



## PRE-SCHOOL CURRICULUM MAP 2025- 2026

<b>Autumn 1 (8 weeks)</b> <i>My World</i>	<b>Autumn 2 (7 weeks)</b> <i>My World</i>	<b>Spring 1 (6 weeks)</b> <i>Amazing Tales</i>	<b>Spring 2 (5 weeks)</b> <i>Amazing Tales</i>	<b>Summer 1 (6 weeks)</b> <i>The Great Outdoors</i>	<b>Summer 2 (7 weeks)</b> <i>The Great Outdoors</i>
<p><b>Key texts:</b>            The Very Hungry Caterpillar- Eric Carle            Brown Bear Brown Bear- Eric Carle            How do you feel? Anthony Browne            Faces - John Wood</p> <p>Exploring: Books about starting school and families</p>	<p><b>Key Texts:</b>            Cake - Sue Hendra            It's My Birthday - Helen Oxenbury            The Best Diwali Ever - Sonali Shah            Dear Santa - Rod Campbell</p> <p>Exploring: Books about families and festivals.</p>	<p><b>Key Texts:</b>            Three Little Pigs            Little Red Riding Hood            Little Red - Bethan Woollvin            Mr Wolf's Pancakes</p> <p>Exploring: Traditional tales, nursery rhymes and alternative retellings.</p>	<p><b>Key Texts:</b>            The Enormous Turnip            Goldilocks and the Three Bears            Egg - Sue Hendra</p> <p>Exploring: Traditional tales, nursery rhymes and alternative retellings from different cultures</p>	<p><b>Key Texts:</b>            We're Going on a Bear Hunt            The Bus is for Us - Michael Rosen            I can only draw worms - Will Mabbitt            The Train Ride- June Crebbin</p> <p>Exploring: Books about transport and journeys</p>	<p><b>Key Texts:</b>            A Good Place - Lucy Cousins,            Are you a ladybird? - Judy Allen            The Giant Jam Sandwich - John Vernon Lloyd            Picnic - John Burningham</p> <p>Exploring: Books about nature and bugs</p>

Communication and Language	<p>This term we will encourage the children to listen carefully to and follow instructions. We will share circle times, teaching the children how to take turns when speaking.</p> <p>We will encourage the children to experiment with the vocal sounds they can make, e.g. take your voice on a ride down the slide, 'wheeeee!', to listen to and recognise different environmental sounds, e.g. a bee buzzing, leaves rustling, an aeroplane, etc. and identify and match the sounds of different instruments.</p> <p>We will support the children to ask questions about why things happen and encourage them to begin to explain what they see and hear.</p>	<p>This term in pre-school we will continue to support the children to listen carefully in a range of situations. We will reinforce the importance of turn-taking when expressing our own thoughts and ideas.</p> <p>We will listen to and join in with firework rhymes and poems, exploring sounds using our voices and instruments.</p> <p>We will encourage the children to practise using time-related vocabulary when recalling past experiences such as birthdays, e.g. yesterday, last week, month, days of the week, seasons, etc.</p> <p>The children will explore how to use language when developing role play with their peers around celebration scenarios: birthdays, Diwali, Christmas</p>	<p>We will be listening to talking about a range of stories. Developing story language to retell them in our own way using puppets and small world figures.</p> <p>Joining in with repeated refrains and anticipating key phrases/events in familiar stories, e.g. "I'll huff and I'll puff...", "Grandma, what big .... you have", etc.</p> <p>Practising sitting knee to knee to encourage 'good looking' and 'good sitting' as principles within 'good listening'</p>	<p>We will continue to develop our story language to help us retell stories in our own way using puppets and small world resources.</p> <p>We will share growth stories from different cultures, 'Buri and the marrow', 'Pattan's Pumpkin' and ask the children 'why' and 'how' questions about these. We will also support children to respond to these kinds of questions in our sensory and growing investigations.</p> <p>We will model and encourage the children to use the language of negotiation and collaboration when organising their play with others.</p>	<p>We will encourage the children to use the vocabulary used in shared stories in their role play scenarios especially positional language.</p> <p>Through our outdoor explorations we will support children to ask questions about the natural world and model the language needed to provide explanations about their observations.</p> <p>We will continue to model and encourage the children to use the language of negotiation and collaboration when organising their play with others, supporting them to find their way through problems that may arise.</p>	<p>We will continue to encourage the children to express their point of view when they disagree with others, using modelled phrases.</p> <p>Through our continued care of our vegetable and flower beds in the garden we will support the children to use talk to explain what is happening and anticipate what might happen next</p> <p>We will encourage the children to use and understand the language of position and direction particularly in our work building and adapting dens both inside and out.</p>
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<p style="text-align: center;"><b>Physical</b></p>	<p><b>Getset4pe - introduction to P.E</b> The children will learn the basic principles of a PE lesson such as finding a space and following starting and stopping instructions. They will practise some fundamental movement skills such as running, jumping, skipping.</p> <p>We will practise taking shoes and socks off ready for these sessions.</p> <p>We will encourage the children to notice and tell adults when they are hungry, full up, tired or when they want to rest, sleep or play</p> <p>The children will have lots of opportunities to develop the muscle control in their hands including exploring playdough, sand and water.</p>	<p><b>Getset4PE - Fundamentals.</b> Children will learn the key skills of balancing, running, changing direction, jumping, hopping and travelling. They will develop these skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and how to work independently and with a partner.</p> <p>Basic hygiene routines will be reinforced with the children particularly washing and drying hands effectively and understanding why this is so important.</p> <p>Children will continue to develop their fine motor skills through daily activities such as using simple tools and mark-making implements - brushes, scoops, sponges, dabbers, etc.</p>	<p><b>Getset4PE - Dance.</b> Children will develop their expressive movement. They will explore how to use space safely and creatively using travelling movements, shapes and balances. The children will be encouraged to choose their own actions in response to a stimulus alongside opportunities to copy, repeat and remember actions. They will begin to use counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p>We will talk with the children about how hygiene is part of daily routines. This will include understanding that brushing teeth is part of a healthy lifestyle.</p> <p>We will further develop children's exploration of and control when mark-making by introducing regular 'Squiggle while you Wiggle' sessions.</p>	<p><b>Getset4PE - Gymnastics.</b> Children will develop basic gymnastic skills by exploring creating shapes, balances, and jumps and beginning to develop rocking and rolling. They develop their awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They will have opportunities to copy, create, remember and repeat short sequences. They will begin to understand using levels and directions when traveling and balancing. They will climb, move along and across equipment using alternate feet.</p> <p>Through songs and simple games, we will practise naming and identifying different parts of the body.</p> <p>We will continue our 'Squiggle while you Wiggle' learning and encourage the children to notice and use these patterns in daily opportunities to mark make both inside and out.</p>	<p><b>Getset4PE - Games.</b> Children will practise and further develop fundamental movement skills through playing simple games. They will learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as how to behave when winning and losing.</p> <p>During activities we will ask the children to observe and describe in words or actions the effects of physical activity on their bodies, e.g. faster heartbeat, breathing more deeply, feeling hotter/thirsty.</p> <p>Throughout their physical play we will encourage children to take practical action to reduce risk and stay safe, e.g. testing out obstacles by transferring weight slowly, asking a friend to help them carry something large/heavy.</p> <p>Developing their ability to ride bikes, scooters &amp; trikes.</p>	<p><b>Getset4PE - Ball skills.</b> Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment, e.g. balls, hoops, beanbags, scarves, bats, scoops. Children will be given opportunities to work independently and with a partner.</p> <p>Throughout the year we will support the children to attend to their own toileting needs ready for independence once they start Reception.</p> <p>Children will continue to practise and refine their control of fine motor tools - scissors, pipettes, rolling pins, hole punches, pens, paintbrushes.</p>
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Personal and Social Development

In our Jigsaw PSHE sessions this term we will be looking at the topic, 'Being Me'

The children will get to know the routines and rules of preschool and develop independence in routine tasks such as washing hands before snack and putting on wellingtons for outdoor learning.

We will support them to gain confidence to explore all areas of learning both indoors and outdoors.

We will introduce our 'zones of regulation' which will help them to name and talk about their feelings.

We will model social interactions and support the children to share their play ideas and experiences with others.

In our Jigsaw PSHE sessions this term we will be looking at the topic, 'Celebrating Differences'.

We will talk about the special times we celebrate with our families and friends. We will share memories and feelings about these times.

We will support the children to listen to and respect experiences and stories from other cultures.

The children will gain greater awareness of the similarities and differences between themselves and others

Throughout the children's time in preschool, we will support them to become independent in managing their own needs, i.e. taking off and putting shoes and socks back on for PE, changing into outdoor clothing and footwear.

In our Jigsaw PSHE sessions this term we will be looking at the topic, 'Dreams and Goals'.

We will learn about:

- What a challenge is
- How to keep trying when something is difficult
- How to set and work towards a goal
- How to be kind to others (specifically including remembering how we felt when we started in pre-school and supporting the children who will join us this half term)
- The jobs I might like to do when I am older

We will continue to refer to our class rules of being safe and responsible. We will support the children to express a range of emotions through their play.

In our Jigsaw PSHE sessions this term we will be looking at the topic, 'Healthy Me'. We will learn:

- what the word 'healthy' means
- some of the things we have to do to stay healthy
- the names of some parts of our bodies
- the need to be active to stay healthy
- that some foods are healthier than others
- that sleep is good for us and some ways we can help ourselves go to sleep
- the importance of washing hands before eating and after going to the toiletback
- who our safe adults are and how to stay safe if they are not close by

In our Jigsaw PSHE sessions this term we will be looking at the topic, 'Relationships'. We will learn:

- about different kinds of families
- how to make friends
- some of the things we can do to solve friendship problems when they happen
- how to help others feel part of a group
- how to show respect in how we treat others
- how to help ourselves and others when we feel upset or hurt
- know and demonstrate what makes a good relationship

We will encourage the children to gain greater awareness of and consideration for other people's needs and feelings so they gain greater control over their impulses and become more independent in turn-taking and sharing.

In our Jigsaw PSHE sessions this term we will be looking at the topic, 'Changing Me'. We will learn:

- how we have changed since we were a baby
- what might change as we get older
- that changing class can elicit happy and/or sad emotions
- how we feel about changing class/ growing up
- to identify and share positive memories from the past year in preschool

As we prepare the children for the next step in their school journey we will support them to take risks with some things or in new social situations, i.e. trying out an activity they have not chosen before, supporting them when meeting new adults and classmates.

The children will begin to understand that expectations can vary in different situations and become more able to adapt their behaviour, e.g. adapting to new routines.

Literacy	Reading	<p>We will share stories and books with the children daily.</p> <p>We will be looking particularly at books about families, feelings and starting school.</p>	<p>We will share rhymes, poems and books about special times and celebrations, 'On Bonfire Night', 'Binny's Diwali', 'Birthday Box', 'Cake', Christmas stories</p>	<p>We will be sharing the traditional stories 'The Three Little Pigs' and 'Little Red Riding Hood' and alternative versions of these such as 'Little Red' and 'Wolf Won't Bite' drawing attention to the different endings.</p> <p>Talking about the characters in stories and using puppets and masks to role play these parts. Thinking about the settings of stories and using these in role play both inside and out and in small world play</p> <p>Listening and talking about a range of different sounds - environmental, instrumental as well as phonics.</p> <p>Thinking about words that start with the same sound - alliteration.</p>	<p>We will be sharing of the traditional story 'The Enormous Turnip'. We will talk about the characters and in particular the order in which they appear. We will use small world resources, puppets and masks to support the retelling of the story in our play.</p> <p>We will particularly be exploring the different sounds we can make with our voices (loud, quiet, long, short, high, low) and begin to link this to the sounds we hear at the start of words.</p> <p>We will start to play games when words are segmented, e.g. 'Who can see the c-a-t?' to support the children to begin to orally blend sounds.</p>	<p>We will be sharing a variety of stories around the theme of journeys and transport starting with 'We're going on a bear hunt'. Through these stories we will learn about different settings (woods, farm, river, seaside) and how we can use these in our role play, making trails and pathways to help us sequence the retelling and reimagining of these stories.</p> <p>We will continue to explore the different sounds we can make with our voices (thinking particularly about how we position our lips, teeth and tongue as we make sounds) and link this to the sounds we hear in words.</p> <p>Our school starters will be playing lots of games to support the oral segmenting and blending of simple words, e.g. b-u-s = bus, v-a-n = van.</p> <p>We will share books daily with the children encouraging them to turn the pages, notice where</p>	<p>We will be sharing a range of fiction and non-fiction books as we learn about some of the creatures we find in our natural environment including ladybirds, snails, worms, bees and butterflies. (incl. 'A Good Place' Lucy Cousins and 'Are you a ladybird?' Judy Allen.)</p> <p>We will continue to explore the sounds we hear in words thinking about words which start with the same sounds. Our school starters will continue to play lots of games to support the oral segmenting and blending of simple words, e.g. a-n-t = ant, b-u-g = bug.</p> <p>We will share stories, songs and rhymes daily with the children encouraging them to join in with repeated phrases, notice and predict rhyming words and talk about what happens to characters and why.</p>

						the print is and how to follow this from left to right as the adult reads.	
	Writing	The children will explore a variety of materials (pens, chinks, paint, water, mud, etc.) to find out the different kinds of marks they can make (straight, round, wavy, dotty, etc)	The children will explore a variety of materials (pens, chinks, paint, water, mud, etc) to draw and 'write' and talk about the meanings of the marks they make.	Exploring making letter-like shapes to represent names in our mark-making.	We will draw attention to print in the environment and encourage children to think about the information this print conveys.  We will continue to explore our mark-making, where possible, drawing a distinction between 'pictures' and 'words' and encouraging the children to talk about the meaning of the marks they make.	There will be a wide range of opportunities to continue to develop our mark-making skills. We will encourage the children to talk about the different marks they make. Our school starters will have regular opportunities to practise the letter shapes in their name.	There will be a variety of opportunities to keep exploring mark-making skills with a range of implements (pens, pencils, brushes, interactive touchscreen tools, etc.)  We will talk to the children as they draw and write to understand the meaning of their marks.  Our school starters will have regular opportunities to practise the letter shapes to write labels, cards, maps and invitations.
Maths	Numbers	The children will listen to and join in number songs and rhymes, e.g. 'Five Little Ducks', 'Once I caught a fish alive', 'One, two, buckle my shoe', etc  We will practise counting as part of our routine - how many children are in each session, fruit for snack, objects collected for activities, e.g. 'We need 3 pairs of scissors,	The children will listen to and join in number songs and rhymes, e.g. five little ducks  We will practise counting as part of our routine - children at school each day, fruit for snack, objects collected for activities.  Ask and answer questions such as, 'how many more	We will be continuing to practise our counting through routine daily activities such as registration, snack, lining up, etc  Subitise one, two or three objects, (this means to look at the objects and know that there are 1, 2 or 3 of them without the need to count) particularly when playing	We will practise our counting skills in lots of different contexts including counting when we can move objects, e.g. <i>snack, seeds, beanbags</i> , counting when we point, e.g. <i>dots on a dice, birds in a tree, clouds in the sky</i> , counting actions, e.g. <i>jumps, steps, nods, blinks</i> , counting sounds we can hear but not see, e.g.	There will be daily opportunities to count including self-registration, snack, lining up, songs, number books/stories, dice games, etc.  Our 2026 school starters will be continuing to explore the numbers in Ten Town focusing	We will continue to include counting as part of our daily routine including lots of number rhymes and songs.  Our 2026 school starters will be revising their understanding of numbers to ten including practising counting forwards and backwards and ordering representations of these

	<p>let's count how many we have ...'</p> <p>Encouraging the children to ask and answer their own mathematical questions such as, 'How many more do we need?' during daily experiences such as setting the table for mealtime role play.</p>	<p>do we need?' during daily experiences like snack time, home role-play, choosing equipment such as bikes and scooters, etc.</p>	<p>dice games or joining in with finger rhymes.</p> <p>Our 2026 school starters will continue to explore the digits which represent numbers using the Ten-Town program.</p> <p>Singing number songs and rhymes.</p>	<p><i>beats of a drum, counters dropping in a pot.</i></p> <p>Our 2026 school starters will be continuing to explore the numbers in Ten Town focusing particularly on 7 and 8 this half term.</p>	<p>particularly on 9 and 10 this half term.</p>	<p>numbers (including numerals).</p>
<b>S, S &amp; M</b>	<p>The children will have the opportunity to explore a range of jigsaw puzzles and construction resources to predict, move and rotate objects to fit spaces or create shapes they would like.</p>	<p>We will encourage the children to talk about and identify patterns round them e.g. stripes on clothes, designs on rugs etc. using informal language.</p>	<p>We will compare sizes - little/small, big/large. Thinking about shapes and their similarities and differences.</p> <p>We will support the children to join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.</p>	<p>We will be exploring the length/height and weight of a variety of objects, e.g. <i>seeds, fruit, vegetables, construction resources, etc.</i> and compare objects to find the longer/taller and shorter or the heavier and lighter of 2 objects.</p>	<p>We will be exploring pattern and repetition by making pathways and trails in a variety of ways, e.g. mark-making, construction, obstacle courses, etc.</p> <p>We will investigate shapes as we construct and create, e.g. making vehicles from large wooden/foam bricks, crates, planks and tyres or smaller construction kits and jigsaws.</p>	<p>We will be comparing length, weight and capacity through our explorations of tactile materials such as playdough, sand, soil and water.</p> <p>We will investigate and use the vocabulary of shape, space, position and direction in our den-building.</p>
<b>Understanding the World</b>	<p>We will encourage the children to talk about themselves, their families and their homes. Our home visits will help us to support the children with this.</p>	<p>We will encourage the children to notice and talk about changes in their environment: weather, length of day, leaves, clothing, etc.</p> <p>We will support them to talk about the things which make each of them</p>	<p>We will be remembering and talking about significant events such as birthdays, Christmas, visits from relatives, etc.</p> <p>Exploring the properties of materials, e.g. straw, sticks, bricks through</p>	<p>We will notice and talk about changes in the weather and season, for example buds/blossom growing on trees, spring bulbs emerging and flowering.</p>	<p>We will observe the seasonal changes in our outdoor environment including the growth of our seedlings into plants.</p> <p>We will look at the features of our toy vehicles (cars, trains, sit-on trikes, balance bikes,</p>	<p>We will observe and talk about the growth of our vegetables and flowers that we have planted out and hopefully get the chance to harvest and taste some of our produce (beans, peas, potatoes, herbs).</p>

		<p>unique and begin to recognise the similarities and differences between themselves and others with regard to families and celebrations.</p>	<p>tactile and construction activities.</p> <p>Talking about Shrove Tuesday and Lent and making pancakes.</p>	<p>We will sow our own seeds and begin to look after them.</p> <p>We will think and talk about special times in our family lives including Mothers' Day and Easter.</p>	<p>programmable toys) and explore the ways we make them move (push, pull, wind up, roll down, program).</p>	<p>We will use a classroom kit to observe the changes to ladybird larvae as they develop and change and release them into our garden.</p>
<p>Expressive Art and design</p>	<p>The children will explore and recreate familiar experiences (meals, bedtimes, shopping, visits to the park, etc.) through role play and small world play, e.g. doll's house.</p> <p>They will begin to learn some simple songs and rhymes by heart and explore the sounds they can make using simple percussion instruments.</p>	<p>We will continue to learn new songs alongside practising some favourite familiar ones, We will listen carefully to each other so that we sing in tune and in time with each other.</p> <p>We will use a selection of simple instruments and explore how different sounds can be made.</p> <p>We will listen to music and watch performances and afterwards talk about what we have seen and heard.</p> <p>The children will explore colour and how colours can be mixed and changed through fire/firework painting and collage.</p>	<p>We will be using resources to support our imaginary play, e.g. wooden bricks to represent the cakes Little Red Riding Hood takes to Grandma</p> <p>We will be using our bodies and instruments to tap out simple rhythms when joining in rhymes and songs</p> <p>In our PE sessions we will be exploring different ways of moving our bodies in time to music.</p>	<p>We will use vegetables, fruits and other objects to make repeated print designs.</p> <p>We will use construction resources to explore creating structures of different heights and lengths.</p> <p>We will continue to explore a range of simple percussion instruments and the different sounds we can make with them.</p>	<p>We will use junk modelling materials to explore making models which have moving parts, e.g. flaps/wheels.</p> <p>We will share a range of music and songs with a journey/transport theme, including June Crebbin's 'The Train Ride'</p>	<p>We will use our dens to role play experiences such as barbecues, picnics and camping</p>