

The Pathfinder C of E Primary School

Preschool Curriculum Overview



Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	All about Me	Journeys	Dinosaurs	Growing and Changing	Animals and their Babies	Heroes and Adventurers
	Where I live, where I was born, my family. People who help us in our community.	Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, faraway places including the coldest places on earth	What the world was like a long, long time ago, how we know about dinosaurs, fossils, extinction	Spring, new life, life cycles, plants, seeds, bulbs, plants we can eat, how people grow	Animals and their offspring, farm animals, woodland animals, wild animals, animals who live in the coldest places on earth.	Valentina Tereshkova (Russian Cosmonaut) Ernest Shackleton (explorer) Edmund Hillary and Tenzing Norgay (Climbed Mount Everest) Malala Yousafzai (Education campaigner)
Communication and Language Including phonics sessions, whole class and small group story sessions.	Listen to others one on one or in small groups, for example to share photos of children as babies. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories, e.g. during story time, circle time, small groups sharing stories in a book area. Respond to simple instructions, e.g. we will put on our coats as it is raining outside. Retell simple past events in correct order e.g. things that happened in the school day, or events from a story.	Follow directions e.g. Simon says games. Join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc. Show understanding of prepositions such as 'under, on top'. Use vocabulary from recently read stories in conversations e.g. names of vehicles from transport books. Ask questions using what, where, when and why to find out more about journeys.	Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived along time ago, their names and features etc. Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago, e.g. we are alive now, dinosaurs are not alive anymore, they lived a long time ago. Ask relevant questions Share opinions, explaining preferences e.g. My favourite dinosaur is... because...	Understand 'how' and 'why' questions, relating them to growing and changing e.g. planting seeds and talking about how they will grow and why we need to water them. Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' e.g. our seeds started to grow because we planted them and gave them water. Use newly acquired vocabulary to name and describe, and in conversations. Apply new vocabulary to explain changes noticed in plants. E.g. this plant did not grow well because the soil was too dry.	Describe a pretend object in play based situations; e.g. this is my tractor, I am ploughing my field (whilst riding a tricycle) Question to understand why things happen e.g. who, what, when, how. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because...	Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest Recall and relive past experiences; e.g. children discuss when they went on a school trip. Retell events in order; their school day, or a special event. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently.

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Literacy and Suggested Texts (Suggested content to guide planning) Taught alongside an approved systematic synthetic phonics programme (Add detail as appropriate from phonics scheme)	<u>Texts Referenced in UtW Plan:</u> Gotcha Smile by Rita Phillips Mitchell (links to starting school) Ask First Monkey by Juliet Clare Bell (links to boundaries and consent) Later by Curtis Ackie The Great Big Book of Families by Mary Hoffman There's a house inside my mummy! By Giles Andreae A place called home by Kate Baker, Coming to England by Floella Benjamin Real Superheroes by Julia Seal The Tree by Britta Teckentrup <u>Additional suggested texts:</u> I am too Absolutely Small for School by Lauren Child Later by Curtis Ackie Owl Babies Little Bear Lost Goldilocks and the Three Bears Where's My Teddy? Ruby's Worry by Tom Percival Peepbo by Janet and Alan Ahlberg A Great Big Cuddle (poetry) by Michael Rosen Retell stories using puppets, props, drawings and own imagination e.g. use owl finger puppets to retell a part of the story of Owl Babies Provide opportunities for mark making e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, painting with other tools such as toothbrushes, feathers, string.	<u>Texts Referenced in UtW Plan:</u> Chicken Licken We are going on a Bear Hunt by Michael Rosen Handa's Surprise by Eileen Brown Mr Gumpy's Motor Car by John Burningham Car Car Truck Jeep by Nick Sharratt Oi, Get off our Train by John Burningham, any of the Thomas the Tank Engine series by Reverend Wilbert Awdry You can't take an elephant on the bus' by Patricia Cleveland-Peck Non-fiction texts about travel, journeys, transport Lost and Found by Oliver Jeffers Immi by Karin Littlewood The Polar Bear Son by Lydia Dabovich Kamik's first Sled by Qin Leng Matilda Sulurayok <u>Additional suggested texts:</u> Rosie's Walk The Gruffalo Stick Man Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone Where the Wild Things Are The Way Back Home On Sudden Hill by Linda Sarah Retell stories using puppets, props, drawings and own imagination e.g. create puppets using pictures and lollysticks to retell Rosie's Walk with different characters Provide opportunities for mark making and emergent writing; fingers in paint, mud, glue and glitter, shaving foam, sand, rice etc in a tuff tray. .	<u>Texts Referenced in UtW Plan:</u> Harry and the Dinosaurs series by Ian Whybrow Dinosaur Roar by Henrietta Stickland Dinosaurs and all that rubbish by Michael Foreman Silly Dizzy Dinosaur by Jack Tickle Non-fiction texts about dinosaurs Use newly acquired vocabulary, e.g. dinosaur names and descriptive language e.g. stomp, roar, scales, horns, plates, to discuss dinosaurs. Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.	<u>Texts Referenced in UtW Plan:</u> The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip Baba Yaga Create a storyboard to retell the Tiny Seed; identify the different places the seeds landed. Join in with the repeating refrains in the Enormous Turnip, anticipating what comes next. Provide opportunities for mark making and emergent writing e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, rubbings of leaves.	<u>Texts Referenced in UtW Plan:</u> The Ugly Duckling Owl Babies The Hungry Caterpillar Noah's Ark Non fiction texts about animals Percy the Park Keeper Dear Zoo Three Billy Goats Gruff Role play the story of the hungry caterpillar, sequencing the foods he ate and the main events such as when he had a tummy ache, when he made a cocoon, and the final transformation into a butterfly. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.	<u>Texts Referenced in UtW Plan:</u> Hello Lighthouse A Day in the Life of Bob Mog in the Fog Professor Astrocat's Solar System What's Out There? On the Moon The Snail and the Whale Non fiction texts about the world, space, STEM How to Catch a Star by Oliver Jeffers Whatever Next! By Jill Murphy Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.

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Core stories for story times (In addition to texts chosen for children's interests)	The Three Little Pigs The Gingerbread Man The Elves and the Shoemaker	The Little Red Hen The Christmas Story The Story of Diwali	Hansel and Gretel The Selfish Giant Cinderella	Goldilocks Three Billy Goats Gruff Jack & The Beanstalk	Ugly Duckling Little Red Riding Hood Henny Penny	Anansi the Spider The Enormous Turnip Noah's Ark
Traditional rhymes and poetry	Diddle, diddle dumpling	Traditional rhymes and poetry	Diddle, diddle dumpling	Traditional rhymes and poetry	Diddle, diddle dumpling	Traditional rhymes and poetry
Sayings and Phrases	'Well I never!'	Sayings and Phrases	'Well I never!'	Sayings and Phrases	'Well I never!'	Sayings and Phrases
Mathematics (Suggested content to guide planning)	Numbers zero to five Representing on fingers and other concrete counting Counting stamps, claps and jumps to 10 and beyond where appropriate Regular referral to calendar, weather, days of the week, months of the year, shape, pattern	Recognising numbers 0–10 Representing on fingers and other concrete counting (show me) Counting 0-10 – Zero Superhero Number formation (gross motor) with paint, with fingers in sand, with marbles running around number templates Identifying shapes in the environment Positional language Shapes for different tasks (block building)	Moving on to showing numbers 0-10 on fingers. Link to familiar songs: Ten Little Monkeys Once I caught a fish alive. Counting stamps, claps and jumps to 5 Maths meetings – to include numbers to 10. Shape hunts	Building confidence showing 0-10 on fingers Identifying different shapes based on properties. Exploring measuring using unifix Relative size: small, big, biggest. Reasoning with shapes: if a triangle is upside down, is it still a triangle?	Using marks to represent number (tallies) then representing with unifix cubes (simple bar modelling) Strategies for counting with 1-to-1 correspondence. Model using giant counting frame. Move and count and point and count strategies. Using shapes to make other shapes: Community Playthings blocks: triangular shapes can make a square or a rectangle.	Numberblocks (1-5) – link to NCETM materials Making numberbooks Reinforcing counting using objects with 1-to-1 correspondence. Using marks to represent numbers. Comparing groups of objects: more, fewer, the same. Investigating capacity, weight, time.

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Understanding the World- Detailed plan available	Past and Present (History)					
	Family Trees (grand parents, great-grandparents) When I was a baby Developing sense of chronology; before I was born, before I came to nursery, when I go to school.	Transport in the past: Motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today.	A long time ago our planet was very different, it was hotter and there were lots of volcanoes. (Contrasting environments, chronology) Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart)	Our past; How have we changed since we were born? What could we do then and what can we do now?	Endangered animals; some animals we know about became extinct in the past (dinosaurs), some animals now are endangered.	Explorers can use ships to journey around the world. In the past, Ernest Shackleton travelled to Antarctica. (Show on map and globe). Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (Show on map and globe). We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.
	People, Culture and Communities (Geography)					
	Where I live Where I was born Where my family live (close by or far away) People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police)	Types of transport; walk, bus, car, bicycle, scooter, taxi, train, plane, helicopter. People; bus driver, car driver, taxi driver, train driver, pilot, astronaut. How do we travel to: school, the shops, the beach, another country, the moon? Maps help us to find out where we need to go. We can plan routes on a map.	Dinosaur bones have been found all around the world, particularly in North America, China and Argentina. (Locate on map of world) In England, many fossils have been found in Dorset along the Jurassic Coastline. (Locate on map of England) Understand that fossils are left over parts of animals or plants that lived a very long time ago. People who learn about and search for dinosaurs and fossils are called Palaeontologists.	Farming; what do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we can eat? What kinds of plants grow in other countries? Where do bananas grow? Where do oranges grow?	Animals in England; farm animals, woodland animals, wild animals, arctic and antarctic animals. Learn that different animals live in different habitats, compare and contrast. Wild animals that live in other countries around the world: Tiger: India Mountain Gorilla: Africa Lion: Africa Rhino: Africa Panda: China Polar Bear: The Arctic	Some people live in very cold places on earth. (Link to the Inuit showing Shackleton how to survive in the cold) They use special things to help them survive, e.g. using animal hides and furs for clothing and footwear In some places around the world, not all children can go to school. Link to the UN Rights of the Child. Develop understanding that people work hard for their achievements, persevering, overcoming obstacles and pursuing their dream.

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Understanding the World- Detailed plan available	The Natural World (Science)					
	The season of Autumn, leaves changing colour and falling from trees. Animals begin to prepare for colder weather and hibernation e.g. squirrels bury nuts in the ground. Temperatures getting colder as winter approaches.	Plan a journey to the local park, or around the school grounds what would we see? What grows in our school, what grows in the park? People journey around the world to see different places and environments; Ernest Shackleton and his journey to the South Pole. Contrasting environments; journeys to cold places, what would we need to take with us? Look at some recent memorable journeys, e.g. Perseverance landing on Mars. (Children will learn more about space in Reception)	We know about dinosaurs because people have found fossils in the ground. Rocks can sometimes contain fossils that palaeontologists can study.	Plants need water and light to grow (this will be built upon throughout the curriculum) Grow plants in nursery and observe plants growing e.g. sunflowers, cress etc. Talk about how the plants change as they grow. Make observations of the world around them, describe things they have seen e.g. plants, animals, natural objects and man-made objects. Recognise the season of Spring and notice new plants growing. Animals grow and change in many different ways.	All animals have babies, some look like their parents, but some do not. Recognise and use animals names e.g. cow/calf, chicken/chick. Polar habitats are under threat as climate changes.	Ice investigation-(link to South Pole – Shackleton). Ice changes from a solid to a liquid when it melts. Boats in water – explore floating and sinking. How many pennies can my boat hold? Contrasting landscapes; what does a lunar landscape look like? What might we see if we walked on the moon?
Personal, Social and Emotional Development (Edit values as necessary)	Examples of values; change as appropriate. Include circle time and assemblies/school events where appropriate.					
	Friendship: How to be a friend, why we come to nursery, being kind and sharing, telling an adult when there is a problem. Explaining my feelings and those of others. Explain the classroom and school rules. Form friendships within my class.	Success: Always trying my best, winning and losing, learning and making progress, practising. Explaining how I feel when I win or lose. Explaining how others feel when they win or lose. Work cooperatively and take turns.	Perseverance: Being determined, not giving up, not letting go, strength, trying when something is hard. Working towards goals and working with others to achieve a goal. Try new things and be confident to 'have a go'.	Wisdom: Why knowing things can help us to learn more, how remembering things helps us to learn. Making good choices, what do wise people do? Controlling impulses and learning to adjust behaviour for different situations e.g. the playground and the classroom.	Laughter: Enjoying nursery, making people laugh, making people smile, cheering ourselves and other people up, feeling happy. Thinking about what makes us laugh, how to tell jokes. Play together with one another, cooperating and sharing.	Kindness: Caring for our nursery, our local environment and the world. Being kind to our friends and adults. Caring for living things; plants and animals. What to do if we have a worry. How to be sensitive to the needs of others, know when to help others.

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Physical Development		Discrete PE lessons timetabled in addition to free flow use of outdoor area				
Gross Motor	Spatial awareness and multi step instruction games	Spatial awareness and coordination games	Invasion games and basic movement skills	Team games and ball skills	Ball Skills	Racing and obstacle courses – sports day
	Running, jumping, using tricycles outside	Dance to music	Balance- standing on one leg, walking along a bench, climbing	Running, jumping, hopping from foot to foot	Running, jumping, hopping, skipping.	Using a racquet to hit a ball
Fine Motor	Small tools; cutlery, tweezers, pipettes	Small tools; cutlery, tweezers, pipettes, scissors	Small tools; cutlery, tweezers, pipettes, scissors	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough
	Drawing my family, people who help me	Drawing maps, transport, painting with wheeled vehicles	Drawing and painting dinosaurs, modelling with playdough and clay, templates of dinosaurs to draw around or rub over	Drawing and painting plants and flowers, leaf rubbings, pencil control	Drawing, painting and modelling dough animals, pencil control	Drawing, painting, weaving or simple sewing.
Expressive Arts and Design						
Creating with Materials	Exploring paint on large easel Primary colours; red, yellow and blue	Joining materials to make models of vehicles, focus on wheels Drawing using different types of lines	Make model dinosaurs from malleable materials such as clay or playdough. Use brush with control to create large scale collaborative splatter/drip paintings	Use puppets to act out well known stories: Eg: Three Little Pigs: 'Little Pig...' and 'Not by the hair on my chinny chin chin!'	Colour mixing and symmetry when creating butterflies. Creating homes for animals using blocks and small world resources	Make story telling crowns- take turns to tell stories to the class or in small groups
Being imaginative and expressive	Exploring percussion instruments Singing (good morning songs, home time songs, seasonal songs, counting songs)	Dance and movement showing different ways to journey across the floor Perform well known songs and rhymes in small groups	Use technology (e.g. bloom app on ipad) to create repeating patterns of music Perform a dinosaur dance showing how different dinosaur moved	Story scribing and acting out children's own versions of traditional tales. Moving to music to show a seed growing into a plant	Music and dance sessions: link to Carnival of the Animals Songs about animals e.g. Im going to the zoo, Old MacDonald, Penguins Attention, Five Little Ducks, The Tadpole song.	Imaginary play – travelling on ships, going to the South Pole, climbing Everest, blasting off into space, working at the Space Station, landing on Mars. Listening to and responding to Holst's Planet Suite
Works of Art:	Matisse's The Snail	Turner's The Fighting Temeraire (include the story of the ship)	Number 8 by Jackson Pollock	Walter Crane's Illustrations for Jack and the Beanstalk	Tiger in a Tropical Storm by Henri Rousseau Saint George and the Dragon by Paulo Uccello	Ernest Shackleton statue at Royal Geographic Society

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Festivals and Celebrations	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Fireworks/Bonfire Night Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mother's Day St Patrick's Day Easter Baisakhi	St George's Day May Day	Father's Day Ramadan Eid ul Fitr
Trips (Edit as necessary)	Local Area	Transport Museum	History Museum	Local Area Post a Letter	City Farm	Science Museum
Visitors (Edit as necessary)	Fire services Guides dog Police officers Nurse	Parents – Hanukah, Passover, Christmas, thanksgiving. Local Vicar (Christmas)	Visitors to discuss celebrations; religious or cultural	Visitors reading traditional stories (in other languages where possible)	Visitor to come in to talk about farm animals, working animals or pets.	Visitors come in to discuss their own celebrations, religious or cultural.
Special events (Edit as necessary)	Roald Dahl day Parent workshops: Maths, English, e-safety, home learning (reading, phonics) Harvest Festival	Children in Need Christmas fair Carol concert/nativity Remembrance day Black history week	World Book week	Lent Shrove Tuesday	Music Week National Science week	Summer fete