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EYFS Curriculum Content Pre-school 2020-2021-Mrs Perigo

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Areas	All About Me and My Family	Festivals/ Celebrations	Keeping Healthy	Traditional Stories and Fantasy Tales	Days Out	Senses Transition
Personal, Social and Emotional Development Self –Regulation Managing Self Building Relationships	<ul style="list-style-type: none"> • Introduction of new children to setting (Autumn Intake on-going) • Harvest • Classroom rules and routines • Understanding boundaries • Exploring the environment and accessing resources • Visual timetables/ • Individual Timetables • Support children in sharing and turn-taking. • Key Person Attachment • All about me and my family • My Emotions • My Goals 	<ul style="list-style-type: none"> • Christmas crafts-cards etc • Listen to the story of Christmas • Bonfire Night – Sounds of fireworks and colours and shapes of fireworks etc • Bonfire Night Safety • Diwali-Who celebrates it in our setting? • Invite guest speaker • My Goals • Making friends 	<ul style="list-style-type: none"> • Oral Hygiene-brushing teeth • My Emotions-Mind, body and soul healthy • Exercise • Healthy food options • Keeping ourselves clean-blowing nose, washing hands • My Goals • Small World Imaginative play co-operating with others • What to wear in different weather 	<ul style="list-style-type: none"> • My goals • Role play scenarios based around traditional stories • Sharing story resources with minimal adult support • Children to build up friendship groups • Share stories with others 	<ul style="list-style-type: none"> • Different days out (farm, zoo, seaside, museum, park, visiting family, on holiday,) • Making a good choice, understanding others choices. • Regulating their behaviour to different places they are going • Sun safety • Stranger Danger • Travelling by road, air, rail, water (past transport links) 	Managing Changes- Transitions <ul style="list-style-type: none"> • How I have developed during the year • Transition to Reception – how do we feel about this?

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Physical Development Gross Motor Skills Fine Motor Skills	<ul style="list-style-type: none"> • Development Movement Play – Lying on tummy to draw and play • Wheeled vehicles • Painting activities- thick and thin paint brushes • Children's interests- colouring sheets • Hand washing and drying hands. • Toilet training • Drink from a water bottle and eat snack within a group • Spatial Awareness- mats for sitting and hall time activities • Fiddly Fingers Activities • Mud Kitchen access • Carrying large blocks and planks • P.E-Development Movement Play – Kinetic Letters • P.E Days-Thursdays 	<ul style="list-style-type: none"> • Movement based dance around Bonfire Night, Diwali and Christmas • Different size paper for mark making with a variety of media <ul style="list-style-type: none"> • Introduce Muddy Mondays • Outdoor large scale construction- balancing on blocks and planks • Mud Kitchen access • Fiddly Fingers Activities • Carrying large blocks and planks • P.E-Development Movement Play – pushing, pulling, sliding, climbing, 	<ul style="list-style-type: none"> • Travel in a variety of ways (Muddy Mondays) • Throwing, catching balls • Encourage mark making- holding pencil in a pincer grip. • Using small equipment outdoors-balls and hoops • P.E-Travel in a variety of ways • Outdoor large scale construction- balancing on blocks and planks • Mud Kitchen access • Fiddly Fingers Activities • Muddy Mondays • Pre-writing skill mat resources-chalks, dough, paint 	<ul style="list-style-type: none"> • Cutting and scissor control. • Developing pencil grip. • Be aware of body parts used, good body shapes, in Kinetic six movements. • Using small equipment outdoors-bats and balls • Yoga sessions- During P.E <ul style="list-style-type: none"> • Outdoor large scale construction- balancing on blocks and planks • Mud Kitchen access • Muddy Mondays • Fiddly Fingers Activities 	<ul style="list-style-type: none"> • Trace, copy, write name (if showing an interest) using correct pencil grip and formation • Outdoor Music and Movement using pom poms • Using small equipment outdoors-bean bags, quoits- target work • P.E-Using small equipment • Cars and Bikes • Outdoor large scale construction- balancing on blocks and planks • Mud Kitchen access • Muddy Mondays • Fiddly Fingers Activities 	<ul style="list-style-type: none"> • Sports Day Races/Games <ul style="list-style-type: none"> • P.E classes in hall • Trace, copy, write name (if showing an interest) using correct pencil grip and formation <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Keeping healthy and safe. • Dangers in the environment • Hand washing and drying hands. • Fastening buttons/zips <ul style="list-style-type: none"> • P.E-Sports Day practice, team games Cars and Bikes • Using small equipment outdoors-Football skills • Outdoor large scale construction-balancing on blocks and planks • Mud Kitchen access <ul style="list-style-type: none"> • Muddy Mondays • Fiddly Fingers Activities
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	<p>morning and Friday after lunch</p> <ul style="list-style-type: none"> • Pre-writing skill mat resources-chalks, dough, paint 	<p>crawling</p> <ul style="list-style-type: none"> • Pre-writing skill mat resources-chalks, dough, paint 				
<p>Communication and Language</p> <p>Listening, attention and Understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> • Time to talk during Key Group Time e.g. about home, community and family or likes and dislikes. • Use Feelings bags and Feelings discussion cards(happy, sad, angry) • Child's Voice during Key Group Time and listening to children's wants and interests during the session-completing observations • Word of the Day 	<ul style="list-style-type: none"> • Talking about seasonal changes relating to Autumn • Letters and Sounds Phase One Assessments • Discussing our feelings • Use Feelings bags and Feelings discussion cards (happy, sad, angry, unsure) • Wellcomm Interventions to commence 	<ul style="list-style-type: none"> • Talking about seasonal changes relating to Winter • Intervention Groups • I Can Talk Boost Interventions Commence • Discussing our feelings • Use Feelings bags and Feelings discussion cards (happy, sad, angry, unsure, tired) • 1:1 SALT ISP's • Child's Voice during Key Group Time and listening to children's wants and interests during the session- 	<ul style="list-style-type: none"> • Talking about seasonal changes relating to Spring • Letters and Sounds Phase One Assessments • Intervention Groups • I Can Talk Boost Interventions Commence • Joining in with stories, repeated refrains • Remembering stories • Discussing our feelings • Use Feelings bags and Feelings discussion cards 	<ul style="list-style-type: none"> • Talking about seasonal changes relating to Summer • Joining in with group discussions or on a 1:1 with an adult • Listen quietly to others who are talking for a short period of time • Discussing our feelings • Use Feelings bags and Feelings discussion cards (happy, sad, angry, unsure, tired, unwell, excited) 	<ul style="list-style-type: none"> • Talking about seasonal changes relating to Summer • Discussing our feelings • Use Feelings bags and Feelings discussion cards (happy, sad, angry, unsure, tired, unwell, excited, disappointed) • Letters and Sounds Phase One Assessments • 1:1 SALT ISP's • Child's Voice during Key Group Time and listening to children's wants and interests during the session-completing observations

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	<ul style="list-style-type: none"> WellComm assessments to be commenced week 3 Letters and Sounds Phase One Assessments – completed by Key Persons 1:1 SALT ISP's for continuing children Using Makaton for key Instructions-Transitions during the session, visual timetable during Key Group, songs, rhymes and stories <p>Vocabulary associated with Me and My Family Theme</p>	<ul style="list-style-type: none"> 1:1 SALT ISP's Child's Voice during Key Group Time and listening to children's wants and interests during the session-completing observations Using Makaton for key Instructions-Transitions during the session, visual timetable during Key Group, songs, rhymes and stories Vocabulary associated with Festivals and celebrations Theme 	<p>completing observations</p> <ul style="list-style-type: none"> Child's Voice during Key Group Time and listening to children's wants and interests during the session-completing observations Using Makaton for key Instructions-Transitions during the session, visual timetable during Key Group, songs, rhymes and stories Vocabulary associated with the Keeping Healthy Theme 	<p>(happy, sad, angry, unsure, tired, unwell)</p> <ul style="list-style-type: none"> 1:1 SALT ISP's Child's Voice during Key Group Time and listening to children's wants and interests during the session-completing observations Child's Voice during Key Group Time and listening to children's wants and interests during the session-completing observations Using Makaton for key Instructions-Transitions 	<ul style="list-style-type: none"> 1:1 SALT ISP's Child's Voice during Key Group Time and listening to children's wants and interests during the session-completing observations Child's Voice during Key Group Time and listening to children's wants and interests during the session-completing observations Using Makaton for key Instructions-Transitions during the session, visual timetable during Key Group, songs, rhymes and stories 	<ul style="list-style-type: none"> Child's Voice during Key Group Time and listening to children's wants and interests during the session-completing observations Using Makaton for key Instructions-Transitions during the session, visual timetable during Key Group, songs, rhymes and stories Vocabulary associated with the Senses and Transition Theme
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				<ul style="list-style-type: none"> during the session, visual timetable during Key Group, songs, rhymes and stories Vocabulary associated with the Traditional stories and Fantasy Tales Theme 	<ul style="list-style-type: none"> Vocabulary associated the Days Out Theme 	
Specific Areas	<ul style="list-style-type: none"> Joining in with songs and rhymes, copying actions Showing an interest in books (by self or with others) Give meaning to pictures e.g. This is my rainbow or this is Mummy Staff Model writing behaviours e.g Key Group 	<ul style="list-style-type: none"> The story of Rama and Sita (Diwali) The Christmas Story Christmas Stories Repeating words and phrases from familiar stories Joining in with songs and 	<ul style="list-style-type: none"> Easter story The Chinese New Year story Celebrate World Book Day Using different media to make marks or letters in the indoor and outdoor environment. Shares books with others 	<ul style="list-style-type: none"> Using different media to make marks or letters in the indoor and outdoor environment. Shares books with others Joining in with songs and rhymes Making up their own songs and 	<ul style="list-style-type: none"> Using different media to make marks or letters in the indoor and outdoor environment. Talk about what is happening in the book Joining in with songs and rhymes Making up their own songs and 	<ul style="list-style-type: none"> Using different media to make marks or letters in the indoor and outdoor environment. Makes up own stories using Story Object Bags Joining in with songs and rhymes Making up their own songs and Rhymes Acting out stories Give meaning to

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Literacy	• Children Select a reading book with parents	rhymes, copying actions	• Joining in with songs and rhymes	Rhymes	Rhymes	pictures e.g. This is my rainbow or this is Mummy
	• Recognising own coat peg and self reg labels	• Showing an interest in books (by self or with others)	• Making up their own songs and Rhymes	• Showing an extended interest in books-using the Reading Area	• Showing an extended interest in books-using the Reading Area	• Staff Model writing behaviours e.g Key Group
	• Develop phonological awareness – Letters and Sounds Phase One	• Give meaning to pictures e.g. This is my rainbow or this is Mummy	• Showing an extended interest in books-using the Reading Area	• Give meaning to pictures e.g. This is my rainbow or this is Mummy	• Give meaning to pictures e.g. This is my rainbow or this is Mummy	• Children Select a reading book with parents
	• Using Story Sacks	• Staff Model writing behaviours e.g Key Group	• Give meaning to pictures e.g. This is my rainbow or this is Mummy	• Staff Model writing behaviours e.g Key Group	• Staff Model writing behaviours e.g Key Group	• Develop phonological awareness –Letters and Sounds Phase One
Comprehension	• Children borrowing Story Sacks/Buddy Bags	• Children Select a reading book with parents	• Staff Model writing behaviours e.g Key Group	• Children Select a reading book with parents	• Children Select a reading book with parents	• Using Story Sacks
Word Reading		• Recognising own coat peg and self reg labels	• Recognising own coat peg and self reg labels	• Recognising own coat peg and self reg labels	• Recognising own coat peg and self reg labels	• Children borrowing Story Sacks/Buddy Bags
Writing		• Develop phonological awareness – Letters and Sounds Phase One	• Develop phonological awareness –Letters and Sounds Phase One	• Develop phonological awareness – Letters and Sounds Phase One	• Develop phonological awareness – Letters and Sounds Phase One	• Using Word Mats and picture/comprehension cards for discussions relating to themes

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<p>Suggested Texts</p>	<p>BOOKS Za Za baby brother Layla's Happiness Find out about Feelings Peace at Last Incredible you</p>	<ul style="list-style-type: none"> Using Story Sacks Children borrowing Story <ul style="list-style-type: none"> Sacks/Buddy Bags <p>BOOKS The Nativity</p> <p>Seasons</p>	<ul style="list-style-type: none"> Children borrowing Story Sacks/Buddy Bags <p>BOOKS I really need a wee Which food would you choose Little Bears Spring Eat Your Peas</p>	<p>borrowing Story</p> <ul style="list-style-type: none"> Sacks/Buddy Bags <p>BOOKS Who's in the egg? Goldilocks and the 3 Bears The 3 Little Pigs Jack and the Beanstalk</p>	<p>picture/comprehension cards for discussions relating to themes</p> <p>BOOKS Poo at the Zoo The Runaway Train The Giant Jam Sandwich Shark in the Park What the Ladybird Heard at the Seaside</p>	<p>BOOKS Jelly had a Wobble Honey for Me , Honey for You Brown Bear Brown Bear what do you see...</p>
<p>Mathematics</p> <p>Number</p> <p>Number Patterns</p>	<ul style="list-style-type: none"> Counting in everyday context sometimes skipping numbers Attempting to use fingers to represent numbers when joining in with number rhymes. Begin to name 2D shapes Adult to model the 	<ul style="list-style-type: none"> Saying number words in sequence 1-5 Begin to name 2D shapes Adult to model the properties of the shape-sides, corners, straight, flat and round Making comparisons 	<ul style="list-style-type: none"> Beginning to recognise numerals 1-10 Points to and touches each item as they go Fast recognition of up to 3 objects without counting Recites numbers past Begin to name 2D 	<ul style="list-style-type: none"> Begin to name 2D shapes Beginning to link numerals with amounts up to 5+ Adult to model the properties of the shape-sides, corners, straight, flat and round Understand prepositions 	<ul style="list-style-type: none"> Experiments with own symbols and marks as well as numerals Comparing quantities using more than and fewer than Begin to name 3D shapes-cuboid, sphere, cylinder, cube 	<ul style="list-style-type: none"> Begin to name 3D shapes-cuboid, sphere, cylinder, cube Adult to model the properties of the shape-s Children to begin to describe a sequence of events Children to combine shapes to make new ones –an arch, bigger

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	<p>properties of the shape-sides, corners, straight, flat and round</p> <ul style="list-style-type: none"> Describe the route of walking to school Complete inset puzzles Building with a range of resources Comparing sizes and weights using gesture and language-bigger, little, smaller, high, low, tall 	<p>between objects-size, length and weight and capacity</p> <ul style="list-style-type: none"> Children to talk about patterns, identify-stripes, spots, zig zags within the environment 	<p>shapes</p> <ul style="list-style-type: none"> Adult to model the properties of the shape-sides, corners, straight, flat and round Understand prepositions using visual clues Using shapes appropriately for making structures and models Children to follow and create patterns simple ABAB 	<p>using visual clues</p> <ul style="list-style-type: none"> Notice and correct an error in a repeating pattern-Link to Letters and Sounds Phase One 	<ul style="list-style-type: none"> Adult to model the properties of the shapes Children to begin to describe a sequence of events Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to separate and sort 3 to 4 objects and understand it's the same. 	<p>triangle</p> <ul style="list-style-type: none"> Experiments with their own marks and symbols as well as numerals
<p>Understanding of the World</p> <p>Past and Present</p> <p>People, culture and Communities</p>	<ul style="list-style-type: none"> Who lives with me in my home Observing children in the Home Corner Noticing similarities and differences between each other Harvest Making and tasting 	<ul style="list-style-type: none"> Road Safety Bonfire Night Christmas Story Paint- firework pictures. Hindu- Diwali Materials Explore collections of 	<ul style="list-style-type: none"> Winter Chinese New Year Shrove Tuesday Using simple programmes and creating pictures Cooking sessions-how food affects us and how we can change 	<ul style="list-style-type: none"> Easter story Hatching chicks Lifecycles of plants and animals Magnets Mother's Day Holi Respecting the school and home 	<ul style="list-style-type: none"> Exploring plants Bug hunting ICT Skills-Exploring how things work-ICT Days Identify different countries in the world and talk about the 	<ul style="list-style-type: none"> Climate/Temperature Father's Day Exploring the five senses-using all their senses to access hands on materials. Respecting the school and home environment Eid?

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The Natural World	<ul style="list-style-type: none"> bread. Planting bulbs official start of autumn Autumn walk Body Parts Show an interest in different occupations Identify different countries in the world and talk about the differences Respecting the school ad home environment 	<ul style="list-style-type: none"> materials with similar different properties Respecting the school and home environment 	<ul style="list-style-type: none"> its properties through cooking it. Respecting the school ad home environment 	<ul style="list-style-type: none"> environment 	<ul style="list-style-type: none"> differences Respecting the school ad home environment St Georges Day Eid? 	
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	<ul style="list-style-type: none"> P.E-Music and Movement Warm Up Music Time Explore paint using tools, hands and other parts of the body Create closed shapes to 	<ul style="list-style-type: none"> Santa's workshop P.E-Music and Movement Warm Up Music Time Explore colour and colour mixing Write Dance moves 	<ul style="list-style-type: none"> P.E-Music and Movement Warm Up Music Time- Play instruments during Music Time children to explore the different sounds of musical instruments Use their imagination as they 	<ul style="list-style-type: none"> P.E-Music and Movement Warm Up Music Time- Play instruments during Music Time children to explore the different sounds of musical instruments Painting and drawing 	<ul style="list-style-type: none"> P.E-Music and Movement Warm Up Music Time- Keeping a steady beat to the music Beat Baby Make simple models to express their ideas Develop own role 	<ul style="list-style-type: none"> P.E-Music and Movement warm up time Music Time-Keeping a steady beat to the music Develop own role play scenarios using role play boxes or from ideas Using small world

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	represent objects <ul style="list-style-type: none"> Begin to develop pretend play, using one object to represent another 	<ul style="list-style-type: none"> Begin to develop pretend play, using one object to represent another 	consider what they can do with different materials <ul style="list-style-type: none"> Remember and sing entire songs 	with increasing control Develop own role play scenarios using role play boxes or from ideas	play scenarios using role play boxes or from ideas	figures and landscapes and adding more complex narrative to their play along with others. <ul style="list-style-type: none"> Make simple models to express their ideas
Theme Days	<ul style="list-style-type: none"> Harvest Diwali 24th Oct-Hindu 	<ul style="list-style-type: none"> Children in Need Remembrance Day Christmas Party Day 	<ul style="list-style-type: none"> Music and movement Easter Holi 18th March Chinese New Year 1st Feb 	<ul style="list-style-type: none"> Shrove Tuesday-1st March St David's Day 1st March St Patricks Day 17th March Holi 18th March Mother's Day 27th March Good Friday 15th April 	<ul style="list-style-type: none"> St Georges Day 23rd April Father's Day 19th June 	
Cooking	Rice Krispie Cakes Bread Making	Firework Biscuits Christmas Treats	Chinese food tasting Sandwiches	Easter Treats Pizzas	Fruit Salads Picnic food for our Day Out Picnic	Making Pastry-Jam tarts Cheese Scones

An Overview of Phonics in Pre-school

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Autumn 1	Autumn 2
Tuning in our ears, warming up our voices <i>Environmental Sounds, Voice Sounds</i>	Tuning in our ears, warming up our voices <i>Instrumental Sounds</i>
Spring 1	Spring 2
Phonological Awareness <i>Rhythm, Rhyme and Repeated Refrains</i>	Phonological Awareness <i>Rhythm, Rhyme and Repeated Refrains</i>
Summer 1	Summer 2
Phonemic Awareness <i>Alliteration</i>	Phonemic Awareness <i>Oral Blending and Segmenting</i>

SEASONS WILL BE TAUGHT THROUGHOUT THE YEAR WHEN APPROPRIATE CHANGES CAN BE SEEN.

THE PRIME AND SPECIFIC AREAS ARE TAUGHT THROUGH THE FOLLOWING AREAS OF LEARNING:

Art, cooking, construction, exploration and discovery, ICT, malleable, maths, music, reading, role play, sand, small world, technology, snack, water and writing areas.

Children's interests will be considered in our Medium Term Planning.

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