West Norfolk Academies Trust (Primary) – Curriculum Map – Pre School

In addition to this overview there are weekly plans with recommended pedagogy for practitioners to promote quality interactions and vocabulary development. There is also guidance for continuous provision which should build up over the half term.

	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
2 year old links to knowledge overview	**Who loves me so much?** Family, names, attachment, familiar people, friends, birthdays, participation and connection	**Is it shiny?** Curiosity, concentration and observation, mirrors, shine, sparkle,celebrations	**What is my favourite?** Self identity, making relationships Books, read, listen, colours, rainbows, castles and woods	**Can we go on an adventure?** Exploring, travelling, getting ready to go, packing and sorting.	**Whats outside in the garden?** Seasonal change, growth and nature, flowers, stem, worm, snails bees and butterflies	**What will I find at the seaside?** Exploring, discovering, waves, tide, float, sink, pebbles, rock pool, shells, crabs and gulls
Ongoing continuous provision for 2 year olds across 7 areas	**Communication and Language:** Listening to simple stories and rhymes. Expanding vocabulary rapidly. Understanding single-channel attention and simple two-word or three-word phrases ("want juice", "more car")	**Physical Development:** Gross motor skills: Running on the whole foot, squatting, climbing, kicking balls, and walking upstairs with a rail. Fine motor skills: Using a tripod-like grip on crayons, turning thick book pages, and stacking blocks	**Personal, Social, and Emotional Development (PSED):** Developing emotional regulation with adult co-regulation during big feelings. Separating from primary carers with support. Exploring early boundaries and parallel play next to other children.	**Literacy:** Enjoying shared book-reading, repeating predictable story phrases, and making marks/scribbles. **Mathematics:** Noticing small quantities ("more" or "all gone"), exploring shapes and sizes, and reciting numbers in daily play.	**Understanding the World:** Imitating everyday family and home actions, noticing details in nature, and exploring water, sand, and sensory trays. Exploring indors and outdoor provision increasing sensory experiences, patterns and lifeforms.	**Expressive Arts and Design:** Experimenting with paint, music, simple instruments, and make-believe play. Responding to sounds, music and opportunities to be creative.
Preschool 3 year olds Knowledge Overview	**Do you want to be friends?** 1. Making new friends 2. Being kind 3. Being helpful 4. Co-operation 5. Similarities & differences 6. People who help us at school	**What happens at night time?** 1. Bedtime routines 2. The moon and stars 3. Nocturnal animals 4. People who work at night 5. The importance of sleep & rest 6. Bedtime stories	**Will you read me a story?** 1. Fairy tales 2. Goodies & baddies 3. Homes & castles 4. Magical lands 5. Storytelling 6. Wands & wishes	**Are we there yet?** 1. Types of transport 2. How things move 3. Holiday destinations 4. Fast and slow 5. Keeping safe near the road 6. Imaginary & real journeys	**Where can I find Minibeasts**? 1.Minibeasts in the local environment 2.Changes- caterpillar to butterfly 3.Pattern in the natural world 4.Colours in the natural world 5.Plants & flowers	**Whats On the beach** ? 1.Seashore plants & animals 2.Heacham beaches 3.Water safety 4.Natural materials 5.Art using natural materials 6. Caring for our seaside
Communication and Language						
Listening and Attention and understanding	Developing attention by listening to adults, peers speaking in small groups and channelling attention. Being able to respond to what has been discussed.	Developing attention by listening to adults, peers speaking in small groups and sometimes the whole class. Being able to respond to what has been discussed with more depth.	Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is? Developing understanding of simple concepts (e.g. fast/slow, good/bad) Listens to familiar stories with increasing attention and recall	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – can still listen or do, but can change their own focus of attention. Is able to follow directions	Listens to instructions and able to respond. Understands use of objects (e.g. Which one do we cut with?) Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture	Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions

Speaking	Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating	Uses a variety of questions linked to learning (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)	Beginning to use more complex sentences to link thoughts (e.g. using and, because) Able to use language in recalling past experiences	Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Uses talk to explain what is happening and anticipate what might happen next	Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) Uses intonation, rhythm and phrasing to make the meaning clear to others	Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences •Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle
Rhymes and Poems	Jack and Jill Theres a little sandy girl/boy Wind the bobbin up 1,2 buckle my shoe	I hear thunder/Frere a Jacques Twinkle twinkle little star Wee willie winkie Tongo, tongo	Princess long ago I can sing a rainbow You are my sunshine Pat a cake, Pat a cake	Chick, chick, chick chick chicken Hot cross buns Grand old Duke of York	Incy winsy spider Little miss Muffat/Lickle Miss Julie	
Literacy						

Core Texts Talk **4 Writing**	**Owl Babies** **Peace at Last** 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.		**Goldilocks** **Handas Surprise** Retell stories using puppets, props, drawings and own imagination e.g. create puppets using pictures and lolly sticks to retell Goldilocks 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.		**Jasper's Beanstalk** **The Hungry Caterpillar** 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.	
Pleasure for Reading **Linked books for enjoying at story times and during sessions**	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	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	Collection of traditional tales mixed with modern versions for diversity Cinderella Hansel and Gretel Jack and the beanstalk Princess Smartypants Each Peach pear Plum Princess and the pes We are off to find a fairy Freddie and the fairy Gruffalo Mr Wolfs pancakes – link to pancakes for information and instructions for pancake day	We are going on a Bear Hunt by Michael Rosen 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 Dabcovich Kamik's first Sled by Qin Leng Matilda Sulurayok	**RWI Introduced Set 1** The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip Baba Yaga Jaspers beanstalk The very angry ladybird Very busy spider Eric Carle Diversity – Emma Chichester	**RWI introduced Set 1** **Sally and the limpet – Sally James** **Sharing a shell – Julia Donaldson** **The bears who went to the seaside** **Lucy and Tom at the seaside- Shirley Hughes** **Kippers sunny day** **Light house keepers lunch** **First book of the seas – Emily Sutton** **Flotsam – David Wesner**
Number and Numerical Patterns						
Number and Numerical Patterns	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	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.

		Shapes for different tasks (block building)				
Understanding the world						
Natural World	Using our body to move in different ways and looking at things that make us the same and things that make us different Learning simple healthy routines	Identifying nocturnal creatures and describing moon and planets. Looking at things that make light. Making observations and predictions through playing with shadows, watching a candle melt and a sparkler	Exploring materials and their properties via story themes like goldilocks through different materials - dough, pastry, porridge and water, paper, card, sticks, stones using them to create houses, homes,	Using rolling balls to explore force and distance balls travel. Observe bubbles floating through air and attempt to increase travel. Precinct what wil happen and talk about what did happen	Looking around the garden for creatures in the trees, leaves, ground, air. Observing their features and draw what they see. What haven't they found and why?	Identify creatures from the sea and where they can be found on the beach. Look closely at shells for similarities and differences. Investigate floatin g and sinking
Past and Present	Developing a sense of chronology; before I was born, before I came to nursery, when I come to school.	Recalling a celebration event with some detail. Hear retelling of fireworks and festivals. Retell Mary and Joseph's journey to Bethlehem	Learning about local royal princess Kate Middleton and Malala Yousafzai as heroic females Identify educational roles, skills and bravery of Malala	Looking at old cars, boats and buses. Can they see any differences and similarities between old and new?	What the world was like a long, long time ago, how we know about dinosaurs, insects, fossils, extinction	Discuss children's experiences of visiting the local seaside. Compare to their family and grandparents - ask families to retell some stories and send some pics
People, Culture and Communities	My home 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	Introducing the wider world through festivals and celebrations Introducing countries on a map or globe where firework festivals will be celebrated.	Using the story settings like Goldilocks to name, identify and draw familiar features of our local landscape	How do we travel to: school, the shops, the beach, another country? Maps help us find out where to go- looking at and following maps	Identify a variety of places where creatures live - farm creatures, woodland creatures, seaside creatures. Identify what farmers do. Compare to wild animals that live in other countries around the world	Making keys and symbols to show what we might find at the seaside in our local area
Expressive Arts and Design						
Creating with materials Art/DT	Mark making and representational drawing - exploring holding pens, pencils, felt tips to make and describe face and family images. Introduce drawing of fruit like apples, pumpkins, gourds, pears and tomatoes	Using simple tools like scissors, brushes and sellotape to make collages inspired by light and celebration with mixed mediums - use Kandinsky ,Miro, Mattise	Increased fine motor skills and expression by drawing with felts, pens and pencils from stories- using the text to draw more detail to represent scenes from goldilocks and ginger bread man. Look at illustrations by Louise Brierly.	Use metal loose parts to create images inspired by vehicles Make 3d vehicles like cars or boats using boxes, paper, cards and paint.	Look closely at patterned creatures - snails, butterflies, ladybirds, zebra and create paintings and pastel images to explore colour and pattern Brain Wildsmith	Develop representation and mark making through observational drawing of shells, stones found from the beaches using charcoal, pastels and soft pencils Look and admire Maggie Hambling shell sculpture - could we make a sculpture for our garden?
Being imaginative and expressive	**Listen and Respond to music You got a friend in me Randy Newman, Happy Diwali Nagada Sang Dhol**		**Listen and respond to music - Sailing Away (Shipping forecast)** Glenn Miller - Chattanooga Choo Choo		**Listen and respond to music Vivaldi Storm** Name string instruments, describe the sounds and style of music	

	Enjoy and move to the music, clap and accompany the tunes		Name some wind instruments, describe the sounds and style of music			
Personal, Social and Emotional Development						
Jigsaw themes	Me in my world Children start school and show they enjoy coming. They joining in with everyone some of the time and feel confident to take part.	Celebrating difference Children start to think about those around them, take turns, act kindly and know some kind words like - thank you, how are you. They smile at others	Dreams and goals Children stay on task for a while to see the play through, They canfinish short games, show they are proud of what they learn and do. They start to play with others and co operate	Healthy me They know how to put their coat on if it's cold or take it off if hot. They can get to the toilet if they need use it independently. They wash hands afterwards. They enjoy healthy snacks like fruit and meals with some variety, have a good sleep pattern	Relationships They smile at others and show intent to play well. They share learning. Children encourage others to join in. They talk about feelings in simple ways and forgive upsets quickly.	Changing me- The children look forward to new things. Changes make them feel happy and excited. They can talk about changes positively and feel proud.
Physical Development						
Fine Motor Control	Small tools; cutlery, tweezers, pipettes Drawing my family, people who help me	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, painting with wheeled vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting dinosaurs, modelling with playdough and clay, templates of dinosaurs to draw around or rub over	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
Gross Motor	Spatial awareness and multi step instruction games Running, jumping, using tricycles outside	Spatial awareness and coordination games Dance to music	Invasion games and basic movement skills Balance- standing on one leg, walking along a bench, climbing	Team games and ball skills Running, jumping, hopping from foot to foot	Ball Skills Running, jumping, hopping, skipping.	Racing and obstacle courses – sports day Using a racquet to hit a ball
Computing	Role play area – home with IT included (eg. Telephone, mobile, microwave, laptop with keyboard). CD player to introduce music and songs – volume button, start and stop.	Light box to create patterns Shadow puppets using torches to emphasise light/dark Battery powered tea lights and fairy lights to emphasise light in celebrations Using internet to look at celebrations. CD player to sing songs.	Program beebots to visit the house of the three bears – see if the bee bots can move to BIG bowl, Medium bowl and tiny bowl. Can they use a talking button to record words and retold stories? CD player to sing songs.	Use an ipad to draw a car or boat. Choose two colours and print Take photos of transport they can see around them on a walk up the road Using a phone to dial 999 in an emergency. CD player to sing songs.	Photos of living things to compare as they grow. Photos on iPads to record the changes in caterpilllars. Use ipad to make a drawing of a plant CD player to sing songs.	Program beebots on sea themed mat. Digital sea themed pictures using laptops. CD player to sing songs. Charanga - music

Preschool Poetry Spine – see below for some lyrics
Refer to Floella Benjamin – Skip across the ocean







Frere Jacques

Frère Jacques
Dormez vous?
Dormez vous?
Sonnez les matines
Sonnez les matines
Ding ding dong
Ding dang dong

Sandy Girl
There's a little sandy girl, sitting all alone,
Crying, weeping because she's all alone. **Stand up Sandy girl**, wipe your tears away. ... Stand up Sandy girl, blow your grumps away. Choose a friend who likes to dance and take them out to play.
Sandy Boy
There's a little sandy boy, sitting on the shore
Crying, weeping until his eyes are sore
Stand up sandy boy wipe yopur tears away, choose the one you love the most and dance the day away

Tongo, Tongo

Jimee, bay hey, bay heh ho, Jimnee bay hey bay heh ho
Ombaa oh away, Ombaa oh away
Mah le kah lo away, Mah le kah lo away
Tongo, Tongo

Sing A Rainbow

Peggy Lee

Red and yellow and pink and green
Purple and orange and blue
I can sing a rainbow
Sing a rainbow
Sing a rainbow too

Listen with your eyes
Listen with your ears
And sing everything you see
I can sing a rainbow
Sing a rainbow
Sing along with me

Red and yellow and pink and green
Purple and orange and blue
I can sing a rainbow
Sing a rainbow
Sing a rainbow too

Source: LyricFind