







Preschool Curriculum Map 2024-2025

	Autumn Term 1	Autumn Term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic/subject Links to curriculum (aims to focus on each term, subject to child led interest)	<p style="text-align: center;"><u>MY WORLD</u></p>  <p>Portraits Families People who help us Autumn: -Seasonal change -Hibernation -Harvest <u>SPECIAL EVENTS</u> Fairtrade Fortnight Big Draw European Languages Day Black History Month</p>	<p style="text-align: center;"><u>NIGHT AND DAY</u></p>  <p>Night and Day – Nocturnal animals -Daily routine/ Bedtimes Festivals: -Christmas -Bonfire night -Diwali <u>SPECIAL EVENTS</u> Remembrance Day Kindness Week/Anti Bullying week Nursery Rhyme Week</p>	<p style="text-align: center;"><u>WINTER WONDERLAND</u></p>  <p>Winter: -Winter clothes -Winter activities Polar animals <u>SPECIAL EVENTS</u> Chinese New Year Bird Week Children’s Mental Health Week</p>	<p style="text-align: center;"><u>ON THE FARM</u></p>  <p>Farm animals (young animals) Growing Where food comes from <u>SPECIAL EVENTS</u> Mother’s Day Easter World Book Day Pancake Day British Science Week</p>	<p style="text-align: center;"><u>MINIBEASTS</u></p>  <p>Life cycle of plants and animals Planting and Growth <u>SPECIAL EVENTS</u> Eid (During holidays)</p>	<p style="text-align: center;"><u>GOING ON A JOURNEY</u></p>  <p>Vehicles and Transport Journeys to school and other places <u>SPECIAL EVENTS</u> Road Safety Week Father’s Day Sport’s Day Starting School</p>
Prime Areas - Ongoing throughout the year						
Personal, Social and Emotional Development	As children enter Pre-School, they learn new routines and rules and develop an understanding of what is expected of them in Pre-School. These expectations are continuously promoted through whole group carpet sessions and smaller group activities as needed. PSED activities are promoted every day in Pre-School by allowing children to choose and explore all areas available and play and work alongside other children, using the available resources to expand their play further. Through these activities, children will learn how to share and play with others, accepting there may be differences of opinions and with adult support and intervention when needed, children will learn how to solve conflicts with others. Children are constantly encouraged to talk about how they are feeling and think about what					

	<p>they can do to help with these feelings and begin to recognise how others are feeling. Self-care, including healthy eating is promoted through a suitable choice of snack food and drink and hand washing and toileting as needed.</p>					
	<p>Turn taking and listening skills</p> <p>Talk about their family and that every family is different.</p> <p>Identify the people important to us.</p> <p>Promote independence and separating from parent/carer.</p> <p>Look at how we have changed over the years.</p> <p>How they would feel if they didn't get rewarded for the work they did. (Fairtrade)</p>	<p>Identify key features of what we do during the day and night and how it keeps us healthy.</p> <p>Promote kindness in school – write acts of kindness observed in school.</p> <p>Celebrate different religions and celebrations</p>	<p>Discuss what we are good at (Blackbird, Blackbird) and that we can't be good at everything.</p> <p>Talk about feelings during Children's Mental Health Week.</p> <p>Work together to solve different problems.</p> <p>Talk about the ice melting as the earth is getting hotter and how we can help.</p>	<p>Talk about likes and dislikes- Pancake toppings</p> <p>Share and talking about favourite books.</p> <p>Egg Hunt – work together to find different eggs and share the eggs they have found.</p>	<p>Share their experiences of Eid and other celebrations</p> <p>Think about how animals, including humans change as we grow and what we can and cannot do.</p>	<p>Talk about how they feel about going to school.</p> <p>Ask questions about what school is like</p> <p>Work together to record transport they have seen.</p> <p>Share their own news and experiences about different journeys</p> <p>Talk about the benefits of walking to school and how to keep safe on the roads.</p>
<p>Communication and Language</p>	<p>In Pre-school, we promote a language rich environment through quality interactions between the children and adults. Children interact with others in longer sentences in a clear manner, encouraging the correct pronunciation and developing a greater awareness of conversational conventions. Children are encouraged to start conversations with others and take turns, using this in their play as well, and develop a greater range of vocabulary. They will begin to understand and follow more complex, 2-part instructions and be able to answer 'why questions with greater accuracy and understanding. Through regular sharing of familiar books and songs, children will be able to recall them with greater accuracy and join in with familiar phrases. In Pre-School, a cycle of books and songs will be used on a half termly basis.</p>					
	<p>Sharing their news with other children and groups.</p> <p>Beginning to approach other children and initiate</p>	<p>Listen carefully to children's and adult's experiences of Diwali.</p>	<p>Share their experiences of Christmas and New Year.</p> <p>Recall the story of Chinese New Year</p>	<p>Talk about why their Mummies are special and what they do.</p> <p>Talk about the food they like and</p>	<p>Listen carefully to children's and adult's experiences of Eid.</p>	<p>Draw story maps and other maps to represent the different stories.</p> <p>Recall and joining in with repetitive phrases ('All</p>

	<p>conversations with friends.</p> <p>Listen to others while they are talking by looking at them.</p> <p>Take about themselves as babies and what they want to be when they grow up. Try to explain why.</p> <p>Take turns in small group conversations.</p> <p>Sequencing the story of Goldilocks and the Three Bears.</p> <p>Recalling and joining in with repetitive phrases (Who's been, It was just right etc)</p>	<p>Name different Hindu and Sikh artefacts.</p> <p>Use onomatopoeic words to describe the sounds of fireworks.</p> <p>Learn and repeat firework poem.</p> <p>Talk about what they do when they get ready for bed – share their experiences</p> <p>Name different nocturnal animals.</p> <p>Talk about what they do at Christmas.</p> <p>Share what they want for Christmas.</p>	<p>and name the different animals.</p> <p>Share their experiences and share photos of what they do in the snow/cold weather.</p> <p>Share and promote kind words between each other.</p> <p>Describing birds for other children to guess.</p>	<p>dislike. Name their favourite foods.</p> <p>Name and describe different farm animals.</p> <p>Sequence and describe how to make bread.</p> <p>Act out the story of the Little Red Hen.</p>	<p>Order Days of the Week and match up what happens.</p> <p>Talk about the different stages of a Butterfly life-cycle and name the different stages correctly.</p> <p>Ask questions about why they change.</p> <p>Listen to mini-beast poems and 'guess' the different minibeasts.</p> <p>Describe minibeasts using different words.</p>	<p>Change'/'You can't catch me!')</p> <p>Describe their own journeys, naming what they see.</p> <p>Talk about why their Daddies are special and what they do.</p> <p>Share and talk about their experiences at school visits.</p>
<p>Topic vocabulary:</p>	<p><u>FAMILIES:</u> parents, grand-parents, baby, child, teenager, adult, grow, change, occupations</p> <p><u>AUTUMN:</u> hibernation, seasons, deciduous</p>	<p><u>NIGHT AND DAY:</u> nocturnal and diurnal, badger, fox, hedgehog, bat. Owl, moon, light and dark</p> <p><u>DIWALI:</u> Celebration, Diwali, Diva Pot,</p>	<p><u>WINTER:</u> Polar, ice, freezing, melting, cold, insulate, North and South Pole, walrus, reindeer, polar bear, penguin, seal</p> <p><u>BIRD WEEK:</u> habitat, beak, tail, wings, claws</p>	<p><u>FARM:</u> offspring, piglet, lamb, foal, calf, chick, kid, grow, plant, harvest, farmer, tractor, farm</p> <p><u>EASTER:</u> Jesus, cross, new life, resurrection, egg</p>	<p><u>MINI-BEASTS:</u> legs, body, wings, insects, arachnids, spider, snail, slug, bee, worm, slither/slide, habitat</p> <p><u>BUTTERFLIES:</u> caterpillar, cocoon, butterfly,</p>	<p><u>JOURNEYS:</u> transport, vehicle, car, bike, truck, train, boat, aeroplane, route, start and end, journey, maps, road, traffic lights, pelican crossing, wheels,</p>

	and evergreen, harvest	Mendhi, Hinduism, Sikism	binoculars, identify, birdwatching, hide		metamorphosis, change	tracks/rails, fly, wings
Physical Development	<p>In Pre-School, the children have access to an extensive outdoor area which consists of a climbing frame and wall, sandpit, water area and mud kitchen. In the outdoor area, children are encouraged to challenge their gross motor skills in whatever activity they choose when playing outdoors. The movement area in the indoor setting allows development of these skills through rolling, crawling, spinning, waving, skipping, balancing etc and the creation of different combinations of movements. Children will work collaboratively with others when moving larger objects such as planks, bricks and other larger objects.</p> <p>Children can develop their fine motor skills through drawing, painting, cutting, threading and other similar activities in the many areas of provision in Pre-School. They will develop their control of one-handed tools and equipment, showing a preference for their dominant hand and using a comfortable grip. They will develop their fine motor skills using zips and other fasteners and will grow in independence when changing shoes and coats.</p>					
	<p>Self Portraits Family pictures</p> <p>Begin to recognise & make marks for name 'Mummy's Coming' game – children to move around outside area to 'fly' up to the babies.</p> <p>Use bikes and trikes when celebrating Netherlands in European Languages Day.</p> <p>Autumn leaf collages/mosaics</p>	<p>Bonfire/Firework Marks and movements</p> <p>Make and complete Diwali, Christmas cards, calendars Indian style dancing Mendhi patterns on hands.</p> <p>Magic Circle Game (Diwali) – staying safe in the circle and 'tig' when out of the circle.</p>	<p>Build igloos – small and large bricks.</p> <p>Move like different animals Chinese writing</p> <p>Chinese Dragon/lion Dancing</p> <p>Chinese Animal racing – race around moving like the different animals.</p> <p>Bird week – creating numbers/marks for the birds they see.</p>	<p>Use scissors to cut out shapes to create pictures. Cut out pancake toppings to add to their pancakes Pancake races – balancing on bats, tossing/throwing bean bags up/ balancing over objects.</p> <p>Handle equipment correctly to make bread.</p> <p>Mother's Day cards Easter cards</p>	<p>Menhdi patterns – own patterns and tracing patterns.</p> <p>Move like mini-beasts (walk/crawl, slither/slide, fly and flap) – create sequences of movements</p> <p>Act out the life-cycle of a butterfly</p> <p>Thread to make caterpillars</p> <p>Prepare and cut fruit using correct equipment.</p>	<p>Father's Day cards</p> <p>Try out different exercises/games etc to keep healthy/Sports Day activities</p> <p>Move like vehicles – think of different ways to move.</p> <p>Act 'Rosie's Walk' out/do the correct actions/ directions</p> <p>Make own trails and maps</p> <p>Make/mix Gingerbread men</p> <p>Follow maps</p>

	(snipping paper to create shapes) Big Draw task		Moving like different birds – depending on ‘what they can do’ Parachute Games – learning how to use the parachute.	Draw characters in story (book week) Parachute Games – learning how to use the parachute.		Create their own trails.
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Specific Areas

In Pre-School, we use a range of stories as a stimulus for our topics, which often link to other areas of the curriculum. The key stories consist of many popular and traditional children’s stories as well as a range of books from our Weetwood reading spine. Over the year, we focus on other texts that link to the children’s interests and these will act as a stimulus throughout our learning.

<p>Literacy</p> <p>Core Stories</p>						
						
						
						
						

Literacy	<p>READING</p> <p>Handle books carefully and turning the page correctly.</p> <p>Enjoy listening to books being read to them.</p> <p>Point to different pictures when asked.</p> <p>Recognise their own name.</p> <p>Sequence and retell stories.</p> <p>Recall repeated phrases while reading books.</p> <p>Enjoy listening to books being read to them.</p> <p>WRITING</p> <p>Make marks and giving meanings to the marks they make.</p> <p>Trace and copy their names, making marks to represent individual letters.</p> <p>Pencil control sheets - Leaf and hedgehog</p>	<p>READING</p> <p>Handling books carefully – identifying the start/end and front/back pages</p> <p>Enjoy listening to books being read to them.</p> <p>Point to different pictures when asked.</p> <p>Sequence key events of the day and night.</p> <p>WRITING</p> <p>Make marks and giving meanings to the marks they make.</p> <p>Trace and copy their names, making marks to represent individual letters.</p> <p>Write Diwali and Christmas cards</p> <p>List of what the different owls see during day and night.</p> <p>Draw pictures of the Christmas story</p> <p>Letters to Father Christmas.</p>	<p>READING</p> <p>Identify where the title of the book is.</p> <p>Use fingers to track text as they are reading it.</p> <p>Talk about what is happening in the pictures.</p> <p>Answer questions about stories they have listened to.</p> <p>Match up what the birds with what they can do.</p> <p>WRITING</p> <p>Copy names from name cards using recognisable letters.</p> <p>Use lightsabers/wands to practice letter formation.</p> <p>Make marks and patterns in the snow.</p> <p>Write list of birds we have seen- encourage initial letter sounds.</p> <p>Chinese New Year Story map – draw and write characters from</p>	<p>READING</p> <p>Identify where the title of the book is.</p> <p>Use fingers to track text as they are reading it.</p> <p>Talk about what is happening in the pictures.</p> <p>Answer questions about stories they have listened to</p> <p>Order and recall characters from the stories</p> <p>WRITING</p> <p>Copy names from name cards using recognisable letters.</p> <p>Write Mother's Day cards/letters.</p> <p>Write Easter Cards</p> <p>Write recipes and ingredients for making bread.</p>	<p>READING</p> <p>Use pictures to retell the stories in their own way.</p> <p>Guess the minibeat from their description</p> <p>Sequence the key events of the story using first, then and last.</p> <p>Answer 'why' questions about events that have happened in a story they have heard or a picture they have seen.</p> <p>WRITING</p> <p>Write their names from memory, using recognisable letters.</p> <p>Write a list of minibeasts they have found.</p> <p>Label the fruit that they can see – initial letters.</p> <p>Write words to describe the different minibeasts.</p>	<p>READING</p> <p>Use pictures to retell the stories in their own way.</p> <p>Predict what might happen – using pictures as cues.</p> <p>Answer 'why' questions about events that have happened in a story they have heard or a picture they have seen.</p> <p>Order/sequence key events of the stories using first, then, next and last.</p> <p>WRITING</p> <p>Write their names from memory, form letters correctly.</p> <p>Make maps to show and recall key features of their own journey.</p> <p>Label places on maps with simple words – listening carefully for initial letter sounds.</p>
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	<p>tracing/joining dots.</p> <p>Write captions/speech bubbles for what the different characters say.</p> <p>Write labels to identify items.</p> <p>Write recipes to make Porridge</p>	<p>Write a Christmas list.</p>	<p>the story in the river.</p> <p>Write a list for a Chinese New Year Party.</p> <p>Write 'orders' in Chinese Restaurant</p>			<p>Write postcards from their own journeys/trips.</p> <p>Write ingredients and recipe for Gingerbread Men.</p> <p>Create their own Gingerbread Man books</p> <p>Lists of different vehicles and transport they can name.</p>
<p>Phonics Focus</p> <p>Ongoing work from Letters & Sounds Phase 1 & Phase 2 Set 1 sounds;</p>	<p>Ongoing implicit phonics of alliteration & blends eg in routines-days of week, weather names beginning with, names beginning with etc</p>					
	<p>Unit 1 – Weeks 1-5 FFT Phonics</p> <p><u>In addition to the Phonic Scheme activities:</u></p> <p>Sing Nursery Rhymes</p> <p>Copy other people's voice sounds.</p> <p>Make voice sounds to imitate the different bears and Goldilocks</p> <p>Say whether a word does or does not rhyme with a given word.</p>	<p>Unit 1 – Weeks 6-12 FFT Phonics</p> <p><u>In addition to the Phonic Scheme activities:</u></p> <p>Sounds at night and sounds during the day.</p> <p>Listening for sleigh bell (Santa Bells) and following the sound.</p>	<p>Unit 2 – Weeks 1-6 FFT Phonics s, a, t, p, i, n, m, d, g, o, c, k</p> <p><u>In addition to the Phonic Scheme activities:</u></p> <p>Add/sort items on the phonics table for that week's specific sounds.</p> <p>Find words that rhyme with a specific word</p> <p>Identify initial letter sounds in words ('P' for Polar Bear)</p> <p>Choosing sounds/musical</p>	<p>Unit 2 – Weeks 7-12 FFT Phonics e, u, r, h, b, f, l, j, v, w, x, y, z</p> <p><u>In addition to the Phonic Scheme activities:</u></p> <p>Add/sort items on the phonics table for that week's specific sounds.</p> <p>Find words that rhyme with a specific word</p> <p>Identify and imitate different farm animal sounds.</p>	<p>Unit 3 – Weeks 1-6 FFT Phonics s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b</p> <p><u>In addition to the Phonic Scheme activities:</u></p> <p>Fill in phoneme frames with magnetic letter to spell out CVC words.</p> <p>Complete rhyming strings for given words.</p> <p>Complete the line/sentence by</p>	<p>Unit 3 – Weeks 7-12 FFT Phonics f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng</p> <p><u>In addition to the Phonic Scheme activities:</u></p> <p>Fill in phoneme frames with magnetic letter to spell out CVC words.</p> <p>Complete rhyming strings for given words.</p> <p>Predict the vehicle by completing the lines in 'All</p>

			<p>instruments for different animals in the Chinese New Year animals.</p> <p>Identify and imitate different bird songs and the sounds they make.</p>	<p>Listen and identify initial letter sounds for 'B' for bear.</p>	<p>using a rhyming word.</p> <p>Listen and identify words beginning with 'm' (mosque)</p> <p>Matching fruit with the correct initial letter sound</p> <p>.</p> <p>.</p>	<p>Change' so that they rhyme.</p> <p>Match initial letter sounds to the correct mode of transport.</p> <p>Segment and blend sound to identify the correct mode of transport</p> <p>Fill in phoneme frames with magnetic letter to spell out CVC words.</p>
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Maths Maths in Preschool is kept interactive and practical. We focus on sorting, number rhymes, counting, number recognition as well as shape, space and measure. Children develop their maths knowledge through taught sessions, planned activities (including story & singing) and throughout the provision. We encourage children to apply their maths skills in their play and we will observe the children in their favoured areas, enhancing the provision to suit the interests of the children. The maths curriculum is split into two strands 'number' and 'numerical patterns'. We teach different strands of the mathematical curriculum regularly, throughout the year, to ensure that children have a thorough knowledge of all areas and are on track to meet the desired outcomes at the end of Preschool.

<u>NUMBER</u>	<u>NUMBER</u>	<u>NUMBER</u>	<u>NUMBER</u>	<u>NUMBER</u>	<u>NUMBER</u>
<p>Use images in areas to identify how many children are allowed and count to check.</p> <p>Number games to match numbers to objects.</p> <p>Sing number songs, using number words</p>	<p>The story of 1,2,3 and recognise groups of 1,2,3.</p> <p>Identify more or less when comparing 2 groups</p> <p>Count the number of baubles on the Christmas tree and find the correct number.</p>	<p>Revise the story of 1,2,3 and look at the composition of 1,2,3</p> <p>Ordinal number & number ordering for the animals in the Chinese New Year Race.</p> <p>Make marks and write numbers to represent the birds seen – compare</p>	<p>The story of 4,5,6 and recognise groups of 4,5,6</p> <p>Count animals on the farm and write (make marks) how many they have found.</p> <p>Compare eggs in baskets - identifying more/less.</p>	<p>Revise the story of 4,5, 6 and look at the composition of 4,5,6</p> <p>Count and match objects to numerals (fruit and other food) –</p> <p>Compare the amounts of fruit (more/less)</p> <p>Combine groups of objects</p>	<p>The story of 7,8,9,10 and look at the composition of 7,8,9,10</p> <p>Make marks to represent amounts - Traffic survey on Weetwood Lane – make marks, find the total and compare amount.</p> <p>Create a pictogram about how they get to</p>

	<p>forwards and backwards.</p> <p>Count and subitise to 3, using accurate 1:1 correspondence if needed.</p> <p>Count how many flowers (tulips) there are up to 5</p> <p>Make marks to represent numbers when counting out vegetables</p> <p>Identify the groups of vegetable/ flowers/ and other objects that have more, less and the same.</p> <p>Use 5 frames to show amounts to 5.</p> <p><u>NUMERICAL PATTERNS</u></p> <p>Order items from smallest to biggest and identify the different sizes.</p> <p>Continue simple patterns with Autumn objects</p> <p>Introduce simple prepositions to describe where objects are.</p>	<p>Compare the number of baubles on a tree (more/less)</p> <p>Open Advent calendar – identify the next number.</p> <p><u>NUMERICAL PATTERNS</u></p> <p>Use shapes to create Rangoli patterns and other patterns and recognise shapes in patterns.</p> <p>Compare the size of objects and order them correctly.</p>	<p>how many we have seen.</p> <p>Bird Beetle Drive – draw body parts depending on number shown.</p> <p>Identify the class favourite bird and counting the total.</p> <p><u>NUMERICAL PATTERNS</u></p> <p>Order/Compare and measure the length of scarves.</p> <p>Match up and describe the patterns of scarves/hats (spotty/stripy) including repeated patterns.</p> <p>Compare/order and measure the size of birds</p> <p>Name and identify different 2D shapes and sort them into groups.</p>	<p>Count out the correct number of objects when given a specific object.</p> <p>Sort items into different sizes/groups.</p> <p><u>NUMERICAL PATTERNS</u></p> <p>Order animals/ objects due to their size/height</p> <p>Repeated patterns (ABAB) with flowers.</p> <p>2D shape chicks (Easter Cards)</p> <p>Create repeating patterns on Easter Eggs</p> <p>Use first, then, after to describe events/how to make bread.</p> <p>Egg Hunt – match patterns on eggs.</p> <p>Describe the position of different eggs (n front/behind. Under etc)</p>	<p>(fruit/minibeasts) find a total</p> <p>Identify 1 more than 5 from memory.</p> <p><u>NUMERICAL PATTERNS</u></p> <p>Weigh and compare different fruit</p> <p>Compare length of caterpillars and order them.</p> <p>Recognise patterns and symmetry in butterflies – use shapes to create patterns.</p> <p>Create caterpillars using an ABAB pattern.</p> <p>Compare the capacity of different objects.</p>	<p>school – count and compare numbers</p> <p>Find 1 more to 10 – the number of people chasing the Gingerbread Man.</p> <p>Counting Gingerbread men/buttons and matching to correct number.</p> <p>Adding the correct number of buttons- depending on the role of the dice.</p> <p>Direct and programme the Bee-Bot around a course – using directional words.</p> <p>Find 1 more to 10 – the number of people chasing the Gingerbread Man.</p> <p><u>NUMERICAL PATTERNS</u></p> <p>Shape vehicles using 2D and 3D shapes.</p> <p>Make their own routes using positional and directional words.</p> <p>Use positional language to</p>
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						describe places and routes
Understanding the World -The World -People and Communities	Ongoing – Daily routine of observations of weather, seasons & cycle of week days, celebrations of birthdays and other significant occasions for individuals. Regular access to the Forest Area – exploring and using the natural environment					
	<p>Introduce each other and talk about themselves.</p> <p>Share pictures of themselves with the rest of the group.</p> <p>Using baby photos, talk about what they looked like and how they have changed.</p> <p>Talk about the different things they can/could, could/couldn't do.</p> <p>Order a human lifecycle (baby – adult).</p> <p>Identify different people that can help us and what they do.</p> <p>Talk about different jobs and what they would like to be.</p> <p>Construct with natural materials</p>	<p>Identify difference between Night and Day and identify what we do/happens at night and day.</p> <p>Identify and name different nocturnal animals.</p> <p>Investigate shadows outside - make different shapes/draw round the shadows.</p> <p>Observe the moon in the sky and look at how it changes</p> <p>Explore and celebrate different Celebrations similarities & differences (Diwali, Christmas – Why they are important to their believers)</p>	<p>Look at areas of the world that are cold/Polar Regions</p> <p>Observe changes that happen to ice – how it melts.</p> <p>Identify polar animals and introduce how they keep so warm</p> <p>Investigate how ice feels and describe it.</p> <p>Observe their environment and identify different signs of winter.</p> <p>Talk about the different activities that you do in winter and try some out.</p> <p>Explore and celebrate Chinese New Year and locate China on a map.</p> <p>Try Chinese food.</p> <p>Observe birds in the natural</p>	<p>Talk about how we make pancakes and how the batter changes as it cooks.</p> <p>Try different toppings on pancakes.</p> <p>Match mother and baby animals and learn the correct names of them.</p> <p>Talk about how the baby animals look like the mother animals.</p> <p>Talk about where food comes from (Field to fork)</p> <p>Grow their own beans</p> <p>Sequence the life cycle of a bean.</p> <p>Make bread</p> <p>Observe changes and identify signs of Spring- Take photos.</p> <p>Celebrate Easter and why it is</p>	<p>Celebrate Eid and identify the different ways it is celebrated.</p> <p>Eid Party – including food and Henna</p> <p>Go in a Mini-beast hunt and identify what they find.</p> <p>Identify and name different minibeasts by looking at key features and pictures of them.</p> <p>Think about how different mini-beasts move and talk about the different legs they have got.</p> <p>Observe caterpillars changing into butterflies and sequence the life-cycle.</p> <p>Use natural materials to create</p>	<p>Follow and create maps of environment and their surroundings, including the journey to school.</p> <p>Sorting how different vehicles 'travel/go' and which would be the best vehicle to use to get to specific places.</p> <p>Identify safe places to cross the road and how we should stay safe in cars.</p> <p>Understand what the colours on traffic lights/pelican crossing mean and how to use them.</p> <p>Investigate different items that could be used for a boat – floating and sinking.</p> <p>Programme a Bee-Bot to move</p>

	<p>Explore Outdoors Area and natural world - Autumn Walks around the grounds and collecting items.</p> <p>Identify changes that are happening (leaves and other items) and the lifecycle of an Oak Tree.</p> <p>Plant tulips outside (European Languages Day)</p> <p>Look at autumnal animals and hibernation. Talk about why animals hibernate.</p> <p>Talk about Harvest Festival and how it is time for helping others.</p> <p>Look for Fairtrade items at home and introduce what Fairtrade is.</p> <p>Use a world map to identify different place that we talk about</p>		<p>environment – identify different features of birds.</p> <p>Birdwatch and identify the birds they see.</p> <p>Make bird food.</p>	<p>important to Christians.</p>	<p>catterpillars and butterflies</p> <p>Talk about healthy and unhealthy food and why you need a good balance.</p> <p>Make fruit salad using healthy fruit.</p>	<p>around a route/map.</p> <p>Make Gingerbread men and talk about the ingredients and how they change</p> <p>Transition to new reception classes/schools – getting ready for school</p> <p>Look at countries around the world and where people have been/are going on holiday.</p>
<p>Expressive Arts and Design</p>	<p>In Pre-school, children will have daily access to Role Play opportunities through the Home Corner, small world sets and larger construction sets. They will be encouraged to use their imagination to create their own stories and settings and use the equipment as they see fit.</p> <p>Daily singing sessions focussing on set songs each half term (See English progression grid)</p>					

	<p>Paint and draw self-portraits- encourage the use of the correct colours.</p> <p>Paint/draw pictures of what they would like to do.</p> <p>Take on the roles of different occupations – acting out different jobs.</p> <p>Explore Autumn colours</p> <p>Printing autumn leaves using autumn colours</p> <p>Print and rub autumn leaves.</p> <p>Create ‘markers’ with natural materials and describing them.</p> <p>Make clay hedgehogs – use matchsticks for spikes.</p> <p>Glue shapes in place to create pictures (Bears)</p> <p>Make chairs for Baby Bear (junk modelling)</p>	<p>Paint and print Fireworks – look for the colours and patterns they make.</p> <p>Use voices and other instruments to make firework sounds and move like fireworks.</p> <p>Diwali art (mendhi, divas (clay), Rangoli patterns)</p> <p>Printing with shapes to create ‘shadows’ of objects.</p> <p>Explore costume, dance and music</p> <p>Investigate light and dark colours – mixing colours with white and dark to create shades.</p> <p>Shadow dancing – move their whole bodies while watching their shadows move.</p> <p>DRAMA- Walk through the jungle – act out the different things we see (day and night)</p>	<p>Experiment with colour mixing:- winter colours</p> <p>Create snowflakes with strips of paper</p> <p>Paint with coloured ice cubes (as they melt).</p> <p>Chinese New Year dragon masks, lanterns, fans</p> <p>Learn a Dragon dance, song</p> <p>Paint favourite Garden birds – looking closely at the shape and colours.</p>	<p>Learn and perform ‘Mix a Pancake’ adding actions as we sing.</p> <p>Act out making bread</p> <p>Pancake café/Bakery – taking on different roles.</p> <p>Moving like different animals and making different sounds with voices and instruments.</p> <p>Experimenting with colour mixing</p> <p>Sticking- using different textures/patterns</p> <p>Creating own farm-yard world with given equipment.</p> <p>Observational drawings/ paintings of Spring Flowers.</p> <p>.Decorate Easter Eggs/Easter Cards</p>	<p>Eid art projects – henna patterns, lanterns</p> <p>Painting different mini-beasts using the correct colours and features</p> <p>Use playdough to make different minibeast – adding key features.</p> <p>Caterpillar printing</p> <p>Make symmetrical butterflies- paint and stick</p> <p>Create butterflies and caterpillars using natural materials (leaves/grass etc)</p> <p>Move like caterpillars/ butterflies – acting out the lifecycle.</p> <p>Learn the song ‘Crunch, Caterpillar, Crunch’</p> <p>Play instruments in different ways to represent different mini-beasts.</p>	<p>Using junk modelling to create vehicles/ buildings/ landmarks etc for maps and journeys including Rosie’s Farm.</p> <p>Print and paint with different sized tyres – look at the pattern they make.</p> <p>Decorate Gingerbread Men – add eyes/buttons etc</p> <p>Paint pictures of themselves in new school uniform.</p>
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	<p>Use glue to join/stick items to paper/boxes.</p> <p>Mix primary colours to make secondary colours</p> <p>Join in with familiar Nursery and Number songs.</p> <p>Retell Goldilocks and the Three Bears in Role Play</p>	<p>Christmas Cards and decorations</p> <p>Learning Christmas Songs</p>				
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