

Topic: Seasons - Autumn and Winter

Pre-school Curriculum Objectives	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Story / Theme	Room on the Broom	Ferdie and the Falling Leaves	Guess how much I love you 'in the winter'	Frozen	Elf on the Shelf	The Polar Bear and the Snow Cloud	Christmas
PSED <ul style="list-style-type: none"> • Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Develop their sense of responsibility and membership of a community. • Select and use activities and resources, with help when needed. 	PSED Emotion Flashcards. 'Acorn of the day'	Talk about how we control our feelings. 'Acorn of the day' Home learning - natural materials hunt.	Family - who lives at home. 'Acorn of the day'	Snowman pom-poms. 'Acorn of the day'	Elf on the shelf mischief. 'Acorn of the day'	Polar bears and snow iceberg. 'Acorn of the day'	Christmas list. 'Acorn of the day'
	Circle Time Seasonal change, group discussion. How can we resolve this without getting angry?	Circle Time Seasonal change, group discussion. Why are the leaves falling from the trees?	Circle Time Emotion Flashcards. Talk about how we would feel if...	Circle Time Social Story.	Circle Time Elf on the shelf story.	Circle Time Roll the ball game...say the name.	Circle Time Christmas story.

<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. • Develop pretend play; 'putting baby to sleep' or 'driving the car to the shops' 	<p>Introducing the visual symbols for listening and learning.</p> <p>Following simple instructions.</p> <p>Making potions in the cauldron.</p>	<p>Building relationships with other children and adults.</p> <p>Talk about seasonal changes.</p> <p>Asking why and what questions.</p>	<p>Natural materials small world animals.</p> <p>Following 2-part instructions.</p>	<p>Dressing up - Elsa, Anna, Olaf.</p> <p>Ice castle and figurines.</p>	<p>What is the elf doing today?</p> <p>Have you got an elf at home?</p>	<p>Building structures, such as an iglu.</p> <p>Shaving foam clouds.</p>	<p>What would you like for Christmas?</p> <p>Making lists using pictures from catalogues.</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. • Collaborate with others to manage large items. • 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>Independently putting own coat on using flippy over technique</p> <p>PE - kids yoga</p> <p>Room on the broom</p>	<p>Practise putting own shoes on.</p> <p>PE - Balancing on climbing equipment</p>	<p>Making a trim trail using green crates and wooden planks</p> <p>PE - runner bean game.</p>	<p>Washing hands before and after snack</p> <p>PE - Simon says</p>	<p>Balance bikes</p> <p>PE - Cosmo kids Yoga</p>	<p>Stilts</p> <p>PE - musical statues</p>	<p>Washing hands before and after snack.</p> <p>PE - Zumba</p> <p>Moving our bodies in different ways</p>
<p>PHYSICAL DEVELOPMENT</p> <p>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>Using scissors to cut strips of paper.</p> <p>Pom-poms and tweezers.</p>	<p>Mark making with different equipment to develop a comfortable pen grip.</p>	<p>Making patterns with threading beads to develop pincer action.</p>	<p>Fine motor tools.</p>	<p>Using scissors - to follow a line.</p>	<p>Using different tools, knives and forks with playdough.</p>	<p>Mark making with different equipment to develop a comfortable pen grip.</p>

<p>LITERACY</p> <p>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 in small and large groups.</p> <p>Learning to recognise own name and find the letters to make name.</p> <p>Mark making to represent own name.</p>	<p>Mark making with different tools.</p> <p>Learning to recognise own name and find the letters to make name.</p> <p>Mark making to represent own name.</p>	<p>Chanting familiar nursery rhymes.</p> <p>Learning to recognise own name and find the letters to make name.</p> <p>Introduce logos.</p> <p>Mark making to represent own name.</p>	<p>Looking at pictures in a book independently.</p> <p>Learning to recognise own name and find the letters to make name.</p> <p>Recognising characters in a story</p> <p>Mark making to represent own name..</p>	<p>Mark making with different tools.</p> <p>Learning to recognise own name and find the letters to make name.</p> <p>Mark making to represent own name.</p>	<p>Observe pictures and print in the stories.</p> <p>Learning to recognise own name and find the letters to make name.</p> <p>Continue recognising logos.</p> <p>Mark making to represent own name.</p>	<p>Chanting familiar nursery rhymes and songs.</p> <p>Learning to recognise own name and find the letters to make name.</p> <p>Stop and go signs.</p> <p>Mark making to represent own name.</p>
<p>MATHEMATICS</p> <p>Number</p> <p>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>Counting to 10.</p> <p>Building blocks.</p>	<p>Sing 5 currant buns.</p>	<p>Using the language of 'more' 'lots' and 'same'.</p> <p>Grouping objects.</p> <p>Estimating how many there is in a group up to 3.</p> <p>'I spy'...</p>	<p>Matching and counting numerals and objects.</p>	<p>Count accurately 1:1 and match sets of objects with numeral.</p>	<p>Counting bears.</p> <p>Learning to represent finger numbers.</p>	<p>Counting songs and rhymes.</p> <p>Learning to represent finger numbers.</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: 	<p>Using weighing scales to compare mass.</p>	<p>Comparing size and building towers using the</p>	<p>Play dough - rolling 'sausages'</p>	<p>Recognising shapes in the environment.</p>	<p>Introduce 3D shapes.</p>	<p>Comparing amounts - more,</p>	<p>Compare size, mass and capacity.</p>

<p>'sides', 'corners', 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately. 		<p>language of tall / short.</p>	<p>of different lengths.</p>			<p>fewer and the same.</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>Electronic piano mat. Explore how it works and the sounds it makes.</p> <p>Discuss the weather and what clothes we might need.</p>	<p>Explore materials found on the autumn hunts.</p> <p>Home learning natural material hunt.</p> <p>Discuss the weather and what clothes we might need.</p>	<p>Use the sorting people to look at differences and similarities.</p> <p>Discuss the weather and what clothes we might need.</p>	<p>Operating technology - recording turtles.</p> <p>Talking about the difference between each other.</p> <p>Discuss the weather and what clothes we might need.</p>	<p>Who celebrates Christmas and in what ways?</p> <p>Discuss the weather and what clothes we might need.</p>	<p>Look at polar bears and their habitat.</p> <p>Discuss the weather and what clothes we might need. Use senses to explore ice.</p>	<p>Exploring electronic toys.</p> <p>How to do they work?</p> <p>Discuss the weather and what clothes we might need.</p>
<p>EXPRESSIVE ARTS AND DESIGN Being Imaginative and Expressive 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 	<p>Dressing up - Room on the Broom characters.</p> <p>Explore musical instruments.</p>	<p>Make a den.</p> <p>Use CD with musical instruments.</p>	<p>Create a collection of toy rabbits for role-play.</p> <p>Sing songs and rhymes.</p>	<p>Ice mountain and castle.</p>	<p>Decorate dolls house for Christmas. Create stories with the dolls house and introduce other small world toys into story.</p>	<p>Create a shop / café for role play.</p> <p>Polar bears and shaving foam clouds.</p>	<p>Create a shop / café for role play.</p> <p>Messy play - pretend snow.</p>

<p>animal sets, dolls and dolls house etc.</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. 							
<p>EXPRESSIVE ARTS AND DESIGN Creating with Materials Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore and use equipment from the art trolley.</p> <p>Making fireworks, witches hats and wands.</p>	<p>Explore and use equipment from the art trolley.</p> <p>Leaf printing and painting trees.</p>	<p>Painting and using art resources.</p> <p>Learning to use PVA glue.</p> <p>Making bunny ears.</p>	<p>Explore colour and colour mixing.</p> <p>Painting/gluing and sticking.</p> <p>Ice painting.</p>	<p>Making paper chains.</p> <p>Make a Christmas list.</p> <p>Creating decorations for Christmas.</p>	<p>Make a giant, collaborative snowman.</p> <p>Christmas cards.</p>	<p>Christmas trees.</p> <p>Magic snow.</p> <p>Snow painting.</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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