

**Swavesey Early Years Preschool Curriculum**



Our Early Years curriculum is based on the **skills and knowledge** children need to acquire through an engaging environment. Our curriculum aims and intent are the overarching principles of intent to support the development of children. This document also maps out the basic skills and knowledge sequentially within each area of learning enhanced by Development Matters. The themes, texts, topics etc that are used to support the teaching and learning are often enhanced dependent on the needs and interests of the children. We assess our children regularly and these assessments support how the skills and knowledge, set out below, are addressed throughout the year.

**Characteristics of effective teaching and learning:**

- **Playing and exploring**- children investigate and experience things and ‘have a go’
- **Active learning**- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**Preschool Curriculum Aims and Intent**

Our curriculum aims intend that children are school ready by the end of their preschool journey. As an early years unit, we created a [school readiness agreement](#) to specify skills and knowledge to support the transition process.

Progressive aims 2-4 year olds 	<b><u>Preschool Curriculum Aims and Intent</u></b>					
	<p><b><u>Become Good Learners</u></b>                      Confidence in talking freely                      Taking turns                      Listen and flow instructions</p>	<p><b><u>Become Good Communicators</u></b>                      Talk about stories, characters, pictures and introduce helicopter stories                      Create stories through dance and actions                      Develop a great imagination</p>	<p><b><u>Become Confident and Independent in Self-Care</u></b>                      All aspects of toileting, wiping self, dressing, undressing, washing hands etc                      Coats on, zip up                      Socks, shoes, jumpers, cardigans</p>	<p><b><u>Become Confident Mark Makers</u></b>                      Experiment with paintbrushes, pens, whiteboard markers, chalks and water                      Give meanings to marks                      Begin to write own name                      Form letters correctly</p>	<p><b><u>Care for the Environment</u></b>                      Learn to explore outside                      Gross and fine motor skills                      Show care and concern for living creatures                      Move freely; jumping, balancing etc                      Learning to be safe</p>	<p><b><u>Become Confident Problem Solvers</u></b>                      Begin to recite numbers within 10 in order.                      Use a range of mathematical language such as more, less etc.                      Explore counting, numerals and numbers to 10                      Sort, make patterns and sequences with colours, shapes, teddies etc.                      Compare amounts and quantities, beginning to count items one at a time                      Begin to recognise numbers to 10</p>

Curriculum Overview and Implementation			
	Autumn	Spring	Summer
Events, special occasions, visitors across the term	All about me Occupations Halloween Remembrance Day Armistice Day (Bonfire Night) Diwali Emotions Christmas/Nativity	Chinese New Year Pancake day (Shrove Tuesday) St. Valentine's Day St. David's Day Ramadan St. Patrick's Day Mother's Day	St. George's Day School readiness
Seasons	Autumn-September, October, November/Winter-December	Winter-January, February/Spring-March, April	Spring-May/Summer-June, July
Key texts linked to themes (reading spine text)	Family books Hairy MaClary from Donaldson's Dairy We're going on a Bear hunt Dear Zoo Hug Room on the Broom Funny bones Yeti and Spaghetti Pumpkin soup	Percy the park Keeper Winter stories Chinese New Year Jack and the Beanstalk Jasper's Beanstalk The Very Hungry Caterpillar Healthy eating People Rosie's walk Two little red hens Life cycle books Easter books Come on daisy Where's Spot	Mr Men books Around the world The Train ride Handa's Surprise Brown Bear, Brown Bear Each Peach Pear Plum You Choose
Key nursery rhymes and songs linked to themes	Koo Koo Kangaroo Down at the station Wheels on the bus	Zoom, zoom we're going to the moon Twinkle Twinkle little star Koo Koo Kangaroo Superheroes Star light star bright	Two little Dicky birds I went to the cabbages one day Incy wincy spider
Additional Key nursery rhymes	Wind the bobbin up, 1,2,3,4,5 once I caught a fish alive, Down in the jungle, The Grand old Duke of York, If you're happy and you know it		

Areas of Learning				
	Tadpoles	Frogs	Observation checkpoints (prime areas only)- Tadpoles	Observation checkpoints (prime areas only)- Frogs
Communication and language	<p><b>Listening attention and understanding</b> Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where'</p> <p><b>Speaking</b> Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'</p>	<p><b>Listening attention and understanding</b> Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: after lunch we will ask the children to "Get your coat and wait at the door" at lunch time the instruction will be "Listen to the initial sound of your name, then go and wash your hands"</p> <p>When reading a story about the very hungry caterpillar the children show an Understanding of 'why' questions, like: "Why do you think the caterpillar got so fat?" When exploring in the garden the practitioner will ask what does the caterpillar eat, where did the butterfly come from?</p> <p><b>Speaking</b> Use a wider range of vocabulary with Little Wandle phonics/games such as Can you do the actions? Can you touch your....? What's in the box? What's that noise, What sound does does.....make? Name play Bertha the bus Voice sounds Play with sounds</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words</p> <p>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.</p> <p>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> <p>Sing a large repertoire of songs such as Wind your bobbin up, 5 little men in their flying saucer, 5 current buns, wheels on the bus etc.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (Fiction and Non-Fiction)</p>	<p>Around the age of 2, can the child understand many more words than they can say – between 200–500 words?</p> <p>Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"</p> <p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>	<p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?</p> <p>Can the child answer simple 'why' questions?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Personal, social and emotional development</b></p>	<p>Find ways to calm themselves, through being calmed and comforted by a Practitioner.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Find ways of managing transitions, for example from their parent to a Practitioner</p> <p>Thrive as they develop self-assurance.</p> <p>Play with increasing confidence on their own and with other children, because they know a Practitioner is nearby and available.</p> <p>Feel confident when taken out around the school grounds and enjoy exploring new places with the Practitioners</p> <p>Feel strong enough to express a range of emotions.</p> <p>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.</p> <p>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.</p> <p>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>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.</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>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>Increasingly follow rules, understanding why they are important.</p> <p>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. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?</p> <p>Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?</p> <p>Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	<p>Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can the child settle to some activities for a while? Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Physical Development</b></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>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.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb – and start to use the stairs independently</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>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>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</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>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.</p> <p>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>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?</p>	<p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p> <p>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p>
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<b>Literacy</b>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p> <p>Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Little Wandle phonics/games such as  Can you do the actions?  Can you touch your....?  What's in the box?  What's that noise, What sound does does.....make?  Name play  Bertha the bus  Voice sounds  Play with sounds</p>		
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Math

Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

Take part in finger rhymes with numbers.

React to changes of amount in a group of up to three items.

Compare amounts, saying 'lots', 'more' or 'same'.

Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.

Climb and squeeze themselves into different types of spaces.

Build with a range of resources.

Complete inset puzzles.

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Notice patterns and arrange things in patterns

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

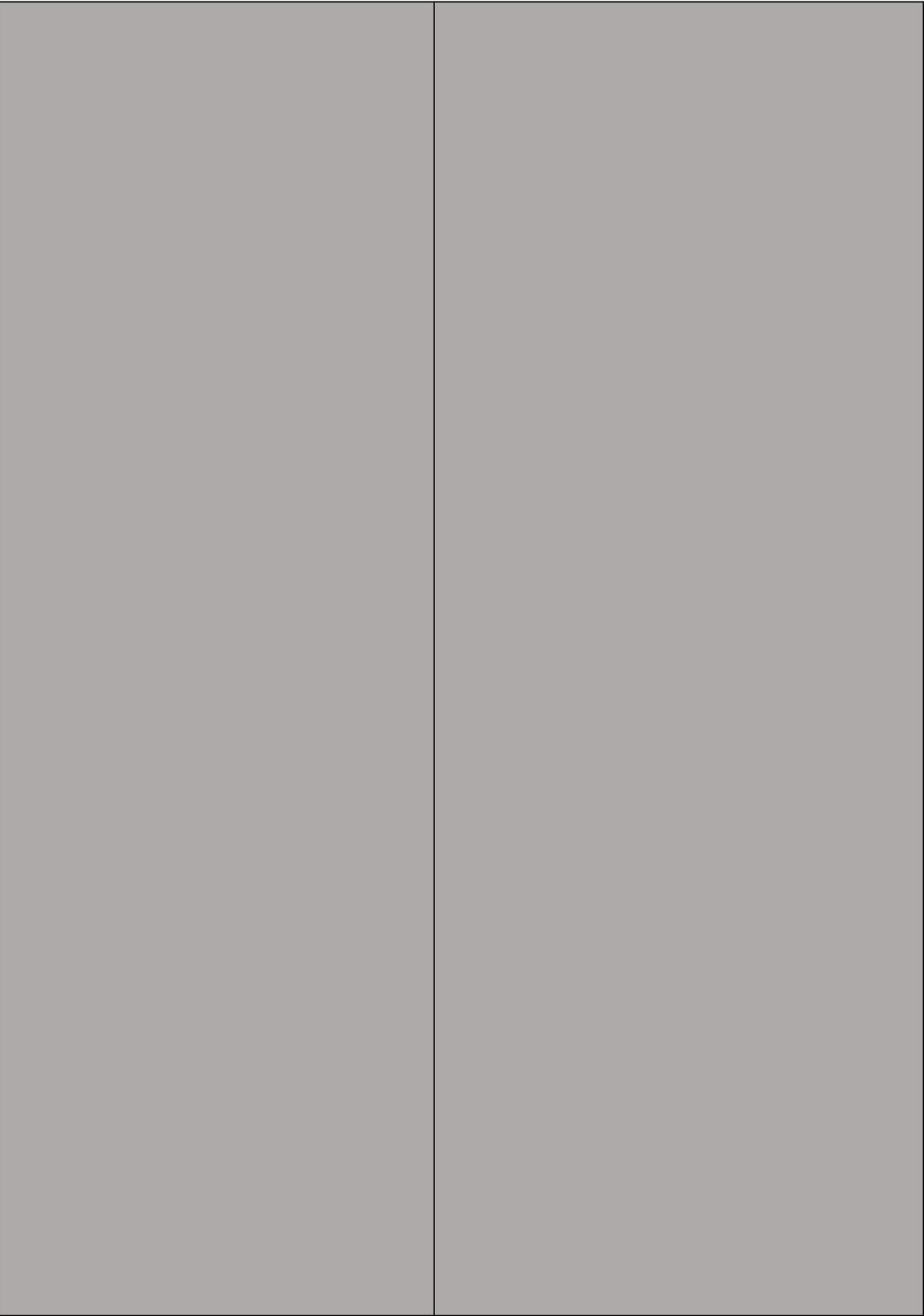
Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.



		<p>Use informal language like 'pointy', 'spotty', 'blobs', etc.          Extend and create ABAB patterns – stick, leaf, stick, leaf.          Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding the World</b></p>	<p>Repeat actions that have an effect.          Explore materials with different properties.          Explore natural materials, indoors and outside.          Explore and respond to different natural phenomena in their setting and on trips.          Make connections between the features of their family and other families.          Notice differences between people.</p>	<p>Use all their senses in hands-on exploration of natural materials.          Explore collections of materials with similar and/or different properties.          Talk about what they see, using a wide vocabulary.          Begin to make sense of their own life-story and family's history.          Show interest in different occupations.          Explore how things work.          Plant seeds and care for growing plants.          Understand the key features of the life cycle of a plant and an animal.          Begin to understand the need to respect and care for the natural environment and all living things.          Explore and talk about different forces they can feel.          Talk about the differences between materials and changes they notice.          Continue developing positive attitudes about the differences between people.          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Expressive Art and Design</b></p>	<p>Show attention to sounds and music.  Respond emotionally and physically to music when it changes.  Move and dance to music.  Anticipate phrases and actions in rhymes and songs  Explore their voices and enjoy making sounds.  Join in with songs and rhymes, making some sounds.  Make rhythmical and repetitive sounds.  Explore a range of soundmakers and instruments and play them in different ways.  Notice patterns with strong contrasts and be attracted by patterns resembling the human face.  Start to make marks intentionally.  Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.  Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.  Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.  Explore different materials, using all their senses to investigate them.  Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  Explore different materials freely, to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person ('pitch match').  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas.</p>		
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