



Pre-Reception Curriculum Map 2022 (Ages 3-4)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topics	Me, My Family and My Community	Seasons and Celebrations	Safari Animals in Africa	Traditional Tales	Growing and Life Cycles	Under the Sea

PRIME AREAS

Communication and Language

Listening, Attention, and Understanding Speaking

<p>To begin to be able to talk about what they are doing or what they have done.</p> <p>To be able to talk/comment about themselves, their families, and others e.g. family members.</p> <p>To be able to talk about how to stay safe and know the people in our communities that help us.</p> <p>To know new vocabulary introduced in relation to families and people who help us.</p> <p>To begin to be able to listen attentively and answer questions with relevant answers with some adult prompting.</p> <p>To be able to Listen and respond to simple instructions.</p> <p>To know and begin to understand and talk about the rules and routines at school.</p>	<p>To know about and talk about celebrations at home.</p> <p>To be able to listen to and answer questions about stories based around celebrations such as Diwali, Christmas, Hanukah.</p> <p>To be able to talk about the different ways people celebrate.</p> <p>To know new vocabulary in relation to different celebrations.</p> <p>To begin to be able to learn new concepts with Concept Cat and Word Aware.</p> <p>To be able to answer questions to show understanding and recall of specific vocabulary</p> <p>To be able to use talk in play and to respond to others in play.</p>	<p>To know and be able to use language to describe and compare.</p> <p>To know new vocabulary in relation to safari animals and Africa.</p> <p>To be able to continue to learn new concepts with Concept Cat and Word Aware.</p> <p>To know and remember different songs and rhymes from Africa.</p> <p>To be able to ask questions and clarify understanding in group and one to one discussion.</p> <p>To be able to respond to questions with relevant answers.</p> <p>To be able to make comments about pictures in a story or what has been read to them.</p> <p>To begin to use longer sentences connecting words of up to 4-6 or more words.</p> <p>To be able to talk about different characters from stories and rhymes.</p> <p>To begin to respond to others e.g. in play or when playing a game.</p>	<p>To be able to continue to learn new concepts with Concept Cat and Word Aware.</p> <p>To be able to respond to more complex instructions.</p> <p>To be able to listen attentively to traditional tales and retain new key vocabulary.</p> <p>To be able to talk about settings, characters, and story structure such as the 'beginning' 'middle' and 'end'.</p> <p>To be able to use connectives to retell stories such first then and finally.</p> <p>To know and begin to use story vocabulary to retell familiar stories like 'once upon a time' and 'the end'.</p> <p>To be able to converse in conversations with an adult or peer, responding to what the other has said.</p> <p>To be able to use talk to organise themselves and peers in play.</p>	<p>To continue to be able to learn new concepts with Concept Cat and Word Aware.</p> <p>To be able to join in and perform different songs and rhymes singing words confidently and clearly.</p> <p>To be able to converse in conversations with an adult or peer.</p> <p>To know and use talk to organise themselves and others in play e.g. introducing a narrative or rules of a game.</p> <p>To be able to continue to talk about stories, story settings, characters, and story structures.</p> <p>To know new vocabulary from texts read to them.</p>	<p>To be able to continue to learn new vocabulary relating to new concepts with Concept Cat and Word Aware and through topic work.</p> <p>To be able to follow two step instructions.</p> <p>To be able to understand 'how' and 'why' questions.</p> <p>To be able to retell familiar and invented stories.</p> <p>To know and use language from stories in role, play activities and performances.</p> <p>To know new vocabulary from texts read to them.</p> <p>To be able to express their point of view to debate with friends who may disagree.</p>
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French

French

To be able to listen attentively to spoken language.
To be able to join in and respond with a single word.
To be able to respond to simple instructions.
To begin to develop accurate pronunciation and intonation.
To appreciate stories and songs in French.
To be able to explore the patterns and sounds of language through songs and rhymes.
To know and respond to greetings and simple classroom instructions like 'Regardez' and 'Ecoutez'.
To know and name the colours.
To know and name close family members.
To be able to count to 10.
To know and name pets.
To know and name winter words and Christmas words.
To know how French people celebrate Christmas.

To know the days of the week.
To be able to say the days of the week.
To know and name some fruits.
To know and name some clothes.
To be able to count to 20.
To be able to say how they are feeling.
To know and name some weather phrases.
To be able to describe the weather.

To know and name different parts of the face.
To know and name different parts of the body.

To know and name some pizza toppings.
To be able to recall knowledge and skills learnt from previously taught French sessions

Personal, Social and Emotional Development

Self-Regulation

Managing Self

Building Relationships

These have been split for extra focus but will be ongoing.

To be able to separate from main carer and learn to adapt to the new school environment.

To know that they can be comforted by adults in class and at school.

To know that they can approach adults for help.

To be able to identify and begin to talk about different feelings such as 'happy', 'sad'.

To be able to take care of toileting needs and follow toileting routine e.g. wash hands afterwards, with minimum adult support.

To be able to engage in a range of activities, selecting and using resources, with help if needed.

To be able to learn the daily routines and classroom rules.

To know how rules help them to keep them to be happy and safe at school.

To know the behavioural expectations at school.

To be able to show increasing confidence to talk to adults and peers in class.

To be able to show an awareness of right and wrong.

To begin to develop friendships with others.

To know how to be a kind friend.

To independently put on coat with some support for zips and buttons.

Use one handed tools and equipment.

To be able to take care of toileting needs and wash hands afterwards.

To be able to initiate a range of activities, selecting and using resources, with help if needed.

To know how to and be able to share resources and play in a group.

To be able to take turns whilst playing, waiting patiently to have a turn with minimum adult support.

To be able to express own preferences and interests.

To know and be able to adapt behaviour to different places and circumstances.

To know where to go if they need a quiet place to calm down.

To be able to select activities independently.

To know and talk about different feelings in circle time.

To be able to take care of toileting needs and wash hands afterwards

To be able to initiate a range of activities independently, selecting and using resources.

To be able to show increased independence in accessing and exploring the environment.

To be able to independently put coats on and manage belongings.

To be able to become more outgoing with unfamiliar people.

To be aware of the classroom setting and know how to access different areas confidently and safely.

To know how to manage own hygiene and personal needs

To be able to talk about and begin to understand different feelings such as 'happy', 'sad' 'angry' or 'worried'.

To be able to initiate play with peers and keep play going by offering ideas and listening to others' ideas.

To know how to keep play going by responding to what others are saying and doing.

To be able to begin to regulate their behaviour consistently.

To be able to set personal goals and work towards them.

To be able to build resilience to keep trying and not give up.

To be able to show sensitivity towards others and their peers.

To know what it means to feel proud and talk about the things they have done that make them feel proud.

To be able to continue to build resilience to keep trying and not give up.

To know what democracy means and begin to vote to make choices in class.

Physical Development

Dance

To be able to join in with warm up exercises with some adult support.

To be able to enact Stories through dance including all the steps they have learnt and know.

To know how to stand in a line and be able to show their exercise one at a time.

To be able to join in with warm up exercises.

To be able to sit with a straight back and use their legs and feet properly.

To be able to re-enact stories through dance including all the steps they have learnt and know up to this point.

To be able to perform a sideways galloping movement in pairs with one or two hands held together.

To be able to join in with warm up exercises.

To be able to hop on one leg without assistance.

To be able to skip confidently.

To be able to perform movements in pairs.

Gym

To be able to move their bodies in different ways.

Big movements (Rolling, crawling, walking, jumping, hopping, skipping)

To know how and be able to Move around safely with some awareness of others.

To be able to move around safely with some awareness of others.

To know how to use high apparatus safely.

To be able to use high apparatus such as the ropes and climbing structures in PE and in the playground.

To be able to experiment with wide range of equipment learning some degree of control

To be able to play games such as musical statues and musical bumps moving with control and co-ordination.

To be able to move around safely with some awareness of others.

To be able to perform a single skills or movement with control.

To know and be able to discuss some of the changes that occur during exercise.

To be able to travel in a variety of different ways using a wide range of body parts.

To be able to use gymnastic apparatus to balance and climb to be able to link movements together when performing a small range of skills.

To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others.

To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

To know different factors that support overall health and wellbeing: regular physical activity, healthy eating, regular toothbrushing, sleep, and sensible amounts of screen time.

To be able to experiment with wide range of small and large apparatus in the gym learning some degree of control.

To know how to and be able to participate in age-appropriate athletic events.

To know and participate in different athletic races and events.

To combine different movements with ease.

To be able to compete in different races and build resilience when not winning.

Gross Motor Skills

Fine Motor Skills

To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

To be able to develop Pre-Writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles).

To be able to develop increased control over their bodies and a desire to communicate through mark making and a recognition of pattern.

To be able to respond with marks to the language of letter formation and to talk about shapes and movements.

To be able to build motor memory of the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r

To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.

To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.

To be able to develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: fingers, paint brushes, pencils for drawing and writing, scissors, knives, forks, and spoon.

Develop overall body-strength, balance, co-ordination, and agility.

Develop fine motor skills- holding pencil correctly, using scissors etc.

Motors skills to be continually developed through:

- Climbing
- Going up and down stairs
- Riding bikes
- Carrying heavy items
- Washing windows and toys
- Nuts and bolts
- Pasta lacing
- Peg boards and pin boards
- Pipettes in the water
- Jugs in water
- Play-dough (dough disco)
- Tearing paper
- Threading the lace
- Tweezer tub
- Funky finger activities
- Write dance
- Use tools and equipment like spades, water jugs, tweezers
- Eating independently with knife and fork
- Scissors, snipping paper moving forward,
- Magic pencil writing
- Writing and mark making in sand and glitter
- Large paper mark making, drawing and letter formation on the floor, tables, and walls.
- Use of clips, clasps, zips, buttons, and screwing jars
- Finger puppet
- Building with small Lego and small construction
- Sort small bits and pieces using tweezers

SPECIFIC AREAS

Mathematics

<p>Number</p> <p>Numerical Patterns</p> <p>(These have been split for extra focus but will be revisiting throughout the year in a maths rich continuous provision and progression will be determined by assessment)</p>	<p>To be able to take part with rhyme sessions and learn new mathematical language.</p> <p>To be able to compare amounts using language lots and more, same.</p> <p>To be able to build and construct with a range of resources.</p> <p>To be able to climb and squeeze themselves into different spaces. (dens, pirate ship).</p> <p>To be able to begin to recognise 2D shapes.</p> <p>To begin to be able to say the days of the week with adult support.</p>	<p>To be able to count orally 0-5.</p> <p>To be able to count with one-to-one correspondence 0-5.</p> <p>To begin to be able to recognise numerals 0-5.</p> <p>To begin to be able to represent numbers in different ways. (fingers, dice, Numicon, manipulatives).</p> <p>To be able to count everyday objects.</p> <p>To be able to compare sizes and weights using language (bigger, smaller little, high low, tall, heavy).</p> <p>To be able to complete puzzles.</p> <p>To be able to show awareness for different times of the day (morning, lunch time afternoon, dinner time evening bedtime).</p>	<p>To be able to count orally to 0- 10.</p> <p>To recognise numerals 0-5.</p> <p>To begin to form numbers 0-5 using paints, glitter and mark making materials.</p> <p>To be able to order numerals 0-5.</p> <p>To be able to Link numerals to amounts. 0-5.</p> <p>To be able to represent numbers in different ways. (fingers, dice, dominoes, Numicon, counters).</p> <p>To begin to be able to subitise amounts 0-5 dice, Numicon, dominoes, fingers numeral (recognising different amounts without counting).</p> <p>To be able to select rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>To able to begin to talk about 2D shapes and properties.</p>	<p>To be able to solve real world mathematical problems with numbers to 5.</p> <p>To know 2D shape and shape Properties and be able to use language such as round, curved, sides, corners, straight and flat.</p> <p>To know and use positional language.</p> <p>To begin to be able to discuss routes and locations.</p> <p>To be able to make comparisons between objects relating to size, length, weight and capacity.</p> <p>To be able to talk about and identify patterns.</p> <p>To be able to extend and create simple patterns.</p> <p>To begin to be able to use vocabulary 'repeated' and 'the same again'.</p> <p>To know the days of the week.</p> <p>Begins to use vocabulary such as morning, afternoon, evening night, time, earlier later, too late, too soon and in a minute.</p> <p>To begin to describe a sequence of events, real or fictional using words 'such as' 'first', 'then', 'finally'.</p>	<p>To be able to count orally to 10 and beyond.</p> <p>To be able to recognise and order numbers 0-10.</p> <p>To begin to be able to form numbers to 10.</p> <p>To represent numbers in different ways 0-10 (fingers, Numicon, dice, dominoes).</p> <p>To be able to subitise some amounts 0-5, subitising dice, Numicon, dominoes, fingers numeral, irregular.</p> <p>To begin to be able to experiment with their own symbols and marks.</p> <p>To be able to select shapes appropriately, for example a pyramid for a roof.</p> <p>To begin to be able to combines shapes to make new shapes (i.e. 2 triangles to make a square).</p> <p>To be able to talk about and identify patterns around them.</p> <p>To be able to notice and corrects errors in patterns.</p>	<p>To be able to count objects and sounds.</p> <p>To begin to be able to count forwards and backwards on a number line to 10.</p> <p>To be able to say one more or one less than a number with some support.</p> <p>To know the action and be able to recognise subtraction – recognise '-' and '=' signs.</p> <p>To begins to solve some addition and subtraction number sentences with adult support.</p> <p>To begin to know and be able to talk about 3D shapes and use some mathematical language to describe shapes and their properties.</p> <p>To be able to share equally using part, whole.</p>
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Literacy

Comprehension work

Reading

Writing

To be able to make marks independently.

To be able to recognise familiar logos and labels in the environment.

To know that text has meaning.

To begin to build an understanding that text is read from right to left.

To know a range of nursery rhymes.

To be able to enjoy stories with adults.

To be able to begin to develop play around favourite stories using props.

To be able to discriminate between different sounds (environmental and instrumental sounds).

To begin to be able to draw pictures.

To be able to talk about pictures in books.

To be able to access mark making tools independently.

To be able to begin to develop phonological awareness.

To be able to spot rhymes and alliteration.

To be able to count or clap syllables.

To be able to recognise initial sounds in words.

To begin to be able to recognise name.

To be able to engage in extended conversations about stories.

To be able to learn new vocabulary from texts and topics.

To be able to begin to learn new concepts from concept cat.

To be able to begin to make marks independently and in the Write Dance programme.

To be able to begin to imitate writing in play shopping lists, parking tickets.

To be able to draw information from pictures in books and talk about what they see.

To be able to access mark making tools independently.

To be able to join in with weekly phonic lessons introducing 1 sound per week.

To know language of direction (up down, round, and back).

To be able to access a wide range of mark making materials in class and in the outdoor provision.

To know some grapheme and phoneme correspondence taught so far.

To know that each letter makes a sound.

To know that sounds can be blended to read words.

To know words can be segmented into sounds.

To begin to attempt to write familiar letters using a range of materials (paint, WB, sand and glitter, chubby markers).

To be able to say some letter formation rhymes (RWI).

To be able to talk about and retell familiar stories .

To be able to join in with repeated refrains in stories and rhymes .

To be able mark make and identify marks.

To be able to identify pictures and rhymes linked to RWI sounds.

To be able to join in with robot games to orally blend and segment.

To be able to begin to blend CVC words.

To begin to be able to segment CVC words.

To be able to make predictions about stories.

To be able to talk about the different parts of a book.

To be able to talk about different parts of a story (beginning, middle, end).

To be able to identify syllables in words e.g. the word animal has three syllables.

To be able to say words that rhyme and recognise rhyming words in stories and poems.

To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

To be able to join in with shared writing experiences and contribute ideas.

To be able to blend and segment sounds in CVC words.

To know and read a few exception words.

To be able to write own name with the support of a name card.

To be able to engage in extended conversations about stories.

To be able to talk about characters and settings.

To be able to learn new vocabulary from texts and topics.

To know that the author is the person who writes the book.

To be able to re-tell familiar stories using a story map

To be able to act out some stories using props and small world toys using vocabulary learnt from focus texts.

To know and be able to say the sound for the letters taught so far.

To be able to join in with shared writing experiences and contribute ideas.

To be able to join in with repeated refrains in stories and rhymes.

To be able to write name.

To know some diagraphs from set 1 and be able to read some short words with diagraphs.

To be able to engage in extended conversations about stories.

To be able to learn new vocabulary from texts and topics.

To be able to form letters accurately.

To begin to be able to write some short captions, labels, and sentences with adult support.

To be able to read words consistent with their phonic knowledge.

To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

To begin to innovate, invent and retell own stories.

To begin to be able to draw their own story maps.

To be able to join in with repeated refrains in stories and rhymes.

Understanding the World

People, Culture and Communities

Past and Present

To know and name different body parts.

To be able to comment/ describe what they and their friends look like.

To be able to notice differences between people and be able to celebrate these.

To be able to name and describe people who are familiar to them.

To make connections between the features of their family and other families.

To be able to talk about the past and begin to make sense of their life story and how they have grown up.

To know some of the different people who help us to safe in the community such as the police, doctors, nurses, fire brigade.

To know that people have different beliefs and celebrate special times in different ways.

To be able to talk about some of the different ways people celebrate.

To know about some celebrations linked to black history such as carnival.

To know about different celebrations that arise in Autumn such as Christmas, Harvest, Diwali and Hannukah.

To be able to recognise some similarities and differences between life in this country and life in other countries.

To know there are different places, animals, and habitats around the world with a focus on Africa.

To know and name different animals from Africa.

To know some songs and rhymes from Africa

To be able to talk about how humans can take care of animals in Africa.

To be able to compare characters from stories, including figures from the past.

To be able to make comments on images of familiar situations in the past.

To continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.

To respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.

To know about different celebrations that arise in Summer such as the Muslim Celebration Eid.

The Natural World

<p>To be able to explore the natural world around them at school and locally.</p> <p>To be able to make observations in the outdoors and talk about what they see, hear and feel.</p> <p>To be able to discuss the changes observed in regard to the weather.</p> <p>To be able to play creatively in the outdoors (Forest School and during outdoor learning).</p>	<p>To begin to learn new vocabulary relating to the natural environment.</p> <p>To explore light and shadows in the outside world at Forest School.</p> <p>To know that ice melts in the sun and to be able to talk about changes to the weather in the winter and how it feels.</p>	<p>To know and use vocabulary related to exploration.</p> <p>To be able to explore different natural materials and talk about their properties.</p> <p>To be able to use their senses to explore the outside world and be able to talk about what they see, hear and feel using a wide range of vocabulary.</p>	<p>To be able to explore and be able to talk about the different forces they feel (magnetic, water, and other materials outside and in the classroom such as wood, metal, plastic and elastic).</p> <p>To be able to explore change by mixing and combining materials i.e. water and soil, and to comment on what they observe.</p> <p>To know and talk about the changes that occur in spring.</p>	<p>To be able to explore the natural world around them.</p> <p>Describe what they see, hear, and feel whilst outside.</p> <p>To know what a plant needs to grow.</p> <p>To be able to explain some concepts of growth through observation of seeds growing in class.</p> <p>To know about healthy foods that grow naturally.</p> <p>To know about some lifecycles with a focus on caterpillars.</p> <p>To know how to care for the natural environment and living things.</p>	<p>To be able to explore the natural world around them.</p> <p>To be able to describe what they see, hear, and feel through different experiences.</p> <p>To be able explore sinking and floating with different materials.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>To explore and talk about different forces they can feel.</p> <p>To know how to care for the natural environment and living things in the sea.</p> <p>To know what they can do to look after the environment and reduce single use plastic that is damaging to the oceans.</p> <p>To know some geographical vocabulary.</p> <p>To be able to source natural materials to create dens, insect hotels, tree paintings etc at Forest School.</p>
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Expressive Arts and Design

Music

<p>To know and join in with dancing and ring games.</p> <p>To be able to respond to sound with body movement.</p> <p>To begin to know, name and use percussion instruments e.g., drums, woodblocks, triangles, bells.</p> <p>To be able to learn about rhythm through dance.</p> <p>To know and be able to Join in with simple songs.</p> <p>To know and show awareness of sound being loud or soft.</p> <p>To be able to perform songs and actions in concert.</p>	<p>To be able to achieve one or two lines from a familiar song.</p> <p>To be able to recognise rhythmic changes for skipping, marching, hopping, jumping etc.</p> <p>To be able to participate in group action songs.</p> <p>To be able to recognise different percussion instruments from listening, not seeing.</p>	<p>To be able explore sound through singing, movement and instrumental work.</p> <p>To know an initial repertoire of simple songs.</p> <p>To be able to play a short percussion piece with a rhythmic feel.</p> <p>To be able to move to music with a rhythmic feel.</p>
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<p>Creating with Materials</p> <p>Being Imaginative</p>	<p>To be able to engage in imaginative role-play based on own first-hand experiences.</p> <p>To be able to play alongside others who are engaged in the same theme.</p> <p>To know colours and explore how colours can be changed.</p> <p>To be interested in and able to describe the texture of things.</p> <p>To be able to join construction pieces together to build and balance.</p> <p>To be able to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>To be able to construct with a purpose in mind, using a variety of resources.</p> <p>To be able to use simple tools and techniques competently and appropriately.</p> <p>To be able to use available resources to create props to support role-play.</p> <p>To be able to draw with increasing complexity by adding detail to drawings.</p>	<p>To be able to manipulate materials to achieve a planned effect.</p> <p>To know how to access the environment to be able to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play.</p>
<p>ICT</p>			
<p>ICT</p>	<p>To be able to use age-appropriate apps on the interactive white board and iPad (paint, phonics play, top marks, drawing).</p>	<p>To know and continue to build an awareness of how to stay safe online.</p> <p>To be able to use a digital camera or camcorder to record images.</p> <p>To know that information can be retrieved online.</p>	<p>To be able to select and use technology for a particular purpose (microphones, iPad, cameras, mechanical toys, lights).</p> <p>To be able to begin to guide a floor robot to visit specific locations on a floor mat.</p>