

# Curriculum Topic Map

## Preschool



THE *sir*  
DONALD BAILEY ACADEMY  

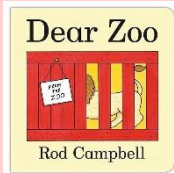

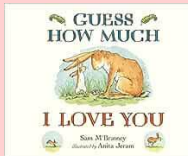
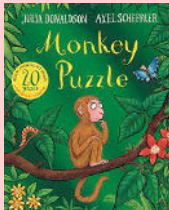
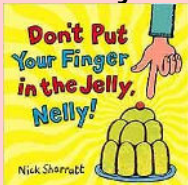
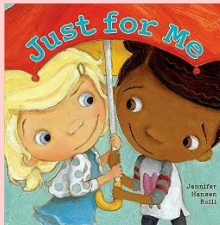
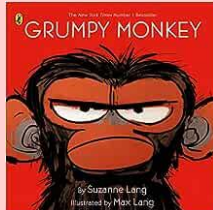
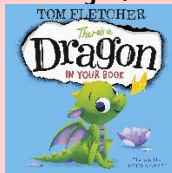
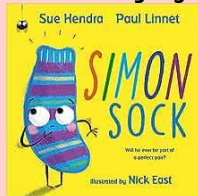
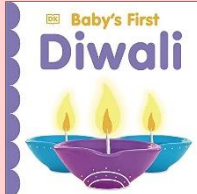
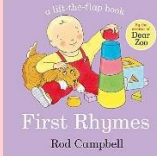
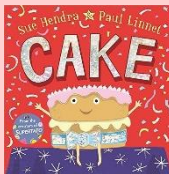

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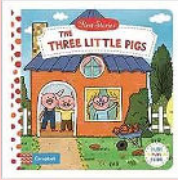
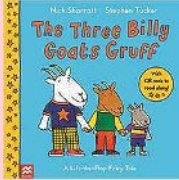
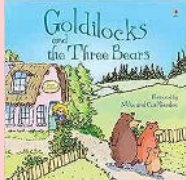

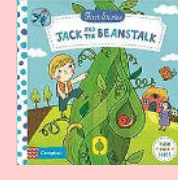
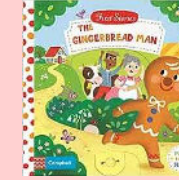
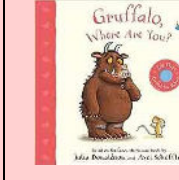
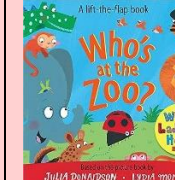
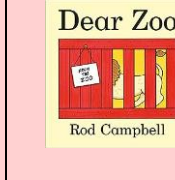
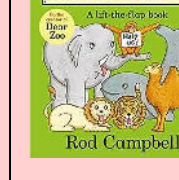
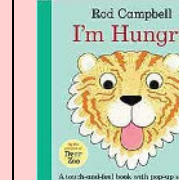
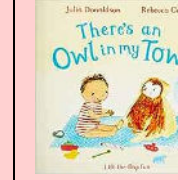
***Our Ambition: To be the highest performing MAT in the country***  
***Our Mission: To improve the communities we serve for the better***

**Vision:**

*Challenging educational orthodoxies so that every child makes good progress in all subjects;  
all teachers are committed to personal improvement and fulfil their responsibilities;  
all children receive an inspiring curriculum;  
all academies strive to be outstanding.*

	Autumn 1 (Preschool)							Autumn 2 (Preschool)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	All about me							Lets Celebrate						
Story Focus	<div>Dear Zoo</div> <div></div>	<div>We're going on a bear hunt</div> <div></div>	<div>Guess How Much I love you</div> <div></div>	<div>Monkey Puzzle</div> <div></div>	<div>Don't Put Your Finger, in the Jelly, Nelly</div> <div></div>	<div>Just For Me</div> <div></div>	<div>Grumpy Monkey</div> <div></div>	<div>There's a dragon in your book (Bonfire Night)</div> <div></div>	<div>Simon Sock (Anti Bullying)</div> <div></div>	<div>Diwali</div> <div></div>	<div>First Rhymes</div> <div></div>	<div>Cake</div> <div></div>	<div>Crayons Christmas</div> <div></div>	
Communication and Language	<ul style="list-style-type: none"><li>• <b>Enjoy singing, music and toys that make sounds.</b></li><li>• <b>Recognise and are calmed by a familiar and friendly voice.</b></li><li>• <b>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</b></li><li>• <b>Copy your gestures and words.</b></li><li>• <b>Recognise and point to objects if asked about them.</b></li><li>• Reach or point to something they want while making sounds.</li><li>• Babble, using sounds like ‘ba- ba’, ‘mamama’.</li><li>• Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.</li><li>• Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</li><li>• Watch someone’s face as they talk.</li><li>• Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li></ul>													
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• <b>Find ways of managing transitions, for example from their parent to their key person.</b></li><li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li><li>• Establish their sense of self.</li><li>• Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li><li>• Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li></ul>													
Physical Development	<ul style="list-style-type: none"><li>• <b>Learn to use the toilet with help and then independently.</b></li><li>• Reach out for objects as co-ordination develops.</li><li>• Eat finger food and develop likes and dislikes.</li><li>• Try a wider range of foods with different tastes and textures.</li><li>• Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</li></ul>													
Literacy	<ul style="list-style-type: none"><li>• Enjoy songs and rhymes, tuning in and paying attention.</li><li>• Copy finger movements and other gestures.</li><li>• Enjoy sharing books with an adult.</li></ul>													
Mathematics	<ul style="list-style-type: none"><li>• <b>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</b></li><li>• <b>Take part in finger rhymes with numbers.</b></li><li>• <b>React to changes of amount in a group of up to three items.</b></li><li>• <b>Build with a range of resources.</b></li></ul>													

	<ul style="list-style-type: none"><li>Climb and squeezing selves into different types of spaces.</li></ul>	
Understanding of the World	<ul style="list-style-type: none"><li>Repeat actions that have an effect.</li><li>Explore natural materials, indoors and outside.</li></ul>	
Expressive Arts and Design	<ul style="list-style-type: none"><li>Move and dance to music.</li><li>Explore a range of sound-makers and instruments and play them in different ways.</li><li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li><li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li><li>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li><li>Show attention to sounds and music.</li><li>Respond emotionally and physically to music when it changes.</li><li>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li></ul>	

	Spring 1 (Preschool)						Spring 2 (Preschool)					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Once Upon a time						Amazing Animals					
Story Focus	<b>Three Little Pigs</b> 	<b>Three Billy Goats Gruff</b> 	<b>Goldilocks and the three bears</b> 	<b>Little red riding hood</b> 	<b>Jack and the beanstalk</b> 	<b>The Gingerbread man</b> 	<b>The Gruffalo, where are you?</b> 	<b>Who's at the zoo?</b> 	<b>Dear Zoo</b> 	<b>Look after us</b> 	<b>Im Hungry</b> 	<b>There's an owl in my towel</b> 
Communication and Language	<ul style="list-style-type: none"> <li>• <b>Enjoy singing, music and toys that make sounds.</b></li> <li>• <b>Recognise and are calmed by a familiar and friendly voice.</b></li> <li>• <b>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</b></li> <li>• <b>Copy your gestures and words.</b></li> <li>• <b>Recognise and point to objects if asked about them.</b></li> <li>• Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</li> <li>• Constantly babble and use single words during play.</li> <li>• Use gestures like waving and pointing to communicate.</li> <li>• Listen and respond to a simple instruction.</li> </ul>											
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• <b>Find ways of managing transitions, for example from their parent to their key person.</b></li> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>• Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>											
Physical Development	<ul style="list-style-type: none"> <li>• <b>Learn to use the toilet with help and then independently.</b></li> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> </ul>											
Literacy	<ul style="list-style-type: none"> <li>• Say some of the words in songs and rhymes.</li> </ul>											
Mathematics	<ul style="list-style-type: none"> <li>• <b>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</b></li> <li>• <b>Take part in finger rhymes with numbers.</b></li> <li>• <b>React to changes of amount in a group of up to three items.</b></li> <li>• <b>Build with a range of resources.</b></li> <li>• Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’</li> <li>• Complete inset puzzles.</li> </ul>											

Understanding of the World	<ul style="list-style-type: none"><li>• Explore materials with different properties.</li></ul>	
Expressive Arts and Design	<ul style="list-style-type: none"><li>• <b>Move and dance to music.</b></li><li>• <b>Explore a range of sound-makers and instruments and play them in different ways.</b></li><li>• <b>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</b></li><li>• <b>Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</b></li><li>• <b>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.</b></li><li>• Explore their voices and enjoy making sounds.</li><li>• Join in with songs and rhymes, making some sounds.</li><li>• Start to make marks intentionally.</li><li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li></ul>	





	<ul style="list-style-type: none"> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• <b>Learn to use the toilet with help and then independently.</b></li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Clap and stamp to music.</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Pay attention and responds to the pictures or the words.</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</li> <li>• Make marks on their picture to stand for their name.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <b>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</b></li> <li>• <b>Take part in finger rhymes with numbers.</b></li> <li>• <b>React to changes of amount in a group of up to three items.</b></li> <li>• <b>Build with a range of resources.</b></li> <li>• Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</li> <li>• Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>
<b>Understanding of the World</b>	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Make connections between the features of their family and other families.</li> </ul> <p>Notice differences between people.</p>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• <b>Move and dance to music.</b></li> <li>• <b>Explore a range of sound-makers and instruments and play them in different ways.</b></li> <li>• <b>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</b></li> <li>• <b>Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</b></li> <li>• <b>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.</b></li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>

