

Dinosaur Adventure

Pre-School Curriculum Overview- Spring 1

The Early Years Curriculum is made up of 7 areas, split into two groups; Prime Areas and Specific Areas.

Prime Areas: Personal Social and Emotional Development, Communication and Language and Physical Development.

Specific Areas: Mathematics, Literacy, Expressive Arts and Design and Understanding the World.



Coupe Green
Primary School
HOUGHTON

<i><u>Personal Social and Emotional Development</u></i>	<i><u>Communication and Language</u></i>	<i><u>Physical Development</u></i>
<ul style="list-style-type: none">-To increasingly follow rules, understanding why they are important.-To be able to remember rules without adult reminders.-To begin to develop appropriate ways to be assertive.-To play with others, extending play ideas and showing their preferences.-To begin to talk with others to solve problems.-To be able to talk about different feelings	<ul style="list-style-type: none">-To know many rhymes, be able to talk about familiar books, and be able to tell a long story.-To have developed their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'.-To have developed their pronunciation but may still have some problems saying some sounds. (r,j,th,ch,sh)	<ul style="list-style-type: none">-To be able to use large-muscle movements to wave flags and streamers, paint and make marks.-To be able to use one-handed tools and equipment. <i>For example, make snips with scissors.</i>-To be able to collaborate with others to manage large items.

<u>Mathematics</u>	<u>Literacy</u>	<u>Expressive Arts and Design</u>	<u>Understanding the world</u>
<ul style="list-style-type: none"> -To hear some number names. -To join in some number names -To be able to say number names in order. -To join in counting forwards and backwards. -To be able to accurately say 1, 2 and 3 in play. -To copy the sequence of 1, 2 and 3. -To use our fingers to represent 1, 2 and 3. -To recognise that anything can be counted. 	<ul style="list-style-type: none"> -To use marks in play, for example writing a 'shopping list' making marks, line etc. -To understand the different part of a book. -To understand page sequencing. -To know that we read English text from left to right. -To be able to recognise words with the same initial sound, such as money and mother. -To be able to spot and suggest rhymes. -To begin to count or clap syllables, with support from an adult. <p>In Phase 1 phonics, children are taught about:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion (e.g. clapping and stamping) • Rhythm and rhyme • Alliteration • Voice sounds 	<ul style="list-style-type: none"> -To be able to make imaginative and complex small worlds with different construction resources. -To explore different materials freely, to develop their ideas about how to use them and what to make. -To be able to create closed shapes with continuous lines and begin to use these shapes to represent objects. -To be able to join different materials and explore different textures. . 	<ul style="list-style-type: none"> To explore collections of materials with similar and/or different properties. -To explore how things work. -To begin to explore differences in materials and the changes they notice. -To begin to understand past and present. -To begin to understand where we live.

