



Pre- School

Our curriculum has been written using the Development Matters 2020. Whilst the curriculum has been organised into progressive statements over the year it is important to understand that the actual learning of young children is not so neat and orderly. The practitioners guided by their phase leader will endeavour to deliver a programme of learning in response to the changing stages and developmental needs of the children in their class. The Curriculum overview must be used alongside the

Progression Statements documents to aid planning.

	Autumn 1 & 2 Me and My World	Spring 1 & 2 Once Upon a Time...	Summer 1 & 2 All Creatures Great and Small
Personal Social Emotional Development	Building Relationships Children develop their sense of responsibility and membership of a community.	Building Relationships Children understand gradually how others might be feeling.	Building Relationships Children play with one or more other children, extending and elaborating play ideas.
	Self-Regulation Children select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Self-Regulation Children increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Self-Regulation Children find solutions to conflicts and rivalries. For example, accepting that not everyone can be 'Mr Wolf' in the game, and suggesting other ideas. Talk with others to solve conflicts.
	Managing Self Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Managing Self Children become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Managing Self Children develop appropriate ways of being assertive.

Communication & Language	Listening, Attention & Understanding Children can sit, look and listen with increasing concentration whilst listening to a story. Children understand a question or instruction that has two parts. <i>For set list of Nursery Rhymes (See Progression Statements)</i>	Listening, Attention & Understanding Children enjoy listening to longer stories and can remember much of what happens. Children understand 'why' questions, <i>For set list of Nursery Rhymes (See Progression Statements)</i>	Listening, Attention & Understanding Children pay attention to more than one thing at a time. Children start and hold a conversation with an adult or a friend and continue it for many turns. <i>For set list of Nursery Rhymes (See Progression Statements)</i>
	Speaking Children begin to use vocabulary they have heard from stories and adults.	Speaking Children pronounce most sounds accurately in speech. (some sounds: r, j, th, ch, and sh can be more difficult.) Children use sentences of four to six words. Children begin to have a go at using irregular tenses and plurals, ('runned' for 'ran', 'swimmed' for 'swam'.)	Speaking Children express a point of view and to say when they disagree with an adult or a friend, using words as well as actions. Children use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Children listen carefully to an adult and attempts to say multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
Physical Development	Gross Motor Children continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Children go up steps and stairs, or climb up apparatus, using alternate feet. Children skip, hop, stand on one leg and hold a pose for a game like musical statues. Children use large-muscle movements to wave flags and streamers, paint and make marks.	Gross Motor Children start taking part in some group activities which they make up for themselves, or in teams. Children begin to remember sequences and patterns of movements which are related to music and rhythm. Children match their developing physical skills to tasks and activities in the setting.	Gross Motor Children choose the right resources to carry out their own plan safely. Children collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Children make healthy choices about food, drink, activity and tooth brushing.

	Children become increasingly independent in meeting their own care needs.		
	Fine Motor Children are increasingly independent as they get dressed and undressed.	Fine Motor Children use one-handed tools and equipment. Children show a preference for a dominant hand.	Fine Motor Children begin to master the tri-pod grip and use with increasing control when holding pens and pencils.
Literacy	Comprehension Children enjoy learning to retell the class texts with increasing confidence. The children begin to answer who and where questions surrounding these familiar texts. Children begin to use new vocabulary from these texts with increasing confidence. <i>For set list of class texts (See Progression Statements)</i>	Comprehension Children enjoy learning to retell the class texts with increasing confidence. The children begin to answer who, what, where and why questions surrounding these familiar texts. Children begin to use new vocabulary from these texts with increasing confidence. <i>For set list of class texts (See Progression Statements)</i>	Comprehension Children enjoy learning to retell the class texts with increasing confidence. The children confidently answer who, what, where and why questions surrounding these familiar texts. Children begin to use new vocabulary from these texts with increasing confidence. <i>For set list of class texts (See Progression Statements)</i>

	Reading Children continue to develop their love of reading by listening to familiar stories and then reading these stories to themselves. Children can read a book from front to back turning the pages in sequence.	Reading Children continue to develop their love of reading by choosing to select unfamiliar books and reading these books to themselves. Children develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Children understand that print can have different purposes.	Reading Children continue to develop their love of reading, children begin to read their favourite stories to their teachers and friends. Children can recognise the names of the different parts of a book. Children know that we read English text from left to right and from top to bottom. Children begin RWI phonics Set 1 letters and words.
	Writing Children enjoy making marks and ascribing meaning to marks. Children follow step by step instruction to draw a simple picture.	Writing Children trace writing patterns with increasing control and accuracy. Children follow step by step instructions to draw a more complex picture.	Writing Children can write their name. Children form the letters 'm/a/s/t/d' accurately. Children use some of their print and letter knowledge in their early writing.
Maths	Number & Numerical Pattern Children develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Children recite numbers past 5. Children say one number for each item in order: 1,2,3,4,5.	Number & Numerical Pattern Children know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Children show 'finger numbers' up to 5. Compare quantities using language: 'more than', 'fewer than'.	Number & Numerical Pattern Children link numerals and amounts up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.
	Shape Space & Measure Children understand position through words alone.	Shape Space & Measure Children make comparisons between objects relating to size, length, weight and capacity.	Shape Space & Measure Children extend and create ABAB patterns. Noticing and correcting an error in a repeating pattern.

	Children describe a familiar route. Children discuss routes and locations, using words like 'in front of' and 'behind'	Children talk about and identify patterns around them. Children select shapes appropriately for a purpose or task. Combine shapes to make new one.	Children begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Children talk about and explore 2D and 3D shapes using informal and mathematical language.
Understanding the World	The Natural World Children use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, beginning to use new vocabulary they have learnt.	The Natural World Children explore how things work. Children plant seeds and care for growing plants. Children talk about the differences between materials and changes they notice.	The Natural World Children explore and talk about different forces they can feel. Children understand the key features of the life cycle of a plant and an animal.
	Past and Present & People, Culture and Communities Children show interest in different occupations.	Past and Present & People, Culture and Communities Children continue developing positive attitudes about the differences between people. Children begin to make sense of their own life-story and family's history.	Past and Present & People, Culture and Communities Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive Arts and Design	Creating with Materials Children create closed shapes with continuous lines, and begin to use these shapes to represent objects. Children make imaginative and complex 'small worlds' with blocks and construction kits.	Creating with Materials Children draw and paint with increasing complexity and detail, such as representing a face with a circle and including details. Children develop skills in using more complex constructions kits which involve joining and connecting objects together to create a finished master piece.	Creating with Materials Children show different emotions in their drawings and paintings, including happiness, sadness, fear etc. Children begin to make informed choices when joining different materials together. Children explore colour and colour mixing.

	Children explore different materials freely, in order to develop their ideas about how to use them and what to make		Children begin to use multi-media in their creations and continue to develop their own ideas for what they want to make.			
	Being Imaginative & Expressive Children take part in simple pretend play, using an object to represent something else even though they are not similar. Children remember and sing entire songs. <i>(For set list of Nursery rhymes see progression statements C&L)</i>		Being Imaginative & Expressive Children begin to develop complex stories through role play and small world equipment like animal sets, dolls and dolls houses etc. Children begin to differentiate between different sounds. Children respond to what they have heard, expressing their thoughts and feelings.		Being Imaginative & Expressive Children play instruments with increasing control to express their feelings and ideas. Create their own songs, or improvise a song around one they know. Begin to sing songs with growing awareness of pitch and rhythm.	
RE	Harvest I am Special	Christmas	Friendship	Easter	Prayer	Special People