

SUBSTANTIATING THE CURRICULUM: EYFS: PRE SCHOOL

Three and Four Year Olds

PSE	PHYSICAL	COMMUNICATION AND LANGUAGE
See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.

	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop
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UNDERSTANDING THE WORLD

SCIENCE Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	GEOGRAPHY Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people.	HISTORY Begin to make sense of their own life-story and family's history.
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CORE SKILLS

Essential skills to be used, applied and consolidated across the wider curriculum

READING

WRITING

MATHS

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. RELIGIOUS EDUCATION Similarities and differences between different religious and cultural communities in this country from experiences and stories (see Understanding the World – Geography)	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.
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		Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
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EXPRESSIVE ARTS AND DESIGN			
ART	DT	MUSIC/DANCE	IMAGINATION
Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.	Join different materials and explore different textures.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

THEMATIC TOPICS					
All About Me	Christmas	Dinosaurs	The World Around Us	Animals	People Who Help Us
• Key Texts: Key Vocabulary: - What I like about me - Super-duper you - The same but different - Colour monster - Marvellous me	• Key Texts: Key Vocabulary: - Dear Santa - The Gingerbread man - The jolly Christmas postman - A festive feast	• Key Texts: Key Vocabulary: - The dinosaur that pooped a planet - Dinosaur train - Dinosaur Facts - My small world of dinosaurs - Mad about dinosaurs	• Key Texts: Key vocabulary: - Jaspers beanstalk - The hungry caterpillar - Seed to Sunflower - In the city - Seasons	• Key Texts: Key Vocabulary: : - Every bee's birthday - Little rabbit foo foo - Bugs big trip - Tale of two feathers - Three little pigs	• Key Texts: Key Vocabulary: - Police officer - Vet - Dr - Chef - Dentist

Key Vocabulary: • Family • Likes • Dislikes • Feelings • Same • Different • Similar • Rules • Safe • Healthy	Key Vocabulary: • Santa • tree • Yuletide • Christmas tree • Bauble • Candy cane • Wreath • Angel • Elf • Feast • Goose • Carols • Angel • Jesus • Gingerbread	Key Vocabulary: • Diets • Herbivore • Carnivore • Timeline • Fossil • Foot print • Texture • Size Volcano	• Tales of the Road • The pop up gremlins • Roaming in the rainforest Key vocabulary: • Environment • Internet safety • Climate • change • Seasons • Communities • Countries • World • Recycling • Plants • Vegetables • Fruit • Growing • Travel • Road safety	• The jungle run • Rainbow bird Key Vocabulary: • Habitat • Zoo • Farm • Pets • Domestic • Wild • Under water • Hatch • Patterns • Nest • House • Big, medium, small • Colours • Kind • Sad Happy	• Teacher • Topsy and Tim start school • Little tiger starts school • Fire fighter Key Vocabulary: • Trust • Listen • Safe • Healthy • Friends • Rules • 999 • Phone • Help • Poorly • Sirens Counting
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In the Bumblebees group, all of our children have equal opportunities to learn about the same topics. However, we recognize that each child has their own unique way of learning, which is why we personalise their learning journey with the help of their key worker. Some children may have a stronger foundation in certain areas compared to others. Therefore, we customise topics, activities, and teaching methods to ensure that every child can flourish and no one is left behind.

Revisiting topics on an annual basis has proven to be beneficial for our children. It allows them to reinforce and expand upon the knowledge and experiences they gained at a younger age. This approach helps to solidify their understanding and retention of key concepts, setting them up for continued success in their educational journey.