



Dry Drayton (C) C of E Primary School, and Pre-school

Dry Drayton Pre-school Curriculum Map

Every term we will introduce a new theme, in addition to this, the children's interests will be followed and supported throughout our teaching and learning.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Ourselves	Me and my home	Come outside	Once upon a time	Growing	On the move
Themes	<p>Possible Texts:</p> <p>All are Welcome Lula's first day Only one you I love me Mixed Let's make faces We are family Hair love Autumn</p>	<p>Possible Texts:</p> <p>Not a box Can you build a house? Counting on community Peace at last Big umbrella Rama and Sita Robin Red Breast The Christmas story/nativity</p>	<p>Possible Texts:</p> <p>Snowball The cloud Elmer and the Rainbow The storm The tree Lunar New Year The Great Race</p>	<p>Possible Texts:</p> <p>The Gingerbread Man Goldilocks and the three Bears Three Billy Goats Gruff Three Little Pigs Enormous Turnip Mr Wolf's pancakes Easter story We're going on an egg hunt</p>	<p>Possible Texts:</p> <p>The Very Hungry Caterpillar Once there were giants Titch You'll soon grow in to them Jack and the beanstalk Oliver's vegetables Jasper's beanstalk Ten Seeds Animal babies</p>	<p>Possible Texts:</p> <p>Here we are Whatever next! Mr Gumpy's Outing The Train Ride You can't call an elephant in an emergency Pete the cat construction Walking through the jungle Seaside Lighthouse keeper's lunch</p>



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						Starting school
	Special Days/Weeks: Harvest Black History Month	Special Days/Weeks: Kindness week Remembrance Day Bonfire night Diwali/ Hannukah Christmas/ Nativity	Special Days/Weeks: Lunar New Year Pancake Day	Special Days/Weeks: Mother's Day Easter	Special Days/Weeks: Healthy Eating week Walk to school week	Special Days/Weeks: Father's Day Leaver's picnic Sports day
	Visitor/trip:	Visitor/trip: Dry Drayton's Got Talent EYFS Nativity dress rehearsal	Visitor/trip:	Visitor/trip: Mother's Day assembly	Visitor/trip: Insect Lore	Visitor/trip: Father's Day assembly KS2 Performance dress rehearsal Year 6 Leavers' assembly
	Parent invite: Learning Journals	Parent invite: Christmas fair Christmas Party	Parent invite: Learning Journals	Parent invite: Mother's Day breakfast bap	Parent invite: Learning Journals	Parent invite: Father's Day butties Preschool leavers picnic Summer Sizzler Sports Day
Communication and Language Bluebells (Rising 5s)	Use a wider vocabulary Start a conversation with	Developing a two-channel attention span Be able to talk about favourite books	Pay attention to more than one thing at a time Extend vocabulary and use longer	Sing a large repertoire of songs and rhymes Tell a long story	Know many songs and rhymes and be able to talk about familiar books	Enjoy listening to longer stories Use a rich range of vocabulary and a



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	<p>a friend or an adult</p> <p>Listen to simple stories and understand what is happening with the help of pictures</p> <p>Recognised and are calmed by a familiar and friendly face</p> <p>Get to know each other</p> <p>Understand a question or instruction that is in two parts</p>	<p>Use talk to organise themselves in play</p> <p>Share experiences and thoughts</p>	<p>sentences of four to six words and use words to connect to make them longer and more detailed</p> <p>Develop their pronunciation but may have problems saying some sounds</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals</p> <p>Be able to express a point of view and debate when they disagree with an adult or friend using words as well as actions</p>	<p>Tell a long story and remember much of what happened</p> <p>Develop communication and begin to use the future and past tenses through recasting what the child said</p>	<p>variety of language structures</p> <p>Understand 'why' questions</p>
<p>Communication and Language Poppies (Rising 3s)</p>	<p>Learn new words and able to use them to communicate about</p>	<p>Start to say how they are feeling, using words as well as actions</p>	<p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p>	<p>Understand simple questions about 'who', 'what' and 'where' (but</p>	<p>Use around 300 words, these words include descriptive language</p>	<p>Hold a conversation jumping from topic to topic</p> <p>Listen to simple stories and</p>



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	<p>what matters to them</p> <p>Use gestures sometimes with limited talk that is largely concerned with the 'here and now'</p> <p>Single channelled attention</p> <p>Show interest in play with sounds, songs and rhymes</p>	<p>Use intonation, pitch and changing volume when 'talking'</p>	<p>Have some favourite stories, songs and rhymes, repeats words and phrases from familiar stories</p>	<p>generally not 'why')</p>	<p>Understand more complex sentences</p>	<p>understand what is happening with the help of the pictures</p>
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<p>Personal, Social and Emotional Development Bluebells (Rising 5s)</p>	<p>Settle into Preschool, show more confidence in new social settings</p> <p>Become more confident with familiar people in the Preschool</p>	<p>Be increasingly independent meeting their own needs</p> <p>Explore different feelings</p> <p>Talk about our own feelings and understanding</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'</p> <p>Learn about special customs and beliefs</p>	<p>Increasingly follow rules, understanding why they are important without needing an adult to remind them</p> <p>Show more confidence in social situations,</p>	<p>Make health and wellbeing choices about food, drink, activity and brushing teeth</p> <p>Begin to transition to the Reception class</p>	<p>Talk with others to solve conflicts and gradually understand how others might be feeling</p> <p>What is risk? Safety contexts: sun safety, road safety, water safety etc</p>
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	<p>Respond to rules and routines, expectations and boundaries</p> <p>Ourselves and our new school family Make new friends</p> <p>Talk about our family – photos to share</p>	<p>the feelings of others.</p> <p>Be aware of kind and unkind behaviour</p> <p>Be a good friend</p> <p>Develop their sense of responsibility and a member of a community</p>	<p>Find solutions to conflicts and rivalries like sand timer</p> <p>Similarities and differences</p> <p>Respect others</p>	<p>Care for the environment and living things</p> <p>Play with one or more other children, extending and elaborating play ideas</p>	<p>Look at how the body grows and changes</p> <p>Develop appropriate ways of being assertive</p>	<p>Safety rules in my home and when I'm out and about</p> <p>Personal safety and who can help me 'Stanger Danger'</p> <p>Transition to reception class visits</p>
<p>Personal, Social and Emotional Development Poppies (Rising 3s)</p>	<p>Separate from main carer with support</p> <p>Seek comfort from familiar adults when needed</p> <p>Express their own feelings such as sad, happy, cross, scared, worried</p>	<p>Express own preferences and interests</p> <p>Interested in other's play and starting to join in</p>	<p>Seek to do things for themselves knowing that an adult is close by ready to support if needed</p> <p>Aware that some actions can hurt or harm others</p>	<p>Be increasingly able to talk about and manage their emotions</p> <p>Seek out others to share experiences</p>	<p>Show understanding and cooperate with some boundaries and routines</p> <p>Try to help or give comfort when others are distressed</p>	<p>Learn to use the toilet with help, and then independently</p> <p>May form a special friendship with another child</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..."</p>



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						or "I love it when ..."
Physical Development Bluebells (Rising 5s)	Go up steps and stair or climb up on apparatus using alternate feet Skip, hop stand on one leg and hold a pose for a game Clap and stamp to music Join in action rhymes Wash hands with support Paint and make marks Independently feed themselves at the snack table Support with hand washing	Use large muscle movements to wave flags and streamers Use one handed tools and equipment making snips with scissors Wash hands independently Action Rhymes Make Christmas biscuits Start to eat lunch with support using fork and spoon Pour milk into a cup at snack time Wash their own plates and cups after snack	Match their developing physical skills to tasks and activities in the setting Continue to develop their movement, balancing, riding scooters and trikes. Develop throwing and catching ball skills Independently choosing snack and wash up afterwards Start to eat independently and learn to use a knife and fork	Be increasingly independent in meeting their own care needs brushing their teeth, using the toilet, washing and drying their hands thoroughly Independently putting their coat on and doing zips and buttons Choose the right resource to carry out their own plan Bake and decorate a gingerbread man	Start taking part in some group activities which they make up for themselves or in teams Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Increasingly independent in attending to their own needs	Collaborate with others to manage large items, such as a large plank carrying safely. Develop their body strength and fine motor skills Throw and catch Show a preference for a dominant hand, use a comfortable grip with good control when holding a pencil Make picnic food to share at the leavers picnic



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	Use the toilet with support	Support with putting their coat on				
Physical Development Poppies (Rising 3s)	<p>Enjoy starting to kick, throw and catch balls</p> <p>Build independently with a range of appropriate resources</p> <p>Feeds self competently with a spoon.</p>	<p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Respond to rhythm, music and story by means of gesture and movement.</p>	<p>Become aware of how to negotiate the space and objects around them.</p> <p>Turn pages of a book, sometimes several at once.</p> <p>Combine and repeat a range of movements</p>	<p>Climb confidently and begin to pull themselves up on play equipment</p> <p>Clearly communicate their needs for potty or toilet</p>	<p>May be beginning to show preference for dominant hand.</p> <p>Begin to use three finger (tripod grip) to hold writing tools</p>	<p>Use large and small motor skills with help, for example, manage buttons and zips, and pour drinks</p> <p>Start eating independently and learning how to use a knife and fork</p> <p>Begin to be independent in self-care, but often needs adult support.</p>
Literacy Bluebells (Rising 5s)	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Show an interest in print</p> <p>Speaking and listening activities</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Recognise familiar words and logo</p> <p>Add marks to their drawings</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Make marks on their pictures to stand for their name</p> <p>Name writing</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Mark making initial letters for their name</p> <p>Name writing</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Mark making continue to practice writing their name</p> <p>Name writing</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Mark making</p> <p>Name writing some or all of their name</p>



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	<p>Share books with adults</p> <p>Show interest in books</p> <p>How to handle a book</p> <p>Listening walks</p> <p>Recognise name cards</p> <p>Song sack</p>	<p>Nursery Rhymes – fill in the missing words</p> <p>Speaking and Listening activities</p> <p>Repeat words and phrases from books</p> <p>Writing inside a Christmas card</p>	<p>Understand that we read text from left to right and from top to bottom</p> <p>Sing nursery rhymes</p> <p>Speaking and Listening activities</p> <p>Repeated refrains</p> <p>Retell stories</p> <p>Learn rhyming words</p>	<p>Have favourite nursery rhymes</p> <p>Speaking and Listening</p> <p>Remember some of the story.</p> <p>Begin to sequence a story</p> <p>Write pretend Shopping lists</p> <p>Writing Mother's Day/Easter cards</p>	<p>Sing nursery rhymes and songs</p> <p>Make labels for the garden and the plants</p> <p>Talk about favourite books</p> <p>Retell stories and understand page sequencing and book orientation</p>	<p>Know many nursery rhymes and songs</p> <p>Sing longer songs with actions</p> <p>Can count or count syllables in a word</p> <p>Repeated refrains</p> <p>Writing train tickets</p> <p>Writing a list – what you would take to space?</p> <p>Writing postcards</p>
<p>Literacy Poppies (Rising 3s)</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Experiment in mark marking</p> <p>Song sack</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Has some favourite stories, rhymes and poems.</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Distinguish between the different marks they make.</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Make marks on their picture to</p>	<p>Phonics: Little Wandle Foundations: Rhymes</p> <p>Notice some print, such as the first letter of their name,</p>



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	<p>Repeat words and phrases from familiar stories.</p> <p>Song sack</p>	<p>Christmas songs</p>	<p>Fill in the missing word or phrases in a known rhyme, story or game. e.g. 'Twinkle twinkle little ...'</p>	<p>Sing nursery rhymes</p>	<p>stand for their name.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p>	<p>a bus or door number</p> <p>Begin to add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>
<p>Mathematics Bluebells (Rising 5s)</p>	<p>White Rose: Nursery</p> <p>Days of the week</p> <p>Number rhymes/ number sack</p> <p>Say one number for each item in order 1,2,3,4,5</p> <p>Visual timetable snack/circle time/ Lunch</p> <p>Understand position through words alone</p>	<p>White Rose: Nursery</p> <p>Days of the week Months of the year</p> <p>Number rhymes /number sack</p> <p>Counting – recognise numbers and count 1 to 1</p> <p>Show 'fingers numbers' up to 5</p>	<p>White Rose: Nursery</p> <p>Days of the week Seasons of the year</p> <p>Number rhymes /number sack</p> <p>Count, recognise and order numbers 1-5</p> <p>Make comparisons more and less</p> <p>Experiment with their own symbols</p>	<p>White Rose: Nursery</p> <p>Number rhymes /number sack</p> <p>Solve real world math problems with numbers up to 5</p> <p>Link numerals and amounts</p> <p>Make comparisons measuring – size, length, weight and capacity.</p>	<p>White Rose: Nursery</p> <p>Number rhymes /number sack</p> <p>Match numerals to quantity up to 5</p> <p>Count and order numbers and count 1 to 1</p> <p>Talk and explore 2D shapes</p> <p>Measures - length</p>	<p>White Rose: Nursery</p> <p>Number rhymes /number sack</p> <p>Recite numbers past 5</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Talk about and explore 2D and 3D shapes, name 3D shapes and use informal and</p>



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		<p>ABAB Pattern</p> <p>Compare big/small</p> <p>2D Shapes – naming and talking about shapes</p>	<p>and marks as well as numerals</p> <p>Shape – shapes in the environment</p>	<p>Extend and create ABAB patterns</p> <p>Ordering numbers</p> <p>Shape</p>	<p>Measure distance – how far we travel</p> <p>Addition / 1 more</p> <p>Subtraction / 1 less</p> <p>Looking at symmetrical patterns in butterflies</p>	<p>mathematical language ‘sides’, ‘corners’, ‘straight’, ‘flat’</p> <p>Discuss routes and locations</p> <p>Addition / 1 more</p> <p>Subtraction / 1 less</p> <p>Begin to describe a sequence of events using words as ‘first, then, next, finally’</p>
<p>Mathematics Poppies (Rising 3’s)</p>	<p>Take part in finger rhymes with numbers.</p> <p>Anticipates specific time-based events such as snack/lunch time or home time.</p>	<p>Have some understanding of 1,2 especially when the number is important to them.</p>	<p>Create and experiment with symbols and marks.</p> <p>Notice simple shapes and patterns in pictures.</p>	<p>Beginning to understand that a group of things changes in quantity when something is added or taken away.</p>	<p>Recites some number names, sometimes skipping numbers – ‘1- 2</p> <p>Selects a small number of objects</p>	<p>Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</p> <p>Compare sizes, weights etc. using gesture and some language - ‘bigger/little/smaller</p>



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					from a group when asked.	’, ‘high/low’, ‘tall’, ‘heavy’.
Understanding the World Bluebells (Rising 5’s)	Getting to know Preschool routines Who is in my family- name family members Use senses with hand on exploration of natural materials indoors and outdoors Senses – body parts and what they do? Talk about what they see, using a wide vocabulary Harvest & Harvest Festival Autumn – notice changes all around	Understand that some places are special to members of their community Celebrate Diwali Celebrate Hannakah Bonfire night What is celebrate at home? Christmas story and customs around the world	Continue developing positive attitudes about the differences between people Talk about differences between materials and changes they notice Celebrate and value cultural religious and community events and experiences Pancake Day traditions	Know that there are different countries in the world and talk about differences they have experiences. Caring for plants and living things, planting seeds in pots Mother’s Day celebrations Planting a flower Spring activities and looking at the life cycle of a chick Baby animals	Begin to understand the need to respect and care for the environment and all living things - recycling and litter picking Continue to understand the key features of the life cycle of a plant Growing vegetables in the garden	Understand the effect of changing seasons on the natural world around them Explore and talk about forces they can feel -push, pull, stretch, magnetic Continue to develop positive attitudes about differences between people and their cultures. Summer look at changes outside



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			Lunar New Year celebrations	Easter customs and festivals	Beginning to transition into Reception class Playtime in large playground with the older children	Looking at space Sharing familiar experiences – talk about family holidays etc. Making a picnic to share at the leavers picnic Transition to Reception Class Being aware of stranger danger
Understanding the World Poppies (Rising 3's)	Has a sense of own immediately family members Explore natural materials, indoors and outside	In pretend play, beginning to imitates everyday actions from own family and cultural background	Make connections between the features of their family and other families Enjoy playing with small -world play like farm, zoo, train track	Show an interest why things happen Operates mechanical toys, pulls back on friction toys or use remote control toy	Explore, play and seek meaning in their experiences. Use others as sources of information and learning Recognise some special times in their lives and the lives of others	Beginning to have their own friends. Are curious and interested in making things happen. Learning that they have similarities and differences that connect them to, and distinguish them from others



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<p>Expressive Arts and Designs Bluebells (Rising 5.s)</p>	<p>Join in with songs and rhymes</p> <p>Explore colour and colour mixing</p> <p>Make simple models which express their ideas</p> <p>Explore different materials and explore different textures</p> <p>Drawing Self portraits</p> <p>Create closed shapes with continuous lines and begins to use shapes to represent objects</p> <p>Moving to music</p> <p>Harvest songs</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Remember and sing entire songs</p> <p>Experiment with rangoli patterns</p> <p>Christmas arts and crafts</p> <p>Christmas Songs</p> <p>Watching the EYFS nativity performance</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Join material and explore different textures</p> <p>Encourage children to draw from their imaginations and observations</p> <p>Colour mix the colours of the rainbow</p> <p>Listen with increased attention to sounds</p> <p>Move and dance to music</p>	<p>Play instruments with increasing control to express their feelings and ideas</p> <p>Children to continue to experiment and explore different materials, developing their independence following their own ideas and interests</p> <p>Performing stories and using puppets for a show</p> <p>Sing the melodic shape of a familiar song</p> <p>Mother's Day activities</p>	<p>Exploring Texture and patterns</p> <p>Caterpillars & butterflies paintings</p> <p>Performing songs</p> <p>Observational paintings/drawings – vegetables</p> <p>Respond to what they have heard, expressing their thought and feelings</p> <p>Create their own songs or improvise a song around one they know</p>	<p>Play instruments with increasing control to express their feelings and ideas</p> <p>Developing their own ideas and decide which materials to use to express themselves using masking tape, hammers and nails, paper clips and fasteners</p> <p>Combining media through Junk Modelling -vehicles, boats, trains, rockets</p> <p>Shape rockets</p> <p>Weaving wheels</p> <p>Play, share and perform a wide variety of music and songs from different</p>



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				Easter songs and activities		cultures and historical periods
Expressive Arts and Designs Poppies (Rising 3's)	<p>Seek to make sense of what they see, hear, smell, touch and feel.</p> <p>Explore different materials, using all senses to investigate them</p> <p>Experiment with colours and marks using fingers and beginning to use brushes and other tools</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Create sounds by banging, shaking, tapping or blowing</p>	<p>Show an interest in how musical instruments sound</p> <p>Manipulating different play materials like play dough</p>	<p>Beginning to make-believe by pretending, one object represents another.</p> <p>Express ideas and feelings through mark making using all their senses to investigate them</p>	<p>Beginning to combine movement, materials, media or marks</p>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks and models they make</p> <p>Using their imagination when using different materials</p>