

Pre – School Long Term Curriculum Overview 2022 – 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me! (Colour Me Happy)	Celebrations, stories and rhyme time	Amazing Animals (Winter – light and dark)	On the Move	Down in the Garden	Dream Big!
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children’s interests.)	Starting Pre-School /New beginnings & experiences Settling in – Rules and routines All about me, my family, my home - where I live (type of house / flat) (comparing to others in Pre-School) Senses – different materials using senses (gloop, rice, foods, smell, playdough) Feelings and emotions Making friends / relationships	Celebrations, parties (birthday) Bonfire Night, Diwali, Remembrance Day, Harvest, Mop fair, Christmas, cultures linked to cohort Light and dark – explore shadows Seasonal changes – Autumn Using their senses to explore the world around them especially outdoors.	Winter Hibernating animals Farm animals Woodland animals Jungle / Safari animals Rainforest Animal habitats Compare and contrast countries/ environments Ice experiments	Journeys Transport – different ways of moving (what have they experienced? / new experiences) Our town – maps, locating points of interest Explore our local area/environment Story link – Journey home from Grandpa’s Forces – how things move Explore floating and sinking, magnets, pushes and pulls	Growing and changes Flowers and plants Jasper’s beanstalk – growing beans, life cycle of growth Explore how things grow and change Seasons revisited (Summer) Minibeast Life cycle (frogs)	People Who Help Us – link to our community and starting school. Occupations – what do they want to be when they grow up? Visits from different roles Transitions to their next adventure – school
Possible texts / rhymes and songs (Not an exhaustive list)	Maisy Goes to Nursery From My Head to My Toes	Goldilocks and 3 Bears The Three Billy Goats Gruff Autumn themed texts	Here Comes Jack Frost – winter (hibernating friends) Hibernating animals: The Bear Snores on.	We’re going on a Bear Hunt Journey Home from Grandpa’s – explore the different transport	Jasper’s Beanstalk Jack and the Beanstalk The Enormous Turnip Ten Seeds, The Tiny Seed	People Who Help Us texts – police officer, Topsy and Tim – Firefighter, Maisy, Charley and Wobbly

	Senses - Brown Bear, Brown Bear what do you hear? (Hooray for Hoppy senses linked to Spring) Feelings - Colour Me Happy What makes me happy “Wow” said the Owl (Daisy) Eat your Peas Blue Balloon The Very Noisy Night – noises (senses) and being brave Family - My Mum and Dad make me laugh Monkey Puzzle – families/similarities and differences	Day Monkey Night Monkey The Birthday Box Shape Present Robin’s Winter Song Pick a Pine Tree Dear Santa Stick man – season changes/Christmas	Contrasting habitats: Rumble in the Jungle! Down in the jungle Giraffes Can’t Dance The Lion Hunt Dear Zoo Handa’s Surprise Old MacDonald had a farm – rhyme/song	The Naughty bus Wheels on the bus – song /rhyme Shark in the park	Oi Frog – rhyming text Down in the garden – rhyme The very Hungry Caterpillar Crunching Munching Caterpillar I love Bugs!	Tooth, Alan’s big scary teeth When I Grow Up When a dragon goes to school Bug School
Key knowledge (including but not limited to)	All About Me There are 5 senses: sight, smell, sound, touch, and taste. Using senses to investigate textures. We are all unique, but other people can have similarities to us. We will learn about similarities and differences that connect us to our friends. They learn how to develop friendships and treat people with kindness and respect. Naming main body parts	Hibernating animals Some animals hibernate - they take a long, deep sleep during the cold weather over winter. Animals and their habitats (homes) Animals like to live in different places all around the world. (Look at animals we find in our environment – farmyard animals and some woodland animals)	What things move? There are different types of transport and they move in different ways. Explore forces – pushes, pulls (stretch, snap, bend & magnets) Look at maps of Tewkesbury and find key, important features on there	Plants and Growing Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow. Plants need to be cared for.	People who help us There are different people in my community who help me. Learn how they help us and others in different ways. There are lots of ways to keep myself healthy – teeth, body, food & sleep	

	Families come in all shapes and sizes. Making connections between features of their families and others as we talk about who we live with. Keeping Healthy - learning the importance of good hygiene (hand washing) Observing changes to materials - making porridge and gingerbread men Celebrations Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who have died and helped protect us in wars. There is a time of silence at 11am. Christmas Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.	Look on a globe / map to find out where jungles /rainforests are and where Africa (safari) is. Safari is a way of seeing wild animals in their own habitats. Africa is very hot during the day. Find out about other countries in the world and compare – how do other's live (Handa's Surprise) Deserts (Sahara) are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there.	(Abbey, river, Pre-School) Name and locate areas around Pre – School and recognise features. Recognise and name familiar features - houses, park Talk about family journeys – trips or holidays they have been on. Where did they go and how did they get there? What are the similarities and differences to where we live?	Notice the changes that happen when a plant grows. Minibeasts Learn and name common minibeasts Insects have 6 legs and spiders have 8 legs. Look for similarities and differences and observe change – life cycles (frogs) Different minibeasts like different habitats Minibeasts are living things and need to be treated with care.	Transition to school – growing up What do I want to be when I grow up? Explore new environments – what is it like in school?
Seasons – running throughout the year with particular focus in terms Autumn, Spring 1 and Summer 1. The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow.					

Possible ‘wow’ moments and experiences (Not an exhaustive list)	Starting at Pre – School Mini Me play introduced Sharing photographs of families / homes	Autumn walks Mop fair in town Nursery Rhyme Week (November) Visit to the local library (Meet Father Christmas) Watching the Reception nativity	Selection of animals from Wilson Museum Walk through the park link to Percy The Park Keeper Ice experiments Visit from a vet Chinese New Year Valentine’s Day Kindness week (14 th – 20 th)	Local walk around town – follow maps to find places of interest Bus trip? Walk by the river? Spring walk Easter hunt / Easter Egg hunt Shrove Tuesday – pancakes World book day Mothering Sunday	Planting seeds Planting beans Lifecycle of a frog Fruit tasting – link The Very Hungry Caterpillar	Visits from different roles in the community -Police -Dentist -Fire Fighters -Nurses -Plumber Sports Day Visits to main school – transition When I Grow Up day Father’s Day
Key values (whole school focus)	Hope	Peace	Respect	Forgiveness	Community	Faith
	Love underpins all the values					

Focus DM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C&L All areas a continual focus, main focus outlined	Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back- and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	 All areas a continual focus					

Birth to 3years						
3 and 4 years	Enjoy listening to longer stories and know what happens. Listen to songs and rhymes and respond by joining in Developing listening skills – pay attention to more than one thing at a time.	Sing songs and talk about familiar stories Begin to understand a two part question or instruction Use talk to organise ideas and play	Use a wider range of vocabulary Start a conversation with an adult or friends and continue it for many turns Developing listening skills – pay attention to more than one thing at a time.	Asking and answering questions Understand a two part question or instruction Develop into speaking in longer 4-6 word sentences	Be able to express a point of view. Use talk to organise ideas and play Understand ‘why’ questions Developing listening skills – pay attention to more than one thing at a time.	Confident in listening to others and responding Developing speaking audibly Develop into speaking in longer 4-6 word sentences Develop communication (may have problems with irregular tenses and plurals.)
PSE (main focus for term outlined)	Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Birth to 3 years	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities Safely explore emotions through play and stories	Play with increasing confidence on their own and with other children- key person near Feel confident and enjoy exploring new places with their key person	Play with increasing confidence on their own and with others Develop friendships and relationships with others Grow in independence, rejecting help (“me do it”).	Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. Feel confident and enjoy exploring new places with their key person Feel strong enough to express a range of emotions	Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities Thrive as they develop self-assurance
3 and 4 years	Talk about their feelings using appropriate words e.g. happy, sad, etc. Select and use activities and resources with help when needed. This helps them achieve a goal they have chosen or one that is suggested. Begin to develop play with others	Becoming more outgoing with unfamiliar people in the safe context of their setting. Begin to understand how others might be feeling Begin to develop play with others	Talk with other others to solve conflicts Develop play with others Develop the sense of responsibility and community	Develop appropriate ways of being assertive. Select and use activities and resources with help when needed. This helps them achieve a goal they have chosen or one that is suggested.	Talk with other others to solve conflicts Show more confidence in new social situations	Demonstrate developing confidence in new social situations Find solutions to conflicts and rivalries

	Increasingly follow rules, understanding why they are important Play with one or more children- extending and elaborating play ideas				
PD All areas a continual focus	Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.				
	 Develop movement skills- gross motor, body control and strength. Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand Independent dressing and self-care- making healthy choices				
L (main focus for term outlined)	Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).				
Birth to 3years	Enjoys songs and rhymes, tuning in and paying attention Notice some print such as first letter of their name, a bus/ door number/ familiar logos.	Enjoys songs and rhymes- joining in with songs and rhymes, copying sounds, rhythm, tunes and tempo. Enjoy sharing books and pays attention, responding to the pictures or words.	Enjoys songs and rhymes- saying some words Enjoy sharing books and have favourites repeating words and phrases from familiar stories	Notice and recognise some print e.g. logos, names, numbers	Add marks to pictures they give meaning too e.g. that says mummy Enjoy drawing freely Make marks to stand for their own name
3 and 4 years	Understand the 5 key concepts about print Engage in extended conversations about stories and develop vocabulary Develop phonological awareness – spot and suggest rhymes		Engage in extended conversations about stories and develop vocabulary Understand the 5 key concepts about print	Use some print knowledge in their early writing	Write some or all of their name Write some letters accurately. Develop phonological awareness – spot and suggest rhymes -recognise words with the same initial sound
M	Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and				

	measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
Birth to 3 years	Take part in finger rhymes with numbers e.g. round and round the garden. Count in everyday contexts (sometimes skipping e.g. 1,2,3,5) React to changes of amount in a group of up to 3 objects. Climb and squeeze selves into spaces- problem solving. Complete inset puzzles (problem solving). Notice patterns and arrange things in patterns. Compare sizes, weights, etc. using gesture and language e.g. big, tall, long, high, heavy. Compare amounts saying lots, more, same. Build with a range of equipment. Combine objects such as blocks and stacking cups- put inside each other and remove					
3 and 4 years ***Subject to change	 Shapes- 2D and 3D Using shapes appropriately for construction					
	Subitise up to 3 Recite numbers past 5 Count to 5 Link numerals and amounts to 5	Experiment with their own symbols and marks Solve real world problems (to 5) More and Fewer Patterns Create and extend ABAB patterns Make comparisons between objects related to size, height and length Capacity	Subitise up to 3 Recite numbers past 5 Count to 5 Link numerals and amounts to 5 Patterns Create and extend ABAB patterns Make comparisons between objects related to size, height and length Capacity	Patterns- use patterned story The Train Ride- easy retelling	Subitising Count to 5 Solve real world problems More and fewer Experiment with own symbols and marks Comparisons between objects Capacity	Describe familiar routes Discuss routes and locations- positional language
UW (main focus for term outlined)	Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Birth to 3 years	Make connections between the features of their family and other families Notice differences and similarities between people Repeat actions that have an effect Explore natural materials indoors and outdoors.	Explore materials with different properties Explore natural materials indoors and outdoors	Explore and respond to different natural phenomena in their setting and on trips Explore natural materials indoors and outdoors	Explore materials with different properties Explore natural materials inside and outside Repeat actions that have an effect	Explore and respond to different natural phenomena in their setting and on trips Explore natural materials indoors and outdoors	Make connections between the features of their family and other families Notice differences and similarities between people

3 and 4 years	Begin to make sense of their own life story and family history Use all senses in hands on exploration	Explore collections of materials with similar/ different properties Talk about the differences between materials and the changes they notice. Use all senses in hands on exploration	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Begin to understand the need to respect and care for the natural environment and living things	Explore collections of materials with similar/ different properties Talk about the differences between materials and the changes they notice Explore how things work Explore and talk about forces they can feel	Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Continue to understand the need to respect and care for the natural environment and living things	Show interest in different occupations Continue to develop positive attitudes about the differences between people
EAD (main focus for term outlined)	Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Birth to 3years	Join in with songs and rhymes, making some sounds Start to make marks intentionally Explore paint, using fingers and other parts of their bodies as well as other tools Explore different materials, using all of their senses to investigate them. Manipulate and play with different materials. Make rhythmical and repetitive sounds	Enjoy and take part in action songs / rhymes Start to develop pretend play Use imagination as they consider what they can do with different materials Express ideas and feelings through making marks and sometimes give meanings to marks	Express ideas and feelings through making marks and sometimes give meanings to marks Enjoy and take part in action songs / rhymes	Notice patterns with strong contrasts and be attracted by patterns resembling the human face Make simple models which express their ideas.		
3 and 4 years	Explore colour and colour mixing Show different emotions in their drawings and paintings Take part in simple pretend play Listen to sounds Remember and sing entire songs Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Begin to develop complex stories using small world equipment Develop pretend play 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	Remember and sing entire songs Play instruments with increasing control to express ideas and feelings Create their own songs and rhythms	Draw with increasing complexity and detail. Show different emotions in their drawings and paintings (explore artists alongside this)		