



PRE-SCHOOL CURRICULUM MAP 2016-2017

	AUTUMN 1 My world (7 wks)	AUTUMN 2 Parties (7wks)	SPRING 1 Fantasy Lands (7 wks)	SPRING 2 Super heros (6 wks)	SUMMER 1 Emergency Servies (5 wks)	SUMMER 2 The Great Outdoors (7 wks)
Communication and Language	<p>Listening and attention</p> <p>5. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Understanding</p> <p>1. Listens to others one to one or in small groups, when conversation interests them.</p> <p>3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Speaking</p> <p>3. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>7. Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>9. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>Listening and attention</p> <p>1. Listens to others one to one or in small groups, when conversation interests them.</p> <p>4. Focusing attention – still listen or do, but can shift own attention.</p> <p>Understanding</p> <p>2. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Speaking</p> <p>2. Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>5. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>6. Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>Listening and attention</p> <p>2. Listens to stories with increasing attention and recall.</p> <p>3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Understanding</p> <p>4. Beginning to understand 'why' and 'how' questions. Speaking</p> <p>1. Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>4. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p> <p>8. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Listening and attention</p> <p>5. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Understanding</p> <p>1. Listens to others one to one or in small groups, when conversation interests them.</p> <p>3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Speaking</p> <p>3. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>7. Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>9. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>Listening and attention</p> <p>1. Listens to others one to one or in small groups, when conversation interests them.</p> <p>4. Focusing attention – still listen or do, but can shift own attention.</p> <p>Understanding</p> <p>2. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Speaking</p> <p>2. Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>5. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>6. Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>Listening and attention</p> <p>2. Listens to stories with increasing attention and recall.</p> <p>3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Understanding</p> <p>4. Beginning to understand 'why' and 'how' questions. Speaking</p> <p>1. Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>4. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p> <p>8. Builds up vocabulary that reflects the breadth of their experiences.</p>
Physical	<p>Moving and Handling</p> <p>2. Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>5. Can stand momentarily on one foot when shown.</p> <p>7. Draws lines and circles using gross motor movements.</p> <p>9 Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>10. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Health and self care</p> <p>1. Can tell adults when hungry or tired or when they want to rest or play.</p> <p>5. Can usually manage washing and drying hands.</p>	<p>Moving and Handling</p> <p>1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>3. Walks downstairs, two feet to each step while carrying a small object.</p> <p>8. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>9 Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>10. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Health and self care</p> <p>4. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>6. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Moving and Handling</p> <p>4. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>6. Can catch a large ball.</p> <p>11. Can copy some letters, e.g. letters from their name.</p> <p>Health and self care</p> <p>2. Observes the effects of activity on their bodies.</p> <p>3. Understands that equipment and tools have to be used safely.</p>	<p>Moving and Handling</p> <p>2. Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>5. Can stand momentarily on one foot when shown.</p> <p>7. Draws lines and circles using gross motor movements.</p> <p>9 Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>10. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Health and self care</p> <p>1. Can tell adults when hungry or tired or when they want to rest or play.</p> <p>5. Can usually manage washing and drying hands.</p>	<p>Moving and Handling</p> <p>1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>3. Walks downstairs, two feet to each step while carrying a small object.</p> <p>8. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>9 Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>10. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Health and self care</p> <p>4. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>6. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p>	<p>Moving and Handling</p> <p>4. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>6. Can catch a large ball.</p> <p>11. Can copy some letters, e.g. letters from their name.</p> <p>Health and self care</p> <p>2. Observes the effects of activity on their bodies.</p> <p>3. Understands that equipment and tools have to be used safely.</p>

Personal and Social Development		<p>Making Relationships</p> <p>3. Keeps play going by responding to what others are saying or doing.</p> <p>4. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Self Confidence</p> <p>1. Can select and use activities and resources with help.</p> <p>6. Shows confidence in asking adults for help.</p> <p>Managing feelings and behaviour</p> <p>2. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Making Relationships</p> <p>1. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Self Confidence</p> <p>2. Welcomes and values praise for what they have done.</p> <p>4. Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Managing feelings and behaviour</p> <p>4. Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p>Making Relationships</p> <p>2. Initiates play, offering cues to peers to join them.</p> <p>Self Confidence</p> <p>5. Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>3. Enjoys responsibility of carrying out small tasks.</p> <p>Managing feelings and behaviour</p> <p>1. Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>3. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p>Making Relationships</p> <p>3. Keeps play going by responding to what others are saying or doing.</p> <p>4. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Self Confidence</p> <p>1. Can select and use activities and resources with help.</p> <p>6. Shows confidence in asking adults for help.</p> <p>Managing feelings and behaviour</p> <p>2. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Making Relationships</p> <p>1. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Self Confidence</p> <p>2. Welcomes and values praise for what they have done.</p> <p>4. Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Managing feelings and behaviour</p> <p>4. Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Making Relationships</p> <p>2. Initiates play, offering cues to peers to join them.</p> <p>Self Confidence</p> <p>5. Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>3. Enjoys responsibility of carrying out small tasks.</p> <p>Managing feelings and behaviour</p> <p>1. Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>3. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	
		<p>4 Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>10 Shows interest in illustrations and print in books and print in the environment.</p> <p>12 Looks at books independently.</p> <p>13 Handles books carefully.</p> <p>15 Holds books the correct way up and turns pages.</p>	<p>1 Enjoys rhyming and rhythmic activities.</p> <p>5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>8 Listens to stories with increasing attention and recall.</p> <p>9 Describes main story settings, events and principal characters.</p> <p>14 Knows information can be relayed in the form of print.</p>	<p>2 Shows awareness of rhyme and alliteration.</p> <p>3 Recognises rhythm in spoken words.</p> <p>6 Beginning to be aware of the way stories are structured.</p> <p>7 Suggests how the story might end.</p> <p>11 Recognises familiar words and signs such as own name and advertising logos.</p> <p>16 Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>4 Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>10 Shows interest in illustrations and print in books and print in the environment.</p> <p>12 Looks at books independently.</p> <p>15 Holds books the correct way up and turns pages.</p>	<p>1 Enjoys rhyming and rhythmic activities.</p> <p>5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>8 Listens to stories with increasing attention and recall.</p> <p>9 Describes main story settings, events and principal characters.</p> <p>14 Knows information can be relayed in the form of print.</p>	<p>2 Shows awareness of rhyme and alliteration.</p> <p>3 Recognises rhythm in spoken words.</p> <p>6 Beginning to be aware of the way stories are structured.</p> <p>7 Suggests how the story might end.</p> <p>11 Recognises familiar words and signs such as own name and advertising logos.</p> <p>16 Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	
Literacy		Reading	<p>1 Sometimes gives meaning to marks as they draw and paint.</p> <p>2 Ascribes meanings to marks that they see in different places.</p>	<p>1 Sometimes gives meaning to marks as they draw and paint.</p> <p>2 Ascribes meanings to marks that they see in different places.</p>	<p>1 Sometimes gives meaning to marks as they draw and paint.</p> <p>2 Ascribes meanings to marks that they see in different places.</p>	<p>1 Sometimes gives meaning to marks as they draw and paint.</p> <p>2 Ascribes meanings to marks that they see in different places.</p>	<p>1 Sometimes gives meaning to marks as they draw and paint.</p> <p>2 Ascribes meanings to marks that they see in different places.</p>	
		Writing	<p>1 Uses some number names and number language spontaneously.</p> <p>2 Uses some number names accurately in play.</p> <p>7 Shows curiosity about numbers by offering comments or asking questions.</p> <p>11 Shows an interest in numerals in the environment</p> <p>13 Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>3 Recites numbers in order to 10.</p> <p>4 Knows that numbers identify how many objects are in a set.</p> <p>5 Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>12 Shows an interest in representing numbers.</p>	<p>6 Sometimes matches numeral and quantity correctly.</p> <p>8 Compares two groups of objects, saying when they have the same number.</p> <p>9 Shows an interest in number problems.</p> <p>10 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>	<p>1 Uses some number names and number language spontaneously.</p> <p>2 Uses some number names accurately in play.</p> <p>7 Shows curiosity about numbers by offering comments or asking questions.</p> <p>11 Shows an interest in numerals in the environment</p> <p>13 Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>3 Recites numbers in order to 10.</p> <p>4 Knows that numbers identify how many objects are in a set.</p> <p>5 Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>12 Shows an interest in representing numbers.</p>	<p>6 Sometimes matches numeral and quantity correctly.</p> <p>8 Compares two groups of objects, saying when they have the same number.</p> <p>9 Shows an interest in number problems.</p> <p>10 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>
Maths		Numbers	<p>5 Shows interest in shapes in the environment.</p> <p>1 Shows an interest in shape and space by playing with shapes</p>	<p>2 Shows awareness of similarities of shapes in the environment.</p> <p>6 Uses shapes appropriately for tasks.</p>	<p>3 Recites numbers in order to 10.</p> <p>7 Shows curiosity about numbers by offering comments or asking questions.</p>	<p>5 Shows interest in shapes in the environment.</p> <p>1 Shows an interest in shape and space by playing with shapes</p>	<p>2 Shows awareness of similarities of shapes in the environment.</p> <p>6 Uses shapes appropriately for tasks.</p>	<p>3 Recites numbers in order to 10.</p> <p>7 Shows curiosity about numbers by offering comments or asking questions.</p>
		S, S & M						

Understanding the World	<p>People and communities 1 Shows interest in the lives of people who are familiar to them. 2 Remembers and talks about significant events in their own experience. 5 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>The World 1 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Technology 1 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>People and communities 3 Recognises and describes special times or events for family or friends.</p> <p>The World 2 Can talk about some of the things they have observed such as plants, animals, natural and found objects. 4 Developing an understanding of growth, decay and changes over time.</p> <p>Technology 2 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 3 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>People and communities 4 Shows interest in different occupations and ways of life.</p> <p>Technology 4 Knows that information can be retrieved from computers</p>	<p>People and communities 1 Shows interest in the lives of people who are familiar to them. 2 Remembers and talks about significant events in their own experience. 5 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>The World 3 4 Developing an understanding of growth, decay and changes over time.</p> <p>Technology 1 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control</p>	<p>People and communities 3 Recognises and describes special times or events for family or friends.</p> <p>The World 2 Can talk about some of the things they have observed such as plants, animals, natural and found objects. 3 4 Developing an understanding of growth, decay and changes over time. 5 Technology 2 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 3 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>People and communities 4 Shows interest in different occupations and ways of life.</p> <p>The World 2 Can talk about some of the things they have observed such as plants, animals, natural and found objects. 3 4 Developing an understanding of growth, decay and changes over time. 5 Technology 4 Knows that information can be retrieved from computers</p>
Expressive Art and design	<p>Exploring and using media and materials 1 Enjoys joining in with dancing and ring games. 10 Uses various construction materials. 11 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 12 Joins construction pieces together to build and balance.</p> <p>Being imaginative 3 Creates movement in response to music. 6 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 7 Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Exploring and using media and materials 2 Sings a few familiar songs. 3 Beginning to move rhythmically. 4 Imitates movement in response to music 7 Explores colour and how colours can be changed. 8 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Being imaginative 1 Developing preferences for forms of expression. 2 Uses movement to express feelings. 4 Sings to self and makes up simple songs</p>	<p>Exploring and using media and materials 5 Taps out simple repeated rhythms. 6 Explores and learns how sounds can be changed. 9 Beginning to be interested in and describe the texture of things 13 Realises tools can be used for a purpose</p> <p>Being imaginative 5 Makes up rhythms. 8 Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 9 Uses available resources to create props to support role-play.</p>	<p>Exploring and using media and materials 1 Enjoys joining in with dancing and ring games. 10 Uses various construction materials. 11 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 12 Joins construction pieces together to build and balance.</p> <p>Being imaginative 3 Creates movement in response to music. 6 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 7 Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Exploring and using media and materials 2 Sings a few familiar songs. 3 Beginning to move rhythmically. 4 Imitates movement in response to music 7 Explores colour and how colours can be changed. 8 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Being imaginative 1 Developing preferences for forms of expression. 2 Uses movement to express feelings. 4 Sings to self and makes up simple songs</p>	<p>Exploring and using media and materials 5 Taps out simple repeated rhythms. 6 Explores and learns how sounds can be changed. 9 Beginning to be interested in and describe the texture of things 13 Realises tools can be used for a purpose</p> <p>Being imaginative 5 Makes up rhythms. 8 Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 9 Uses available resources to create props to support role-play.</p>