




Daisyfield Primary School – Little Daisies Pre-School

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Family Fortunes	Come and join the Celebration	Toytown	Over the rainbow	Ticket to ride	If you go down in the woods today
British Value Focus 	Democracy	The rule of law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs	
Communicati on and Language	<p>Nursery Baseline Assessment</p> <p>WELCOMM Assessment</p> <p>Develop listening skills</p> <p>Learn new vocabulary Develop conversation skills</p> <p>CL explored through story</p> <p>Understand simple instructions</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Nursery Rhymes focus</p> <p>Sings a large repertoire of songs</p>	<p>Describe events in detail</p> <p>Talk in well-formed sentences</p> <p>Knows many rhymes, is able to talk about familiar books, and can tell a long story.</p> <p>Learn new vocabulary Develop conversation skills</p> <p>Understand and answers 'why' questions</p> <p>Express a point of view</p> <p>Story and information books</p> <p>Poems focus</p>	<p>Learn and use new vocabulary</p> <p>Develop conversation skills</p> <p>Ask questions</p> <p>Describe events and talk in full sentences</p> <p>Develop social phrases</p> <p>Non fiction focus</p> <p>Storytelling and role play</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Learn and use new vocabulary</p> <p>Develop conversation skills</p> <p>Story telling and role play</p> <p>Listen to and talk about stories</p>	<p>Learn and use new vocabulary</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Develop conversation skills</p> <p>Storytelling and role play</p> <p>Can use sentences joined up with words like 'because', 'or', 'and'</p>	<p>Learn and use new vocabulary</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Develop conversation skills</p> <p>Storytelling and role play</p> <p>Is able to use the future and past tense; "I am going to the park" and "I went to the shop".</p> <p>Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions.</p>

	Story telling and role play					
PSED	<p>Learn the rules, routine and boundaries</p> <p>Learn play skills</p> <p>Who am I?</p> <p>Similarities and Differences</p> <p>Belonging</p> <p>Emotions</p> <p>Calm themselves and be calmed by others</p> <p>Find a way to cope when parent leaves</p>	<p>Feelings and emotions</p> <p>Empathy</p> <p>Find solutions to conflicts and rivalries</p> <p>Develop a sense of responsibility and membership of community</p> <p>Beginning to talk about emotions and manage them</p> <p>Beginning to have confidence in themselves.</p> <p>Playing on own and with others</p>	<p>See self as a valuable individual</p> <p>Manage own needs</p> <p>Build constructive and respectful relationships</p> <p>Favourite toys</p> <p>Play games with rules</p>	<p>Feelings</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Express feelings and consider the feelings of others</p> <p>Think about the perspective of others</p>	<p>Set and work towards simple goals</p> <p>Able to wait and control immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately</p> <p>Confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>Feelings and empathy</p> <p>Follow instructions involving several ideas or actions</p> <p>Right and wrong</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
PD	<p><u>Introduction to PE Unit 1</u> <i>Fundamental movement skills – stopping, starting, space, beanbags.</i></p> <p>Move safely Control Balance Aim</p> <p>Dressing and undressing Toileting Hand washing Teeth brushing</p>	<p><u>Dance Unit 1</u></p> <p>Locomotive skills Large muscle movements e.g. streamers</p> <p>Pencil control Showing preference for a dominant hand</p> <p>Healthy eating</p>	<p><u>Unit 1 Gymnastics</u></p> <p>Strength, balance and coordination Use a range of small tools</p> <p>Develop handwriting</p> <p>Scissor safety</p> <p>Fundamental movement skills</p> <p>Having a good sleep routine</p>	<p><u>Fundamentals Unit 1</u> <i>Games and Fundamental movement skills – chasing games, interacting games, working in pairs, turn taking.</i></p> <p>Balls skills – Throwing, catching, kicking, passing, batting and aiming.</p> <p>Moving to music</p>	<p><u>Ball Skills Unit 1</u> <i>Using equipment – bats and balls, steering the ball with the racket, balance the ball, hoops, tennis.</i></p> <p>Regular physical activity - Being a safe pedestrian</p>	<p><u>Games Unit 1</u> <i>Athletics – FMS, running fast, jumping far, throwing hard.</i></p> <p>Negotiate space and obstacles safely</p> <p>Move energetically</p> <p>Show accuracy and care when drawing</p> <p>Use a range of smalls tools effectively</p>

	One handed tools and equipment			Sensible amounts of 'screen time'		
				Being healthy – school nurse visit		
Literacy	Phase 1 phonics – aspect 1 + 2	Phase 1 phonics – aspect 2 + 3	Phase 1 phonics – aspect 3 + 4	Phase 1 phonics – aspect 4 + 5	Phase 1 phonics – aspect 5 + 6	Phase 1 phonics – aspect 6 + 7
	Engages in extended conversations about stories, learning new vocabulary  Joins in with repeated words used in text  Listens to and enjoys songs and rhymes.  Joins in with songs and rhymes and says some of the words.  Explore making marks, but do not communicate meaning	Conversations about stories  Uses a wider range of vocabulary  Develops play around favourite stories using props, beginning to use some text related vocab  Name writing -copy  Draw basic pictures. Use lines to look like writing. Scribble writing Left to right direction Begin to assign meaning  Pays attention and responds to the pictures or the words in books	Asks simple questions about the book  Non fiction books  Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy  Write symbols and shapes that look like writing. Assign meaning to the marks Attempts to write name	Singing songs and rhymes independently.  Write random letters but there is no connection between letters and sounds. Talk about their writing and give meaning. Writes name from memory	Introduce Phase 2 sounds  Demonstrate understanding of what has been read to them  Uses a wider range of vocabulary  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Use letter strings which travel from left to right and top to bottom. Attempt to 'read' their writing.	Phase 2 sounds  Knows many rhymes, is able to talk about familiar books, and can tell a long story  Write letters with spaces between them to resemble the idea of words  Copy words that they see in the environment around them
Maths	Baseline Assessment				Know some number songs and stories	
	Recites numbers past 5  Take part in finger rhymes with numbers with support and guidance.  Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' independently.		Join in with number songs and stories  Beginning to recite numbers to 10  Can touch each item, saying one number for each item, using the stable order of 1,2,3,4,5, with support		Counting verbally as far as they can go  Beginning to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	

	<p>Recognise some numbers of personal significance</p> <p>Use fingers to represent numbers</p> <p>Subitise one and two objects independently</p> <p>Understand positional language such as; on top, under and inside, with prompts</p> <p>Completing jigsaws and shape puzzles</p> <p>Name and find some 2d shapes in the environment</p> <p>Explore differences in size, length, weight and capacity in independent play</p> <p>To anticipate times of the day such as mealtimes or home time.</p>		<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Visually compare two groups where one group is at least double the size of the other.</p> <p>Subitise one, two and three objects</p> <p>Practically explore positional language, with support from an adult</p> <p>Use 2d and 3d shapes to create pictures and models</p> <p>Copy ABAB patterns when matching one given</p> <p>Say when 2 objects are the same (size, capacity, length) and make comparisons using language such as bigger/ smaller, longer/shorter, heavier/lighter and empty/full</p> <p>To use language of time such as first and then, with support, to sequence events</p>		<p>Visually compare two small groups (below 5) of similar objects when the quantities are closer together, with support</p> <p>Subitise one, two and three objects (without counting) independently and with a range of objects and images</p> <p>A single object being split into similar, and dissimilar, sized parts and those parts being combined to make the whole in practical ways.</p> <p>Practically explore positional language independently</p> <p>Find objects which are flat, curved and round</p> <p>Recognise when a set of objects or shapes are placed in a repeating pattern, and when they are not and talk about them with informal language E.g., spots and points.</p> <p>Recall a sequence of events in everyday life and stories and use language, such as first, then, next, last</p>	
UTW	<p>Who's in my Family?</p> <p>My Pets</p> <p>Similarities and differences – positive attitudes</p> <p>Different countries in the world</p> <p>Explore collections of materials with similar and different properties</p>	<p>Celebrations – What is a celebration?</p> <p>Recognise different beliefs and celebrations</p> <p>Talk about the lives of people around them</p> <p>Use senses to explore natural materials</p> <p>Changing seasons</p> <p>Explore how things work</p>	<p>Past and present - toys</p> <p>Forces - toys that move</p> <p>Toys from different countries around the world, e.g. Russian dolls. Describe similarities and differences.</p> <p>Famous buildings and structures across the world.</p> <p>Investigate a selection of battery-operated toys. Ask a range of 'how' and 'what' related questions. Explain simply how the battery gives the toy the energy</p>	<p>Understand the key features of the life cycle of a plant and animal</p> <p>Changing seasons</p> <p>Understand important processes and changes in the natural world</p> <p>Past and present – special events</p> <p>Hot and cold places</p> <p>Weather</p>	<p>Compare old and new tickets e.g. e-tickets.</p> <p>Explore wheels and different parts that make vehicles move.</p> <p>Floating and sinking</p> <p>Exploring materials – waterproof</p> <p>Local area – shops, walks, parks, buildings etc</p> <p>How has the local area changed over time?</p> <p>Maps</p>	<p>Materials</p> <p>Draw information from a simple map.</p> <p>Trees and plants – explore the natural world.</p> <p>Growing things – recognise environments that are different to the one they live in. Planting.</p> <p>Woodland creatures – similarities and differences of different countries</p> <p>Past and present</p>

			<p>to move, instead of a physical pull or push. Talk about what happens when batteries run out / recycling and highlight safety issues e.g. don't put them in your mouth.</p>		<p>Bubbles</p> <p>Holidays and journeys</p>	
EAD	<p>Create representations of themselves and people who are special to them.</p> <p>Take part in pretend play.</p>	<p>Develop manipulation and control</p> <p>Develop own ideas</p> <p>Join different materials and explore different textures</p> <p>Watch and talk about dance and performance art</p>	<p>Materials – what materials are the toys made out of? Make own teddies.</p> <p>Explore textures - soft, fluffy, rough, tough, hard, cuddly.</p> <p>Make own toys that move – split pin toys. Vocab - chug, whoosh, zoom, roll</p> <p>Make videos of toys</p> <p>Construct with a purpose in mind</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Colours and colour mixing</p> <p>Seasonal colours</p> <p>Materials</p>	<p>Share creations, explaining the process they have used</p> <p>Role play – transport, places to visit</p> <p>Junk modelling – 3d vehicles</p>	<p>Move to music / dance</p> <p>Observational paintings/drawings</p> <p>Van Gogh – sunflowers – explore, use and refine a variety of artistic effects</p> <p>Return to and build on previous learning, refine ideas and develop ability to represent them.</p>
Computing (Project Evolve)	Managing Online Information Health, Well-being and Lifestyle	Online Bullying Online Relationships	Privacy and Security Self-Image and Identity	Computing (Project Evolve)	Managing Online Information Health, Well-being and Lifestyle	Online Bullying Online Relationships
Learning Experiences	Baby visit	<p>Theatre Visit Santa</p> <p>Celebration themed visitor</p>	<p>Teddy Bear's picnic</p> <p>Little Lancashire Village</p>	<p>Local artist visit</p> <p>School nurse – being healthy / dental hygiene</p>	<p>Vehicle related visit or visitor e.g. hot air balloon, train driver</p> <p>Walks in local area to see how it changes</p>	Main school trip – children's choice

