Pre-School Curriculum Overview- Autumn 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
HOGHTON

Personal Social and Emotional Development	Communication and Language	Physical Development
-To be able to leave a main carer with increased confidence. -To be able to play with peers, beginning to take turns and continue play ideas with increased independence. -To know the qualities of how to be a good friend To be able to share and take turns using manners. -To show an understanding that our own actions affect other people.	-To enjoy listening to longer stories and be able to recall much of what happens. -To be able to pay attention to more than one thing at a time, with increased ability. For example, singing a song whilst following adults' actions. -To be able to use a wider range of vocabulary. -To be able to understand a question or instruction that has two parts, such as “Get your coat and line up.” -To be able to understand ‘why’ questions. -To be able to sing a large repertoire of songs.	-To jump for distance -To land appropriately -To hop on both feet -To underarm throw for distance -To overarm throw for distance -To catch with increasing accuracy -To climb with confidence under, over and through climbing equipment

Mathematics	Literacy	Expressive Arts and Design	Understanding the world
-To be able to recognise up to 3 objects, without having to count them individually. (subitising) -To be able to recite numbers past 5. -To be able to talk about and explore 2D and 3D shapes, using informal mathematical language. --To be able to understand position through words alone. For example, 'The bag is under the table,' - with no pointing. -To be able to talk about and identify patterns around them, For example, stripes on clothes. -To be able to describe familiar routes. -To be able to discuss routes and locations, using words like 'in front of'. -To be able to select shapes appropriately for building.	-To understand that print has meaning. -To begin to understand that print can have different meaning. -To engage in extended conversations about stories, learning new vocabulary. -To enjoy books containing rhymes and begin to join in with rhyming patterns -To sometimes give meaning to marks and lines that they make. In Phase 1 phonics, children are taught about: • Environmental sounds • Instrumental sounds • Body percussion (e.g. clapping and stamping) • Rhythm and rhyme • Alliteration • Voice sounds	- -To explore how sounds can be changed. -To use lines to enclose a space and begin to represent objects in their drawing. -To observe other children and adults and mirror what they have observed. -To explore colour and how they can be changed.	-To be able to say why things might happen and how things work. -To be able to remember and talk about significant events in their life. -To show interest in real life objects, such as cameras and tablets. -To begin to talk about and ask questions about the natural world. -To enjoy joining in with family customs and routines