



# HAYES MEADOW PRIMARY SCHOOL

## OVERVIEW FOR PRESCHOOL



Term	Unit of Learning	PSED	Communication and Language	Physical Development	Maths	Literacy	Understanding the World	Expressive Arts and Design
Autumn 1	All about me and my school.	<p>Settling In Rules/routines and expectations</p> <p>Making new friends</p> <p>Building relationships with adults</p> <p>How to make their needs known.</p> <p>Select and use activities and resources with help when needed.</p> <p>Be increasingly independent in meeting their own needs – toileting, washing hands, brushing teeth.</p>	<p>My family My likes and dislikes Family traditions</p> <p>Start a conversation with an adult or friend.</p> <p>To develop their listening and attention during story times and adult led times.</p> <p>To develop good sitting, listening, looking and talking strategies.</p> <p>To learn new vocabulary To explore a wide variety of stories, rhymes, poems and non-fiction.</p>	<p>Gross motor skills Using large muscle movements confidently and with control, large should and arm movements – large chalk boards, ribbons and flags.</p> <p>Fine motor skills – finger strengthening activities –daily dough disco, playdough and funky fingers</p> <p>Self-help skills – general hygiene, toileting, washing hands and feeding themselves appropriately.</p>	<p>Whiterose Nursery scheme of learning</p> <p>Geometry – recognizing, naming and matching colours. Sorting by various attributes Continuing AB patterns Place value – grasping the counting principles</p> <p>Talk about and explore 2D and 3D shapes. Language – sides, corners, straight, flat, round.</p>	<p>Phase 1 phonics FFT</p> <p>Notice sounds around them. Recognise that different objects make different sounds. Talk about environmental sounds, describing and comparing them.</p> <p>Understand print has meaning.</p>	<p>Talk about the features of their own environment.</p> <p>Who is in my family? Describe people who are familiar. Where do I live? Begin to know their own life-story.</p> <p>Talk about past/present events in his/her own life.</p> <p>Use all their senses in hands on exploration of natural materials.</p>	<p>The children will engage in a variety of role play experiences.</p> <p>Begin to develop complex stories using small world play.</p> <p>The children will engage in daily singing and rhyme time.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p>
Autumn 2	Transport and celebrations!	<p>Speaking with confidence to adults and friends</p> <p>Sharing toys</p> <p>Asking for help To play along side other children</p> <p>Select and use activities and resources with help</p>	<p>To engage in daily shared book time listening to longer stories.</p> <p>Start a conversation with an adult or friend.</p> <p>To extend their vocabulary exploring unfamiliar words and</p>	<p>Fine motor skills – finger strengthening activities –daily dough disco and funky fingers.</p> <p>Self-help skills – general hygiene, toileting, washing hands and feeding themselves</p>	<p>Whiterose Nursery scheme of learning NCETM, nrch Measurement – using the language of size</p> <p>Place value – comparing amounts of</p>	<p>Phase 1 phonics FFT</p> <p>Explore instrumental sounds. Build awareness of how to use instruments to make sounds.</p>	<p>Talk confidently about their own family, celebrations and traditions that they have. Their family history.</p> <p>Explain what they see, hear and feel outside. Why do</p>	<p>The children will remember entire songs and perform during our Christmas performance.</p> <p>The children will explore colour mixing and talk about the</p>

		<p>when needed.</p> <p>Develop their sense of responsibility and membership of Hayes Meadow.</p> <p>Be increasingly independent in meeting their own needs – toileting, washing hands, brushing teeth.</p>	<p>concepts.</p> <p>Develop their pronunciation R,j,th,ch and sh Multi-syllabic words – pterodactyl.</p> <p>Children will be encouraged to talk about what is happening and to give their own ideas.</p> <p>Children will perform in our nativity play.</p>	<p>appropriately</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements related to music.</p>	<p>objects</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts up to 5. Know the last number they say when counting a set tells you how many there are in total.</p>	<p>Understand print can have different purposes.</p> <p>To know we read English text from left to right and from top to bottom.</p> <p>Spot and suggest rhymes.</p>	<p>leaves change colour?</p>	<p>differences between colours.</p> <p>Use drawing to represent their ideas.</p>
Spring 1	People Who Help Us!	<p>Show sensitivity to others needs.</p> <p>Sharing and taking turns with one or more children,</p> <p>Developing relationships further with friends and adults.</p> <p>Become more outgoing with unfamiliar people.</p> <p>Show more confidence in new social situations.</p> <p>Be increasingly independent in meeting their own needs – toileting, washing hands, brushing teeth.</p>	<p>They will become familiar with a wide variety of books, songs, rhymes remember much of what happens, key words.</p> <p>Understand two step instructions and questions.</p> <p>Pay attention to more than one thing at a time.</p> <p>To engage in a variety of storytelling activities. Share lilac books use a wider range of vocabulary.</p> <p>Developing effective listening skills</p> <p>Us talk to organize themselves and their play.</p>	<p>Fine motor skills – threading, manipulating small objects, jigsaws, small construction.</p> <p>Encouraging different ways of moving, crawling, walking, running and jumping.</p> <p>Self-help skills – general hygiene, toileting, washing hands and feeding themselves appropriately</p>	<p>Whiterose Nursery scheme of learning NCETM, nrnich</p> <p>Number &amp; Place Value – understanding number 1,2,3,4,5,6</p> <p>Develop fast recognition of up to 3 objects.</p> <p>Recite numbers past 5. Understand position through words alone. Prepositions.</p> <p>Describe a familiar route.</p>	<p>Phase 1 phonics FFT Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Spot and suggest rhymes. Count or clap syllables in a word.</p> <p>Share Lilac books To know we read English text from left to right and from top to bottom.</p>	<p>Show interest in different occupations.</p> <p>Develop positive attitudes about the differences between people.</p> <p>Observe similarities and differences between different environments.</p> <p>Observe seeds growing. Talk about what they see.</p> <p>Look closely at similarities and differences in their lives.</p>	<p>The children will begin to find their ‘singing voice’ using a range of pitches.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits.</p> <p>Draw with increasing complexity and detail.</p>
Spring 2	Growing! (plants and	How to deal with emotions appropriately.	Talk about pets/animals that they are familiar	Introduce a range of one handed tools e.g.	Whiterose Nursery scheme	Phase 1 phonics FFT	Comment and ask questions about	The children will learn a variety of

	animals)	<p>Talk about their feelings – happy, sad, angry or worried.</p> <p>Ask for help</p> <p>To develop confidence during carpet and circle times</p> <p>Play with one or more children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>with. Use longer sentences of four to six words.</p> <p>Understand why questions.</p> <p>Continue to become familiar with a wide variety of books, stories, songs and rhymes. Know and talk about many rhymes and familiar books.</p> <p>Now sing a large repertoire of songs.</p> <p>Extending vocab. Developing effective listening skills</p> <p>Share lilac books</p>	<p>scissors, hammers, brushes.</p> <p>Fine motor skills – threading, manipulating small objects, jigsaws, small construction.</p> <p>Self-help skills – general hygiene, toileting, washing hands and feeding themselves appropriately</p>	<p>of learning NCETM, nrich</p> <p>Number &amp; Place Value – understanding number 1,2,3,4,5,6</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Copy and keep a simple beat.</p> <p>Join in and copy breaking words into syllables with a beat. Share lilac books</p> <p>Understand the names of the different parts of a book. Page sequencing.</p>	<p>their familiar world.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment.</p>	<p>songs and will move to the music/songs.</p> <p>The children will explore different materials freely. Children will begin to plan to build with a purpose in mind.</p> <p>Develop simple pretend play.</p> <p>Develop complex stories using small world equipment.</p>
Summer 1	The Great outdoors!	<p>Know how to care for others and living things</p> <p>To care for others and animals</p> <p>Sharing and turn taking. Talk with others to solve conflicts. Talk about their feelings – happy, sad, angry or worried.</p> <p>Understand gradually how others might be feeling.</p> <p>Manners</p> <p>Play with one or more children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts</p>	<p>To learn to talk with a partner, sharing ideas and listening and adapting.</p> <p>Be able to express a point of view and to debate when they disagree.</p> <p>Children to engage confidently in back-and – forth interactions with adults.</p> <p>Develop their communication – model correct tenses and plurals.</p> <p>Talk to organize themselves and their</p>	<p>Pencil/Pen control activities encouraging children to hold pencil/pen correctly and with good control. Show a preference for a dominant hand.</p> <p>Scissor control. Peg boards, threading.</p> <p>Self-help skills – general hygiene, toileting, washing hands and feeding themselves appropriately. Be increasingly independent as they get dressed/undressed.</p>	<p>Whiterose Nursery scheme of learning NCETM, nrich</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language ‘more than’, ‘fewer than’.</p>	<p>Phase 1/2 phonics FFT Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Play with alliteration. Silly soup. Recognise words with the same initial sound. Explore different mouth movements and sounds. Say speech clearly.</p> <p>Write some or all</p>	<p>Talk about how environments differ – similarities and differences.</p> <p>Know that there are different countries in the world and talk about some differences between them.</p> <p>Explain what they see, hear and feel outside. Seasons What helps plants to grow?</p> <p>Know about similarities and</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings.</p> <p>Listen with increased attention to sounds.</p>

		<p>and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>play.</p>	<p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items during play.</p>		<p>of their name.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately</p> <p>Share Pink books</p> <p>Engage in extended conversations about stories learning new vocabulary.</p>	<p>differences in relation to places and objects significant to them.</p> <p>Explore collections of materials with similar and/or different properties. What changes do they notice?</p>	
Summer 2	Our Wonderful World and Beyond! (holidays and space)	<p>To express their feelings and interests appropriately. Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>To deal with changes in a positive way Changes in routine (getting ready for Reception)</p> <p>Be independent in meeting their own needs</p>	<p>Talk about holidays past and future.</p> <p>Developing vocabulary to include words and concepts frequently in books and other contexts – topic, scientific words.</p> <p>Listen attentively and respond appropriately.</p> <p>Talk to organize themselves and their play.</p> <p>Join sentences with because, or, and.</p> <p>Consistently use sentences of four to six words.</p>	<p>Pencil/Pen control activities encouraging children to hold pencil/pen correctly and with good control.</p> <p>Self-help skills – general hygiene, toileting, washing hands and feeding themselves appropriately.</p> <p>Collaborate with others to manage large items during play</p>	<p>Whiterose Nursery scheme of learning NCETM, nrich</p> <p>Ordering the events of our day Length and height Weight Capacity</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations using 'infront of' and 'behind'</p>	<p>Phase 1/2 phonics FFT</p> <p>Say the initial sounds of words. Build awareness that words can be broken up into sounds.</p> <p>Choose the correct object when hearing the word broken into single sounds.</p> <p>Blend and say a simple cvc and vc word after hearing it segmented into individual sounds.</p> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately.</p>	<p>Talk about how home and school differ from one to another.</p> <p>Explain what they see, hear and feel outside. Seasons How can we keep cool in the summer?</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Take part in simple pretend play. Using an object to represent something else.</p> <p>Explore different materials freely, to develop their ideas.</p> <p>Draw with increasing complexity and detail.</p> <p>Explore colour and colour mixing.</p>

		– toileting, washing hands, brushing teeth.				Share pink books Engage in extended conversations about stories learning new vocabulary.		
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Celebrations and Festivals	<ul style="list-style-type: none"> <li>• Harvest</li> <li>• Halloween (Oct 31<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Bonfire Night (Nov 5<sup>th</sup>)</li> <li>• Remembrance Day (Nov 11<sup>th</sup>)</li> <li>• Hanukah</li> <li>• Christmas (Dec 25<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• New Year (Jan 1<sup>st</sup>)</li> <li>• Chinese New Year</li> <li>• Valentine's Day (Feb 14<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• Pancake Day (</li> <li>• World Book Day</li> <li>• Mother's Day</li> <li>• Easter Sunday</li> </ul>	<ul style="list-style-type: none"> <li>• Earth Day</li> <li>• National Pet Month</li> <li>• Eid</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day</li> </ul>
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