
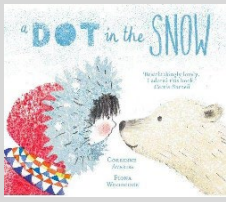

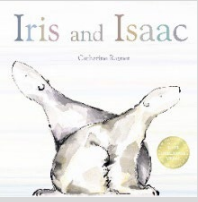
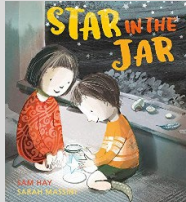
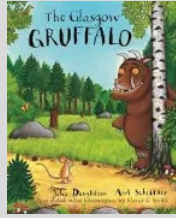


Thematic Curriculum Half-termly Overview Pre-School

Half term/year: Spring 1 2024

Theme: It's Cold Outside



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Texts						
Communication and Language	<ul style="list-style-type: none"> • Enjoys singing, music and toys that make sounds • Listen and respond to a simple instruction • Develop pretend play • Use multi-syllabic words (banana/finger/colour) • Understand and act on longer sentences like 'Get your coat' • Understand simple questions (who, what, where) • Can start a conversation with an adult or a friend 					
PSED	<ul style="list-style-type: none"> • Finds ways to calm themselves, through being calmed and comforted by their key person. • Establishes their sense of self • Expresses preferences and decisions • Finds ways of managing transitions, for example from their parents to their key person. • Play with increasing confidence on their own and with other children • Grow in independence, rejecting help. "Me do it" • Develop friendships with others • Talk about their feelings in a more elaborated ways 'I'm sad because' or 'I love it when...' • Be increasing able to talk about and manage their emotions 					
SCARF Keeping ourselves safe	Mum, dad brother sisters and teachers		What is safe to go into my body		No medicine and any other dangers	
Physical Development Gross Motor Development	<ul style="list-style-type: none"> • Eat finger foods and develop likes and dislikes • Clap and stamp to music • Fit themselves into spaces (tunnels, dens and large boxes) • Enjoys to kick, throw and catch balls • Walk, run, jump and climb and start to use the stairs independently • Sit on a push-along wheeled toy, use a scooter or ride a tricycle 					
Fine Motor Development	<ul style="list-style-type: none"> • Explore different materials and tools • Develop manipulation and control • Manage buttons and zips on coats • Show increasing desire to be independent, such as wanting to feed themselves and dress or undress • Learn to use the toilet with help and then independently 					
Reading	<ul style="list-style-type: none"> • Enjoys sharing books with an adult • Has favourite books and will seek them out to share with an adult, with another child, or to look at alone • Responds to the pictures 					

	<ul style="list-style-type: none"> Repeats words from familiar stories Develops play around familiar stories 					
Phonics	Phase 1- Sound Discrimination	Phase 1 – Body Percussion	Phase 1 – Body Percussion	Phase 1 – Instrumental sounds	Phase 1--Voice sounds And Body Percussion	Rhymes
Writing	<ul style="list-style-type: none"> Enjoys drawing freely Provide a wide range of stimulating equipment to encourage children’s mark making indoors and outdoors. Add some marks to their drawings, which they give meaning to. For example ‘That’s says mummy’ Copy finger movements and other gesture <p>See Physical (motor Development)</p>					
Maths	<ul style="list-style-type: none"> Combine objects like stacking cups and building blocks Take part in finger rhymes with numbers (1, 2,3,4,5 One I caught a fish alive, One potato, Tommy Thumb (number 1 where are you?)) Compare amounts (<i>language – lots, more, the same</i>) Counting in a sequence – 1,2,3 (everyday contexts – eg – counting snack, plates, cups, apples) Climbing and squeezing themselves into different types of spaces. Build with a range of resources Complete insert puzzles Compare sizes (tall, long, small) Notices patterns and different ways to arrange things. 					
	Insert puzzles	Combining objects (cups, building blocks)	Patterns using natural materials (stones, shells, sticks)	Sorting interesting shape objects (pegs, vegetables, spoons, cones, balls)	Tall and short Putting animals in order of size	Pots and pans and boxes and objects to put in them
Understanding of the World People, Culture and Communities The Natural World	<ul style="list-style-type: none"> Make connections between the features of their family and other families (Eid) Explore natural materials indoors and outside (rain, snow and wind) Explore and respond to different natural phenomena in the pre-school or on trips standing in the rain in wellies/splashing in puddles 					
<u>Trips/Events</u>	Keighley Library Sue Belcher Centre	Asda café trips (small groups)	Keighley library Sue Belcher Centre	Going to Asda (Snack shopping)	Keighley library Sue Belcher Centre NSPCC Numbers Day 2 nd February (incl, Bake off)	Going to Asda (Snack shopping)
<u>Outdoor Learning</u>	Winter walk around Victoria park		Cliff castle (Look at the stuffed animals)		Low woods (Find the star in the jar)	St Ives
<u>Expressive Arts and Design</u> Being Imaginative and Expressive Creating With materials	<ul style="list-style-type: none"> Move and dance to music Enjoys and takes part in action songs Join in songs or rhymes Starts to Make Marks Intentionally Explore paint using fingers and other parts of their bodies including brushes and other tools 					
<u>SONGS TO LEARN</u>	<ul style="list-style-type: none"> Put your coats on 	<ul style="list-style-type: none"> Little snowflake https://www.youtube.com/watch?v=tbbKjDjMDok 	<ul style="list-style-type: none"> The mittens on my hands 	<ul style="list-style-type: none"> Let’s be friends https://www.youtube.com/watch?v=79XG5qim7mc 	<ul style="list-style-type: none"> Twinkle twinkle little star 	<ul style="list-style-type: none"> Nursery rhymes
Quality Outcome (writing / art / production / presentation / assembly etc...)	Presentation with songs for parents					