

Pathfinder School Little Owls – Pre-School - Curriculum Coverage 2023-2024

Personal, Social and Emotional Development-Development Matters

Self-Regulation	Managing Self	Building Relationships
Find ways to calm themselves, through being calmed and comforted by their key person.	Establish their sense of self.	Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
Find ways of managing transitions, for example from their parent to their key person.	Express preferences and decisions. They also try new things and start establishing their autonomy.	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
Feel strong enough to express a range of emotions.	Engage with others through gestures, gaze and talk.	Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Thrive as they develop self-assurance.	Develop friendships with other children.
Be increasingly able to talk about and manage their emotions	Learn to use the toilet with help, and then independently.	
Safely explore emotions beyond their normal range through play and stories.		
Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.		

Physical Development-Development Matters

Gross Motor Skills	Fine Motor Skills
Lift their head while lying on their front.	Reach out for objects as co-ordination develops.
	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
Push their chest up with straight arms.	Develop manipulation and control.
Roll over: from front to back, then back to front.	Explore different materials and tools.
Enjoy moving when outdoors and inside.	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
Sit without support.	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
Begin to crawl in different ways and directions.	Start eating independently and learning how to use a knife and fork.
Pull themselves upright and bouncing in preparation for walking.	
Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	
Clap and stamp to music.	
Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	
Enjoy starting to kick, throw and catch balls.	
Build independently with a range of appropriate resources.	
Begin to walk independently – choosing appropriate props to support at first.	
Walk, run, jump and climb – and start to use the stairs independently.	
Spin, roll and independently use ropes and swings (for example, tyre swings).	
Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	

Communication and Language -Development Matters

Listening, Attention and Understanding	Speaking
Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.	Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.	Babble, using sounds like 'baba', 'mamama'.
Watch someone's face as they talk.	Use gestures like waving and pointing to communicate.
Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.	Reach or point to something they want while making sounds.
Enjoy singing, music and toys that make sounds.	Copy your gestures and words.
Recognise and are calmed by a familiar and friendly voice.	Constantly babble and use single words during play.
Listen and respond to a simple instruction.	Use intonation, pitch and changing volume when 'talking'.
Understand single words in context – 'cup', 'milk', 'daddy'.	Make themselves understood, and can become frustrated when they cannot.
Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.	Start to say how they are feeling, using words as well as actions.
Understand simple instructions like "give to nanny" or "stop".	Start to develop conversation, often jumping from topic to topic.
Recognise and point to objects if asked about them.	Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
Generally focus on an activity of their own choice and find it difficult to be directed by an adult.	Use the speech sounds p, b, m, w.
Listen to other people's talk with interest, but can easily be distracted by other things.	Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'
Listen to simple stories and understand what is happening, with the help of the pictures.	
Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.	
Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	

Literacy-Development Matters

Comprehension	Word Reading	Writing
Enjoy songs and rhymes, tuning in and paying attention.	Enjoy sharing books with an adult.	Enjoy drawing freely.
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Pay attention and respond to the pictures or the words.	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
Say some of the words in songs and rhymes.	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	Make marks on their picture to stand for their name.
Copy finger movements and other gestures.	Repeat words and phrases from familiar stories.	
Sing songs and say rhymes independently, for example, singing whilst playing.	Ask questions about the book. Makes comments and shares their own ideas.	
	Develop play around favourite stories using props.	
	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	

Mathematics-Development Matters

Number	Numerical Patterns
Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Compare amounts, saying 'lots', 'more' or 'same'.
Take part in finger rhymes with numbers.	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
React to changes of amount in a group of up to three items.	Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
Climb and squeeze themselves into different types of spaces.	Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
Build with a range of resources.	Notice patterns and arrange things in patterns.
Complete inset puzzles.	

Understanding the World-Development Matters

Past and Present	People, Culture and Communities	The Natural World
	Make connections between the features of their family and other families.	Repeat actions that have an effect.
	Notice differences between people.	Explore materials with different properties.

		Explore natural materials, indoors and outside.
		Explore and respond to different natural phenomena in their setting and on trips.

Expressive Arts and Design-Development Matters

Creating with Materials	Being Imaginative and Expressive
Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Show attention to sounds and music.
Start to make marks intentionally.	Respond emotionally and physically to music when it changes.
Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Move and dance to music.
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Explore their voices and enjoy making sounds.
Use their imagination as they consider what they can do with different materials.	Join in with songs and rhymes, making some sounds.
Make simple models which express their ideas.	Make rhythmical and repetitive sounds.
	Explore a range of soundmakers and instruments and play them in different ways.
	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

