Pre-School Yearly Overview *(see curriculum progression documents for more detail)*		
Big Questions		
Autumn term:	Spring Term:	Summer Term:
What if things Change?	Is it moving?	Will it grow?
Key Learning		
Prime areas		
Personal Social and emotional development: Explore emotions Share and take turns Hygiene needs	Personal Social and emotional development: Express feelings using words- happy, sad, angry Independently manage basic hygiene needs Awareness of rules and expectations	Personal Social and emotional development: Talk about own feelings and those of others. Follow rules and expectations Resolve conflicts with others.
Communication and Language: Naming objects Linking words to form simple sentences Using talk to help organise in play Begin to develop listening skills- listen to stories, rhymes- sometimes joining in.	Communication and Language: Know and use new vocabulary e.g. story language. Develop sentences. Use own opinions Listen and join in with repeated parts of stories Follow two-part instructions	Communication and Language: Explain, describe, recount, retell. Using sentences of six or more words. Asking questions Linking sentences with e.g. 'but' Know how to start and continue a conversation- listening attentively. Take turns to speak.

Respond and give attention when addressed. Know how to answer questions		Understanding and respond to why questions. Understand and respond to instructions with: *2 key words- Put on your hat *3 key words- Can you wash dolly's face?
Physical Development: Running, jumping hopping Pouring and exploring tools Show dominant hand	Physical Development: Matching movements to activities e.g. crawl through a tunnel Use of one-handed tools and equipment. Manage coats- zips and buttons.	Physical Development: Develop balance Use a comfortable grip with good control when using pencils

Specific Areas

Literacy - Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(This will take place in small groups adult led tasks and in provision) ***Letter formation:*** Begin to explore tools that develop fine motor skills (PD Links) Know how to start to make marks with a variety of materials e.g., sticks in mud, flour, paint, etc. Know how to demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc. **Spelling:** Know how to tune into sounds during listening games (Phase 1 phonics) **Composition:** Know how to add marks to pictures giving meaning to them	*(This will take place in small groups adult led tasks and in provision)* ***Letter formation:*** Begin to explore tools that develop fine motor skills (PD Links) Making early mark making symbols when mark making. - lines, zig-zags **Spelling:** General discrimination of sounds (Phase 1 phonics) **Composition:** Know how to write the first letter of my name Know how to add marks to pictures giving meaning to them	*(This will take place in small groups adult led tasks and in provision)* ***Letter formation:*** Know how to demonstrate good fine motor control when using tools e.g. scissors, threading, etc. (PD Links) Making early mark making symbols when mark making. - lines, zig-zags, circles, swirls, curves. **Spelling:** General discrimination of sounds Know how to tune into sounds that are the same and different. **Composition:** Know how to use a wider print knowledge for writing.	*(This will take place in small groups adult led tasks and in provision)* ***Letter formation:*** Know how to demonstrate good fine motor control when using tools e.g. scissors, threading, etc. (PD Links) Making early mark making symbols when mark making. - lines, zig-zags, circles, swirls, curves, triangle, squares, crosses. **Spelling:** change the initial sound orally to make new words e.g., at- hat, cat, mat, sat (Awareness of rhyme) **Composition:** Children will write some of my name e.g. first two letters.	*(This will take place in small groups adult led tasks and in provision)* ***Letter formation:*** Know how to write some letters with good formation e.g. the letters from my name  Begin movements 1 Animal positions. Finger rhymes 2 Floor Push-ups. Monkey bars 3 Echo-clapping. Crawling **Spelling:** Know how to tune into sounds that are the same, develop alliteration awareness. Know to say the initial sounds in most words **Composition:** Writes most of own name	*(This will take place in small groups adult led tasks and in provision)* ***Letter formation:*** Writes own name and some other letters. E.g. m for Mummy.  Begin movements 4 Hand Strength/Dexterity targets 5 3 Friends. Finger-rhymes 6 Use of Writing/Helping Hand **Spelling:** Know how to orally segment single sound CVC words e.g. c-a-t **Composition:** Know how to and will write my own name Know how to add marks to show their name and can use and can apply some print knowledge to writing e.g. m for mummy

Literacy- Reading		
Develop an understanding of letters and print e.g. page sequencing, book parts, etc. Learn how to and is starting to notice rhyme and can clap syllables Start to develop play around my favourite stories and props repeating words and phrases a familiar book Begin to join in with familiar stories, rhymes and songs. General sound discrimination environmental sounds	How to spot words with the same initial sound Sequence events from stories that have been heard. Use key vocabulary and start to use different vocabulary from books in my play. General sound discrimination – body percussion Rhythm and rhyme	Use good phonological awareness including oral blending skills, rhyme, alliteration and syllables. Talk about stories that have been heard Retell some familiar stories Join in with familiar rhymes and songs (and some patterned stories). Uses some story language or new vocabulary in my play. Alliteration Oral blending and segmenting Beginning Read write Inc programme
Maths: Changes in amounts 1-2 Subitising 1 and 2 Count to 5 Beginning to explore: Size Length Weight capacity	Maths: ABAB Patterns 1:1 correspondence to 5 Finger numbers to 5 Subitising to 3 Exploring more and less comparisons of number. Spotting errors in ABAB Patterns 2D shapes naming, exploring properties. Using Shape in ABAB Patterns	Maths: 2D shape Naming and describing 2D shape. 3D shape – naming Creating own ABAB Pattern Ordering times of day. Using First, then, next. Number 4 Number 5 Comparing amounts and recognising when amounts are the same.

	Exploring Time (link to our day- e.g lunchtime, bedtime etc) Recognising 1-3	Subitising with numicon to 5. Recognising number 1-5. Exploring size, weight, length, capacity- developing language
Understanding the World: Talking about own self and immediate family. Exploring occupations. Noticing difference between people Exploring materials. Developing language using our senses.	Understanding the World: Talk about changes in own self – timeline of own lives. Exploring how things work. Name other countries in work Develop awareness with positivity of the difference between people. Show care and concern for plants and living things.	Understanding the World: Talk about own family history (parents, grandparents). Talk about the differences I have seen in people, countries and communities. Talk about the key features of life cycles using key vocabulary. (ducks/ chicks experience) Talk about the world around us observing animals and plants.
Expressive Arts and Design: Exploring tools for large- and small-scale drawing and painting. Explore colour shape and line. Explore using different materials for creating art. Music Enjoy joining in with songs and rhymes and remember and sing some songs.	Expressive Arts and Design: Know how to self-select to create using own ideas. Explore colour shape and line. Music Play some musical instruments with greater control (percussion).	Expressive Arts and Design: Use a range of art materials and explore joining. Explore colour mixing purposefully and freely Draw with increasing complexity and details. Show different emotions in their drawings and paintings. Music

Begin to make rhythmic sounds. Explore the sounds instruments make.	Follow some pitch, melody and tone.	Know how to sing, respond and create music showing an understanding of pitch, melody and tone. (withers music scheme).