

N2 (3-4 Year Olds) Pre-School Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value Focus	Kindness	Respect	Wellbeing	Cooperation	Honesty	Resilience
Natural Rhythms of the year and Enrichment Days	<i>All about me</i> Settling in Harvest Festival Modelling of areas in Preschool and how to engage with their environment. Settling in, feeling safe and secure. Building new relationships with adults and peers. Families - Awareness of what makes us special and what makes others special.	<i>Our Journey...</i> Bonfire night – 5 th November Remembrance Day Signs of Autumn Celebrations in our homes and our community Diwali Parent Involvement Christmas Event	<i>Helpful Heroes</i> Pancake day Lunar New Year Internet Safety week Signs of winter Ride on Time – Road Safety Visitor People who help us visitors: Emergency services	<i>How does it grow?</i> World Book Day/ Week Communication week Easter Science week Signs of Spring Life Cycles Ramadan/Eid Mother's Day	<i>Embracing kindness and Celebrating differences</i> Take One Picture – Art Week Petting Farm visit to preschool Caterpillars to butterflies	<i>Where I could go and what could I be?</i> Father's Day Transitions to Reception Sport's Day Preschool Splash Day Preschool Cinderella Ball to celebrate the end of the year
Parent Involvement (Grown up group times)-	Friday 17th October 2025 Parent session based on: Physical Development Dough Disco with parents		Thursday 12th February 2026 Parent session based on: Personal Social and Emotional Development Mindfulness session with parents		Thursday 14th May 2026 Parent session based on: Communication and Language Development Reading stories and Fizzy bubbles listening activity with parents	

Literacy Learning Focus:	Dear Zoo The Tiger Who Came to Tea Going on a Bear Hunt/ We're going on a leaf hunt Focus: Experimenting with early mark making. Joining with actions for a story. Role playing a story	Whatever Next The Gingerbread man Stick Man Focus: Joining with actions for a story. Role playing a story Printing Simple shapes to write a story map	The Three Billy Goats Gruff Little Red Ridinghood People Who Help Us Books - Range of focused on the main occupations Focus: Joining with actions for a story. Role playing a story Story structure - naming character and settings Pre-letter shapes (large and small scale) Sequencing a story	The Very Hungry Caterpillar and mini-Beasts fact books (non-fiction) Jack and the Beanstalk The Three Little Pigs Focus: Beginning to create own stories and narratives within small world play, roleplay and helicopter stories Recording repetitive stories using story maps	Goldilocks and the Three Bears Butterfly Dance/ Smeds and the Smoods/ Mixed The Wind and the Sun Focus: Recognising that print carries meaning Story mapping Scribing first initial of name Naming initial sounds of words	You Choose (Where will you go?) Let's get ready for school/When a dragon goes to school Cinderella (Ball for the end of year celebration) Focus: Matching some initial sounds with graphemes Sounds talk – blending and segmenting Writing own name
Additional Texts	The colour Monster Family and Social Stories The Same but different Divali stories	Excitable Edgar Dear Santa The Snowman - (Reflect on History) The Journey	Peepo – History Dogger - History Penguin Pig Chicken Clicking Webster's email (Internet Safety)	The Tiny Seed -Eric Carle Oi Frog We're Going on an Egg Hunt	The Ocean Gardener - Clara Anganuzzi Smeds and Smoods Mixed Pumpkin Soup	Ruby's Worry, The Lion Inside and The Koala Who Could When I grow up (Time Minchin)

	I am Happy - Micheal Rosen From Head to Toe - Eric Carle Hello Autumn Guess how much I love you	You can't take an elephant on the bus - Patricia Cleveland- Peck How to catch a star Would you Rather... - John Burningham	Tilda Tries Again - Tom Percival Are you a Monster? Guilherme Karsten		Sharing Shells The perfect fit	You Choose your dreams - Nick Sharratt The colour monster goes to school
Communication and Language Development	Create a language- rich environment by engaging in good quality interactions, using the SHREC Encourage children to listen carefully to stories, songs, and simple instructions. Support children in responding through sounds, gestures, and early words.	Create a language- rich environment with quality interactions and communication friendly spaces. Encourage children to listen carefully to stories, songs, and simple instructions. Support children in responding through sounds, gestures, and early words.	Support children in forming simple sentences to describe what they see and do. Encourage children to share their ideas and talk about their play. Provide opportunities for children to listen to and retell short, familiar stories. Such as the story of the week/fortnight and in Helicopter stories.	Encourage children to ask "what" and "where" questions. Help children explain their thinking and give reasons for their actions. Provide varied opportunities for speaking and listening in small groups and one-to- one.	Support children in having longer conversations with adults and peers. Encourage children to describe events and tell simple stories in sequence. Introduce new concepts and ideas through discussions and explorations.	Help children use language to plan and organise their play. Encourage children to express their feelings and opinions clearly. Provide opportunities for children to communicate effectively in different situations, preparing for school.

Personal, Social and Emotional Development	Create a warm, predictable routine so children feel safe and happy. Encourage children to share things about themselves and their families, and get to know their friends through simple activities. Start to help children name basic feelings like happy, sad, and sleepy.	Explore a wider range of feelings through stories and puppets. Teach simple ways to calm down, like taking a deep breath or finding a quiet space. Begin Calming kitten breathing activities. We'll encourage sharing toys and taking turns during play.	Talk about what it means to be kind and practice friendly actions in paired activities taught in carpet sessions. Encourage playing together and working as a team on simple tasks. Help children learn how to sort out small disagreements with words.	Give children choices and support them in trying new activities. Help children understand and manage different feelings, encouraging them to talk about how they feel using stories and real reflections. Encourage children to help others and take on small responsibilities.	Talk about how everyone is special and unique, celebrating our differences. Help children find good ways to talk about their feelings and listen to others. Encourage listening to others' ideas and showing respect.	Celebrate all the amazing things children have learned and achieved. Help children feel ready for new experiences, like moving to a new class or school. Encourage children to be independent and show kindness as they transition.
Physical Development Gross Motor:	Provide ample space for running, chasing games (e.g., "What's the time, Mr Wolf?"), and free exploration of large outdoor equipment (climbing frames) Introduce simple obstacle courses using pillows, cushions, tunnels, and low balance	Focus on balancing activities: walking along lines (chalk or tape), walking on low balance beams, and practicing standing on one leg. Introduce throwing and catching with large, soft balls, starting with rolling and progressing to gentle throws.	Develop agility through games like "Simon Says" with varied movements (hopping, skipping, galloping like an animal). Provide opportunities for controlled kicking of balls towards targets.	Refine coordination through more complex obstacle courses that require crawling under, climbing over, and navigating different terrains. Encourage riding tricycles or balance bikes, focusing on steering and control.	Focus on developing core strength through activities like animal walks (bear crawl, crab walk), yoga poses, and pushing/pulling large toys. Provide opportunities for climbing on various equipment (ladders, climbing walls on play frames).	Create opportunities for longer, more continuous periods of energetic play, such as extended races, group games, and exploring larger outdoor spaces. Encourage children to negotiate space safely and considerately when moving around others.

	beams (e.g a line of tape on the floor). Encourage energetic movements through dancing to various music styles, encouraging children to invent their own moves.	Provide opportunities for jumping: jumping off low steps, jumping over small obstacles, and playing hopscotch.	Introduce parachute play for collaborative gross motor movement and understanding spatial awareness.	Provide opportunities for catching smaller balls and aiming throws with greater accuracy.		Support children in initiating and organising their own physical games.
Fine Motor:	Playdough manipulation (squeezing, rolling, flattening, poking with fingers). Provide chunky crayons, chalk, and large paper for free mark-making, encouraging whole-arm movements Large construction blocks (e.g., Duplo, wooden blocks) for building towers and simple structures.	Threading large beads onto thick string or pipe cleaners. Child-safe scissors for snipping paper (starting with thin strips and progressing to cutting along lines). Puzzles with large, chunky pieces.	Activities that strengthen hand muscles, such as squeezing sponges, using spray bottles, and manipulating playdough with small tools (e.g plastic knives, rollers). Small world play items (e.g miniature figures, vehicles) to encourage precise manipulation and imaginative play. Peeling and placing stickers, which promotes pincer grasp.	Using tweezers to pick up small objects (e.g pom-poms, beads) and sorting them into containers. Various art and craft materials that require fine motor control, such as gluing small pieces of paper, using stampers, and engaging in simple collages. Dressing up and manipulating fastenings (large buttons, zips).	Activities that build finger strength, such as putting pegs into a pegboard, lacing cards, and building with smaller interlocking blocks (e.g., Lego Duplo). Drawing with different media, including paintbrushes of various sizes and thinner crayons, promoting a more developed grip. Opportunities for cutting more complex shapes with scissors.	Activities that integrate multiple fine motor skills, such as creating detailed drawings, constructing elaborate models, and engaging in more intricate craft projects. Self-help skills related to fine motor development, such as managing zips, buttons, and preparing simple snacks (e.g spreading, cutting soft fruit with a butter knife).

						Opportunities for writing and mark-making with increasing control and purpose, focusing on developing a tripod grip.
Nursery Rhymes/songs	Twinkle Twinkle I'm a little teapot If you're happy and you know it	I hear thunder Incy wincey spider Heads shoulders knees and toes	Miss Polly had a Dolly Wheels on the bus Rock a bye baby	Hickory Dickory Dock Little Arabella Miler One, Two, Three, Four Five	Row, row, row your boat Humpty Dumpty Wind the bobbin up	Jack and Jill Here we go round the mulberry bush Ring o roses
Pre- Phonics Skills	No sounds – focus on Rhyme time and settling children into setting routines. Environmental Sounds/ Instruments	Tuning into sounds games based on: s a t p i n m Initial Sounds Blending games Blend from the box	Tuning into sounds games based on: d g o c k e Initial Sounds Blending games Blend from the box	Tuning into sounds games based on: u r h b f l Initial Sounds Blending games Blend from the box	Tuning into sounds games based on: j v w y z qu ch Initial Sounds Blending games Blend from the box	Tuning into sounds games based on: ck x sh th ng nk Initial Sounds Blending games Blend from the box
Reading	Engage in conversations about stories learning new vocabulary Develop a love of reading	Engage in conversations about stories learning new vocabulary Develop a love of reading	Story structure - naming character and settings Engage in extended conversations about stories learning new vocabulary	Beginning to create own stories and narratives within small world play, roleplay and helicopter stories	Can talk about favourite/familiar stories and make links Engage in extended conversations about	Tells stories, drawing on knowledge of story language and familiar plots, focused on own interests.

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Writing	Begins to use a comfortable grip with a pencil (often moving toward a three-finger tripod grasp). Understands that writing is different from drawing and starts to "write" in play (e.g., writing a prescription in the doctor's corner).	Can distinguish between different shapes and begins to draw recognisable "closed" shapes like circles and squares. Recognises their own name and may try to copy the starting letter.	Understands that in English, we write from left to right and top to bottom Begins to produce "letter-like" strings, marks that look like letters but aren't quite accurate yet.	Starts to link sounds (phonemes) to marks. They might write the first letter of a word to represent the whole word (e.g., 'S' for Sun). Many children begin to write several letters of their own name with increasing accuracy.	Shows much finer control in their drawings and story maps.	Can tell an adult what they have 'written' and expects it to be read e.g., 'This says 'I love Dad' Uses their writing skills spontaneously, like making a No Entry sign for a fort or a birthday card for a friend.
Maths	<u>Comparison 1</u> More than, fewer than, same <u>Shape Space and Measure 1</u> Explore and build with shapes and objects <u>Pattern 1</u> Explore repeats	<u>Counting 1</u> Hear and say numbers <u>Counting 2</u> Begin to order number names <u>Subitising 1</u> I see 1,2,3 <u>Pattern 2</u> Join in with repeats	<u>Shape Space and Measure 2</u> Explore position and space <u>Subitising 2</u> Show me 1,2,3 <u>Counting 3</u> Move and label 1,2,3 <u>Pattern 3</u> Explore patterns	<u>Shape Space and Measure3</u> Explore positions and routes <u>Counting 4</u> Take and give 1,2,3 <u>Subitising 3</u> Talk about dots <u>Comparison 2</u> Compare and sort collections	<u>Shape Space and Measure 4</u> Match, talk push and pull <u>Pattern 4</u> Lead on own repeats <u>Subitising 4</u> Make games and connections <u>Counting 5</u> Show me 5	<u>Shape Space and Measure 5</u> Start to puzzle <u>Pattern 5</u> Making patterns together <u>Counting 6</u> Stop at 1,2,3,4,5 <u>Pattern 6</u> My own pattern

					Comparison 3 Match sort and compare	
Understanding of the World	Sensory play to investigate our bodies – Use all their senses in hands on exploration of natural materials Baby/Family photos - Begin to make sense of their own life story and family's history Talk about members of their immediate family	Signs of Autumn – Talk about what they see using a wide vocabulary Forces and flow - Explore and talk about different forces they can feel History – using the additional stories The Snowman to look back on the past and discuss.	People who help us - Show interest in different occupations Talk about members of the community History – using the additional stories Dogger and Peepo to look back on the past and discuss. Signs of Winter - Talk about what they see using a wide vocabulary	Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things Ramadan and Eid - Developing positive attitudes towards the differences between people	Weather Changes Diary - Keeping a log of the weather and exploring the symbols used in forecasts. Going outside to spot the changes and talking about how they feel. Bug Hunting: Exploring the natural environment hunting for bugs and researching facts about bugs. Birds: Learning about birds and their facts; habitat, food, features. Life cycle of a butterfly - Live caterpillars	Talk about the differences between materials and changes they notice Maps/ Holidays: Know there are different countries in the world and talk about the differences they have seen or in photos
Expressive Arts and Design	Engage in simple role play	Develop more complex stories using small world	Make imaginative and complex small worlds using	Explore colour and colour mixing.	Join different materials and explore different textures	Create their own songs or improvise a song around one they know.

	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness. Paint using sponges	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore paints Paint using paint sticks, dabbers, chunky brushes	equipment such as blocks Draw with increasing complexity and detail, such as representing a face with a circle and including details. Remember a growing repertoire of songs Make prewriting shapes with squiggle whilst you wiggle	Sing the pitch of a tone sung by another person ('pitch match'). Show different emotions in their drawings – happiness, sadness, fear, etc. Make prewriting shapes with large scale painting	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Beginning to paint facial features	Play instruments with increasing control to express their feelings and ideas. Paint a picture of themselves
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