

Roman Road Pre-School

	Autumn 1			Autumn 2		
	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6
Themes	Who lives in my house	Is Everybody's house the same?	Why are there so many leaves on the ground?	Where are the fireworks trying to?	What's in your shimmer and shine box?	Why is it so cold in Winter?
	Welcome	Myself	Myself	Welcome back	Celebrations	Birthday
Personal and Emotional Development	Separate from main carer with support Explores new toys and environments Responds to a few simple boundaries	Plays co-operatively with a familiar adult Explores new toys and environments Responds to a few simple boundaries	Plays alongside other children Expresses own preferences and interests Responds to a few simple boundaries	Plays alongside other children Engages in pretend play with toys Responds to a few simple boundaries	Observes others play with interest <i>Expresses own preferences and interests.</i> Begins to understand that some things are not theirs	Shows an interest in others play and starts to copy/mimic Demonstrates themselves as an individual Begins to understand that some things are not theirs
Physical Development	Walks upstairs holding hand of adult./using climbing frames Developing own likes and dislikes in food and drink	Comes downstairs backwards on knees (crawling). Holds cup with both hands and drinks without much spilling.	Beginning to balance blocks to build a small tower. Shows some awareness of bladder and bowel urges.	Makes connections between their movement and the marks they make. Shows awareness of what a potty or toilet is used for	Climbs confidently on nursery play climbing equipment. Clearly communicates wet or soiled nappy or pants.	Turns pages in a book, sometimes several at once. Shows a desire to help with dressing/undressing and hygiene routines.
Communication and Language	Listens to rhythmic patterns in rhymes and stories. <u>Nursery rhyme- Round and Round the garden</u> <u>Ring a Roses</u> <u>Ba Ba Black Sheep</u> <u>Core Book</u> <u>Owl Babies</u> Copies familiar expressions, e.g. 'Oh dear', 'All gone'.	Enjoys rhymes and attempts to join in with actions <u>Nursery rhyme- Humpty Dumpty</u> <u>Miss Polly had a Dolly</u> <u>Core Book</u> <u>Its Mine</u> <u>The baby who wouldn't go to bed</u> Selects familiar objects by name and will go and find objects	Enjoys rhymes and attempts to join in with vocalisations <u>Nursery rhyme- Wind the Bobbin</u> <u>3 Blind Mice</u> <u>Core Book</u> <u>I want my potty</u> <u>Where's My Teddy?</u> Understands simple sentences	Listens with interest to the noises adults make when they read stories. Nursery rhyme- Owl the Pussy Cat Twinkle Twinkle <u>Core Book</u> <u>Brown Bear, Brown Bear</u> <u>Man on the Moon</u> Beginning to put two words together	Recognises and responds to many familiar sounds Nursery rhyme- Incy Wincy Spider Animal fair <u>Core Book</u> <u>The Jolly Postman</u> <u>Pass the Jim Jam</u> Uses different types of everyday words	Shows interest in play with sounds, songs and rhymes. <u>Nursery rhyme- A Bear went over the mountain</u> <u>If your happy and you know it</u> Core books <u>The Little Polar bear</u> <u>Elmer in the Snow</u> Beginning to ask simple questions.
Mathematical Development	Sorting Number Song – 2 Little dickey birds	Says some counting words randomly Number Song – 1,2 buckle my shoe	Attempts to fit shapes into spaces on puzzles. Number Song - 5 Little Ducks	Uses blocks to create their simple arrangements. Number Song - 10 in the Bed	Enjoys filling and emptying containers. Matching games Number Song - 5 Little Monkey's	Beginning to understand that things might happen 'now' Five currant buns Number Song - 1,2,3,4,5 Once I caught a Fish
Understanding of the World	Enjoys pictures and stories about themselves and their families	Has a sense of own immediate family and relations	Explores objects by linking together different approaches and senses	Cultural Celebrations - Fireworks and Bonfire night	Shows interest in toys with buttons, flaps and simple Mechanisms.	Cultural Celebration - Christmas
Expressive Arts and Design	Imitates and improvises actions observed Focus Colour - Blue	Move their whole bodies to sounds they enjoy Focus Colour - Yellow	Explores and experiments with a range of media through sensory exploration Focus Colour - Red	Begins to move to music, listen to or join in rhymes or songs. Focus Colour - Green	Become interested in the effects of making movements which leave marks. Focus Colour - Orange	Pretends that one object represents another Focus Colour - Purple
Educational Visits / Workshop Special events			Walk to the Park		Children create their own shimmer shine box	Father Christmas Visit

Roman Road Pre-School

	Spring 1			Spring 2		
	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6
Themes	The Farm	The farm	Plants and Flowers	Dinosaurs	Seasons: Spring	Fairy-tales
	Celebrating	Who helps the farmer?	What makes plants grow?	Where have all the dinosaurs gone?	Are all Mini-beasts scary?	
Personal and Emotional Development	Interested in others' play and starting to join in Seeks comfort from familiar adults when needed	Interested in others' play and starting to join in Can express their own feelings such as sad or happy, cross, scared or worried	Seeks out others to share experiences with Responds to the feelings and wishes of others	Seeks out others to share experiences with Aware that some actions can hurt or harm others.	May form a special friendship with another child Tries to help or give comfort when others are distressed.	May form a special friendship with another child Can attempt to inhibit own actions/behaviours
Physical Development	Runs safely on whole foot Feeds self competently with spoon	Squats with steadiness to rest or play with objects on the ground and rises to feet without using hands. Drinks well without spilling	Imitates drawing shapes such as circles and lines Beginning to recognise danger and seeks support of significant adults for help	Shows control in holding or using jugs to pour, hammers, books and mark making tools. Helps with clothing and dressing	Beginning to develop a preference for a dominant hand Beginning to be independent in self care, but still often needs adult support.	Beginning to use three fingers (tripod grip) to hold writing tools
Communication and Language	Recognises and responds to many familiar sounds Learns new words very rapidly and is able to use them in communicating Uses gestures, sometimes with limited talk	Shows interest in play with sounds, songs and rhymes Developing understanding of simple concepts Uses simple sentences	Listens to others in one to one or in small groups, when the conversation interests them. Holds a conversation jumping from topic to topic	Listens to stories with increasing attention and recall Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands more complex sentences.	Is able to follow directions Understands 'who', 'what' 'where' in simple questions Uses a variety of questions (e.g. what, where, who)
Literacy	Repeats words and phrases from familiar stories Nursery Rhyme: Humpty Dumpty Focus Book – Rainbow fish	Notices marks they see around the environment Old MacDonald Nursery Rhyme: Mary had a little lamb Focus Book - Click, Clack, Moo Farmer Duck	Has some favourite stories, thymes or songs Nursery Rhyme: Hickory Dickory Dock Focus Book –Titch	Distinguishes the different marks that they make. Nursery Rhyme: Ring O Ring O Roses Focus Book – Harry's Bucketful Of Dinosaurs	Fills in the missing word or phrase in a known rhyme. Nursery Rhyme: Baby Bumblebee Focus Book – The Very Hungry Caterpillar	Mark makes with more fine and gross motor skills Nursery Rhyme: Polly put the kettle on Focus Book – The Ugly duckling
Mathematical Development	Understands some talk about immediate past and future Number Song: 5 Little Speckled Frogs	Recites some number names in sequence Number Song: 10 Green Bottles	Uses some language of quantities Number Song: 10 fat sausages	Anticipates specific time-based events Number Song: 1, 2 Buckle My Shoe	Experiments with marks to represent ideas of numbers Number Song: 5 Little Men	Begins to make comparisons between quantities. Number Song: One Elephant
Understanding of the World	Seeks to acquire basic skills in turning on and operating some ICT equipment	Learns that they have similarities and differences with others	Cultural Celebration - Pancake Day	Enjoys playing with small world models.	Cultural Celebration - Mothers Day	Cultural Celebration - Easter Operates mechanical toys
Expressive Arts and Design	Joins in singing favourite songs Focus Colours - Blue and brown	Creates sounds by tapping, shaking, tapping or blowing. Focus Colours - Yellow and white	Shows an interest in the way musical instruments sound. Focus Colours - Red and black	Experiments with blocks. colours and marks Focus Colours - Green and Pink	Beginning to mark makes to communicate. Focus Colours - Orange and Grey	Beginning to make believe by pretending Focus Colours - Purple and Brown
Educational Visit/Workshop		Local farm trip		Trip local Park and shops		

Roman Road Pre-School

	Summer 1			Summer 2		
	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6
Themes	Why did the old lady swallow a fly? (Food)	Why are there so many balloons at a party?	Why did the Tiger eat everything up?	Seasons: Summer night and day	The Pirate who couldn't Swim	What sounds can you hear in Jungle?
	Good News	Good News	Food	Toys	Our World	Our World
Personal and Emotional Development	Starting to play in a group, extending and elaborating play ideas Can select and use activities and resources with help.	Initiates play, offering cues to peers to join them Welcomes and values praise for what they have done.	Keeps play going by responding to what others are saying or doing. Enjoys responsibility of carrying out small tasks.	Demonstrates friendly behaviour, initiating conversations Shows confidence in asking adults for help.	Is more outgoing towards unfamiliar people and more confident in new social situations.	Confident to talk to other children when playing, and will communicate freely about own home and community.
Physical Development	Can stand momentarily on one foot when shown. Can tell adults when hungry or tired or when they want to rest or play.	Moves freely with confidence in a range of ways Observes the effects of activity on their bodies.	Draws lines and circles using gross motor movements. Uses one-handed tools and equipment	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can catch a large ball.	Holds pencil near point between first two fingers and thumb and uses it with good control.	Can copy some letters, e.g. letters from their name. Understands that equipment and tools have to be used safely.
Communication and Language	Responds to simple instructions, e.g. to get or put away an object.	Shows understanding of prepositions	Beginning to use more complex sentences to link thoughts	Beginning to understand 'why' and 'how' questions.	Can retell a simple past event in correct order	Uses talk in pretending that objects stand for something else in play
Literacy	Listens to and joins in with stories and poems, one-to-one and also in small groups Letters and sounds phase 1 Body sounds <u>Nursery rhyme</u> <u>If your happy and you know it</u> Core Book - <u>The old Lady who swallowed a Fly</u>	Listens to stories with increasing attention and recall. Lettrs and sounds Phase 1 Body sounds <u>Nursery rhyme</u> I went to the animal fair Core Book – Spots Birthday Party	Describes main story settings, events and principal characters. L&S Phase 1 Rhythm and Rhyme <u>Nursery rhyme</u> Oh the Bear went over the mountain Core Book –The Tiger who Came to Tea	Recognises familiar words and signs such as own name and advertising logos. L&S Phase 1 –Rhythm and Rhyme <u>Nursery rhyme</u> When Goldilocks went into the house of the bears Core Book The Park in the Dark	Shows interest in print in books and print in the environment. L&S Phase 1 –voice sounds learn the initial letter sounds of my name <u>Nursery rhyme</u> When I was one I sucked my thumb Core Book - Pirates love Underpants	Sometimes gives meaning to marks as they draw and paint. L&S Phase 1 –Voice sounds learn the initial letter sounds of my name <u>Nursery rhyme</u> The animals went in two by two Core Book - Giraffes Can't Dance
Mathematical Development	Selects a small number of objects from a group Focus Numbers - 1 and 2	Notices simple shapes and patterns in pictures. Focus Numbers - 3 and 4	Begins to use the language of size. Focus Numbers - 5 and 6	Begins to make comparisons between quantities. Focus Numbers - 7 and 8	Shows and interest in numbers in the environment Focus Numbers - 9 and 10	Recites numbers 1-10 Focus Numbers 1-10
Understanding of the World	Shows interest in the lives of people who are familiar to them.	Remembers and talks about significant events in their own experience.	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Shows care and concern for living things and the environment.	Knows how to operate simple equipment e.g. turns on CD player and uses remote control.	Shows an interest in technological toys and cameras or mobile phones.
Expressive Arts and Design	Enjoys joining in with dancing and ring games. Uses various construction materials.	Taps out simple repeated rhythms. Beginning to move rhythmically.	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Beginning to be interested in and describe the texture of things.	Explores and learns how sounds can be changed.	Explores colour and how colours can be changed. Realises tools can be used for a purpose.
Educational Visits/Workshops	Local Cafe		Teddy Bears Picnic		Transition visits into nursery	Fun Day

