



# Pre-school Curriculum Overview - Spring Term 2026

## The Early Years Foundation Stage

### Prime Areas:

- Personal, Social and Emotional Development.
  - Physical Development.
  - Communication and Language.
- These prime areas lay down the foundation for all children's learning, ensuring that children are able to relate to others, communicate effectively and engage with their environment.  
(Pacey 2014).

### Four Specific Areas:

- Literacy.
- Maths.
- Understanding The World.
- Expressive Arts and Design.

## Personal, Social and Emotional Development

- The children will be encouraged to develop their self-help skills by attempting to put their own coat on
- They will be encouraged to become independent by managing their own personal hygiene needs, such as wiping their own nose, accessing the toilet and washing their hands.
- They will be encouraged and supported to form positive relationships with their key person and their peers.
- To independently follow the daily routine with the aid of the visual timetable.
- To develop appropriate ways of being assertive.

## Physical Development

- Develop large muscle movements.
- Show preference for a dominant hand.
- Move in a variety of ways, such as running, hopping, crawling, skipping etc.
- Explore activities using their senses.
- Develop their movement, balancing, riding and ball skills.
- Begin to use scissors independently to make snips in paper.

## Communication and Language

'The development of children's spoken language underpins all seven areas of learning and development. The number and quality of conversations they have with adults and peers throughout the day in a language rich environment is crucial.' EYFS 2021.

- To develop their 'good listening' skills using the visual prompts on display.
- To listen to adult requests and respond appropriately.
- Sing a large repertoire of songs.

### Literacy

- Begin to foster a love of reading and sharing stories/books every day.
- To begin to learn and join in singing nursery rhymes.
- Recognise their own name in print.
- Our older children will begin to learn to write their name independently.

### Maths

- Begin to recite numbers 1-5.
- Begin to count objects accurately, saying one number for each item in order from 1-5.
- To join in singing number songs and rhymes.
- Compare quantities using language such as 'more than' and 'fewer than'.
- Explore 2D shapes.
- Begin to use and understand positional language.
- Develop fast recognition of up to 3 objects, without counting. (Subitising)

### Expressive Arts and Design

- Explore different materials freely.
- Join different materials & explore different textures
- Draw with increasing complexity and detail
- Take part in simple pretend play using our 'curiosity approach' environment.
- Play instruments with increasing control



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### Understanding The World

- Show interest in different occupations.
- Talk about what they see, using wide vocabulary.
- Join in with celebrations for this term's topics such as Easter. This will continue to develop positive attitudes about the differences between people.

### Spring Term Topics

- Little Three Pigs Traditional tales, incorporating Three Billy Goats Gruff, Goldilocks and the Three Bears and.
- Doctors and Nurses
- Emergency services and vehicles.
- Easter

### Kinetic Letters

- Kinetic letters – this our whole school approach to handwriting.
- In Pre-school we focus on building children’s physical strength to ensure all children are physically ready to write when they begin Reception.
- Introduce the four floor working positions:
- Bear – sitting on the floor with legs crossed.
- Meerkat – kneeling with their back straight.
- Stone lion – on all fours.
- Lizard – lay on their tummy.
- Daily opportunities to use all four working positions to develop children’s core strength.

### Phonics

- We aim to embed phonics with daily adult led activities in a language rich provision. Activities will include the following:
- General sound discrimination – environmental sounds.
- General sound discrimination – instrumental sounds.
- General sound discrimination – body percussion.
- Rhythm & Rhyme.
- Alliteration.
- Voice Sounds.
- Oral Blending & segmenting.

### Walk in Wednesday

Each Wednesday of every week we invite you into the setting for the first 30 minutes to share your child’s experience of Pre-school. Your child’s key person will also be available for you to discuss the planned activities and support with any enquiries you may have.

This is an invitation and not a statutory requirement so please don’t worry if you are unable to stay each and every week.



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### General Information

- Please name your child’s coat and bag with their full name.
- Share stories and rhymes with your child daily. This will extend and support the work already being started whilst your child is at Pre-school.
- Talk to your child about their day at Pre-school. Can they recall what activities they have been doing? Who have they been playing with?
- Talking to your child regularly will help introduce the concept of taking turns in conversations and reinforce using their ‘good listening’ ears.