocus 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 correctlyLearn to develop:Core strengthBalanceStability Spatial awarenessBegin 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 encouragedSelf-help dough station- finger strengtheningProvision ensures fine motor activities Hall sessions-Cosmic Yoga, Go Noodle, physical games and equipmentContinue to learn to:Core strength BalanceStabilitySpatial awarenessBegin 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 coatTo go to the hall for P.E and get changed into a P.E kitBig push on fine motor skillsSecure:Core Strength BalanceStabilitySpatial awarenessBegin 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 BasketNursery Rhymes**Phase 1 Phonics- aspect 1,2,3 sessions and taught discretely** Nursery Rhyme packs sent out – home learning linksPoetry Basket poem sent home- home learning links Recognise own nameMark-Making promoted indoors and outdoorsBegin to understand text- English is read left to right | Story sessions Poetry BasketNursery 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 linksPoetry Basket poem sent home- home learning links Recognise own name and begin to copy some letters Mark-making promoted inside and outsideBegin to understand that a book has front cover, author, page number  | Story sessions Poetry BasketNursery 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 FROGFor 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 cardBegin 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 PumpkinsOne Potato, Two PotatoOne Two Buckle my shoeThree Blind MiceTwo Little Dickie BirdsFive 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 SnowmanFive Speckled FrogsOne, Two, Three, Four, Five Once I caught a Fish aliveFive 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 DucksFive Little MonkeysFive Fat SausagesFive Little Men in a Flying SaucerHere is the Beehive! |
| **Understanding of the World****Specific****ICT LINKS** | **Seasonal Change -autumn****Celebrations/Festivals- Harvest/Diwali/Christmas/Bonfire Night/Armistice Day**IPadsWalks into the local environment e.g Feed the Ducks, Tescos, MarketHome corner Role Play- offering different cultural experiences e.g. chop sticks/Balti dishesChildren to share experiences through TapestryBegin to create a family board and talk about different family membersBegin 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 typesIntroduce 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 dishesChildren 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 stateBegin planting activities- look at decay over time and caring for plantsContinue to look after the wormeryBaking 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 craftsTo join in with imaginative role-play- home cornerLearning new songsExplore musical instruments and those from different culturesPlay sound-matching games Listen and respond to <https://www.lincsmusicservicedigital.org/search?search%5Bterm%5D=diwali> use African drumsListen 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 craftsTo make quiet and loud sounds using instrumentsExplore musical appsRecord children’s musical pieces/performancesListen and respond to <https://www.lincsmusicservicedigital.org/search?search%5Bterm%5D=india-> Chinese New YearRecord 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 playTo show preferences and have ideasTo begin to find a rhythm and beat when using instrumentsTo pretend to be superheroes, emergency services etcRole-modelling using props to act out stories they have readRecord children’s musical pieces/performancesExplore musical appsRecord children’s musical pieces/performancesPrinting with a variety of blocks, sponges, shapes and vegetables Draw things they observe and simple things from memoryRecord 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 independentlyScissor control is improvingAdds 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/smoothCreate a simple collage-simple shapes |
| **Sculpture** | Build towers by stackingBuilds walls to create enclosed spacesExplores clay and playdough | Builds simple models using walls and roofsMakes 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.  |