

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Prime Areas					
	Communication & Language					
<p><b>Listening, attention, and understanding speaking</b></p>	<p>To be able to talk about what they are doing or what they have done.</p> <p>To be able to talk about themselves, their families and others.</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 understand how to listen attentively and answer questions with relevant answers.</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.</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 what they have heard and what has been read to them.</p> <p>To know and use more complicated sentences of up to 6 or more words</p> <p>To be able to talk about different characters from stories and rhymes.</p> <p>To know and Use talk to organise themselves in play</p>	<p>To be able to continue to learn new concepts with concept cat and word aware</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.</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 express their point of view to debate with friends who may disagree</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.</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 follow two step instructions – put your coat on and line up.</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>ELG:</p>	<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b>Speaking:</b> participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Prime Areas					
	Personal, Social, Emotional Development (PSED)					
<p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>To be able to separate from main carer and learn to adapt to the new school environment.</p> <p>To know that they can be comforted by adults in class an at school.</p> <p>To know that they can approach adults for help.</p> <p>To be able to talk about and begin to understand different feelings such as 'happy', 'sad' 'angry' or 'worried'.</p>	<p>To be able to learn the daily routines and classroom rules.</p> <p>To know how rules help them to keep them to be happy and safe at school</p> <p>To know the behavioural expectations at school.</p> <p>To be able to show increasing confidence to talk to adults and peers in class,</p> <p>To be able to show an awareness of right and wrong.</p> <p>To be able to form a special friendship</p> <p>To know how to be a kind friend</p>	<p>To know how to and be able to share resources and play in a group.</p> <p>To know how to take turns whilst playing, waiting patiently to have a turn.</p> <p>To be able to express own preferences and interests.</p> <p>To know and be able to adapt behaviour to different places and circumstances.</p> <p>To know where to go if they need a quiet place to calm down.</p> <p>To be able to select activities independently.</p> <p>To know and talk about different feelings in circle time.</p>	<p>To be able to show increased independence in accessing and exploring the environment.</p> <p>To be able to independently put coats on and use the toilet.</p> <p>To be able to become more outgoing with unfamiliar people.</p> <p>To be aware of the classroom setting and know how to confidently and safely access different areas.</p> <p>To know how to manage own hygiene and personal needs.</p> <p>To know some behaviour is unacceptable.</p>	<p>To be able to initiate play with peers and keep play going by offering ideas and listening to others' ideas.</p> <p>To know how to keeps play going by responding to what others are saying and doing.</p> <p>To be able to begin to regulate their behaviour consistently.</p> <p>To be able to set personal goal and work towards them.</p> <p>To be able to build resilience to keep trying and not give up.</p> <p>To be able to show sensitivity towards others and their peers</p>	<p>To know what it means to feel proud and talk about the things they have done that make them feel proud.</p> <p>To be able to continue to build resilience to keep trying and not give up.</p> <p>To understand how we can make things "fair" and begin to vote to make choices in class.</p>
<p>ELG:</p>	<p><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing self:</b> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p><b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.</p>					




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Prime Areas					
	Physical Development					
<p>PE</p>	<p>To be able to move their bodies in different ways. Big movements (Rolling, crawling, walking, jumping, hopping, skipping)</p> <p>To know how and be able to Move around safely with some awareness of others. degree of control.</p> <p>To be able to take care of toileting needs and wash hands afterwards</p> <p>To be able to move around safely with some awareness of others</p>	<p>To know how to use high apparatus safely. To be able to use high apparatus such as the ropes and climbing structures in P.E and in the playground.</p> <p>To be able to Experiment with wide range of equipment learning some degree of control</p> <p>To independently put on coat with some support for zips and buttons Use one handed tools and equipment</p> <p>To be able to take care of toileting needs and wash hands afterwards</p>	<p>To be able to play games such as musical statues and musical bumps moving with control and co-ordination.</p> <p>To be able to move around safely with some awareness of others.</p> <p>To be able to perform a single skills or movement with control.</p> <p>To know and be able to discuss some of the changes that occur during exercise</p> <p>To be able to take care of toileting needs and wash hands afterwards</p>	<p>To be able to travel in a variety of different ways using a wide range of body parts.</p> <p>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.</p> <p>To be able to work sensibly with others, taking turns and sharing whilst Comparing movements and skills with others</p>	<p>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To know different factors that support overall health and wellbeing: regular physical activity, healthy eating, regular toothbrushing, sleep, and sensible amounts of screen time</p> <p>To be able to experiment with wide range of small and large apparatus in the gym learning some degree of control.</p>	<p>To know how to and be able to participate in age-appropriate athletic events.</p> <p>To know and participate in different athletic races and events Combine different movements with ease.</p> <p>To be able to compete in different races and build resilience when not winning,</p>



Elmley Castle CE First School Pre-School Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Prime Areas					
	Physical Development					




<p style="text-align: center;"><b>Gross &amp; Fine Motor</b></p>	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>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.</p> <p>To be able to develop Pre-Writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles).</p> <p>To be able to develop increased control over their bodies and a desire to communicate through mark making and a recognition of pattern.</p> <p>To be able to respond with marks to the language of letter formation and to talk about shapes and movements.</p> <p>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</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small 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.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>motors skills to be continually developed through.</p> <ul style="list-style-type: none"> <li>• Climbing</li> <li>• Going up and down stairs</li> <li>• Riding bikes</li> <li>• Carrying heavy items</li> <li>• Washing windows and toys</li> <li>• Nuts and Bolts</li> <li>• Pasta Lacing</li> <li>• Peg Boards and Pin Boards</li> <li>• Pipettes in the Water</li> <li>• Jugs in water</li> <li>• Play-dough (dough disco)</li> <li>• Tearing Paper</li> <li>• Threading the Lace</li> <li>• Tweezer Tub</li> <li>• Funky finger activities</li> <li>• Write Dance</li> <li>• Use tools and equipment like spades, water jugs, tweezers</li> <li>• Eating independently with knife and fork</li> <li>• Scissors- sniping paper moving forward,</li> <li>• Magic pencil writing</li> <li>• Writing and mark making in sand and glitter</li> <li>• Large paper mark making, drawing and letter formation on the floor, tables and walls.</li> <li>• Use of Clips, Clasps, zips, buttons and Screwing Jars</li> <li>• Finger Puppet</li> <li>• Building with small Lego and small Construction.</li> <li>• Sort small bits and pieces using tweezers.</li> </ul>
<p style="text-align: center;"><b>ELG</b></p>	<p><b>Gross Motor Skills:</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p><b>Fine Motor Skills:</b> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>




Elmley Castle CE First School Pre-School Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Specific Areas</i>					
	<i>Mathematics</i>					
	<i>See separate Maths curriculum.</i>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific Areas</b>						
<b>Literacy</b>						
<p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Engage in story times as a small group.</p> <p>Be encouraged to spend some time in the reading corner.</p> <p>In their play, create their own story lines (sometimes representing stories read to them previously).</p> <p>Practise writing name.</p> <p>Engage in "big writing" using chalk, paint brushes, shaving foam etc.</p> <p>Begin to make marks that they state is writing.</p>	<p>With adult guidance, pick a book that they think/know they will enjoy.</p> <p>Listen to rhyming story books.</p> <p>Practise writing name.</p> <p>Engage in "big writing" using chalk, paint brushes, shaving foam etc.</p> <p>Begin to make marks that they state is writing.</p>	<p>Begin to independently pick up story books and share their pre-reading</p> <p>Begin to recognise simple rhyming words such as dog and log.</p> <p>Begin to recognise initial sounds of their name.</p> <p>Practise writing name.</p> <p>Engage in "big writing" using chalk, paint brushes, shaving foam etc.</p> <p>Begin to make marks that they state is writing.</p>	<p>Follow with their finger when they are "reading" a story book to an adult.</p> <p>Join rhyming words together using images – dog on a log.</p> <p>Begin to recognise initial sounds of other words such as mum, dad.</p> <p>Practise writing name.</p> <p>Engage in "big writing" using chalk, paint brushes, shaving foam etc.</p> <p>Begin to make marks that they state is writing.</p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book – front cover</p> <p>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Write their name accurately.</p> <p>Write some letters accurately.</p>	
<p>Phonics:</p>	<p>Phase 1 phonics.</p> <p>Phase 1 phonics is split in to 7 aspects. It is important that all aspects are covered regularly. It should not be planned so each aspect is linear, the planning should recognise that aspects can be mixed and matched to create a "phonics lesson". These phonics lessons should take place daily.</p> <ol style="list-style-type: none"> <li>1. Environmental sound discrimination</li> <li>2. Instrumental sound discrimination</li> <li>3. Body percussion</li> <li>4. Rhythm and rhyme</li> <li>5. Alliteration</li> <li>6. Voice sounds</li> </ol>					



7. Oral blending and segmenting.

**Within Summer 2, those children who are confident in all 7 aspects can begin to learn SATPIN.**

ELG:

**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

**Word Reading:** Say a sound for each letter of the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound blending.


Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** Write recognisable letters, most of which are correctly formed.

Spell words by identifying the sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific Areas</b>						
<b>Understanding the World</b>						
<p>Past and Present</p> <p>People, culture and Communities</p>	<p>To know and name different body parts.</p> <p>To be able to describe what they and their friends look like.</p> <p>To be able to notice differences between people and be able to celebrate these.</p> <p>To be able to name and describe people who are familiar to them.</p> <p>To make connections between the features of their family and other families.</p> <p>To be able to talk about the past and begin to make sense of their life story and how they have grown up.</p> <p>To know some of the different people who help us to safe in the community such as the police, Dr, Nurses, fire Brigade.</p>	<p>To know that people have different beliefs and celebrate special times in different ways.</p> <p>To be able to talk about some of the different ways people celebrate.</p> <p>To know about different celebrations that arise in Autumn such as Christmas, Harvest, Diwali and Hannukah.</p>	<p>To be able to Recognise some similarities and differences between life in this country and life in other countries.</p> <p>To know there are different places, animals and habitats around the world with a focus on Africa.</p> <p>To know and name different Animals from around the world.</p> <p>To know some sings and Rhymes from other countries.</p> <p>To be able to talk about how humans can take care of animals.</p>	<p>To be able to compare characters from stories, including figures from the past</p> <p>To be able to make Comments on images of familiar situations in the past.</p>	<p>To continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs</p>	<p>To respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.</p>
<p>The Natural World</p>	<p>To be able to explore the natural world around them.</p> <p>Describe what they see, hear, and feel whilst outside. To know what a plant needs to grow.</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 whilst outside.</p>	<p>To be able to explore the natural world around them.</p> <p>Describe what they see, hear, and feel whilst outside. To know what a plant needs to grow.</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 whilst outside.</p>	<p>To be able to explore the natural world around them.</p> <p>Describe what they see, hear, and feel whilst outside. To know what a plant needs to grow.</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 whilst outside.</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. To know about some lifecycles with a focus on Caterpillars.</p> <p>To know how to care for the natural environment and living things. To be able to make a bird feeder at Forest school.</p>	<p>To be able explore Sinking and floating with different materials</p> <p>Talk about the differences between materials and changes they notice. 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. To be able carve a peg at to Forest School</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. To know about some lifecycles with a focus on Caterpillars.</p> <p>To know how to care for the natural environment and living things. To be able to make a bird feeder at Forest school.</p>	<p>To be able explore Sinking and floating with different materials</p> <p>Talk about the differences between materials and changes they notice. 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. To be able carve a peg at to Forest School</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. To know about some lifecycles with a focus on Caterpillars.</p> <p>To know how to care for the natural environment and living things. To be able to make a bird feeder at Forest school.</p>	<p>To be able explore Sinking and floating with different materials</p> <p>Talk about the differences between materials and changes they notice. 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. To be able carve a peg at to Forest School</p>
<p>ELG</p>	<p><b>Past and Present:</b> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, culture, and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b>The Natural World:</b> Explores the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific Areas</b>						
<b>Expressive Arts and Design (EAD)</b>						
<b>Music</b>	<p>To know and join in with dancing and ring games.                      To be able to respond to sound with body movement.                      To begin to know, name and use percussion instruments e.g., drums, woodblocks, triangles, bells.                      To be able to learn about rhythm through dance.                      To know and be able to Join in with simple songs.                      To know and show awareness of sound being loud or soft.                      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.                      To be able to Recognise rhythmic changes for skipping, marching, hopping, jumping etc.                      To be able to participate in group action songs.                      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.                      To know an initial repertoire of simple songs.                      To be able to play a short percussion piece with a rhythmic feel.                      To be able to move to music with a rhythmic feel.</p>			
<b>Creating with Materials</b>  <b>Being Imaginative and expressive</b>	<p>To be able to engage in imaginative role-play based on own first-hand experiences                      To be able to play alongside others who are engaged in the same theme                      To know colours and explore how colours can be changed.                      To be interested in and able to describe the texture of things.                      To be able to join construction pieces together to build and balance.                      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.                      To be able to use simple tools and techniques competently and appropriately.                      To be able to use available resources to create props to support role-play</p>	<p>To be able to manipulates materials to achieve a planned effect.                      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.                      To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and</p>			
<b>ELG:</b>	<p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories,  <b>Being Imaginative and Expressive:</b> Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and (when appropriate) try and move in time with Music.</p>					