

Yearly Overview Year PreSchool 2023-2024

Characteristics of Effective Learning

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Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Overarching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.


Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

We carefully plan our EYFS curriculum to meet the following aims:

- Foster a love of learning that inspires curiosity
- Provide experiences of awe and wonder
- Ensure all children have access to high quality learning opportunities
- Provide parents/carers with the opportunity to develop their child’s learning at home
- Develop knowledge and understanding of the community and wider world

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core School Values	September: Kindness and Cooperation October: Thankfulness	November: Friendship and Sharing December: Respect	January: Unity February: Responsibility	March: Hope and Peace April: Patience and Perseverance	May: Trust and Honesty	June: Happiness July: Courage
British Values 	Democracy	Tolerance	Mutual Respect	Rule of Law	Individual Liberty	Rule of Law
Events and Celebrations	Harvest	Divali Bonfire /Firework Night St. Andrew's Day Christmas	New Year Lunar New Year Valentine's Day	St. David's Day World Book Day St. Patrick's Day Mother's Day Easter	St. George's Day Eid	Father's Day Sandy Carnival
Year Group Theme (these may be adapted to allow for children's interests)	Here I Am!	Celebrations!	Dinosaurs	Once Upon A Time	Mini-beasts	At The Seaside
Key Texts	<ul style="list-style-type: none"> ● Guess How Much I Love You ● My Family 	<ul style="list-style-type: none"> ● The Festival of Light ● The Nativity Story 	<ul style="list-style-type: none"> ● Harry and his Bucketful of Dinosaurs ● Dinosaur Stomp 	<ul style="list-style-type: none"> ● The Gruffalo ● The Gingerbread Man ● Five Minutes Piece ● Goldilocks 	<ul style="list-style-type: none"> ● Aaaaargh Spider ● The Bad Tempered Ladybird 	<ul style="list-style-type: none"> ● Rainbow Fish ● Kippers Sunny Day
Personal, Social and Emotional Development	<p>Statements from Development Matters (2021): Children in Preschool (birth to 3) will be learning to: Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Thrive as they develop self-assurance Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p>			<p>Children in Preschool (3 and 4 year olds) will be learning to: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>		

	<p>Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>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.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
<p>Physical Development</p>	<p>Forest School Pancake Race Sports Day</p>	
	<p>Statements from Development Matters (2021): Children in Preschool will be learning to:</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources</p>	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stamp to music.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>

Communication & Language	<p>Statements from Development Matters (2021): Children in Preschool will be learning to: Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: /r/w/y, f/th, s/sh/ch/dz/j, and multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. 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'). Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying some sounds: r, j, th, ch, and sh and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>					
Writing	Mark making & emergent writing (writing station) Funky Fingers Draw family in a heart Pencil control sheet - circles and wavy lines Fingerprint name Name tracing Autumn poem	Mark making & emergent writing (writing station) Funky Fingers inc. salad spinners Pencil control sheet (age appropriate) Pictures and/or name in Christmas cards Firework poem	Mark making & emergent writing (writing station) Funky Fingers Dinosaur pencil control sheet - wavy lines	Mark making & emergent writing (writing station) Funky Fingers Label pot for Mothers Day Pencil control sheet	Mark making & emergent writing (writing station) Funky Fingers Drawing legs on ants Pencil control sheet	Mark making & emergent writing (writing station) Funky Fingers Write in Fathers Day cards
Phonics and Reading	Twinkl level 1 Phonics Aspects 1 – 7 36 weeks					
	Library Books Shared stories	Library Book Shared stories	Library Book Shared stories			

Mathematics	Number rhymes/songs 2D Shapes - house		Number rhymes/songs number and counting Size length/weight of dinosaurs Repeating pattern Describe a route Subitising to 3		Number rhymes/songs Noticing patterns in the environment Positional language Subitising to 5	
Understanding the World (inc RE)	<ul style="list-style-type: none"> Monthly observation of seasonal changes and changes in nature Forest School Activities Daily observations of weather Similarities and differences Likes and dislikes Our families Family celebrations incl. birthdays Harvest 	<ul style="list-style-type: none"> Monthly observation of seasonal changes and changes in nature Forest School Activities Daily observations of weather Diwali Remembrance Bonfire night (Guy Fawkes) Advent The story of the First Christmas, nativity. St Andrew Family celebrations incl. birthdays 	<ul style="list-style-type: none"> Monthly observation of seasonal changes and changes in nature Forest School Activities Daily observations of weather Lunar New Year Chinese New Year Family celebrations incl. birthdays Mothers Day 	<ul style="list-style-type: none"> Monthly observation of seasonal changes and changes in nature Forest School Activities Daily observations of weather St David St Patrick St George Easter story Family celebrations incl. birthdays 	<ul style="list-style-type: none"> Monthly observation of seasonal changes and changes in nature Forest School Activities Daily observations of weather Eid Family celebrations incl. birthdays 	<ul style="list-style-type: none"> Monthly observation of seasonal changes and changes in nature Forest School Activities Daily observations of weather Weather Family celebrations incl. birthdays Fathers Day
Expressive Arts & Design	<ul style="list-style-type: none"> Autumn poem smiley face biscuits paper plate faces jam sandwiches autumn welly walk phonics songs/beats 	<ul style="list-style-type: none"> Salad spinners for firework night pictures Firework poem making bread for harvest scarf dancing diva lamps make a post box for xmas cards xmas card 	<ul style="list-style-type: none"> draw a dinosaur Make Valentine's card Heart biscuit dinosaur fossils dinosaur printing phonics songs/beats 	<ul style="list-style-type: none"> make a gingerbread man planting seeds phonics songs/beats 	<ul style="list-style-type: none"> There's a Tiny Caterpillar on the leaf song phonics songs/beats 	<ul style="list-style-type: none"> phonics songs/beats collaborative Rainbow Fish beach role play

	<ul style="list-style-type: none"> ● pizza houses 	<ul style="list-style-type: none"> ● make baubles ● phonics songs/beats ● salt dough stars 				
Assessment Opportunities	<ul style="list-style-type: none"> ● Any baseline from previous setting inc. nurseries and home settings ● phonics assessment level 1 ● formative assessments ● parents drop-in info ● Shape/Colour recognition, counting number recognition ● Lift Off To Language 	<ul style="list-style-type: none"> ● phonics assessments level 1 ● formative assessments ● Lift Off To Language 	<ul style="list-style-type: none"> ● formative assessments ● parents drop-in info ● Lift Off To Language 	<ul style="list-style-type: none"> ● phonics assessment level 1 ● formative assessments ● Lift Off To Language 	<ul style="list-style-type: none"> ● phonics assessment level 1 ● formative assessment ● Lift Off To Language 	<ul style="list-style-type: none"> ● phonics assessment level 1 ● formative assessment ● Lift Off To Language
Enrichment days and trips (WOWS)		Christmas 'production'		World Book Day (Dress Up)		Sports Day
Home engagement and parental involvement	<ul style="list-style-type: none"> ● WOWS ● Marvellous Me Communication ● All about me book ● Parents drop in ● observations 	<ul style="list-style-type: none"> ● WOWS ● Marvellous Me Communication ● Picture Books ● observations 	<ul style="list-style-type: none"> ● WOWS ● Marvellous Me Communication ● Picture Books ● phonics observations ● parents drop ins ● observations 	<ul style="list-style-type: none"> ● WOWS ● Marvellous Me Communication ● Picture Books ● Easter event and activity morning ● observations 	<ul style="list-style-type: none"> ● WOWS ● Marvellous Me Communication ● Picture Books ● observations 	<ul style="list-style-type: none"> ● WOWS ● Marvellous Me Communication ● Picture Books ● observations

Diversity Texts to be read throughout the year during story times (Preschool and Reception)

BAEM main characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The Unbudgeable curmudgeon	Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums My two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

End of Year - - best fit formative judgement

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
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