**2023/24 Long Term curriculum overview – Cape Cornwall Class (Pre-School)**

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| **Term** | Autumn 1 | | Autumn 2 | | | Spring 1 | | | Spring 2 | | Summer 1 | | Summer 2 | |
| **Theme** | Who am I? | | Are we there yet? | | | Who keeps us safe? | | | Which character would you like to be? | | What shall I eat today? | | Who lives in an environment like this? | |
| **Real life experiences** | Starting school with new routines and expectations. | | Visit from different vehicles  Traffic survey | | | Visit to fire station  Visits from emergency services and health practitioners. | | | Visit from Goldilocks  Make Porridge | | Growing our own herbs/edible plants.  Weekly cooking  Visit to a garden | | Beach visit  Pond visit/dip  Marsh  Fields | |
| **Environment and Community** | Fab finish to share successes of the first half term with parents/carers. | | Bus ride  Train ride | | | Watch videos of people who help us | | | Woods visit  Teddy bears picnic | | Sunflower competition | | Explore different environments | |
| **Circle time** | Getting to know you. | | Being kind and friendship. | | | Feelings. | | | Listening and concentrating | | Resolving conflict and problem solving. | | Achieving and changes. | |
| **Whole School events** |  | |  | | | St Pirans Day | | |  | |  | | Mazey day | |
| **Personal, social and emotional development** | **Self-Regulation**  Selects resources and activities with support.  **Managing self**  Express preferences  **Building**  **Relationships**  Interested in others’ play  **Skills for life**  Let’s get started  Let’s keep going | | **Self-Regulation**  Developing a sense of responsibility and the community  **Managing self**  Understand simple emotions Happy, sad, angry  **Building relationships**  Initiates play  **Skills for life**  Let’s talk about feelings  Let’s communicate | | | **Self-Regulation**  Can talk about and express some simple feelings.  **Managing self**  Gives comfort t others  **Building relationships**  Takes turns with adult guidance.  **Skills for life**  Let’s make friends | | | **Self-Regulation**  Understands boundaries and routines  **Managing self**  Speaks with confidence  **Building relationships**  Takes part in pretend play  **Skills for life**  Let’s use our imagination. | | **Self-Regulation**  Resolving conflicts  **Managing self**  Becoming more confident around others  **Building relationships**  Understand how others may be feeling.  **Skills for life**  Let’s try to agree. | | **Self-Regulation**  Maintain attention for a short while at a chosen activity  **Managing self**  Becoming more confident around others  **Building relationships**  Keeps play going by listening and responding to others. | |
| **Communication and Language**  Listening attention and understanding  Speaking | **Listening attention and understanding**  Listens to stories with increasing attention and recall  **Speaking**  Uses a wide range of vocab | | | **Listening attention and understanding**  Can focus attention  Listening games  **Speaking**  Sing a range of songs | | | **Listening attention and understanding**  Understands more complex sentences.  Can follow 2-part instruction.  **Speaking**  Use longer sentences | | | **Listening attention and understanding**  Beginning to understand how and why questions.  **Speaking**  Use talk to organise myself and express my point of view. | | **Listening attention and understanding**  Can shift attention from one task to another.  **Speaking**  Talk about stories  Hot seating  Role play | | **Listening attention and understanding**  I can answer simple why questions  **Speaking**  Have conversations with peers and adults |
| **Rhymes and songs** | 1, 2 buckle my shoe  Hickory dickory dock | | | Twinkle twinkle  Pat – a – cake  Little bo peep | | | Jack and jill  Baa baa black sheep  Incy wincey spider | | | I’m a little teapot  Teddy bears picnic  Mary had a little lamb | | Polly put the kettle on  5 little Monkeys | | Round and round the garden  Row row row your boat. |
| **Physical development**  Gross motor skills  Fine motor skills | Move in a variety of ways. Walking, running, hopping, skipping, jumping, crawling.  Puts on coat, shoes etc independently. Buttons, zips, threading, dressing up clothes | | | Explores climbing equipment safely. Manages steps and ladders. Builds obstacle courses.  Shows a preference for a dominant hand. Chalks, paint brushes, pencils, digging, scissor skills, finger songs | | | Collaborate with others to move larger items. Planks of wood, crates etc  Can use tools safely. Use a range of tools such as hammers, screwdrivers, scissors and spades. | | | Negotiates space successfully  Build obstacle course ride scooters, bikes  Balance ability training.  Make healthy choices about food and drink. Picnics, going to the shops, planting seeds | | Sequences and rhythms, large muscle movements waving flags, streamers, paint and make marks  Scissor and pencil skills  Cutting paper, playdough, grass. Flowers and pencil control sheets. | | Work as part of a group circle times games, farmer in the den, hokey cokey, ring a ring of roses, ball games.  Use cutlery, play dough, fruit and vegetable cutting. |
| **PE**  **Healthy movers** | Fundamental skills | | | balancing | | | dance | | | gymnastics | | Ball skills | | Group/partner work |
| **Literacy**  **Comprehension**  **Word reading**  **Story telling**  **writing** | **Comprehension**  Looks after books carefully  **Word reading**  Understands that print has meaning  **Story telling**  The Gruffalo  **Writing**  Explore mark making | | | **Comprehension**  Shares books with adults  **Word reading**  Understand that words are written left or right and top to bottom  **Story telling**  Jack and the Beanstalk  **Writing**  Distinguishes between the marks they make | | | **Comprehension**  Recognises familiar logos and names in their everyday environment  **Word reading**  Being to understand syllables  **Story telling**  Range of traditional tales  **Writing**  I can draw freely | | | **Comprehension**  Retell parts of a familiar story  **Word reading**  Explores rhyming  **Story telling**  ?  **Writing**  Writes own name | | **Comprehension**  Learn new vocab related to storytelling  **Word reading**  Beginning to name different parts of the book  **Story telling**  Bear on a bike by Stella Blackstone  **Writing**  Writes some letters accurately | | **Comprehension**  Engage in extended conversation about stories  **Word reading**  Recognise words with the same initial sound  **Story telling**  ?  **Writing**  Begins to use some of their print and letter knowledge to write. |
| **RWI** | RWI: Sound discrimination  Symbolic sounds  Loud/quiet  Environmental sounds  Musical instrument sounds | | | RWI: Sound discrimination  Identify same and different sounds  Copy patterns and rhythms.  Syllables | | | RWI: Alliteration  Segmentation  Sound blending  Rhythm and Rhyme  Rhyming snap, bingo and stories | | | RWI  Wk1. m a s  Wk2. D t i  Wk3. N p g  Wk4. O c k  Wk5 and 5 review all sounds so far | | Set 1 sounds  Wk 1. U b f  Wk 2. E l h  Wk 3. R j v  Wk 4. Y w z  Wk 5 and 6 review all sounds so far | | Set 1 sounds  Wk 1. X sh th  Wk 2. Ch qu  Wk 3. Nk ng  Wk 4. Assess and group  Wk 5 and 6 sound blending |
| **Talk Through Story**  **Traditional Tale**  **Poetry ?** |  | | |  | | |  | | |  | |  | |  |
| **Other texts/books/stories** | I am too absolutely small for school | | |  | | |  | | |  | |  | |  |
| Maths  Number  Numerical patterns | Number  Recite numbers  Say a number for each object  Link numerical and amount  Numerical patterns  Patterns  2D/3D shapes  Describe familiar routes  Make comparisons with weight, size and capacity | Number  Subitising  Recite numbers  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principal)  Solve real world mathematical problems with numbers up to 5.  Numerical Patterns  2D shapes  Make comparisons with weight, size and capacity | | | Number  Recognising numbers  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principal)  Solve real world mathematical problems with numbers up to 5.  Numerical patterns  Patterns  2D/3D shapes | | | Number  Links numerals and amounts.  Subitising  Recite numbers  Numerical patterns  Shapes  Compare quantities using language more than, fewer than. | | | Number  Representing numbers  Solve real life problems  Recites numbers  Numerical patterns  Sequence events and routines  2D/3D shapes  Make comparisons | | Number  Solve number problems  Recite numbers  Represent numbers  Numerical patterns  Comparisons with size, weight, length and capacity  Positional language  Patterns | |
| Understanding the world  **People cultures and communities**  **Past and Present**  **The Natural world** | **People cultures and communities**  Explores how things work  **Past and Present**  Talks about their family and their features  **The Natural world**  Uses senses to explore | **People cultures and communities**  Explore different occupations  **Past and Present**  Explores materials inside and out  **The Natural world**  Talk about what they see and feel | | | **People cultures and communities**  Understand different people have different cultural beliefs (Chinese New year)  **Past and Present**  Talks about their family  **The Natural world**  Explores natural forces | | | **People cultures and communities**  Look at our own country  **Past and Present**  Notices differences between people  **The Natural world**  Life cycles | | | **People cultures and communities**  Look at different countries  **Past and Present**  Can talk about themselves, their likes and dislikes  **The Natural world**  Begin to respect the environments and living things | | **People cultures and communities**  Develop positive attitudes towards others  **Past and Present**  Talks about family events  **The Natural world**  Care for plants | |
| Expressive Arts and Design  Creating with materials  Being imaginative and expressive  Design technology | **Creating with materials**  Explore different materials  **Being imaginative and expressive**  Pretend play | **Creating with materials**  Explore how to join materials  **Being imaginative and expressive**  Explore small world  **Design technology**  Explore how to join materials | | | **Creating with materials**  Represent objects by drawing  **Being imaginative and expressive**  Explore feelings by painting and drawing  **Design technology**  Textiles exploring how colours mix (tie dye) | | | **Creating with materials**  Explore colour mixing  **Being imaginative and expressive**  Listen with increasing attention to sounds  **Design technology**  Food make a fruit salad | | | **Creating with materials**  Develop own ideas  **Being imaginative and expressive**  Sing songs  **Design technology**  Mechanisms  Making things go | | **Creating with materials**  Begins to make own creations  **Being imaginative and expressive**  Explores instruments  **Design technology**  Structures  Making homes | |
| Music | Musical instruments | Classical music | | | Nursery Rhymes | | | Body percussion | | | Rhythm | | Music from round the world. | |
| RE |  | Explore Hindu festival Diwali.  The meaning of Christmas | | | Learn about the Chinese culture | | | Learn about the meaning of Easter. | | | Explore Christian celebrations such as weddings and baptisms. | |  | |