

The Three Little Pigs

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
HOUGHTON

<i>Personal Social and Emotional Development</i>	<i>Communication and Language</i>	<i>Physical Development</i>
<ul style="list-style-type: none">-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 <p>To be able to share and take turns using manners.</p> <ul style="list-style-type: none">-To show an understanding that our own actions affect other people.	<ul style="list-style-type: none">-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.	<ul style="list-style-type: none">-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

<u>Mathematics</u>	<u>Literacy</u>	<u>Expressive Arts and Design</u>	<u>Understanding the world</u>
<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. <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 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. 	<ul style="list-style-type: none"> -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