



# Planning Across the Early Years Curriculum Document: Pre-School 2 (3-4 Year Old)





## Pre-School

At Tanfield Lea Community Primary School, we recognise that a strong foundation in the **Prime Areas of Learning** is essential to children's future success and plays a central role in helping them reach their full potential across all areas of development. For this reason, we have identified the key knowledge, skills and understanding within the three Prime Areas that support children's early development and prepare them for the next stage of the **Early Years Foundation Stage (EYFS)** within our Pre-School provision.







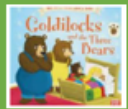
For our youngest children, these key areas are rooted firmly in **Communication and Language**. Children have daily opportunities to listen to high-quality stories through our **Dialogic Reading** approach, alongside a rich range of rhymes and songs. Over time, children become familiar with our **25 core stories and rhymes**, joining in with repeated phrases and refrains alongside adults. Through carefully planned, hands-on experiences linked to our wider curriculum, children are introduced to **ambitious and purposeful vocabulary** that supports their understanding of the world around them.

Children are also given frequent opportunities to develop both **fine and gross motor strength and coordination**. A wide range of **sensory and exploratory play experiences**, including messy play, supports this aspect of physical development. At the same time, children are supported in developing their **personal, social and emotional skills**, helping them to build a secure sense of self. They learn to express their likes and dislikes, recognise and regulate a range of emotions, and understand that others may feel differently from themselves. Children also develop an increasing awareness of **boundaries, routines and expectations**, learning to cooperate within familiar and consistent structures.

The curriculum map below outlines **what is taught and when it is taught** for our **3–4-year-old children**. In addition to the Prime Areas, children also learn across the **four Specific Areas of Learning** through our high-quality early years and wider school curriculum and carefully planned learning environment.

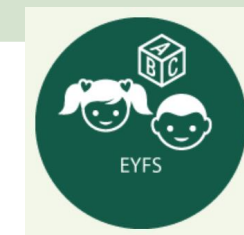


**Themes**


Autumn	<b>Half term:</b>	Autumn 1:	Autumn 1:	Autumn 2:	Autumn 2:	Spring	Spring 1:	Spring 1:	Spring 2:	Spring 2:	Summer	Summer 1:	Summer 1:	Summer 2:	Summer 2:	
	<b>Text:</b>	 -The Three Little Pigs -Nursery Rhymes	-Let's find out about autumn -Nursery Rhymes -Harvest poems	 -Five Little Ducks -Nursery Rhymes	-Letters to Santa		 -The Big Pancake -Winter poems	 -Stick Man and Science books (floating and sinking)	 -The Very Hungry Little Caterpillar	-Life cycle texts		 -Farmer Duck (Linked to Farm trip) -Summer Poems	-Farm animals	 -Goldilocks and the Three Bears	-How to grow a sunflower	
	<b>Genre</b>	Fiction <b>Non-fiction</b>	Fiction	<b>Non-fiction</b>	Fiction <b>(TFW)</b>		<b>Non-fiction</b>	Fiction <b>(TFW)</b>	<b>Non-fiction</b>	Fiction		<b>Non-fiction</b>	Fiction	<b>Non-fiction</b>	Fiction <b>(TFW)</b>	<b>Non-fiction</b>
	<b>Focus</b>	-Story structure-five story parts Class story map -Rhyming words	-Class Display: -What is Autumn? -Rhyming words	-Story structure (five parts) Class and independent story maps -Children retelling their own story. -Rhyming words	Writing a letter to Santa		-Story structure-(five parts) Class and independent story maps -Characters -Rhyming words	-Class experiment: Floating and sinking experiment (linked to science)	-Class recipes How to make a fruit salad (linked to DT)	-Class Display and independent life cycles		-Class and independent poems	Class and independent posters: Why should you visit Hall Hill Farm?	-Story structure (five parts) Class and independent story maps	-Class instructions How to grow a sunflower (linked to DT)	




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Parental Involvement</b>	<ul style="list-style-type: none"> <li>-Parent transition sessions for children and parents/carers.</li> <li>-Photo's from home to discuss to fit with topic about me and my family.</li> <li>-Weekly Tweets to showcase our learning</li> <li>-Weekly home learning to enable families to join in with activities at home.</li> <li>-Discussions with parents during morning and evening drop off/pick ups</li> </ul>	<ul style="list-style-type: none"> <li>-Stay and Play session for children and parents/carers.</li> <li>-Photo's from home to discuss autumn walk at home</li> <li>-Weekly Tweets to showcase our learning</li> <li>-Weekly home learning to enable families to join in with activities at home.</li> <li>-Discussions with parents during morning and evening drop off/pick ups</li> </ul>	<ul style="list-style-type: none"> <li>-Photo's from home to discuss child's First Christmas.</li> <li>-Weekly Tweets to showcase our learning</li> <li>-Weekly home learning to enable families to join in with activities at home.</li> <li>-Discussions with parents during morning and evening drop off/pick ups</li> </ul>	<ul style="list-style-type: none"> <li>-Stay and Play session for children and parents/carers.</li> <li>-Easter Egg Competition.</li> <li>-Photo's from home to discuss spring walk at home</li> <li>-Weekly Tweets to showcase our learning</li> <li>-Weekly home learning to enable families to join in with activities at home.</li> <li>-Discussions with parents during morning and evening drop off/pick ups</li> </ul>	<ul style="list-style-type: none"> <li>-Photo's from home to discuss summer walk at home</li> <li>-Weekly Tweets to showcase our learning</li> <li>-Weekly home learning to enable families to join in with activities at home.</li> <li>-Discussions with parents during morning and evening drop off/pick ups</li> </ul>	<ul style="list-style-type: none"> <li>-Sports Day for children and parents/carers.</li> <li>-Transition visits into my new class for children and parents/carers</li> <li>-Photo's from home to discuss spring walk at home</li> <li>-Weekly Tweets to showcase our learning</li> <li>-Weekly home learning to enable families to join in with activities at home.</li> <li>-Discussions with parents during morning and evening drop off/pick ups</li> </ul>






	Autumn	Spring	Summer
<p><b>Communication and Language (CL)</b></p> <p><b>(Prime Area)</b></p> 	<ul style="list-style-type: none"> <li>• Begin to join in with a range of songs and rhymes.</li> <li>• Can comment on their favourite parts of a story, e.g. 'I like the bear'</li> <li>• Listen on a one-to-one basis and in small group situations</li> <li>• Use some new vocabulary linked to focus stories, themes, or topics of interest</li> <li>• Ask questions to find out more information</li> <li>• Begin to use talk in their imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with a range of songs and rhymes</li> <li>• Begin to talk about the stories that they have listened to and will be able to use props and resources to re-tell parts of the story.</li> <li>• Respond appropriately to simple instructions</li> <li>• More confident when using new vocabulary</li> <li>• Understands some questions words, e.g. who, what, where, why?</li> </ul>	<ul style="list-style-type: none"> <li>• Know a range of songs and rhymes</li> <li>• I am beginning to express my ideas and feelings about my experiences using past, present and future tenses.</li> <li>• Speak with confidence to others during our group carpet time session</li> <li>• I confidently join in with repeated refrains.</li> <li>• I am beginning to listen and respond to what I hear by answering questions when being read to and during whole class discussions and group interactions.</li> <li>• I am beginning to make comments about what I have heard and ask questions to clarify my understanding.</li> <li>• I am beginning to hold conversation when engaged in back-and-forth exchanges with my teacher and peers.</li> <li>• I am beginning to participate in class, small group, and one-to-one discussions, offering my own ideas, using recently introduced vocabulary and correct grammar.</li> <li>• I confidently join in with repeated refrains.</li> </ul>



	Autumn	Spring	Summer
<p><b>Personal, Social and Emotional (PSED)</b></p> <p><b>Prime Area</b></p> 	<ul style="list-style-type: none"> <li>• Come into our learning environment with adult support.</li> <li>• Begin to form relationships with staff and other children in the class.</li> <li>• Begin to explore the new classroom.</li> <li>• Explores the environment and chooses resources or areas of the provision of interest.</li> <li>• With some adult support, begin to understand and follow our positive behaviour ethos and making.</li> <li>• Makes the 'right choice'.</li> <li>• Developing an understanding of sharing space and resources with others, with some adult support.</li> <li>• Beginning to be aware of own feelings and will begin to talk about feelings.</li> <li>• With some adult support, begin to take care of own personal needs, including toileting.</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence when making choices in the learning environment and in different social situations.</li> <li>• Has a developing awareness of their own feelings and will be learning to articulate how they are feeling to others.</li> <li>• Begin to understand that others may feel differently, have different ideas or have different needs.</li> <li>• Become more independent when taking care of themselves.</li> <li>• Demonstrate an ability to share resources and take turns with others.</li> <li>• Take care of their classroom and resources.</li> <li>• Begin to take pride in what they do.</li> </ul>	<ul style="list-style-type: none"> <li>• Come into class confidently.</li> <li>• Make independent choices in class.</li> <li>• Express their own feelings and has an awareness of others and how they feel (words such as happy, sad, worried, angry)</li> <li>• More independent when managing their own personal &amp; care needs.</li> <li>• Communicate and play with other children and adults.</li> <li>• Becoming more resilient when faced with problems and tries to persevere if something is tricky..</li> <li>• Confident when using talk to resolve problems or differences with others.</li> <li>• Show pride in what they do and will want to share their achievements.</li> <li>• Has a greater understanding of making the 'right choice'.</li> <li>• Increasingly able to remember Nursery rules without needing an adult reminder.</li> <li>• Knows and talks about ways to be healthy.</li> </ul>




	Autumn	Spring	Summer
<p><b>Physical Development (PD)</b></p> <p><b>Prime Area</b></p> 	<ul style="list-style-type: none"> <li>• Becoming more confident at moving in a range of different ways (during P.E sessions and in our outdoor environment).</li> <li>• Begin to develop overall body strength and coordination, e.g jumping and standing on one leg.</li> <li>• Use large muscle movements to wave flags or ribbons or paint.</li> <li>• Use large scale movements to make mark marks using a variety of tools, e.g. rollers, brushes, chinks.</li> <li>• Get dressed with adult encouragement and support.</li> <li>• Move their body to respond to music and will be able to remember and perform simple large scale moves or 'Squiggle' marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use one handed tools safely and with developing accuracy, such a tweezers, hole punch, scissors for snips.</li> <li>• Show a preference for a dominant hand.</li> <li>• Demonstrate some spatial awareness during P.E sessions and outdoor play.</li> <li>• Demonstrate some control when using wheeled toys (scooters, trikes, balance bikes).</li> <li>• Demonstrate some control with ball skills.</li> <li>• Make specific choices about what tools to use and how to use it (a large spade for a big hole in the sand, a trowel to dig in mud, a watering can to pour).</li> <li>• Be increasingly independent when getting dressed (putting coat on, getting into wellies for wet play).</li> <li>• Move their body to respond to music and will be able to remember and perform simple large and small scale moves or 'Squiggle' marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Has more control when using mark making tools and will hold pens and pencils using a comfortable and effective grip (pencil grip 2).</li> <li>• Use one handed tools e.g. scissors, pens, pencils, paint brushes, playdough tools with increased independence.</li> <li>• Get ready for P.E activities, including taking off and putting on their own socks and shoes and will be able to get ready for outdoor play by putting on wellies.</li> <li>• Make specific choices about what tools to use and how to use it (a large spade for a big hole in the sand, a trowel to dig in mud, a watering can to pour).</li> <li>• Crosses midline and is able to make the following movements on a large scale using two hands simultaneously at a horizontal position (e.g. using flipper flappers / pom poms) and a vertical position (e.g. mark making onto a floor surface): Up and down, side to side, semi circle, circle, arch, and diagonal lines.</li> <li>• Be able to do the following to a competent , safe standard: Crawl, ladder walk forwards/ backwards, ladder walk to right, ladder walk right to left, tiptoe, balance on left and right foot, run.</li> </ul>




	Autumn	Spring	Summer
<b>Literacy</b>  	<ul style="list-style-type: none"> <li>• Enjoy joining in with story time and shows an</li> <li>• Has an interest in listening to stories.</li> <li>• Begin to have an awareness that print has meaning.</li> <li>• Choose to look at books with others</li> <li>• Begin to explore puppets and storytelling resources.</li> <li>• Show an interest in mark making</li> <li>• Enjoy drawing freely</li> <li>• Engage in 'Squiggle while you wiggle'</li> <li>• I can make different sounds with my body and instruments.</li> <li>• I listen and join in with rhymes and rhyming activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Adds marks to drawings and gives meaning to the marks &amp; drawings</li> <li>• Engages in 'Squiggle while you wiggle' with increased confidence and control</li> <li>• Choose to look at books independently and will comment on the illustrations.</li> <li>• Handle books correctly.</li> <li>• Use props, puppets and resources to re-tell familiar stories.</li> <li>• Can spot or suggest rhymes</li> <li>• Can clap syllables in words</li> <li>• I can play phoneme (sound) games, listening to the different phonemes in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Holds a pencil effectively (at least pencil grip 2) and I am beginning to show an interest in mark making.</li> <li>• Begin to show accuracy and care when drawing/ mark making.</li> <li>• Demonstrate control and coordination when engaging in 'Squiggle while you wiggle'</li> <li>• Represent the weeks GPC by drawing a picture (sun for 's' etc.) or by making a recognisable mark.</li> <li>• Talk about a book, it's pages, the front, back, title, author and illustrator.</li> <li>• Understand the story sequence and join in retelling five parts of the story.</li> <li>• Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role-play.</li> <li>• Understand the story sequence and join in retelling five parts of the story.</li> <li>• Recall some events that have happened in the story and talk about them using simple vocabulary and phrases.</li> <li>• Demonstrates an understanding of what has been read to me by retelling stories using puppets and my own words, including some recently introduced vocabulary and some correct grammar.</li> <li>• Continue a rhyming string</li> <li>• Begin to orally divide words into syllables.</li> <li>• Able to hear the initial sound in words</li> <li>• Aware of some single letter sounds and the corresponding letter.</li> <li>• I can blend phonemes in some words (say it fast).</li> <li>• I can segment some words into phonemes (break it down).</li> </ul>



	Autumn	Spring	Summer
<b>Mathematics</b> 	<ul style="list-style-type: none"> <li>• Begin to learn some number rhymes up to 5.</li> <li>• Rote count to 5 (forward and backwards).</li> <li>• Say one number for each item, in order to five.</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Develop fast recognition of up to 3 objects (subitising).</li> <li>• Understand position through words alone.</li> <li>• Use counting in play situations and everyday contexts.</li> <li>• Group objects when tidying.</li> <li>• Able to recognise and talk about patterns in the world around them.</li> <li>• Knows the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Rote count to 10 (forward and backwards).</li> <li>• Finding out how many by counting with 1:1 correspondence.</li> <li>• Experiment with their own symbols and marks as well as numerals up to 5.</li> <li>• Link numerals and amounts up to 5</li> <li>• Compare quantities</li> <li>• Show an awareness of words related to positions (under, behind, in front of, on top).</li> <li>• Able to recognise and talk about patterns in the world around them.</li> <li>• Notice and correct errors in a repeating pattern.</li> <li>• Talk about, recognise and explore 2D shapes.</li> <li>• Select shapes within the environment for a reason (use relevant 3D blocks for building).</li> <li>• Developing an understanding of sorting, matching and grouping.</li> </ul>	<ul style="list-style-type: none"> <li>• Rote count to 12 (forward and backwards).</li> <li>• Begin to rote count to 20.</li> <li>• Link numerals and amounts; being able to show the right number of objects to match the numeral.</li> <li>• Be able to compare quantities using mathematical language such as 'more' 'less' 'fewer'.</li> <li>• Make comparisons between objects relating to their size, length, weight and capacity</li> <li>• Be able to extend patterns and create their own ABAB patterns</li> <li>• Talk about, recognise and explore 2D shapes using mathematical language such as 'sides' 'corners' 'straight' 'flat' 'round'</li> <li>• Explore differences in size, length, weight and capacity (bigger/little/smaller...high/low...tall...heavy/light.</li> <li>• Understand positional language through words alone (no pointing or gestures).</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Combine shapes to make bigger ones</li> </ul>



	Autumn	Spring	Summer
<p><b>Understanding the World</b></p> 	<ul style="list-style-type: none"> <li>• Has an awareness of their own family and is able to talk about family member.</li> <li>• Begin to explore and investigate through hands on opportunities.</li> <li>• Begin to talk about what they feel, hear, smell, and see.</li> <li>• Has an awareness of some relevant festivals and celebrations.</li> <li>• Engages in role play situations based on their own experiences.</li> <li>• Has an awareness of their own home, school and local environment.</li> <li>• Can notice differences in weather and begin to develop vocabulary related to changes in weather.</li> <li>• Can name parts of their body.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and talk about significant events in their own life (a holiday, day trip, their birthday)</li> <li>• Talks about special celebrations that they have been involved in</li> <li>• Talk about how they have changed since they were babies.</li> <li>• Recognise themselves in photographs from when they were babies.</li> <li>• Use their senses in hands-on exploration of natural materials.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Name different types of weather. Talk about changes they notice in the weather.</li> <li>• Talk about differences between materials and changes that happen (changing states of materials when baking &amp; cooking or with melting of ice).</li> <li>• Discuss features that all people have as well as discussing differences between themselves and their peers.</li> <li>• Describe and enact some of the roles of community figures.</li> <li>• Show an interest in different occupations.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Has an awareness of growing seeds and plants.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk in more detail about events in their own experiences that are important to them.</li> <li>• Explain what plants need to grow.</li> <li>• Begin to learn about life cycles.</li> <li>• Work alongside adults imitating their actions as they care for living things.</li> <li>• Name some common animals and their babies (linked to our farm trip).</li> <li>• Explore and investigate a range of objects and be able to discuss what they notice discover (floating &amp; sinking, freezing and melting).</li> <li>• Investigate and discover how things work and talk about their discoveries.</li> <li>• Talk about different celebrations and festivals that are relevant to them and others around the world.</li> </ul>



## Autumn

## Spring

## Summer

### Expressive Art and Design

- Begin to explore making marks using a range of different mark making tools on different paper and surfaces.
- Begin to draw for a purpose.
- Make simple models which express their ideas.
- Begin to explore using a variety of malleable media such as playdough, slime, clay, mud...
- Explore making sounds with instruments using claves, tambourines, triangles and drums.
- Begin to engage in imaginative play based on their own experiences.
- Engage in small world play.

- Develop their mark making, drawings and collages to include more details (a circle for a face, including marks for features of a face).
- Begin to add a narrative in their play using small world resources, construction kits and props.
- Engage in simple pretend play.
- Begin to use construction resources to construct purposefully for their own play.
- Explore paints and experiment with prime colours.
- Join different materials and explore different textures.
- Explore manipulating malleable materials and use tools and other resources to make imprints.
- Join in with singing a range of songs and begin to make up their own songs.
- Explore a range of different instruments and experiment with ways to play them.

- Add more detail to their drawings and be able to explain what the marks & drawings are.
- Choose different coloured drawing implements for a purpose.
- Make choices about what to use and how to use it when constructing and creating, and be able to explain their choices.
- Use a range of props and resources in their imaginative play.
- Make specific sounds with instruments and will be able to express their thoughts or feelings.
- Sing a range of familiar songs and have fun with the pitch and melody.

