

Preschool Curriculum Coverage

Dates	11.9.23-10.11.23	13.11.23-18.12.23	2.1.24-2.2.24	5.2.24-1.3.24	4.3.24-3.5.24	7.5.24-7.6.24	10.6.24-26.7.24
Theme	Happy To Be Me	Over The Rainbow	Under The Sea	Jurassic Park	Help is at Hand	Animal Crackers	What on Earth...?
Reading (texts to be explored) See English planning overview for coverage	Elmer Kindness makes us Strong Monster Clothes	Colour Monster Weather Monster	Rainbow Fish Commotion in the Ocean Tiddler The Fish Who Could Wish	If I had a Dinosaur How Do Dinosaurs say Goodnight	My First Trip to the Dentist: Open Wide Emergency! Fix it Duck Lulu Loves the Library	Dear Zoo The Gruffalo	Blue Balloon Goldilocks Amazing
Writing	See separate plan						
Phonics Little Wandle:		<p>Progression of sounds s a t p i n</p> <p>Phonemic awareness focus Teach children to hear the same initial sound for words and names of objects.</p> <p>Oral blending focus Teach children to blend CVC words using oral blending and objects.</p> <p>Recognising their name Teach children to find their name using their picture.</p>	<p>Progression of sounds m d g o c k e</p> <p>Phonemic awareness focus Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</p> <p>Oral blending focus Teach children to blend a wider range of CVC words using oral blending.</p> <p>Recognising their name Teach children to recognise the initial sound of their name.</p>	<p>Progression of sounds u r h b f l j</p> <p>Phonemic awareness focus Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.</p> <p>Oral blending focus Teach children to blend a wider range of words using oral blending.</p> <p>Recognising their name Teach children to recognise the capital letter that starts their name.</p>	<p>Progression of sounds v w y z q u c h</p> <p>Phonemic awareness focus Teach children to identify initial sounds of words and objects.</p> <p>Oral blending focus Teach children to blend a wider range of words using oral blending.</p> <p>Recognising their name Teach children to match their name to their picture.</p>	<p>Progression of sounds c k x s h t h n g n k</p> <p>Phonemic awareness focus Teach children to identify the final sounds of words and objects.</p> <p>Oral blending focus Teach children to blend a wide range of words using oral blending when playing:</p>	
Maths	See separate plan						
Communication and Language LMTW	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds 	<ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens • use a wider range of vocabulary 	<ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens • pay attention to more than one thing at a time, which 	<ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens • sing a large repertoire of songs 	<ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens • sing a large repertoire of songs 	<ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens • use a wider range of vocabulary 	<ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens • know many rhymes, be able to talk about familiar books, and be able to tell a long story

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	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them • Listens to stories with increasing attention and recall • Anticipates key events and phrases in rhymes and stories • Understands simple sentences • Understands more complex sentences • Understands 'who', 'what', 'where' in simple questions • Shows interest in play with sounds, songs and rhymes • Identifies action words by pointing to the right picture • Beginning to put two words together • Beginning to talk about people and things that are not present • Holds a conversation, jumping from topic to topic • Beginning to use more complex sentences to link thoughts • Uses vocabulary focused on objects and people that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> • understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • sing a large repertoire of songs • know many rhymes, be able to talk about familiar books, and be able to tell a long story • develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' May have problems saying:- - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • use longer sentences of four to six words • 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>can be difficult</p> <ul style="list-style-type: none"> • sing a large repertoire of songs • know many rhymes, be able to talk about familiar books, and be able to tell a long story • understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" • understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • use a wider range of vocabulary • start a conversation with an adult or a friend and continue it for many turns • 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 • develop their communication • develop their pronunciation • use longer sentences of four to six words 	<ul style="list-style-type: none"> • know many rhymes, be able to talk about familiar books, and be able to tell a long story • start a conversation with an adult or a friend and continue it for many turns • 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 • use a wider range of vocabulary • use sentences longer than six words • develop their communication • develop their pronunciation • understand 'why' questions 	<ul style="list-style-type: none"> • know many rhymes, be able to talk about familiar books, and be able to tell a long story • 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." • use longer sentences of four to six words • pay attention to more than one thing at a time, which can be difficult • develop their communication • develop their pronunciation 	<ul style="list-style-type: none"> • understand 'why' questions, like: "Why did the caterpillar get so fat?" • sing a large repertoire of songs • know many rhymes, be able to talk about familiar books, and be able to tell a long story • develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' • develop their pronunciation but may have problems saying:- - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • use longer sentences of four to six words • 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 • start a conversation with an adult or a friend and 	<ul style="list-style-type: none"> • understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" • pay attention to more than one thing at a time, which can be difficult • use a wider range of vocabulary • develop their communication • develop their pronunciation • use longer sentences of four to six words • 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 • start a conversation with an adult or a friend and continue it for many turns • understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
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						continue it for many turns	
<p>Communication and Language</p> <p>(in addition to LMTW)</p> <p>Through continuous provision, weekly and daily additional sessions</p>	<ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 						
<p>PSED</p> <p>LMTW</p>	<ul style="list-style-type: none"> • Plays alongside others • Plays cooperatively with a familiar adult • Interested in others’ play and starting to join in • Plays in a group, extending and elaborating play ideas • Can inhibit own actions / behaviours • Begins to accept the needs of others • Takes turns and shares resources, sometimes with support • Adapts behaviour to different events, social situations and changes in routine • Explores new toys and environments but ‘checks’ in regularly with familiar adult as and when needed • Separates from main carer with support and 	<ul style="list-style-type: none"> • 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 • develop their sense of responsibility and membership of a community • develop appropriate ways of being assertive • talk with others to solve conflicts • talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • understand how others might be feeling 	<ul style="list-style-type: none"> • 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 • play with one or more other children, extending and elaborating play ideas • show more confidence in new social situations • find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas • understand gradually how others might be feeling • talk about their feelings using words like ‘happy’, 	<ul style="list-style-type: none"> • 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 • play with one or more other children, extending and elaborating play ideas • develop appropriate ways of being assertive • talk with others to solve conflicts • understand gradually how others might be feeling • increasingly follow rules, understanding why they are important • remember rules without needing an adult to remind them 	<ul style="list-style-type: none"> • develop their sense of responsibility and membership of a community • play with one or more other children, extending and elaborating play ideas • show more confidence in new social situations • become more outgoing with unfamiliar people, in the safe context of their setting • 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 • understand gradually how others might be feeling • find solutions to conflicts and rivalries. For example, 	<ul style="list-style-type: none"> • 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 • develop their sense of responsibility and membership of a community • play with one or more children, extending and elaborating play ideas • find solutions to conflicts and rivalries • develop appropriate ways to be assertive • talk with others to solve conflicts • talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ 	<ul style="list-style-type: none"> • play with one or more other children, extending and elaborating play ideas • find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas • increasingly follow rules, understanding why they are important • remember rules without needing an adult to remind them • 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

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	<p>encouragement from a familiar adult</p> <ul style="list-style-type: none"> • Expresses own preferences and interests • Selects and uses activities and resources with help • Talks confidently to other children when playing • Communicates freely about own home and community 		<p>‘sad’, ‘angry’ or ‘worried’</p> <ul style="list-style-type: none"> • develop their sense of responsibility and membership of a community • increasingly follow rules, understanding why they are important • remember rules without needing an adult to remind them 	<ul style="list-style-type: none"> • develop their sense of responsibility and membership of a community • become more outgoing with unfamiliar people, in the safe context of their setting • show more confidence in new social situations 	<p>accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <ul style="list-style-type: none"> • develop appropriate ways of being assertive • talk with others to solve conflicts • talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ 	<ul style="list-style-type: none"> • increasingly follow rules, understanding why they are important • remember rules without needing an adult to remind them 	<ul style="list-style-type: none"> • become more outgoing with unfamiliar people, in the safe context of their setting • talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ • understand gradually how others might be feeling • show more confidence in new social situations • develop their sense of responsibility and membership of a community • develop appropriate ways of being assertive • talk with others to solve conflicts
<p>PSED</p> <p>(in addition to LMTW)</p> <p>Through continuous provision, weekly and daily additional sessions</p>	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others’ needs. 						
<p>PD Gross</p> <p>(LMTW)</p>	<ul style="list-style-type: none"> • Beginning to balance blocks to build a small tower • Runs safely on whole foot • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping 	<ul style="list-style-type: none"> • riding (scooters, trikes and bikes) and ball skills • skip, hop, stand on one leg and hold a pose for a game like musical statues • use large-muscle movements to wave flags and streamers, paint and make marks 	<ul style="list-style-type: none"> • start taking part in some group activities which they make up for themselves, or in teams • 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 	<ul style="list-style-type: none"> • continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • skip, hop, stand on one leg and hold a pose for a game like musical statues • use large-muscle movements to wave flags and 	<ul style="list-style-type: none"> • collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • start taking part in some group activities which they make up for themselves, or in teams 	<ul style="list-style-type: none"> • continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • skip, hop, stand on one leg and hold a pose for a game like musical statues 	<ul style="list-style-type: none"> • 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 • continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills

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		<ul style="list-style-type: none"> • are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm 	<ul style="list-style-type: none"> • increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • use large-muscle movements to wave flags and streamers, paint and make marks 	<p>streamers, paint and make marks</p> <ul style="list-style-type: none"> • start taking part in some group activities which they make up for themselves, or in teams • 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 	<ul style="list-style-type: none"> • 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 • continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • use large-muscle movements to wave flags and streamers, paint and make marks 	<ul style="list-style-type: none"> • use large-muscle movements to wave flags and streamers, paint and make marks • start taking part in some group activities which they make up themselves, or in teams • match their developing physical skills to tasks and activities in the setting • collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • choose the right resources to carry out their own plan 	<ul style="list-style-type: none"> • go up steps and stairs, or climb up apparatus, using alternate feet • collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • start taking part in some group activities which they make up for themselves, or in teams • skip, hop, stand on one leg and hold a pose for a game like musical statues • increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • 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>PD: Fine (LMTW)</p>	<ul style="list-style-type: none"> • Shows control in holding and using jugs to pour, hammers, books and mark-making tools • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles or lines 	<ul style="list-style-type: none"> • use one-handed tools and equipment, for example, making snips in paper with scissors • use a comfortable grip with good control when holding pens and pencils • show a preference for a dominant hand 	<ul style="list-style-type: none"> • use one-handed tools and equipment, for example, making snips in paper with scissors • use a comfortable grip with good control when holding pens and pencils • show a preference for a dominant hand 	<ul style="list-style-type: none"> • use one-handed tools and equipment, for example, making snips in paper with scissors • use a comfortable grip with good control when holding pens and pencils • show a preference for a dominant hand 	<ul style="list-style-type: none"> • show a preference for a dominant hand 	<ul style="list-style-type: none"> • use one-handed tools and equipment • use a comfortable grip with good control when holding pens and pencils • show a preference for a dominant hand 	<ul style="list-style-type: none"> • use one-handed tools and equipment, for example, making snips in paper with scissors • use a comfortable grip with good control when holding pens and pencils • show a preference for a dominant hand

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	<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements • Uses one-handed tools and equipment such as scissors • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil near point between first two fingers and thumb and use it with good control 						
<p>PD: Health and Self Care (LMTW)</p>	<ul style="list-style-type: none"> • Willing to try new food textures and tastes • Clearly communicates their need for potty or toilet • Helps with clothing • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves • Can usually manage washing and drying hands • Dresses with help 		<ul style="list-style-type: none"> • 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 • start eating independently and learning how to use a knife and fork 	<ul style="list-style-type: none"> • start eating independently and learning how to use a knife and fork • make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> • start eating independently and learning how to use a knife and fork • make healthy choices about food, drink, activity and toothbrushing • be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly 	<ul style="list-style-type: none"> • be increasingly independent in meeting their own care needs • make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> • start eating independently and learning how to use a knife and fork • be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips • make healthy choices about food, drink, activity and toothbrushing
<p>PD: (in addition to LMTW)</p> <p>Through continuous provision, weekly and</p>	<p>Gross motor:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine motor:</p>						

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<p>daily additional sessions</p>	<p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>						
<p>EAD: Art and DT</p>	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body • Experiments with blocks, colours and marks • Beginning to be interested in and describe the texture of things • Uses various construction materials • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Joins construction pieces together to build and balance Being Imaginative • Pretends that one object represents another, especially when objects have characteristics in common • Beginning to make-believe by pretending • Notices what adults do, imitating what is 	<ul style="list-style-type: none"> • take part in simple pretend play, using an object to represent something else even though they are not similar • explore different materials freely, in order 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 textures • show different emotions in their drawings and paintings, like happiness, sadness, fear etc • explore colour and colour mixing • listen with increased attention to sounds 	<ul style="list-style-type: none"> • 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, in order 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 • use drawing to represent ideas like movement or loud noises • join different materials and explore different textures 	<ul style="list-style-type: none"> • 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, in order 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 	<ul style="list-style-type: none"> • explore different materials freely, in order 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 • 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 • take part in simple pretend play, using an object to represent something else even though they are not similar 	<ul style="list-style-type: none"> • 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, in order 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 	<ul style="list-style-type: none"> • 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. • use drawing to represent ideas like movement or loud noises • show different emotions in their drawings and paintings, like happiness, sadness, fear etc • explore different materials freely, in order 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

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	<p>observed and then doing it spontaneously when the adult is not there</p> <ul style="list-style-type: none"> Engages in imaginative role-play based on own first-hand experiences Uses available resources to create props to support role play Captures experiences and responses with a range of media such as music, dance and paint and other materials or words 		<ul style="list-style-type: none"> 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 explore colour and colour-mixing 	<p>begin to use these shapes to represent objects</p> <ul style="list-style-type: none"> draw with increasing complexity and detail, such as representing a face with a circle and including details explore colour and colour-mixing 		<ul style="list-style-type: none"> listen with increased attention to sounds 	<ul style="list-style-type: none"> join different materials and explore different textures create closed shapes with continuous lines, and begin to use these shapes to represent objects
<p>EAD: Music</p>	<p>Moves their whole body to sounds they enjoy, such as music or a regular beat</p> <ul style="list-style-type: none"> Begins to move to music, listen to or join in rhymes or songs Joins in singing favourite songs Sings a few familiar songs Creates movement in response to music 	<ul style="list-style-type: none"> respond to what they have heard, expressing their thoughts and feelings remember and sing entire songs play instruments with increasing control to express their own feelings and ideas 	<ul style="list-style-type: none"> listen with increased attention to sounds respond to what they have heard, expressing their thoughts and feelings play instruments with increasing control to express their feelings and ideas 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 	<ul style="list-style-type: none"> listen with increased attention to sounds respond to what they have heard, expressing their thoughts and feelings remember and sing entire songs play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> listen with increased attention to sounds respond to what they have heard, expressing their thoughts and feelings play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> respond to what they have heard, expressing their thoughts and feelings remember and sing entire songs sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs 	<ul style="list-style-type: none"> listen with increased attention to sounds respond to what they have heard, expressing their thoughts and feelings create their own songs, or improvise a song around one they know play instruments with increasing control to express their feelings and ideas 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

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<p>Understanding the World: Geography</p>	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family • Enjoys pictures and stories about themselves, their families and other people • Has a sense of own immediate family and relations • Learns that they have similarities and differences that connect them to, and distinguishes them from, others • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Enjoys playing with small-world models such as a farm, a garage or a train track • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Shows care and concern for living things and the environment 	<ul style="list-style-type: none"> • talk about what they see, using a wide vocabulary • continue developing positive attitudes about the differences between people 	<ul style="list-style-type: none"> • show interest in different occupations • begin to understand the need to respect and care for the natural environment and all living things • continue developing positive attitudes about the differences between people • talk about what they see, using a wide vocabulary 	<ul style="list-style-type: none"> • talk about what they see, using a wide vocabulary • show interest in different occupations • begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> • show interest in different occupations • talk about what they see, using a wide vocabulary • 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 	<ul style="list-style-type: none"> • begin to understand the need to respect and care for the natural environment and all living things • show interest in different occupations • know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • show interest in different occupations • 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 • talk about what they see, using a wide vocabulary
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Preschool Curriculum Coverage

<p>Understanding the World: History</p>	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family • Enjoys pictures and stories about themselves, their families and other people • Has a sense of own immediate family and relations • Learns that they have similarities and differences that connect them to, and distinguishes them from, others • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends 	<ul style="list-style-type: none"> • begin to make sense of their own life-story and family's history 		<ul style="list-style-type: none"> • begin to make sense of their own life-story 	<ul style="list-style-type: none"> • begin to make sense of their own life-story and family's history 	<ul style="list-style-type: none"> • begin to make sense of their own life-story and family's history 	<ul style="list-style-type: none"> • begin to make sense of their own life-story and family's history • show interest in different occupations
<p>Understanding the World: Science</p>	<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Can talk about some of the things they have 	<ul style="list-style-type: none"> • explore collections of materials with similar and/or different properties • talk about what they see, using a wide vocabulary • explore how things work 	<ul style="list-style-type: none"> • 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 • talk about what they see, using a wide vocabulary • explore collections of materials with similar and/or different properties 	<ul style="list-style-type: none"> • talk about what they see, using a wide vocabulary • use all their senses in hands-on exploration of natural materials • explore how things work • understand the key features of the life cycle of an animal • begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> • talk about what they see, using a wide vocabulary • use all their senses in hands-on exploration of natural materials • explore collections of materials with similar and/or different properties • talk about the differences between materials and changes they notice • explore how things work 	<ul style="list-style-type: none"> • talk about what they see, using a wide vocabulary • use all their senses in hands-on exploration of natural materials • explore collections of materials with similar and / or different properties • talk about the differences between materials and changes they notice • explore how things work 	<ul style="list-style-type: none"> • talk about what they see, using a wide vocabulary • use all their senses in hands-on exploration of natural materials • talk about the differences between materials and changes they notice • explore collections of materials with similar and/or different properties • talk about what they see, using a wide vocabulary.

Preschool Curriculum Coverage

	observed such as plants, animals, natural and found objects• Shows care and concern for living things and the environment		<ul style="list-style-type: none">• talk about the differences between materials and changes they notice• explore how things work	<ul style="list-style-type: none">• talk about the differences between materials and changes they notice			<ul style="list-style-type: none">• explore how things work• plant seeds and care for growing plants• begin to understand the need to respect and care for the natural environment and all living things
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