Curriculum Topic Map

Preschool



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 (Pres	school)	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 Week
Topic				All about	me					Lets Cel	ebrate		
Story Focus	Dear Zoo Dear Zoo Rod Campbell	We're going on a bear hunt We're Going on a Bear Hint With Anniversal and The Market States of the Market States o	Guess How Much I love you GUESS HOW MUCH I LOVE YOU Stor Milrorry America, John Johnson	Monkey Puzzle Johnson ALESONFRIE Monkey Puzzle	Don't Put Your Finger, in the Jelly, Nelly Pon't Put Your Finger in the Jelly. Nick Sharrott	Just For Me	GRUMPY MONKEY **GRUMPY MONKEY **Susanne Leng **Susanne Leng **Susanne Leng **Susanne Leng **Susanne Leng	There's a dragon in your book (Bonfire Night)	Simon Sock (Anti Bullying) Sue Hendra Poul Linnet SMON SOCK SOCK Market Park Received by Nick East	Diwali Baby's First Diwali	First Rhymes First Rhymes Rod Campbell	CAKE	Crayons Christmas
Communication and Language	 Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Copy your gestures and words. Recognise and point to objects if asked about them. Reach or point to something they want while making sounds. Babble, using sounds like 'ba- ba', 'mamama'. 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. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. 												
Personal, Social and Emotional Development	 Find ways of managing transitions, for example from their parent to their key person. Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. 												
Physical Development	 Learn to use the toilet with help and then independently. Reach out for objects as co-ordination develops. Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. 												
Literacy	 Copy finger 	Copy finger movements and other gestures.											
Mathematics	Take part in fing	er rhymes with numbers. of amount in a group of t		others and take them ou	ıt again.								

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	•	Climb and squeezing selves into different types of spaces.					
Understanding	Repeat actions that have an effect.						
of the World	•	Explore natural materials, indoors and outside.					
Expressive Arts	•	Move and dance to music.					
and Design	•	Explore a range of sound-makers and instruments and play them in different ways.					
	•	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.					
	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.						
	• 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.						
	Show attention to sounds and music.						
	•	Respond emotionally and physically to music when it changes.					
	•	Anticipate phrases and actions in rhymes and songs, like 'Peepo'.					

			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	Three Little Pigs	Three Billy Goats Gruff Hadant Soular Fac The Three Billy Goats Gruff Account for the	Goldilocks and the three bears Goldilocks do Three Bears	Little red riding hood	Jack and the beanstalk	The Gingerbread man	The Gruffalo, where are you? Gruffalo, where he You? Mar Doubles, and the the	Who's at the zoo? Alter the flap book at the 1000 Might the flap book JULIA DARAGOSIN - LYSSA TRIVES	Dear Zoo Dear Zoo Rod Campbell	Look after us Look After Us Althous day basis Rod Campbell	Rod Campbell I'm Hungry! Ausschausbell task odi pepany surp san	There's an owl in my towel John Dowllow Prince Gdd. There's an Owl in my Towel 100 to day, as a factor of the control of th		
Communication and Language	 Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Copy your gestures and words. Recognise and point to objects if asked about them. Understand single words in context – 'cup', 'milk', 'daddy'. Constantly babble and use single words during play. Use gestures like waving and pointing to communicate. Listen and respond to a simple instruction. 													
Personal, Social and Emotional Development	 Find ways of managing transitions, for example from their parent to their key person. Engage with others through gestures, gaze and talk. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. 													
Physical Development	 Learn to use the toilet with help and then independently. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Enjoy starting to kick, throw and catch balls. Walk, run, jump and climb – and start to use the stairs independently. 													
Literacy Mathematics	Say some of the words in songs and rhymes. Combine objects like stacking blocks and cups. Put objects inside others and take them out again.													
	Take part in fineReact to changeBuild with a ran	ger rhymes with num s of amount in a grou nge of resources. y contexts, sometimes si		s.	ike inein out again.									

Understanding of the World	Explore materials with different properties.
Expressive Arts	Move and dance to music.
and Design	 Explore a range of sound-makers and instruments and play them in different ways. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
	 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. Explore their voices and enjoy making sounds.
	 Join in with songs and rhymes, making some sounds. Start to make marks intentionally. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

			Summer 1 (Pres	chool)		Summer 2 (Preschool)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic		Splish, splash, splosh										
Story Focus	Jasper's Beanstalk JASPER'S BEANSTALK Not Butterorth and Mich bispen	The Tiny Seed The Tiny Seed	Ten Wiggly worms Colorful Counting Crunching Fund Ten Wriggly, Wiggly Cate[pillars	How does a caterpillar change HOW DOES A CATERPILLAR CHANGE? July Physics with Line War Physics Schapellar	The Very Hungry Caterpillar THE VERY HINGRY CATERPILLAR TO SECULATE TO SECULATE THE VERY HOUSE T	Splish, Splash, Splish, Splash	Shark in the Dark Shark Dark	Shark in the Park Shark	Sharing a Shell	The Rainbow Fish	On a Pirate Ship Pirate Ship	The Pirates Next door
Communication and Language	Recognise andMake sounds	 Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Copy your gestures and words. 										

- Recognise and point to objects if asked about them.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to mummy" or "stop".
- Use intonation, pitch and changing volume when 'talking'.
- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Can become frustrated when they can't make themselves understood.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Are usually still learning to pronounce: \(\lambda r \rangle w \rangle s \rangle r \rangle a \rangle r \rangle a \rangle r \rangle a \rangle a

Personal. Social and Emotional Development

- Find ways of managing transitions, for example from their parent to their key person.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Thrive as they develop self-assurance.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.

	Safely explore emotions beyond their normal range through play and stories.										
Physical	Are talking about their feelings in more elaborated ways: "I'm sad because" or "I love it when".										
Development	• Learn to use the toilet with help and then independently.										
	Spin, roll and independently use ropes and swings (for example, tyre swings).										
	Sit on a push-along wheeled toy, use a scooter or ride a tricycle.										
	Develop manipulation and control.										
	Explore different materials and tools.										
	• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.										
	• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.										
	Build independently with a range of appropriate resources.										
	Clap and stamp to music.										
	• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.										
Literacy	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.										
	 Sing songs and say rhymes independently, for example, singing whilst playing. 										
	• Pay attention and responds to the pictures or the words.										
	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.										
	Repeat words and phrases from familiar stories.										
	Ask questions about the book. Makes comments and shares their own ideas.										
	 Develop play around favourite stories using props. 										
	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.										
	Enjoy drawing freely.										
	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."										
	Make marks on their picture to stand for their name.										
Mathematics	• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.										
	Take part in finger rhymes with numbers.										
	• React to changes of amount in a group of up to three items.										
	Build with a range of resources.										
	Compare amounts, saying 'lots', 'more' or 'same'.										
	Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.										
	• Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.										
Understanding	Notice patterns and arrange things in patterns.										
of the World	• Explore and respond to different natural phenomena in their setting and on trips.										
	Make connections between the features of their family and other families. Notice differences between people.										
Expressive Arts	Move and dance to music.										
and Design	Explore a range of sound-makers and instruments and play them in different ways.										
	• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.										
	• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.										
	• 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.										
	Make rhythmical and repetitive sounds.										
	Notice patterns with strong contrasts and be attracted by patterns resembling the human face.										
	• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.										
	Use their imagination as they consider what they can do with different materials.										
	Make simple models which express their ideas.										