

## Kings, Queens and Castles

### Pre-School Curriculum Overview- Spring 2

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>Personal Social and Emotional Development</i>	<i>Communication and Language</i>	<i>Physical Development</i>
<ul style="list-style-type: none"><li>-To be able to follow rules within the environment.</li><li>-To be able to name common feelings and link them to experiences.</li><li>-To play cooperatively with others.</li></ul>	<ul style="list-style-type: none"><li>-To be able to speak clearly so that adults and peers can understand what you are communicating.</li><li>-To be able to repeat sounds correctly when asked.</li></ul>	<ul style="list-style-type: none"><li>-To be able to use a pencil or paintbrush with control to draw lines and circles.</li><li>-To be able to climb stairs and move across climbing equipment using alternate feet.</li><li>-To be able to run, jump, hop and skip with control.</li><li>-To complete some dressing independently. <i>Pull on trouser, put on shoes, pull zips on coats.</i></li></ul>

<u>Mathematics</u>	<u>Literacy</u>	<u>Expressive Arts and Design</u>	<u>Understanding the world</u>
<p>-To be able to compare groups of objects up to 5 and say when they are the same amount.</p> <p>-To begin to link numerals to amounts to 5.</p> <p>-To be able to use positional language.</p> <p>-To be able to respond to formal language for shapes.</p> <p>-To recognise a simple ABAB pattern.</p> <p>-To be able to recall a sequence of events in everyday life or a story.</p> <p>-To be able to arrange objects in spatial patterns when building or collaging.</p> <p>-To respond to more complex positional language, such as, next to, behind.</p> <p>-To be able to count 5 objects by pointing to each item and saying the numbers in order.</p> <p>-To count 5 objects and know that the last number I say is how many there are. .</p>	<p>-To begin to form shapes to represent the initial sound in their name.</p> <p>-To imitate adults writing by making continuous lines of shapes and symbols from left to right.</p> <p>-To recognise familiar words and signs, such as their name and logos.</p> <p>In Phase 1 phonics, children are taught about:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion (e.g. clapping and stamping)</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> </ul>	<p>-To be able to tap out a simple repeated pattern.</p> <p>-To use various construction materials.</p> <p>-To use available resources to create props for play.</p> <p>-To join in with dancing and ring games.</p> <p>-To play alongside other children who are engaged in the same theme.</p>	<p>-To begin to understand growth, decay and change in time.</p> <p>-To show an interest in different occupations and ways of life.</p>