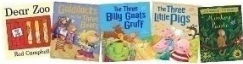









Whipton Barton Federation Primary Pre-School Curriculum Map

PRE-SCHOOL CURRICULUM MAP						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Talk Through Stories	<p><i>Dear Zoo</i> by Rod Campbell</p> <p><i>Goldilocks and the Three Bears</i> by Mara Alperin</p> <p><i>The Three Little Pigs</i> by Mara Alperin</p> <p><i>The Three Billy Goats Gruff</i> by Mara Alperin</p> <p><i>Monkey Puzzle</i> by Julia Donaldson</p> 	<p><i>Room on the Broom</i> by Julia Donaldson</p> <p><i>Sparks in the Sky</i> by Twinkl</p> <p><i>Day Monkey Night Monkey</i> by Julia Donaldson</p> <p><i>Stickman</i> by Julia Donaldson</p> <p><i>Norman the Slug Who Saved Christmas</i> by Sue Hendra and Paul Linnet</p> 	<p><i>The Gruffalo</i></p> <p><i>Busy People – Vet</i> by Lucy George</p> <p><i>Frank the Farmer</i></p> <p><i>Busy People – Teacher</i></p> <p><i>Lanterns and Firecrackers A Chinese New Year Story</i></p> 	<p><i>Mr Wolf's Pancakes</i> by Jan Fearnley</p> <p><i>From Tadpole to Frog</i></p> <p><i>The Gingerbread Man</i> by Mara Alperin</p> <p><i>A Squash and A Squeeze</i> by Julia Donaldson</p> <p><i>We're Going on an Egg Hunt</i> by Martha Mumford and Laura Hughes</p> 	<p><i>The Smartest Giant in Town</i> by Julia Donaldson</p> <p><i>Jack and the Beanstalk</i> by Mara Alperin</p> <p><i>Six Dinner Sid</i> by Inga Moore</p> <p><i>Handa's Surprise</i> by Eileen Browne</p> <p><i>Billy's Bucket</i> by Kes Gray</p> 	<p><i>We're Going on a Bear Hunt</i> by Michael Rosen</p> <p><i>The Smeds and the Smoos</i> by Julia Donaldson</p> <p><i>Come to School Too, Blue Kangaroo</i> by Emma Chichester Clark</p> <p><i>Oliver's Milkshake</i> by Vivian French</p> <p><i>The Proudest Blue</i> by Ibthaj Muhammad</p> 
Vocabulary	Big, Tall; Fierce; Grumpy; Scary; Naughty; Jumpy; Perfect;	Searched; Grinned; Shriek; Magnificent; Politely; Clutched; Keen; Grateful	Stroll; Underground; Jaws; Knobbly; Feast; Fled/flee; Favourite; Prickles;	Delicious; Recipe; Neighbours; Ingredients; Money; Lend /; borrow; Greedy; Writing	Scruffiest; Smart; Stripy; Diamond; Wound / wind; Sail; Squelchy; Kindest	Over; Under; Wavy; Deep; thick; swirl/swirling; narrow; gloomy; Tiptoad



	<p>Delicious; Magnificent; Above; Gooney; Giggled; Crept / creep; Hungry; Beware</p> <p>Wise; Safe; Proud; Blow; Slid / slide</p> <p>Middle; Melted; First; Under; Littlest; Bigger; Fatter; Stomped</p> <p>Coil; Lost; Leap; creature</p>	<p>Celebrate; appear / disappear; Cosy; Eagerly; Exploding; Enter/ entered; Direction/s; Nocturnal; Diurnal</p> <p>Beware; Favourite; Family; Floating; Twig; Weave; Mast; Weary</p> <p>Label; Heaved; Pushed; Bauble; Excited; Wrap; Loved</p>	<p>Healthy; Examines; Bounds; Suddenly; Surgery; Gently; Trouble</p> <p>Early; Rumbles; Scramble; Worried; Paddock; Suggests; Wife; Fix; Arrive; Together; Guest; Busy; Encourages; Athlete; Race; Steep</p>	<p>Life cycle; Tadpole; frog;</p> <p>Scurried; Tasty; Dozing; Tossed; Leaped; Through; Trail</p> <p>Lonely; Squeeze; Agree; Trod; Raid/raided</p> <p>Hooray; Easter; Excited; Easter</p>	<p>Giant; Marvellous; Market; Furious</p> <p>Discovered; Different; Fed / feed; Vet; Damp; Suspicious; Furious</p> <p>Delicious; Wonder; Spiky; Creamy; Tangy</p> <p>Crab; Shark; Stingray; Submarine; Walrus; Scuba; diver; Dolphin</p>	<p>Exploring; Antennae; Disturb; Clambered; Distant;</p> <p>Pair; Suspicious; Scared; Worried; Explored; Teacher</p> <p>Bones; Horrified; Beamed; Frothy</p> <p>Squint; Pretend; Twirling; Hijab; Strong</p>
Themed Learning	<p>Week 1-2:</p> <p>Learn about wild animals and their natural habitats (Science, Geography)</p> <p>Moving in different ways like animals (PE)</p> <p>Week 2-3:</p> <p>Comparing objects by size – big, medium, small (Maths)</p>	<p>Week 1-2:</p> <p>Investigate pumpkins using all the senses (science, C&L)</p> <p>Create firework paintings (Art)</p> <p>Junk modelling broomsticks (DT)</p> <p>Story sequencing with pictures (reading)</p> <p>Halloween celebration roleplay (C&L, SMSC)</p>	<p>Week 1-2:</p> <p>Use non-fiction books to learn about woodland/forests and the animals who live there (reading, science)</p> <p>Junk model a tree-top or log pile house (DT)</p> <p>Retell the story using props (reading)</p> <p>Create a Gruffalo using playdough and</p>	<p>Week 1-2:</p> <p>Roleplay shop with price labels and money (maths, C&L)</p> <p>Retell story with character blocks and props (reading)</p> <p>Write shopping list (writing)</p> <p>Make pancakes (DT)</p>	<p>Week 1-2:</p> <p>Make a crown (DT)</p> <p>Design a flag (Art)</p> <p>Make Thank You cards (DT, Art, writing)</p> <p>Week 2-3:</p> <p>Investigate leaves – sort by size/colour/shape, take rubbings, make</p>	<p>Week 1-2:</p> <p>Retell story using small world (reading)</p> <p>Create scenes from the story different media (art, DT)</p> <p>Use different resources to make a cave for a bear (DT)</p> <p>Obstacle course to practise positional language (maths, PE)</p>



	<p>Make a character mask using collage (DT, Art)</p> <p>Explore how properties change eg dry to wet porridge (Science)</p> <p>Story re-telling with props and puppets (reading)</p> <p>Week 3-4:</p> <p>Explore ordinal numbers (maths)</p> <p>Create a troll mask (DT)</p> <p>Explore melting with ice/chocolate (Science)</p> <p>Story re-telling with props and puppets (reading)</p> <p>Use language of size to order and compare eg fatter, bigger, biggest, smallest (maths)</p> <p>Building bridges (DT)</p> <p>Week 4-5:</p>	<p>Model story characters and props using playdough (DT)</p> <p>Explore reactions as materials are mixed eg magic mud (science)</p> <p>Learn about how people celebrate Halloween/Bonfire night and how they are similar/different to other celebrations (SMSC, RE)</p> <p>Week 2-3:</p> <p>Learn about how people celebrate Halloween/Bonfire night and how they are similar/different to other celebrations (SMSC, RE)</p> <p>History of Bonfire night (history)</p> <p>Powder paint firework pictures (Art)</p> <p>Junk modelling rockets (DT)</p> <p>Week 3-4:</p>	<p>card embellishments (DT)</p> <p>Retell the story through a walk in the woods (reading)</p> <p>Week 2-3:</p> <p>Role-play pets in the home (C&L)</p> <p>Learn about different pets and their needs (science)</p> <p>Discuss children's pets and create a class book (SMSC, literacy)</p> <p>Week 3-4:</p> <p>Farm animals and their babies (science)</p> <p>Learn about food that is produced by farm animals (science)</p> <p>Sort woodland and farm animals (science)</p> <p>Week 4-5:</p>	<p>Week 2-3:</p> <p>Life-cycle of a frog (science)</p> <p>Observations drawings (art)</p> <p>Week 3-4:</p> <p>Gingerbread counting game (maths)</p> <p>Roleplay story (C&L, reading)</p> <p>Counting rhyme 'Ten Gingerbread Men' (maths)</p> <p>Obstacles course to practise positional language (maths)</p> <p>Make gingerbread men (DT)</p> <p>Week 4-5:</p> <p>Make farm animal mask (DT)</p> <p>Create stories with farm yard small world (reading, C&L)</p>	<p>observation drawings (science, art)</p> <p>Compare heights of children (maths)</p> <p>Plant beans and observe the plants as they grow (science)</p> <p>Week 3-4:</p> <p>Create stories about pets using role-play and small world (reading, C&L)</p> <p>Draw animals using step-by-step instructions (art, PD)</p> <p>Writing numerals linked to house numbers (maths)</p> <p>Week 4-5:</p> <p>Learn about Kenya – find it on a globe, African animals, people, clothing (geography)</p> <p>Explore fruits using senses (C&L)</p>	<p>Week 2-3:</p> <p>Explore colour mixing using water, paint, ice, playdough (art, science)</p> <p>Week 3-4:</p> <p>Transition into reception – meet new teachers, spend time in Reception classrooms</p> <p>Week 4-5:</p> <p>Learn about food products that come from farm animals (science)</p> <p>Create patterns using objects and shapes (maths)</p> <p>Make fruit milkshake / smoothies (DT)</p> <p>Healthy eating (SMSC, science, PD)</p> <p>Week 5-6:</p> <p>Paint self-portraits (art)</p>
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	Assault course to practise positional language (maths, PE)	Nocturnal animals (Science)	School role-play (C&L)	Week 5-6:	Make observational drawings and paintings (art)	Make paper boats using step-by-step instructions (DT)
	Recognising and celebrating being proud (SMSC)	Sort nocturnal and diurnal animals (science)	Week 5-6:	Decorate Easter eggs with patterns (Art, writing)	Create necklaces by threading painted pasta and using paper plates (maths, art)	Look at similarities/differences in the way people look and dress (RE, SMSC)
	Blow painting (Art)	Learn about the rainforest environment (geography)	Learning about the customs associated with the Chinese New Year and how they are similar/different to other celebrations (SMSC, RE)	Make chocolate Easter nests (DT)	Listen to and create African music (music)	
	Bubble painting (Art)	Making rainforest music (music)	Work together to create a dragon dance (PE)	Easter egg hunt		
	Explore slides (PE)			Learn about how people celebrate Easter and how this is similar/different to other celebrations (RE, SMSC)	Week 5-6:	
	Build houses with different materials (DT)	Week 4-5:	Learn about China (geography)		Use non-fiction books to learn about sea creatures (reading, science)	
	Week 5-6:	Design flags (PD, Dt, Art)	Make Chinese lanterns (Art)		Investigate capacity with water (maths)	
	Animal lotto/matching game (Maths)	Make boats (DT)	Practise writing Chinese numerals (writing/math)		Make paper plate crab (DT)	
	Butterfly printing (Art)	Explore floating and sinking (science)			Draw own bucket contents (writing, art)	
	Caterpillar life-cycle (Science)	Weaving fine motor activity (PD, Art)				
	Animals and their babies (Science)	Learn about how people celebrate Christmas and how this is similar/different to other celebrations (RE, SMSC)				
		Week 5-6:				



		<p>Making snowflakes fine motor activity (PD)</p> <p>Story sequencing with pictures (reading)</p> <p>Christmas role-play (C&L, SMSC, RE)</p> <p>Make salt-dough Christmas decorations (DT)</p> <p>Decorating baubles (Art)</p> <p>Leaf printing (Art)</p> <p>Making rhythms with sticks (Music)</p> <p>Learn about how people celebrate Christmas and how this is similar/different to other celebrations (RE, SMSC)</p>				
Educational Visit	Visit from snake and owner – Dear Zoo	Watch Reception Nativity performance	Visits from vet/farmer	<p>Pond dipping</p> <p>Visit from local vicar to talk about celebrating Easter.</p>	African Day	Visit from Muslim parent
Early Reading and Phonics	<p>Rhyme Time:</p> <p>Listening, syllables, rhyming, alliteration and sound knowledge</p>	<p>Sound Focus:</p> <p>s a t p i n m</p> <p>Oral Blending</p>	<p>Sound Focus:</p> <p>d g o c k e</p> <p>Oral Blending</p>	<p>Sound Focus:</p> <p>u r h b f l</p> <p>Oral Blending</p>	<p>Sound Focus:</p> <p>j v w y z q u c h</p> <p>Oral Blending</p>	<p>Sound Focus:</p> <p>ck x sh th ng nk</p> <p>Oral Blending</p>



Involving Parents/Carers in Preschool		Christmas Craft Morning	Stay and Play – Maths focus	Easter picnic	Sports Day activities	Transition Morning and New to Reception parent meeting
SMSC	Federation Choices	Federation Choices Bonfire Night Christmas	Federation Choices Chinese New Year	Federation Choices Shrove Tuesday Easter	Federation Choices Comparison of children in Africa and UK	Federation Choices Transition into school
Maths	1, 2 and 3 Pairs and Matching Sorting	Circles and Spirals Time – day and night Triangles Time – count down to Xmas	Routes – drawing routes Number 1, 2, 3 recap Number 4 and 5 1-5 recap Five Speckled Frogs	Comparing amounts Adding one more Comparing amounts Add and take away to five Add and take away to five 5 Little Easter Eggs	Measures- Length and Height Number 6 Patterns – animals, material etc Capacity	Pattern Part 1 ABAB Number recap 1-6 Time – My Day Pattern Part 2 Number recap 1-6
Continuous Provision	<p>Our long-term plans detail the resources and learning opportunities available throughout the year in each of our areas of continuous provision.</p> <p>Areas of the continuous provision are regularly enhanced throughout each term. The plans for these can be found on the TTS plans.</p>					