



Donhead Prep School – Pre-School Curriculum Map 2024 - 25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme (but not limited to)	Wonderful Me!	Colours	Traditional tales	Yummy Food/ Easter	Adventures and Journeys: our Interests	Animals
Possible Ideas/Lines of enquiry These may change or be replaced depending on child interest.	Week 1 Settling in Week 2 Wonderful Me! Week 3 My favourite clothes/ Things I like Week 4 My emotions Week 5 My Family Week 6 Harvest and Autumn	Week 1 Wow said the Owl: colours around us/ Fireworks night Week 2 Brown bear, brown bear what do you see? / Diwali Week 3 Colour and Me Week 4 A colour of his own Week 5 Nativity story Week 6 Stick man/ Christmas	Week 1 The enormous turnip Week 2 Goldilocks and the three bears Week 3 3 Little pigs Week 4 Gingerbread Man Week 5 Little Red Hen Week 6 Jack and the Beanstalk	Week 1 The very hungry caterpillar Week 2 Oliver’s vegetables Week 3 The Runaway pea Week 4 Kitchen Disco Week 5 Handa’s Surprise Week 6 Easter story	Week 1 Leo the Knight who wouldn’t fight Week 2 The Dinosaur who lost his Roar Week 3 : Stars and Moon Week 4 : Pirates and mermaids Week 5 transports Week 6 fairytales	Week 1 Superworm Week2 : Walking through the Jungle Week3 : What the ladybird heard Week4 : The Great pet sale Week5 : The journey home Week6 : Commotion in the Ocean/ The odd fish
Trips and Experiences	Settling into the new school year. Photos of my Family and myself in my favourite clothes. Autumns/ Sounds Walk Harvest festival Celebration	Fireworks night 5 th November Diwali 13/11/24 Christmas Nativity Father Christmas letters: walk to the letter box/ walk to Sacred heart to see the nativity scene?	Chinese New Year Pancake day 13 th February Baking gingerbread man biscuits	Mother’s Day performance Planting vegetables seeds	Polka theater play. Or workshop in School for EYFS?	Trip to Bocketts farm
Phonics	Monster Phonics Phase 1 Tuning into Sounds	Monster Phonics Phase 1	Monster Phonics Phase 2 initial sounds	Monster Phonics Phase 2 initial sounds	Phonics phase sounds	Phase 2 Phonics
Literacy Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have	Retell stories related to events through acting/role play. Enjoys an increasing range of books.	Encourage children to record stories through picture drawing/mark making. Beginning to answer to why? What? Who? Questions in relation to a story.	. Ordering and retelling events from a story. Learning the names of the days of the week. Trace over provided words to form a short sentence.	Talk about the story. What does Leo prefer to do instead of fighting? Why? Use your words to talk about how the dinosaurs feel when Sid plays tricks on them? How do they	Can draw pictures of characters in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.

	<p>different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.</p> <p>Remembering parts of a story.</p> <p>Sequencing familiar stories using pictures.</p>	<p>Beginning to answer why? What? Who? Questions in relation to a story.</p>	<p>Use recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>Use well-formed short sentences to talk about favourite part of a story.</p>	<p>feel in the end when Sid helps them?</p> <p>How would you catch a star? / What could happen next? (at the end of the story whatever next?)</p> <p>Rhyming words and Poems I can talk about the vehicle I like the most ... why?</p>	<p>Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<p>Literacy</p> <p>Writing</p>	<p>Show a preference for a dominant hand.</p> <p>Beginning to understand that marks can have a meaning.</p> <p>Making independent marks to convey a meaning during independent learning and play.</p>	<p>My Name letter tracing</p> <p>Enjoy making marks during child-led learning.</p> <p>Beginning to trace over provided lines.</p>	<p>Orally compose sentences</p> <p>Begin to trace over provided lines, to form CvC words.</p> <p>Some children may begin to form letters independently, especially letters of their own names.</p> <p>Beginning to recognise the initial letter of your own name.</p>	<p>Orally compose sentences</p> <p>Begin to trace over provided lines, to form CvC words.</p> <p>Some children may begin to form letters independently, especially letters of their own names.</p> <p>Beginning to recognise the initial letter of your own name.</p>	<p>Begin to trace over provided lines, to form CvC words.</p> <p>Some children may begin to form letters independently, especially letters of their own names.</p> <p>Some children might begin to form CvC words independently.</p> <p>Support and encourage correct letter formation.</p> <p>Beginning to recognise the initial letter of your own name.</p>	<p>Being able to sequence a series of events.</p> <p>Looking listening and enjoying a range of books.</p> <p>Continue to give meaning to own marks</p> <p>Independent letter formation in writing.</p>
<p>Key story books</p>	<p>All are welcome!</p> <p>We all belong</p> <p>Monster Clothes</p> <p>Hello Friend</p> <p>Where is Lenny?</p> <p>Colour Monster</p> <p>Amazing</p>	<p>Wow! Said the Owl!</p> <p>Brown bear, Brown bear, what do you see?</p> <p>A colour of his own</p> <p>Colour and me</p> <p>The Nativity story</p> <p>Stick Man</p>	<p>The enormous turnip</p> <p>Goldilock and the three bears</p> <p>3 little pigs</p> <p>Gingerbread Man</p> <p>Little red hen</p>	<p>The very hungry caterpillar</p> <p>Oliver's Vegetables</p> <p>Supertato/ The runaway pea</p> <p>Kitchen Disco</p> <p>Handa's Surprise</p> <p>Easter story</p>	<p>Leo the knight who wouldn't fight</p> <p>The dinosaur who lost his roar</p> <p>How to catch a star/ whatever next?</p> <p>Oi Frog? Noisy Poems</p> <p>You can't let an elephant drive a digger. / Mr Gumpy's outing</p> <p>PSED: the Growing Story</p>	<p>PSED: Pink is for boys</p> <p>Superworm</p> <p>Walking through the Jungle</p> <p>What the ladybird heard</p> <p>The Great pet sale</p> <p>The journey home</p> <p>Commotion in the Ocean/ The odd fish</p>

<p>Mathematics</p> <p>Number sense</p> <p>Shapes</p>	<p>Matching same objects Understanding sets of the same things. Making sets. Recognizing the odd one out in a set.</p> <p>Understanding quantities by subitizing :</p> <p>Learning about some 2D shapes: Triangle, rectangle, square and circle.</p> <p>-Lots of Threes/ three of something - Two or three/how many? - recognize and use 2D shapes/ Build with 2D shape -Lots of fours/ four of something - Three or four? / How many - tetrominoes (Number sense)/ Which piece (subitise to4)</p>		<p>Number sense recap and (subitizing 4) Ordering size/ comparison Positional language: describe the position of an object or a character in the story. Counting onwards to 5 or 10 for extended learning.</p> <p>Order numerals 1-10/1-5 Compare quantities using vegetables, using language "more than"/ "fewer than." Describe a familiar route/ map/ using word like "in front of/ behind. (the runaway pea/ Supertato supermarket map) Make comparisons between objects relating to size,length,weight. (fruits from Kitchen disco)</p>		<p>-Number sense introducing 6</p> <p>-Making sets of Dinosaurs to 10/ compare sets using vocabulary: more/ less/ fewer. -explore 2D shapes. - Exploring number 7/ positional language -make groups of 1,2,3,4,5 using blocks</p> <p>Measuring lengths using a variety of media: rulers/ measuring tape/ blocks</p>	
<p>Communication and Language</p>	<p>Listening to stories with increasing attention.</p> <p>Retelling simple events from a story using own words.</p> <p>Beginning to express own ideas using 4/5 words in a sentence. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?"</p> <p>Weekly show and tell</p> <p>Understand two-part instructions.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, Learning descriptive vocabulary. Continuing to practise expressing ideas in a group.</p> <p>Make links to festivals that the children celebrate and talk about shared experiences.</p> <p>Listening to stories and developing vocabulary. Songs – Nativity and Christmas songs.</p>	<p>Listen to stories to build familiarity, understanding and increase vocabulary.</p> <p>Ability to speak in sentences using language to develop relationships.</p> <p>Retelling a story using story language.</p> <p>Asking and answering how and why questions</p> <p>Sharing Christmas holiday news.</p>	<p>use a wide range of vocabulary, understand why questions, be able to express a point of view.</p> <p>Sustained focus when listening to a story.</p> <p>Understanding and using question words such as what, where, who</p> <p>Articulate ideas and thoughts in well-formed sentences</p>	<p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened to their lives and in their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.</p>	<p>Listen out for rhymes in stories, to play initial rhyming games during carpet times.</p> <p>Listening to and talking about stories we listen to in class.</p>

<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>-Focus on 'Myself' and what makes me a unique and valued individual – my body, things I like, M</p> <p>-Explore and share special family events.</p> <p>Getting to know my school.</p> <p>-Signs of Autumn - 5 senses and how we learn through these.</p> <p>-Harvest Festival – change in seasons and states of matter</p>	<p>-Bonfire night - Firework safety</p> <p>-Diwali explores the festival of lights! Explore the Diwali celebration in Hindu families</p> <p>-Animals habitats / Seasons</p> <p>-Christmas now and then/toys</p> <p>- Nativity story Christmas season – explore Catholic Faith as we celebrate different festivals and events.</p>	<p>Where do vegetables grow? (underground/ plants) Make porridge (consistency/ how does it taste? Follow the recipe instructions. Talk about the taste and consistency by using your 5 senses. Materials: explore and talk about different construction materials: wood, brick, metal, plastic, cardboard. Floating/ sinking (biscuits break in water?? Why? Science investigation Where does bread come from? Different types of bread around the world -Chinese New Year – Exploring the Chinese culture. -Valentines day</p>	<p>Healthy and unhealthy foods/ butterfly lifecycle</p> <p>Seeds planting (tomatoes/ potatoes/ cress) Bean life cycle/experiment</p> <p>Learn about the difference between fruits and vegetables. Which vegetables and fruits grow in the UK? And around the world?</p> <p>-Mother's Day</p>	<p>Understanding growing and changes in human life cycle learning about Volcanoes</p> <p>learning about planets and Space</p> <p>Ships and Sea</p> <p>Transports in our city and transports from the past</p>	<p>- explore far animals at Bocketts farm</p> <p>-Fathers Day</p> <p>Explore our garden and look for minibeats</p> <p>Explore Summer season: what are the changing in the environment around us? At the seaside: learn facts about the seaside.</p>
<p>Expressive Arts and Design</p> <p>Creating with materials</p>	<p>Explore different materials to create a portrait of ourselves.</p> <p>Explores colours and materials. Making jars of feeling using a variety of materials.</p> <p>Explore different art techniques and materials freely, in order to develop their ideas and create their own artwork.</p> <p>Learn how to paint a self portrait – thinking about colours, shapes and features</p> <p>Autumn activities; leaves painting/ salt dough hedgehog or leaf painting</p>	<p>Explore colour mixing</p> <p>Link colours to festivals</p> <p>Explore techniques and tools to make firework picture –</p> <p>Manipulate salt dough to make a diva lamp for Diwali.</p> <p>Christmas craft: Christmas wooden decorations.</p> <p>Week2: Diwali lamps Week3: Fireworks Week4: Painting colorful animals. Week5: Christmas tree decorations Week6: Nativity scene picture</p>	<p>Chinese New Year crafts – make lanterns. Make Goldilocks and the bears figurine using paper, wool, and paint. Making houses for the pigs using sticks, hay and painted Lego bricks.</p> <p>Design our gingerbread man/ playdough/ paint</p> <p>Make bread out of playdough or hen decoration with wool/ feathers.</p>	<p>Design your hungry caterpillar using pom poms and paper leaves.</p> <p>Paint your favourite fruit. Collage your favourite vegetable. Design your Supertato Playdough fruits</p>	<p>Make princesses crowns and knight shields. Dinosaur painting Stars decoration or alien creations Mermaid creation: scaly tail and child's face / pirate hats/ pirates treasure map making with teabags Vehicle design with junk modelling and lego</p>	<p>Paint your favourite farm animal</p> <p>Make a walking through the jungle scene in a shoe box/ model plasticine to make your own jungle animal.</p> <p>Create worms using cheerios</p> <p>Create a map from the story: What the ladybird heard</p> <p>Free creations with junk modelling and art resources in class.</p> <p>Summer bracelets :make threading colourful beads. Create jellyfish for under the sea topic. Make igloos for artic animals</p>

<p>Being Imaginative and Expressive</p>	<p>Singing songs and learning some familiar songs.</p> <p>Learning to develop storylines in their pretend play. Poem recital</p> <p>Role-play – home corner.</p> <p>Small world play</p>	<p>Christmas songs. Performing the Nativity.</p> <p>Role-play – Christmas post office, Santa’s Workshop</p>	<p>Role-playing the story – Make up own versions, Enormous Carrot</p> <p>Finger puppets to tell the story of Goldilocks and the Three bears and the Three little pigs.</p> <p>Constructions site outdoors for the three little pigs houses.</p> <p>Learning and singing Goldilocks song.</p> <p>Create a jack Beanstalk in class and use it for children to retell the story.</p>	<p>Mother’s Day Monkey puzzle play</p> <p>Role play: kitchen/ restaurant</p> <p>Sing along to nursery rhymes</p>	<p>Small world play</p> <p>Role play in the role play area</p> <p>Outdoors role play props to encourage acting out of stories</p>	<p>Role play area: the vet surgery</p> <p>Read the book Paula the Vet by J. Donaldson</p> <p>Dance to song: Move like the animals do.</p> <p>Move and dance like different types of animals.</p>
<p>Physical Development</p> <p>Fine motor</p>	<p>Fine motor activities - threading, cutting, playdough, tweezers</p> <p>Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush practising a tripod grip.</p> <p>Sky writing games</p> <p>Pouring, scooping up activities using sand, lentils, rice, water.</p>	<p>Continue to develop fine motor skills through threading, cutting, weaving, playdough, tweezers.</p> <p>Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials. Beginning to show preference for dominant hand.</p> <p>Continue to practise cutting skills.</p> <p>Mark making in flour, sand, lentils. Continue to develop fine motors through small peg and holes activities, Duplo and Lego blocks.</p>	<p>Continue to develop fine motor activities as needed, threading beads on pipe cleaners, cutting, weaving, playdough, tweezers with small pompoms</p> <p>Begin to form some letters correctly.</p> <p>Encourage children to draw freely.</p> <p>Cutting with Scissors</p>	<p>Continue to develop fine motor activities as needed, threading, cutting, weaving, playdough</p> <p>Threading, tracing over lines, building with Lego bricks, turning coins with pinchy fingers.</p>	<p>Continue to develop fine motor activities as needed, threading beads on pipe cleaners, cutting, weaving, playdough, tweezers with small pompoms</p> <p>Begin to form some letters correctly.</p> <p>Encourage children to draw freely.</p> <p>Cutting with Scissors</p> <p>Beginning to write letters of own name.</p>	<p>Continue to develop fine motor activities as needed, threading beads on pipe cleaners, cutting, weaving, playdough, tweezers with small pompoms</p> <p>Begin to form some letters correctly.</p> <p>Encourage children to draw freely.</p> <p>Cutting with Scissors</p> <p>Beginning to write letters of own name.</p>
<p>Physical Development</p> <p>Gross motor</p>	<p>Proprioception and space awareness games.</p> <p>Stop and go songs and games.</p>	<p>Ball skills- throwing and catching.</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p>	<p>Ball skills - pushing, throwing & catching, patting, or kicking.</p> <p>Dance and move to music. Make obstacle courses to practise balancing.</p>	<p>balancing on blocks, running safely and negotiate space, yoga, Air tracing dance with ribbons, tricycles and balancing bikes</p>	<p>balancing on blocks, running safely and negotiate space, yoga, Air tracing dance with ribbons, tricycles and balancing bikes</p>	<p>. Skipping ropes Obstacle circuits Vehicles available on playground</p>

	<p>Running, balancing and climbing on outdoor equipment.</p> <p>Different ways of moving to be explored with children.</p> <p>Help individual children to develop good personal hygiene.</p>	<p>Pedal bikes and two-wheeled scooters.</p>				<p>Different ways of moving to be explored with children: move like animals do.</p>
<p>RHE /PSHE</p> <p>SCARF</p> <p>Coram life education</p>	<p>Me and my relationships</p> <p>-What makes me special</p> <p>People close to me</p> <p>Getting help</p> <p>Keeping myself safe</p> <p>-Healthy Eating-Importance of exercise</p>	<p>Similarities and differences.</p> <p>Celebrating differences</p> <p>Showing kindness</p> <p>Listening to my feelings</p> <p>-Self regulation – zones</p>	<p>Keeping my body safe</p> <p>People who help us stay safe</p>	<p>Looking after myself</p> <p>Looking after others</p> <p>Looking after my environment</p>	<p>- I can keep trying</p> <p>- I can do it!</p> <p>- What does my body need?</p>	<p>Growing and changing in nature</p> <p>When I was a baby</p> <p>Girls/Boys</p>
<p>RE</p>	<p>Myself: God knows and Loves each one of Us.</p> <p>Children will create a small person template with their photo to add to RE display.</p> <p>-Welcome: baptism A welcome to God's family</p> <p>-Birthday: Christmas: looking forward to Jesus' birthday</p>	<p>Birthday and Celebrate</p> <p>-We find out when our birthdays are and when Jesus's Birthday is</p> <p>- Visit the Church to understand how we behave in a church out of respect and find out about Catholic symbols that exist in the church.</p> <p>-Learn the Nativity Story and act it out.</p> <p>-To know that as Christians we celebrate Jesus' birthday by giving each other presents.</p>	<p>Celebrating</p> <p>People celebrate in church</p> <p>Gathering: Parish family gathers to celebrate Eucharist</p> <p>Growing -Looking forward to Easter</p>	<p>Growing and Gathering</p> <p>-Shrove Tuesday</p> <p>Gathering: Parish family gathers to celebrate Eucharist</p> <p>Growing -Looking forward to Easter</p> <p>Othe faith-Islam (link to Ramadan)</p> <p>-Why do people Gather together as a community doing sports.</p> <p>-God wants us to grow – things that grow, Easter time, Growth during Spring .</p>	<p>Good news-passing on the Good news of Jesus</p> <p>Friends- Friends of Jesus</p>	<p>Our World- God's Wonderful World</p> <p>Noah's Ark story</p> <p>Creation story</p> <p>From the children's Bible</p>