Preschool Yearly Overview

	Autumn 1 – This is me	Autumn 2 – Lights Sparks and Celebrations	Spring 1 – Tales, trails and adventures	Spring 2 – Heroes, Helpers and Us	Summer 1 – Ready Steady Grow	Summer 2 – Oceans, explorers and adventures
Enrichment Visits, Events and Celebrations	Transition Harvest Festival Mental Health week Autumn Walk Pumpkin hunt Scarecrows – Churchfields Farm	Anti Bullying Week Christmas Celebrations Remembrance Service Diwali Celebrations Walk to the shop – ingredients and baking Little Owls Farm - Christmas	Valentines Day Chinese New Year – Taste testing Safer Internet Day Shrove Tuesday	Mother's Day Easter World Book Day Comic Relief Spring Walk Visits from people who work in our community	Gardening All Things Wild	Father's Day Sports Day Transition
High quality texts	I am Nefertiti The same but different too Worrysaurus My families and other families Home is where the birds sing. Elmer We're going on a bear hunt	Can't you sleep little bear? Little Glow Whatever Next Wow! Said the owl All through the night Twelve days of kindness The Christmas Pine	Goldilocks and the three bears The three little pigs The three billy goats gruff The enormous turnip You choose fairy tales Favourite Nursery rhymes	All through the night Splash! The dot What happened to you? Unplugged	The tiny seed Jaspers Beanstalks Olivers Vegetables Handas surprise Tidy The Hungry Caterpillar The Oak Tree	Sharing a shell Commotion in the Ocean The suitcase The way back home The rainbow fish Tiddler
Personal Social and Emotional Development	Self-Regulation Managing Self Building Relationships					
	Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.		Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is		Children are able to play in a group with friends and make up ideas of things to do and games to play.	

	Increasingly begin to follow rules, understanding why they are important. Develop friendships with other children. Notice and begin to talk about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Safely explore emotions beyond their normal range through play and stories.		suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.		Begin to manage feelings and talk about emotions. Children can understand how others might be feeling. Develop their sense of responsibility and membership of a community. Feel strong enough to express a range of emotions. Be ready for new experiences like starting school. Begin to learn how to be assertive. Children are able to follow rules and know why they are important. To begin to find solutions to quarrels and rivalries. To be able to follow the rules without an adult reminding me.	
PSHE/Jigsaw	Being in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	I understand how it feels to belong and that we are similar and different. I understand how feeling happy and sad can be expressed. I can use gentle hands and understand that it is good to be kind to people	I know how it feels to be proud of something I am good at. I know that all families are different I can tell you how I could make new friends	I can keep trying until I can do something. I know some kind words which can encourage people	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy. I know what the word 'healthy' means and that some foods are healthier than others	I can tell you about my family. I can tell you some of the things I like about my friends	I can tell you some things I can do and some food I can eat to be healthy. I understand that we all start as babies and grow into children and then adults

Communication and Language	Listening and Attention Understanding Speaking					
	Children enjoy listening to longer stories. They will pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Children will Listen to others in small groups. They will understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a growing repertoire of songs. Know an increasing number of rhymes.	Develop their communication skills and begin to use more complex sentences to link thoughts. Use a wider range of vocabulary linked to our topic. Develop their pronunciation of words.	Use longer sentences of four to six words. Talk about familiar books, and be able to tell a long story. Follow simple directions how to plant a seed.	Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use a wider range of vocabulary.
Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use one-handed tools and equipment,	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to draw lines and circles and make marks. Begin to use scissors and tools safely Start eating independently and learning how to use	Start taking part in some group or team activities. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Match their developing physical skills to tasks and activities in the setting. For example, they	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as

	for example, making snips in paper with scissors.	a knife and fork.		Make healthy choices about food, drink, activity and toothbrushing.	decide whether to crawl, walk or run across a plank, depending on its length and width.	moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils.
Literacy	Understand that print has meaning. Begin to engage in conversation about stories.	Understand that we read English text from left to right and from top to bottom Sensory mark marking Recognise their own name	Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc. Begin to write some of their name.	Identify and name the different parts of a book, e.g. front cover, pages, etc. Write some or all of their name.	Understand page sequencing. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately.
Nursery Rhymes	Twinkle, twinkle, little star Wind the bobbin up Roly poly Incey Wincey spider	The wheels on the bus One, two, three, four, five Five little men in a flying saucer Zoom, zoom,	If you're happy and you know it I'm a little teapot Pat-a-cake, pat a-cake Polly put the kettle on	Rain, rain, go away Round and round the garden One, two, uckle my shoe Five little	Old McDonald Five little ducks Hop little bunnies, hop, hop, hop Little Bo Peep	Row, row, row your boat The Grand Old Duke of York Hickory, Dickory dock Jack and Jill

	Five little monkeys	zoom, we're going to the moon Hey diddle, diddle	Humpty umpty	speckled frog	Little Miss Muffet	Peter Piper
Phonics **Soundstart Phonics**	**Phase 1 Focus** Develop their phonological awareness, so that they can: - spot and suggest rhymes	**Phase 1 Focus** Develop their phonological awareness, so that they can: - spot and suggest rhymes	Phase 1 Focus Develop their phonological awareness so they can clap the syllables in words.	**Phase 1 Focus** Develop their phonological awareness to recognise words with the same initial sound, such as money and mother.	**Phase 1 Focus** Voice Sound picture cards	**Phase 1 Focus** Oral blending
Maths **White Rose**	Comparison 1 – More than, Fewer than,same SSM 1 – Explore and build with shapes and Objects Pattern 1 – Explore repeats Counting 1 – Hear and say number names	Counting 2 – Begin to order number names Subitising 1 – I can see 1, 2, 3 Pattern 2 – Join in with repeats Shape space and measure 2 – Explore position and space	Subtising 2 – Show me 1,2,3 Counting 3 – Move and label 1,2,3 Shape space and measures 3- Esplore position and routes Pattern 3 – Explore own first patterns	Counting 4 – Take and give 1,2,3 Shape Space and Meaure 4 – Match talk push and pull Subitising 3 – Talk about dots Comparison 2 – Compare and sort collections	Pattern 4 – Lead on own repeats Shape Space and measure 5 – Start to puzzle Pattern 5 – making patterns together Subitising 4 – Make games and actions	Counting 5 – show me 5 Pattern 6 – My own pattern Counting 6 – Stop at 1,2,3,4,5 Comparison 3 – Match, sort and compare
KIRFS	Recite the number names to 5. Show 'finger numbers up to 5'	Subitise to 3	Use the language before, after, next.	Sort objects and say which group is more/less. Name simple shapes.	The one-to-one principle. This involves children assigning one number name to each object that is being counted. Children need to	Cardinal principle - Children understand that the last number name spoken represents the total number of objects in the set.

					ensure that they count each object only once, ensuring they have counted every object.	
Understanding the World	Past and Present People, Culture and Communities The Natural World					
	Through CUSP Early Foundations, children develop their understanding of the world through Science, History and Geography. In Science, children explore the natural world through observation, investigation and enquiry. In History, they learn about the past through their own experiences, stories and significant events. In Geography, they explore their local environment and the wider world, developing an understanding of places, communities and the features of different environments.					
RE	Myself My Special things Friendships		People who help us Our community		The Natural world Special places	
Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive					
	Through CUSP Early Foundations, children develop their creativity and design skills through Art and Design Technology. In Art , children explore a range of materials, techniques and artists, developing their ability to create, express ideas and respond to w hat they see. In Design Technology, children investigate, design, make and evaluate, using a variety of tools, materials and construction techniques to solve problems and create purposeful products.					

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