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| **Area of Learning** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Possible  Themes/Interests/Lines of Enquiry | I am special and an  individual    Routines & expectations –  First two weeks    Our School    Respect for each other and our preschool environment.    Keeping Healthy: exploring different fruits.    Diversity – families | Celebrations  Autumn | We Love Books – familiar stories  Winter | New Life – Growth/Spring    Hatching chicks | Superheroes– Emergency  Services    Visit from the Emergency  Services.  Pets | By the seaside.  Summer**.**    Transitions to school |
| Texts linked to Themes | Our first day at school  Hugless Douglas Goes to Little school  Elmer  Super Duper You  My Hair  You Choose  Non-fiction – My family  Kitchen Disco | Little Glow  Peppa’s Diwali  Pick a Pumpkin  What can you tell me about Autumn?  Stickman  Owl Babies  Christmas songs/poems  We’re Going on a Leaf  Hunt | What can you see in Winter?  Little Rabbit Foo Foo  The Gingerbread Man  Maisy’s Chinese New Year.  We’re going on a bear hunt.  Shark in the park. | Little Bear’s spring  The Lifecycle of a Chick  Eggs and chicks  That’s not my Chick  Jasper’s Beanstalk  We’re going on an egg hunt.  What can we see in spring? | An exciting Eid  A super power like mine  Firefighter – non fiction  Police Officer  Real Superheroes: A collection of keyworkers  Alan’s Scary Teeth  Mog and the Vet  I want to be a vet | What can you see in Summer?  Kipper’s sunny day  Summer: days and nights  Maisy Goes on Holiday  The Colour Monster goes to School |
| Important Dates covered within the curriculum | \*Navatri – 3rd-12th October | \*Halloween – 31st October  \*Diwali – 1st November  \*Bonfire Night Safety – 5th  November  \*Remembrance Day 11th November  \*Christmas/ Christmas story | \*Chinese New Year –29th January  \*Valentine’s Day – 14th February  Ramadan – 28th February | \*Pancake Day 4th March  \*Mother’s Day 11th March  \*Holi – 14th March  \*Easter 18th April (Good Friday) and 20th April (easter Sunday)  . | Eid – 22nd April  World book day 23rd April  St George’s Day: 23rd April Father’s Day – 15th June  The Chick Company: egg incubation and chick handling | Sport’s Day: June/July    Transitions to FS and other schools |
| Communication and Language | Sing a large repertoire of songs.  Enjoy listening to longer stories and can remember much of what happens. | Identify familiar objects and properties for practitioners when described.  Use longer sentences of four to six words.  Understand simple questions about ‘who’, ‘what’, and  ‘where’ (but not generally  ‘why’) | Understand ‘why’ questions. Understand a question or instruction that has two parts. | Use a wider range of vocabulary.  Know many rhymes and be able to talk about familiar books and tell a long story. | Use talk to organise themselves and their play.    Develop their communication but may continue to have problems with irregular tenses and plurals. | Start a conversation with an adult or friend and continue it for many turns.    Be able to express a point of view and debate when they agree or disagree with a friend or adult, |

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|  |  |  |  |  |  | using words as well as actions. |
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| Personal, Social and Emotional Development | Happy to be away from their parent/Carer  Follow a simple instruction  Make simple choices in their early writing  Confident to try new activities inside and out.  Explore new activities and environments Know when to wash their hands Ask for help with tasks. | | Know when to wash their hands  Have a bedtime routine so not to tired during the day  Wipe own nose  Wash and dry hands without help.  Enjoy interacting with other adults and children. Begin to carry out simple tasks to help Enjoy playing games with others.  Ask for help if unwell  Happily, tidy away belongings and look after their own things Able to sit still and listen for a short while. | | Can talk about myself, my needs and feelings  Share toys and take turns  Put on own shoes and socks  Use a knife and fork  Understand the need to follow rules  Confident to open wrappers and packaging  Go to the toilet on own, wipe self properly and flush. Button and unbutton clothing and use a zip Feel confident about starting school. | |
| *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the preschool year.* | | | | | |
| Physical Development    SEE PE skills and progression. | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene    Scissor skills  Gross motor activities | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.    Scissor skills  Dough disco  Gross motor activities  Meaningful movement  Parachute games | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  Scissor skills  Dough disco  Squiggle whilst you wiggle  Sticky kids | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.  Scissor skills  Dough disco  Squiggle whilst you wiggle  Small apparatus  Parachute games | Combine different movements with ease and  fluency    Develop the foundations of a handwriting style which is fast, accurate and efficient.    Scissor skills  Sports day games  Sports day | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.    Scissor skills  Cosmic Yoga  Gymnastics |
| Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport  Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop overall body-strength, balance, co-ordination, and agility | | | | | |
| Literacy -- Writing      Literacy –  Phonics/Reading  October: start ‘Rocket phonics: first steps’  (Nursery scheme) | Enjoy drawing freely      Phase one Phonics  Give meaning to marks. Notice some print e.g. that’s the first letter of my name.    Rocket Phonics Scheme  Look at familiar logos/signs in school and local area. | Add some marks to paper that they give meaning to.    Gross motor directed sessions: Link to PD      Phase one phonics | Use some of their print and letter knowledge in their early writing.  ‘Squiggle whilst you wiggle’ | Opportunities to write the graphemes of those that have been taught in the provision.  ‘Squiggle whilst you wiggle’ | Write some letters accurately.  Write some or all of their name  Phase 2 Blending and segmenting simple CVC words  Can hear words that rhyme e.g.in a story or song. | Use a comfortable grip with good control, when holding pens and pencils.  **PD** |
| Repeat words and phrases from familiar stories Has favourite books and seeks them to share with an adult or look at alone. Rocket Phonics Scheme | Phase two phonics if appropriate  Pays attention and responds to the pictures or the words. | Phase two phonics  Engage in extended conversation about stories and learning new vocabulary. | Phase 2 Blending and segmenting simple CVC words. Recognise words with the same initial sound. |

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|  |  | |  | Ask questions about the  book and makes comments  and shares their ideas. Rocket Phonics scheme | | | Understand print has meaning, print can have different purposes, we read English text from left to right and from top to bottom  Rocket Phonics scheme | Counts or clap’s syllables in a word.  Rocket Phonics scheme | Rocket Phonics scheme | |
| Mathematics | Show finger numbers up to 5.  Develop recognition of up to  3 objects | | Experiment with numerals and their own symbols and marks.  Recite numbers passed 5. | Link numerals and amounts. Say one number for each item 1,2,3,4,5 Understands position through words alone. | | | Know that the last number reached when counting a small set of objects tells you how many there are in total.  Talk about 2D and 3D shapes Talk about and identify patterns around them  e.g. Pointy, spotty, blobs etc. | Describe a familiar route    Begin to describe a sequence of events. | Compare quantities of fewer than and more than. To make comparisons between size, length, weight and capacity. Sole real-world  mathematical problems with numbers up to five. | |
| Understanding the  World | Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  To understand routines and visual timetables of our day.    To taste different fruits and verbalise likes/dislikes and preferences.  How to keep ourselves healthy: hand washing, healthy eating and exercise. | | Recognise that people have different beliefs and celebrate special times in different ways.    Recognise some similarities and differences between life in this country and life in other countries.  Identify some signs of Autumn.    How to keep ourselves healthy: hand washing, healthy eating and exercise. | Recognise some environments that are different to the one in which they live.    Exploring ice | | | Explore the natural world around them.  Explore floating/sinking  To observe eggs in an incubator  To discuss the lifecycle of a chick. | Understand that some places are special to members of their community.    Draw information from a simple map. | Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  Look for Tadpoles at the pond.  Discuss the changes to the tadpoles. | |
| Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. | | | | | | | | | |
| Cooking (D&T) | Fruit Kebabs | | Coconut Burfee/ chocolate apples/ breadstick sparklers for Diwali  Pumpkin cakes/soup | Spring Rolls- Chinese New Year.  Pancakes  Gingerbread biscuits | | | Different types of eggs | Junk modelling | Ice lollies/ smoothies | |
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| Expressive Arts and  Design | Develop storylines in their pretend play. | | Sing in a group or on their own, increasingly matching the pitch and following the melody. | Return to and build on their previous learning, refining ideas and developing their ability to represent them | | | Create collaboratively sharing ideas, resources, and skills. | Listen attentively, move to and talk about music, expressing their feelings and responses. | Watch and talk about dance and performance art, expressing their feelings and responses | |
| Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. | | | | | | |  |  | |
| Art focus: | Drawing  Colour mixing: linked to the Text *Mouse Paint*  Painting Sculpture:  Loose parts play and natural resources: Andy Goldsworthy   |  | | --- | | Piet Mondrian | | Drawing  Sculpture  Clay and salt dough  Painting  Collage | | | Drawing  Collage | Drawing  Printing  3d models- Simple junk modelling | | Drawing  Colour mixing  Process art |  | Drawing: Closed shapes  Hannah Hoch |

Woodland Grange Pre-school Long Term Overview 2024-25