



Pre-Reception Curriculum Map 2022/2023

	AUTUMN 2
	<p>Light and Dark Pre-reception will learn all about, day and night, nocturnal animals, hibernation, shadows, and the seasons. The children will explore a variety of ways in which light and dark effect our daily lives and the lives of animals.</p>
Communication and Language	<ul style="list-style-type: none"> • To develop the ability to listen and respond to others, showing an increasing capability to channel attention onto another's topic of discussion. • To participate in discussions during circle times and small group play and learning. • To continue to develop a large collection of songs, rhymes and stories. • To develop the ability to speak in sentences of at least six to eight words, continuing to build upon vocabulary – learning new words. • To begin to respond to why and how questions.
Maths	<ul style="list-style-type: none"> • To develop a secure understanding of the cardinal principle. • To develop depth of knowledge with 1-1 correspondence skills • To develop the ability to Subitise (recognise quantities without counting) up to 3. • To verbally count beyond 10, developing an increasing awareness to the pattern of the counting system.
Literacy	<ul style="list-style-type: none"> • To develop the ability to discriminate and recognise different familiar sounds by tuning in, listening, remembering, and discussing sounds heard. • To recognise words with the same initial sound. • To develop the ability to count or clap syllables in a word. • To develop an awareness of rhyme.
Expressive Arts and Design	<ul style="list-style-type: none"> • To develop the ability to create closed shapes with continuous lines and begin to use these shapes to represent objects. • To develop the ability to use drawing to represent ideas like movement or loud noises. • To explore colour and colour mixing.
Understanding the World	<ul style="list-style-type: none"> • To explore collections of materials with similar and/or different properties, and noticing and articulating similarities and differences. • To initiate pretend play, imitating everyday actions from own family and cultural backgrounds. • Talk about experiences. • To develop an awareness of some similarities and differences between different religious and cultural communities in this country, by celebrating lots of religious and cultural celebrations.
Physical Development	<ul style="list-style-type: none"> • Climb up onto climbing frames, pulling self up onto platforms. • Jumping down from heights and landing on both feet. • Walk on tiptoes • Hold a collection of varied yoga poses with developing stability – an ability to balance and hold that balance on one foot. • Can utilise large muscle movement control to create purposeful and desired outcomes, such as painting, mark making or dancing. • To develop the ability to do up buttons, zips and fastenings on clothing.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • To develop the ability to recognise and label own emotions, articulating these when co-regulating with a trusted adult. • To develop the ability to utilise a few taught self-regulation strategies to support impulse control and respond to behavioural boundaries. • To develop a sense of ownership and moral connection to classroom boundaries, understanding why they are important (developing sense of responsibility and moral justice). • To develop an ability to gradually transition from play-based learning to precision teaching, channelling attention with support.