

Communication and Language

*Identify familiar objects and properties *Understand and act on longer sentences and instructions *Understand simple who, what, where, when questions and develop an understanding of why questions *Enjoy listening to stories and recall much of what happens *Pay attention to more than one thing at a time *Listen and follow simple instructions *Understand a question or instruction that has two or more parts *Sing a large selection of songs and nursery rhymes *Create their own songs and rhymes *Count or clap a rhythm or collection of syllables *Develop an understanding of simple Alliteration *Learn new words and use a wider range of vocabulary *Increasingly use speech as a way of communicating *Develop their communication and pronunciation skills *Use a range of speech sounds to gradually include multi-syllabic words *Develop their understanding of tenses and plurals *Use longer sentences *Ask and answer questions *Express a point of view *Be able to give explanations *Begin and continue conversations *Use talk to organise their ideas within their play

Literacy

*Enjoy looking at books independently *Handle books with care *Turn pages in sequence *Pay attention when stories are being read aloud *Join in with repeated refrains *Be able to talk about familiar books *Ask questions about a book *Be able to retell a story *Sequence simple stories using pictures *Use story props to create stories *Create their own stories from experience or imagination *Recognise/ Hear words with the same initial sound *Understand rhyming words *Understand that print carries meaning *Understand that print is written or read from top to bottom and left to right *Recognise familiar signs or labels *Begin to recognise familiar letters e.g. those in their name *Recognise their printed name *Understand the difference between their own pictures and attempts at writing *Give meaning to their marks *Develop greater control of their mark making *Develop emergent writing skills *Use some of their print and letter knowledge in their early writing, such as emergent 'shopping lists' *Write some familiar letters accurately e.g. those in their name *Begin to write their name

Mathematics

*Use number language in their play *Recognise up to 3 objects without counting *Recite the numbers 1 to 10 in order *Count claps and steps etc *Count up to at least five objects using 1 to 1 correspondence *Subitise / Recognise different arrangements of numbers up to 5 *Show fingers up to 5 *Recognise and use ordinal numbers first, second, third *Know the last number counted is the total in a group *Recognise numerals of significance *Link numerals to amounts *Solve real world maths problems with numbers up to 5 *Compare quantities using more than and fewer than *Find 1 more/less for numbers up to at least 5 *Compare objects by size, length, weight and capacity *Understand and use mathematical language related to size, shape, weight, length *Use 2D and 3D shapes appropriately in their play to create patterns or construct with *Talk about properties of shape, use informal language to describe them e.g. corner, straight, round *Name some common 2D and 3D shapes e.g. rectangle, square, triangle, circle, cube, cylinder *Understand and use positional language

Physical Development

*Use their bodies to move in different ways *Negotiate spaces well *Balance on obstacles *Climb and jump off objects *Run, hop, jump, stand on one leg *Go up and down steps using alternate feet and while carrying an object *Use a balance bike *Turn pedals on a tricycle *Take part in team games *Develop their own ideas for physical games *Move or carry larger objects *Work with others to move larger or heavier objects *Build towers or dens etc using large loose parts *Use large muscle movements to wave flags and ribbons *Paint with large brushes, rollers etc and playground chalk using large muscle movements *Use large tools or equipment e.g. wheelbarrows, garden spades *Understand tools need to be used safely *Select tools or resources to carry out their own ideas *Use one handed tools and equipment safely *Use a comfortable grip with good control when holding pens or other tools *Develop control through gross and fine motor movements *Develop accurate use of fine motor equipment e.g. tweezers, scissors, brushes, scoops, threading etc *Manipulate sensory materials using hands and tools e.g. playdough, clay *Use hands and tools to dig, scoop, pour etc in water, sand, mud etc *Show a preference for a dominant hand * Develop a tripod grip for holding writing tools *Make healthy choices about foods and drinks *Help prepare foods for snack, using knives safely *Pour own drinks *Develop independence in using a knife and fork *Develop independence as they dress *Be increasingly independent in meeting their own care needs *



Madley
Pre-School
Charity Number: 1026852
Curriculum Overview

Understanding the World

*Explore natural materials *Explore and respond to different seasons and weathers eg splashing in puddles, walking in mud *Explore collections of natural materials *Talk about similarities and differences of materials *Develop an increasing vocabulary to describe materials and their properties *Talk about what they see, hear, experience *Make their own collections of interesting finds *Hunt for bugs and dig for worms *Create bug homes *Clean out, feed and care for Guinea pigs *Talk about caring for other animals *Plant seeds *Care for plants *Grow vegetables and flowering plants *Use herbs in their mud kitchen or potion making *Understand simple life cycles e.g. frogs, butterflies *Develop responsibility for caring for the natural environment and living things *Notice similarities and differences between themselves and others *Develop positive attitudes towards others *Show an interest in different occupations *Develop an understanding about Madley, England and other towns and countries they have experience of *Talk about their own families and experiences *Develop an understanding of their own life and family history *Explore and talk about different forces e.g. water play, magnets, elastic bands *Explore and talk about changes to materials through cooking and baking, freezing and melting *Explore properties of materials through floating and sinking *Explore light and dark through using torches, light boxes, dark tent *Investigate shadows * Explore how things work *Explore how things work, for example toys using moving parts and technology *Name and talk about computers, iPads, laptops, switches

Personal Social Emotional Development

*Understand and use vocabulary to describe how they feel e.g. happy, sad, angry *Develop an understanding of how others might be feeling. *Be increasingly able to talk about and manage their emotions *Develop more confidence with unfamiliar people *Show more confidence in new social situations *Demonstrate friendly behaviours *Play with one or more other children, extending and elaborating play ideas *Express opinions about their likes and dislikes *Make decisions about where to play and what to do *Select activities and resources *Develop a sense of responsibility for their environment and belongings *Find solutions to conflicts and rivalries *Develop appropriate ways of being assertive *Talk with others to create rules and solve conflicts

Expressive Arts and Design

*Explore different materials and textures using their senses *Make their own playdough and add to it *Manipulate different materials and use their imagination *Create simple models *Develop ideas and make choices about which materials to use *Join different materials together to create models *Take part in simple pretend play, using an object to represent something else *Use small world toys to develop complex stories *Use loose parts and construction kits to create imaginative enclosures or small worlds e.g. dinosaur lands *Use larger loose parts to create more ambitious models or dens, boats, planes etc for in their role play *Develop their own ideas and then decide which materials to use to express them *Explore mark making in different materials using hands and feet eg sand, playdough *Develop mark making with a range of materials including paint, chalk, pens, pencils *Give meanings to marks made *Develop greater control over marks made *Explore different types of marks e.g. zigzags, circles, vertical and horizontal lines *Create closed shapes with continuous lines *Draw with increasing complexity and detail e.g. representing a face with a circle and including details *Use drawing to represent ideas like movement or loud noises *Show different emotions in their drawings or paintings *Explore colour and colour mixing *Begin to select colours for a purpose when painting *Listen and respond to a range of different music *Explore different sounds both natural and man made *Enjoy listening to and joining in with action songs and rhymes *Sing songs *Make up their own songs *Tap or clap rhymes or patterns using various instruments *Play instruments with increasing control to express their feelings and ideas *Explore different materials freely, in order to develop their ideas about how to use them and what to make

Characteristics of Effective Learning

*Show curiosity about objects, events, people *Use senses to explore *Pretend objects are other things *Act out own experiences in play *Take on a role in play *Initiate activities *Seek out things that are challenging *Take risks *Learn through trial and error *Show a 'Can do' attitude *Engage in open-ended activities *Show particular interests *Keep focused for a period of time *Show high levels of energy and fascination *Not easily distracted *Pay attention to details *Persevere with an activity when challenges arise *Bounce back after difficulties *Be pleased when meeting own goals *Being proud of accomplishments *Enjoy meeting new challenges *Able to think of ideas *Find ways to solve problems *Find new ways to do things *Make links and notice patterns in their experiences *Able to make predictions *Able to test out ideas *Develop ideas of grouping, sequencing, cause and effect *Plan an activity *Choose ways to approach a task *Solve problems *Achieve a goal *Change approach or strategy when needed *Review how well my approach worked