

Topic - All about me!

Pre-school Curriculum Objectives	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Story / Theme	All about me	All about me	Elmer	Elmer	Elmer	Elmer	Elmer
PSED <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' Select and use activities and resources, with help when needed. 	PSED School Routines / Class Rules. Classroom procedures. The importance of hand washing. Super soap handwashing story.	Choose it, Use it, put it away. What does good playing and sharing look like?	Kind hands, kind feet, kind words. Be kind, be kind, be kind. Emotion flashcards. Talk about how we feel and how others may feel.	Making New Friends. Sharing is caring. Turn taking.	Merit chart 5 Rs Making good choices - looking after things. Learn how to be independent with own coat.	Resilience 5R The Tortoise and the Hare. Learning about being resilient CoL. School Routines / Class Rules.	Learn the 'Stop it, I don't like it' social phrase. Selecting materials independently for arts and crafts.
	Circle Time All about me group discussion. My name is... I like ...	Circle Time Group discussion. Our rules are.... Why do we have these rules?	Circle Time Emotion flashcards. Talk about how we would feel if...	Circle Time Story time. Turn taking 'Wait your turn, Tilly'.	Circle Time Play Simon Says.	Circle Time Discuss our rules and why they are important.	Circle Time Roll the ball game, say the name.

<p>COMMUNICATION AND LANGUAGE</p> <p>Listening , Attention</p> <p>Learn new vocabulary.</p> <ul style="list-style-type: none"> • Understand a question or instruction that has two parts. • Understand why questions • Can start a conversation with an adult or a friend and continue it for many turns. • Listen to other people's talk with interest but can easily be distracted by other things. • Can find it difficult to pay attention to more than one thing at a time 	<p>Introducing the visual symbols for listening and learning.</p> <p>Following simple instructions.</p> <p>Introduce routines and expectations.</p>	<p>Building relationships with other children and adults.</p> <p>Learning what the word 'responsible' means in school.</p> <p>Learning the phrase - 'choose it, use it, put it away'.</p>	<p>Listening to the Elmer story.</p> <p>Discuss what they can remember from the story.</p> <p>Talk about the children experienced at the weekend.</p>	<p>'Take your turn, Tilly'</p> <p>Understand why questions about the story.</p>	<p>Making new friends - learn how to ask someone if you can play with them or join their game.</p>	<p>Messy play -talk how about it feels and why.</p>	<p>Use new word 'resilient' when learning new things.</p> <p>Learn the phrase 'Stop it, I don't like it.'</p>
<p>PHYSICAL DEVELOPMENT</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Be increasingly independent as they get dressed and undressed. • Be increasingly independent in meeting their own care needs. 	<p>Baseline Assessments - using physical equipment outside.</p>	<p>Baseline Assessments - using physical equipment outside.</p>	<p>Making a trim trail using green crates and wooden planks.</p> <p>Introduce PE rules and safety.</p>	<p>PE - Musical statues.</p> <p>Listening carefully to the music.</p> <p>Balancing on one leg (freeze frame).</p>	<p>PE - Cosmo kids Yoga.</p> <p>Copying movements and listening carefully to instructions.</p>	<p>Tour around the school. Walking up and down the stairs using alternating feet.</p> <p>Learning how to change our balance position and hold a balance.</p>	<p>PE - Zumba.</p> <p>Moving our bodies in different ways.</p>

<p>PHYSICAL DEVELOPMENT Fine Motor Skills</p> <ul style="list-style-type: none"> • Use one handed tools and equipment. • Use a comfortable grip with good control when holding pens and pencils. 	<p>Baseline Assessments - using tools and classroom equipment inside.</p>	<p>Baseline Assessments - using tools and classroom equipment inside.</p>	<p>How to use scissors. Make snips in paper.</p> <p>Pom-poms and tweezers - continuous provision.</p>	<p>Mark making using a comfortable grip, encouraging a tri-pod grip.</p>	<p>Threading beads onto string to develop finger muscles.</p>	<p>Making snips in paper with scissors.</p>	<p>Learning to cut playdough with a knife and fork.</p>
<p>LITERACY 0-3 years</p> <ul style="list-style-type: none"> • Make Marks on their picture to stand for their name • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <p>3-4 years</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes. - We read English text from left to right and from top to bottom. - The names of the different parts of a book - Page sequencing • Engage in extended conversations about stories, learning new vocabulary. 	<p>Listening to and sharing stories.</p> <p>Learning to recognise own name.</p>	<p>Mark making with different tools.</p> <p>Learning to recognise own name.</p>	<p>Chanting familiar nursery rhymes.</p> <p>Learning to recognise own name.</p>	<p>Observing pictures in a book independently.</p> <p>Learning to recognise own name.</p>	<p>Elmer story - discuss what happens in the story or what may happen next.</p> <p>Learning to recognise own name.</p>	<p>Begin observing pictures and print in the story.</p> <p>Safari stories.</p> <p>Learning to recognise own name.</p>	<p>Chanting familiar nursery rhymes.</p> <p>Learning to recognise own name.</p>

<p>MATHEMATICS Number 0-3 YEARS</p> <ul style="list-style-type: none"> Compare amounts, saying 'lots', 'more' or 'same' <p>3-4 Years</p> <ul style="list-style-type: none"> Recite numbers past 5 Say one number for each item in order 1,2,3,4,5 Show 'finger numbers' up to 5 	<p>Baseline Assessment - numeral recognition and counting.</p>	<p>Baseline Assessment - Numeral recognition, building and counting.</p>	<p>Grouping objects using the language of more, lots and the same.</p>	<p>Matching and counting, using numbered nuts and bolts.</p>	<p>Counting multi-link cubes and learning about 'finger numbers'.</p>	<p>Count accurately using 1:1 correspondence and match sets of objects with numeral.</p>	<p>Represent numbers using 'fingers'.</p>
<p>Shapes, measure and size</p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately 	<p>Baseline Assessment - shape recognition.</p> <p>Squeeze, scoop and count ice-cream game.</p>	<p>Baseline Assessment - shape recognition.</p>	<p>Play dough - using shape cutters to make moulds.</p>	<p>Matching and sorting.</p> <p>Sorting compare bears by colour and size.</p>	<p>Dinosaur shape game.</p> <p>Using the language of small and large / big and little.</p>	<p>Comparing amounts - more and fewer.</p>	<p>Compare by size, mass and capacity.</p>
<p>UTW People and communities 0-3 Years</p> <ul style="list-style-type: none"> Notice differences between people. <p>3-4 years</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Explore how things work. Continue to develop positive attitudes about the differences between people. <p>Materials and the world</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Begin to understand the need to respect and care for the natural environment and all living things. Talk about differences between materials and changes they notice. 	<p>Becoming familiar with the adults in school and talking about our families.</p>	<p>Becoming familiar with the adults in school and talking about our families.</p> <p>Discussion about home life.</p> <p>Who lives at home?</p>	<p>Learning about the school community and taking on responsibilities.</p> <p>Operating technology - recording turtles.</p> <p>Remote controlled bug.</p>	<p>Family portraits.</p> <p>Home learning - draw a family portrait.</p> <p>Show and tell - talk about their picture of their family.</p>	<p>When I was a baby...</p> <p>Link to pictures of animal babies.</p>	<p>Autumn - exploring conkers, pumpkins and gourds. Describe what they see and feel.</p>	<p>Autumn - exploring conkers, pumpkins and gourds. Describe what they see and feel.</p>
<p>EXPRESSIVE ARTS AND DESIGN Being Imaginative and Expressive</p>	<p>Introduce the role-play</p>	<p>Introduce the role-play</p>	<p>Ring games.</p>	<p>Exploring small world.</p>	<p>Exploring small world.</p>	<p>Construction.</p>	<p>Mud kitchen.</p>

<p>0-3 years</p> <ul style="list-style-type: none"> • Move and dance to music. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone <p>3-4 years</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house etc. • Listen with increased attention to sounds. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. 	<p>resources.</p> <p>Dressing up area.</p> <p>Kitchen and food.</p> <p>Shopping trolley.</p>	<p>resources.</p> <p>Dressing up area.</p> <p>Kitchen and food.</p> <p>Shopping trolley.</p>	<p>Singing 'Ring a ring a roses'.</p> <p>Duck, Duck, Goose.</p>	<p>Dolls house.</p> <p>Cars and garage.</p> <p>Play Mobil.</p>	<p>Dolls house.</p> <p>Cars and garage.</p> <p>Play Mobil.</p>	<p>Building 'small worlds' with construction materials.</p>	<p>Using imagination to serve peers at the mud kitchen.</p> <p>Dressing up.</p> <p>Kitchen and food.</p> <p>Shopping trolley.</p>
<p>EXPRESSIVE ARTS AND DESIGN</p> <p>Creating with Materials</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore and use equipment from the art trolley.</p>	<p>Explore and use equipment from the art trolley.</p>	<p>Painting and using art resources.</p> <p>Learning to use PVA glue.</p>	<p>Explore colour and colour mixing.</p> <p>Painting/gluing and sticking.</p>	<p>Introduce paper stampers and paper strips.</p>	<p>Introduce junk modelling resources and joining materials.</p>	<p>Hand printing making ghosts for Halloween.</p> <p>Painting pumpkins.</p>

CHARACTERISTICS OF LEARNING

<p>Playing and Exploring</p> <ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects 	<p>Active Learning</p> <ul style="list-style-type: none"> • Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. • Use a range of strategies to reach a goal they have set themselves. • Keep on trying when things are difficult. 	<p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets • Review their progress as they try to achieve a goal. Check how well they are doing.
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