

Curriculum Overview – Pre School & Reception – Cycle 1 – 2023/24

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic Title	Me and my community/ Exploring autumn		Sparkle and shine/Winter Wonderland		Stories and Rhymes		Creep, crawl and Wriggle		Let's Explore		Dangerous Dinosaurs/ How many pebbles on a beach?	
Year group	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Key texts	All are Welcome – Alexandra Penfold People Who Help us – John Wood Pumpkin Soup – Helen Cooper	Starting School The Stick Man The Very Helpful Hedgehog	Little Glow – Katie Sahota The Gruffalo's Child – Julia Donaldson T'was the Night Before Christmas	The Story of Hanukkah The Jolly Christmas Postman One Winter's Day	Goldilocks and the Three Bears Little Red Riding Hood The Gruffalo – Julia Donaldson Shark in the Park – Nick Sharratt	Room on the Broom Tiddler: The Story Telling Fish Oi Frog	The Very Hungry Caterpillar – Eric Carle Snail Trail – Ruth Brown Superworm – Julia Donaldson	First Day at Bug School The Crunching Munching Caterpillar	Handa's Surprise – Eileen Browne Look Up – Nathan Bryon We're Going on a Bear Hunt – Michael Rosen	The Great Explorer Whatever Next! Monkey Puzzle	My TRex Can't Dance – Maxine Fourie The Littlest Dinosaurs Big Adventure – Michael Foreman Pirates love underpants – Claire Freedman	Dear Dinosaur Never Ask a Dinosaur to Dinner. At the Beach
English	Engages in extended conversations about stories, learning new vocabulary. Understands that print has meaning	Understands the names of the different parts of a book Understands page sequencing.	Understands that print can have different purposes Understands that we read English text from left to right and from top to bottom	Form lowercase and capital letters correctly. Blend sounds into words, so that they can read short words made up of known lettersound correspondences.	Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them. Form lowercase and capital letters correctly. Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme.	Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes Writes some or all of his/her name.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) Anticipate where appropriate key events in stories (ELG) Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)	Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy. Writes some or all his/her name.	Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Read words consistent with their phonic knowledge by soundblending (ELG)	Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother Writes some letters accurately	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during roleplay (ELG) Write simple phrases and sentences that can be read by others (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common

					Reread what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known lettersound correspondences using a capital letter and full stop.						exception words (ELG)
Maths	<p>Recites numbers past 5</p> <p>Counts in everyday contexts, sometimes skipping numbers; '1235.'</p> <p>Is able to compare sizes, weights etc. using gesture and language, such as 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Is experimenting with his/her own symbols and marks as well as numerals</p>	<p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Continue, copy and create repeating patterns</p>	<p>Can describe a familiar route</p> <p>Is able to discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Can say one number for each item in order: 1,2,3,4,5</p> <p>Understands position through words alone, e.g. "The bag is under the table," with no pointing</p>	<p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Can make comparisons between objects relating to size, length, weight and capacity.</p> <p>Selects shapes appropriately, flat surfaces for building, a triangular prism for a roof etc.</p> <p>Displays fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>	<p>Combines shapes to make new ones; an arch, a bigger triangle etc</p> <p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/she uses informal language like 'pointy', 'spotty', 'blobs' etc</p> <p>Can show 'finger numbers' up to 5</p> <p>Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p>	<p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Compare length, weight and capacity.</p>	<p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</p> <p>Notices and corrects an error in a repeating pattern</p> <p>Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'</p>	<p>Have a deep understanding of number to 10, including the composition of each number (ELG)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system (ELG)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)</p>	<p>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Is able to solve real world mathematical problems with numbers up to 5</p> <p>Can compare quantities using language such as; 'more than', 'fewer than'</p>	<p>Subitise (recognise quantities without counting) up to 5 (ELG)</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)</p>
Understanding the World	<p>Is beginning to make sense of his/her own lifestory and his/her</p>	<p>Name and describe people who are familiar to them.</p> <p>Talk about</p>	<p>Explores how things work.</p> <p>Uses all his/her senses in handson</p>	<p>Draw information from a simple map.</p> <p>Recognise that people have</p>	<p>Is continuing to develop positive attitudes about the differences between people</p>	<p>Understand that some places are special to members of their</p>	<p>Understands the key features of the life cycle of a plant and an animal</p>	<p>Understand some important processes and changes in the natural world</p>	<p>Knows that there are different countries in the world and can talk about the</p>	<p>Know some similarities and differences between the natural world around them</p>	<p>Explores collections of materials with similar and/or different properties</p>	<p>Know some similarities and differences between different religious and</p>

Curriculum Overview – Pre School & Reception – Cycle 1 – 2023/24

	<p>family's history.</p> <p>Shows interest in different occupations.</p> <p>Talks about what he/she sees, using a wide vocabulary</p>	<p>members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>exploration of natural materials</p>	<p>different beliefs and celebrate special times in different ways.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Explores and talks about different forces he/she can feel</p>	<p>community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Plants seeds and cares for growing plants</p>	<p>around them, including the seasons and changing states of matter (ELG)</p> <p>Explore the natural world around them, making observation and drawing pictures of animals and plants (ELG)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps (ELG)</p>	<p>differences he/she has experienced or seen in photos</p> <p>Is beginning to understand the need to respect and care for the natural environment and all living things</p>	<p>and contrasting environments, drawing on their experiences and what has been read in class (ELG)</p> <p>Talk about the lives of the people around them and their roles in society (ELG)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG)</p>	<p>Is continuing to develop positive attitudes about the differences between people</p>	<p>cultural communities in this country, drawing on their experiences and what has been read in class (ELG)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>
Expressive Arts and Design	<p>Explores different materials freely, in order to develop his/her ideas about how to use them and what to make.</p> <p>Takes part in simple pretend play, using an object to represent</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Is developing his/her own ideas and is then able to decide which materials to use to express them.</p> <p>Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Can join different materials and explore different textures.</p> <p>Listens with increased attention to sounds.</p> <p>Responds to what he/she has heard, expressing his/her thoughts and</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p>	<p>Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects.</p> <p>Is able to remember and sing entire songs.</p> <p>Can sing the pitch of a tone</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Is drawing with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p> <p>Sing a range of wellknown nursery rhymes and songs (ELG).</p>	<p>Uses drawing to represent ideas like movement or loud noises.</p> <p>Explores colour and colourmixing.</p> <p>Plays instruments with increasing control to express his/her feelings and ideas.</p>	<p>Share their creations, explaining the process they have used (ELG).</p> <p>Make use of props and materials when role playing characters in narratives and stories (ELG).</p> <p>Invent, adapt and recount narratives and</p>

Curriculum Overview – Pre School & Reception – Cycle 1 – 2023/24

	<p>something else even though they are not similar.</p> <p>Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc.</p>		<p>buildings and a park.</p> <p>Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>		<p>feelings.</p>		<p>sung by another person ('pitch match').</p>		<p>Is able to create his/her own songs, or improvise a song around one he/she knows.</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG).</p>		<p>stories with peers and their teacher (ELG).</p>
Personal, Social and Emotional Development	<p>Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her.</p> <p>Is developing his/her sense of responsibility and membership of a community.</p> <p>Can settle to some activities for a while.</p> <p>Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and</p>	<p>Build constructive and respectful relationship s..</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be SpiderMan in the game, and suggesting other ideas.</p> <p>Takes part in pretend play (e.g. being 'mummy' or 'daddy').</p> <p>Is showing more confidence in new social situations.</p>	<p>See themselves as a valuable individual.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Increasingly follows rules, understanding why they are important.</p> <p>Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting.</p> <p>Plays with one or more other children, extending and elaborating play ideas.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p>	<p>Does not always need an adult to remind him/her of a rule.</p> <p>Is developing appropriate ways of being assertive.</p> <p>Is beginning to understand how others might be feeling.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG).</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG).</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG).</p>	<p>Talks with others to solve conflicts.</p> <p>Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried' Around the age of 4, does the child play alongside others or do they always want to play alone?</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG).</p> <p>Form positive attachments to adults and friendships (ELG).</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG).</p>	<p>Takes part in pretend play with different roles being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in his/her play.</p>	<p>Work and play cooperatively and take turns with others (ELG).</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG).</p> <p>Show sensitivity to their own and to others' needs (ELG).</p>

Curriculum Overview – Pre School & Reception – Cycle 1 – 2023/24

	understanding 'yours' and 'mine'?											
Communication and Language	<p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Uses a wider range of vocabulary.</p> <p>Sings a large repertoire of songs.</p>	<p>Learn new vocabulary.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in nonfiction books.</p> <p>Engage in story times.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Knows many rhymes, is able to talk about familiar books, and can tell a long story.</p> <p>Uses longer sentences of four to six words.</p>	<p>Engage in story times.</p> <p>Use new vocabulary through the day.</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Articulate their ideas and thoughts in wellformed sentences.</p>	<p>Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door".</p> <p>Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: some sounds; r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Use new vocabulary in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Is able to answer simple 'why' questions?</p> <p>Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding (ELG).</p> <p>Hold conversation when engaged in backandforth exchanges with their teacher and peers (ELG).</p>	<p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Around the age of 4, is the child using sentences of four to six words "I want to play with cars" or "What's that thing called?"</p>	<p>Participate in small group, class and onetoone discussions, offering their own ideas, using recently introduced vocabulary (ELG).</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG).</p>	<p>Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver".</p> <p>Is able to use the future and past tense; "I am going to the park" and "I went to the shop".</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate (ELG).</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG).</p>
Physical Development	<p>Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling crawling walking</p>	<p>Skips, hops, stands on one leg and can hold a pose for a game like musical statues.</p> <p>Uses largemuscle movements to</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength,</p>	<p>Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams.</p> <p>Chooses the right resources</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall bodystrength,</p>	<p>Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a</p>	<p>Demonstrate strength, balance and coordination when playing (ELG).</p> <p>Use a range of small tools, including scissors,</p>	<p>Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Is able to make healthy choices</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</p>

Curriculum Overview – Pre School & Reception – Cycle 1 – 2023/24

	<p>Goes up steps and stairs, or climbs up apparatus, using alternate feet.</p> <p>Uses onehanded tools and equipment, e.g. making snips in paper with scissors.</p>	<p>jumping running hopping skipping climbing.</p> <p>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 spoons.</p>	<p>wave flags and streamers, paint and make marks.</p> <p>Uses a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p>	<p>coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p>	<p>to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel.</p> <p>Is starting to eat independently and learning how to use a knife and fork.</p>	<p>balance, coordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips.</p>		<p>plank, depending on its length and width.</p> <p>Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly.</p>	<p>paintbrushes and cutlery (ELG).</p> <p>Begin to show accuracy and care when drawing (ELG).</p>	<p>about food, drink, activity and toothbrushing.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG).</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others (ELG).</p>
Trips	Fire Engine visit		Visit from Santa		Zoo (Gruffalo trail)		Cool Critters Visit		Ways to travel/journey around school		Outdoor beach party	

Curriculum Overview – Pre School & Reception – Cycle 2 – 2024/25

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic Title	Do you want to be friends?		Will you read me a story?		Why do zebras have stripes?		Do cows drink milk?		What can you see in summer?		Who lives in a rock pool?	
Year group	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Key texts	Our Class is a Family Will You be my Friend? Room on the Broom	Lost and Found. Peace at Last The Colour Monster goes to School	Goldilocks and the Three Bears Gingerbread Man Twas the night Before Christmas	The Gruffalo The Three Little Pigs Cinderella The Nativity	Rumble in the Jungle Monkey Puzzle Dear Zoo	Handa's Surprise The Lion who Wanted to Love Giraffes Can't Dance	Jack and the Beanstalk Rosie's Walk Little Red Hen	Farmyard Hullabaloo A Squash and a Squeeze Farmer Duck	The Very Hungry Caterpillar Mister Seahorse Summer poems	What the Ladybird heard Caterpillar spring, Butterfly summer	Only One You Rainbow Fish Snail and the Whale	Welcome to the Rock Pool Sharing a shell Commotion in the Ocean
English	Engages in extended conversations about stories, learning new vocabulary. Understand that print has meaning.	Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them. Form lowercase and capital letters correctly. Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Understands that print can have different purposes. Understands that we read English text from left to right and from top to bottom.	Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s. Blend sounds into words, so that they can read short words made up of known lettersound correspondences. Write short sentences with words with known lettersound correspondences using a capital letter and full stop. Reread what they have written to check that it makes sense.	Understands the names of the different parts of a book. Understands page sequencing.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Write short sentences with words with known lettersound correspondences using a capital letter and full stop. Reread what they have written to check that it makes sense.	Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes. Writes some or all of his/her name.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG). Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG). Write recognisable letters, most of which are correctly formed (ELG).	Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy. Writes some or all his/her name.	Anticipate (where appropriate) key events in stories. (ELG). Read words consistent with their phonic knowledge by soundblending. (ELG). Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG).	Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother. Writes some letters accurately.	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG). Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) Write simple phrases and sentences that can be read by others. (ELG)

Curriculum Overview – Pre School & Reception – Cycle 2 – 2024/25

Maths	<p>Recites numbers past 5.</p> <p>Counts in everyday contexts, sometimes skipping numbers; '1235.'</p> <p>Is able to compare sizes, weights etc. using gesture and language, such as 'bigger/little/s maller', 'high/low', 'tall', 'heavy'.</p> <p>Is experimenting with his/her own symbols and marks as well as numerals.</p>	<p>Counts objects, actions, and sounds.</p> <p>Link the number symbol (numeral) to its cardinal value.</p> <p>Compare numbers.</p>	<p>Can describe a familiar route.</p> <p>Is able to discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Can say one number for each item in order: 1,2,3,4,5.</p> <p>Understands position through words alone, e.g. "The bag is under the table," with no pointing.</p>	<p>Compare length, weight, and capacity.</p> <p>Continue copy and create repeated patterns.</p> <p>Counts objects, actions, and sounds.</p>	<p>Can make comparisons between objects relating to size, length, weight and capacity.</p> <p>Selects shapes appropriately, flat surfaces for building, a triangular prism for a roof etc.</p> <p>Displays fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Combines shapes to make new ones; an arch, a bigger triangle etc</p> <p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper.</p> <p>He/she uses informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Can show 'finger numbers' up to 5.</p> <p>Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5.</p>	<p>Automatically recall number bonds 0 – 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf.</p> <p>Notifies and corrects an error in a repeating pattern.</p> <p>Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'.</p>	<p>Have a deep understanding of number to 10, including the composition of each number (ELG).</p> <p>Subitise up to 5 (ELG).</p> <p>Automatically recall number bonds to 5 and some number bonds to 10, including double facts (ELG).</p>	<p>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. </p> <p>Is able to solve real world mathematical problems with numbers up to 5.</p> <p>Can compare quantities using language such as; 'more than', 'fewer than'.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system (ELG).</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG).</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG).</p>
Understanding the World	<p>Is beginning to make sense of his/her own lifestory and his/her family's history.</p> <p>Shows interest in different occupations.</p> <p>Is continuing to develop positive attitudes about the differences between people</p>	<p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explores how things work.</p> <p>Uses all his/her senses in hands on exploration of natural materials.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand the effect of</p>	<p>Explores and talks about different forces he/she can feel.</p> <p>Talks about what he/she sees, using a wide vocabulary.</p>	<p>Comment on images of familiar situations in the past</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Understands the key features of the life cycle of a plant and an animal.</p> <p>Plants seeds and cares for growing plants.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (ELG).</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos.</p> <p>Is beginning to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences & what has been read in class (ELG)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p>	<p>Explores collections of materials with similar and/or different properties.</p> <p>Is continuing to develop positive attitudes about the differences between people.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (ELG).</p>

Curriculum Overview – Pre School & Reception – Cycle 2 – 2024/25

				changing seasons on the natural world around them.				(ELG). Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG).		experiences and what has been read in class. (ELG). Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. (ELG).		Talk about the lives of the people around them and their roles in society. (ELG)
Expressive Arts and Design	Explores different materials freely, in order to develop his/her ideas about how to use them and what to make. Takes part in simple pretend play, using an object to represent something else even though they are not similar. Explores colour and colourmixing.	Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Is developing his/her own ideas and is then able to decide which materials to use to express them. Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Plays instruments with increasing control to express his/her feelings and ideas	Can join different materials and explore different textures. Listens with increased attention to sounds. Responds to what he/she has heard, expressing his/her thoughts and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.	Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects. Is able to remember and sing entire songs. Can sing the pitch of a tone sung by another person ('pitch match').	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. Make use of props and materials when role playing characters in narratives and stories. (ELG).	Is drawing with increasing complexity and detail, such as representing a face with a circle and including details. Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Is able to create his/her own songs, or improvise a song around one he/she knows.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Invent, adapt and recount narratives and stories with peers and their teacher. (ELG) Sing a range of wellknown nursery rhymes and songs. (ELG)	Uses drawing to represent ideas like movement or loud noises. Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc. Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Share their creations, explaining the process they have used. (ELG) Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)
Personal, Social and Emotional Development	Is developing his/her sense of responsibility and membership of a community. Can settle to some activities for a while.	Build constructive and respectful relationships. Manage their own needs.	Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be SpiderMan in the game, and suggesting other ideas	Express their feelings and consider the feelings of others. See themselves as a valuable individual.	Increasingly follows rules, understanding why they are important Is becoming more outgoing with unfamiliar people, in the safe context of	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Does not always need an adult to remind him/her of a rule. Is developing appropriate ways of being assertive. Is beginning to	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG)	Talks with others to solve conflicts. Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG)	Takes part in pretend play with different roles being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow

Curriculum Overview – Pre School & Reception – Cycle 2 – 2024/25

	Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?.		Takes part in pretend play (e.g. being 'mummy' or 'daddy')		his/her setting Plays with one or more other children, extending and elaborating play ideas	Think about the perspectives of others.	understand how others might be feeling.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) Work and play cooperatively and take turns with others. (ELG)	Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her.	Explain the reasons for rules, know right from wrong and try to behave accordingly. (ELG) Form positive attachments to adults and friendships (ELG)	his/her play. Around the age of 4, does the child play alongside others or do they always want to play alone?	instructions involving several ideas or actions. (ELG) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG)
Communication and Language	Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Uses a wider range of vocabulary. Sings a large repertoire of songs.	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Describe events in some detail. Learn rhymes, poems and songs.	Can find it difficult to pay attention to more than one thing at a time. Knows many rhymes, is able to talk about familiar books, and can tell a long story. Uses longer sentences of four to six words.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound.	Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door". Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: some sounds; r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Use new vocabulary in different contexts.	Is able to answer simple 'why' questions? Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.	Engage in nonfiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG)	Enjoys listening to longer stories and can remember much of what happens. Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver." Around the age of 4, is the child using sentences of four to six words "I want to play with cars" or "What's that thing called?"	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. (ELG) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG)	Understands 'why' questions, like: "Why do you think the caterpillar got so fat?" Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver". Is able to use the future and past tense; "I am going to the park" and "I went to the shop".	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG) Make comments about what they have heard and ask questions to clarify their understanding. (ELG)
Physical Development	Is continuing to develop his/her movement; balancing, riding (scooters,	Revise and refine the fundamental movement skills they have	Skips, hops, stands on one leg and can hold a pose for a game like	Progress towards a more fluent style of moving, with developing	Is starting to take part in some group activities which he/she makes	Combine different movements with ease and fluency.	Is increasingly able to use and remember sequences and patterns of	Develop the overall body strength, coordination, balance and	Matches his/her developing physical skills to tasks and activities in the	Negotiate space and obstacles safely, with consideration for themselves	Collaborates with others to manage large items, such as moving a long	Move energetically, such as running, jumping,

Curriculum Overview – Pre School & Reception – Cycle 2 – 2024/25

	trikes and bikes) and ball skills.	already acquired: rolling crawling walking jumping running hopping skipping climbing.	musical statues.	control and grace.	up for himself/herself, or in teams.	Develop overall body-strength, balance, co-ordination and agility. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	movements which are related to music and rhythm.	agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width.	and others. (ELG)	plank safely, carrying large hollow blocks.	dancing, hopping, skipping and climbing. (ELG)
	Goes up steps and stairs, or climbs up apparatus, using alternate feet.		Uses large-muscle movements to wave flags and streamers, paint and make marks.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips.			Demonstrate strength, balance and coordination when playing. (ELG)	Is able to make healthy choices about food, drink, activity and toothbrushing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG)
	Uses onehanded tools and equipment, e.g. making snips in paper with scissors.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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 spoons.	Uses a comfortable grip with good control when holding pens and pencils.	Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes personal hygiene.	Is starting to eat independently and learning how to use a knife and fork.	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.		Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly.	Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG)		Begin to show accuracy and care when drawing. (ELG)
				Shows a preference for a dominant hand.								
Trips		A visit to see Santa!		Ash End Farm		Sealife Centre						