



Prep School Curriculum Overview 2024-25

Reception						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Celebrations	People who help us	All creatures great	Traditional tales	Life cycles
	<p>Topics: Settling in Myself My family My school My likes/ dislikes Harry and the Dinosaurs go to School When I grow up</p> <p>7 weeks</p>	<p>Topics: Birthdays Christmas x2 Diwali Fireworks Nativity</p> <p>6 weeks</p>	<p>Topics: Vets Doctors Dentists Police Lollypop person (road safety) Fire fighters</p> <p>6 weeks</p>	<p>Topics: The Ugly 5 Elmer Sea creatures Dinosaurs Pets (the great pet sale) Mythical creatures</p> <p>6 weeks</p>	<p>Topics: The gingerbread man The enormous turnip The three little pigs Goldilocks and the three bears Little red riding hood Alternative stories?</p> <p>5 weeks</p>	<p>Topics: Minibeasts (investigation) Butterflies life cycles Frog life cycles What the ladybird heard Farm (trip to the farm) – recount Transition</p> <p>6 weeks</p>
Communication and Language	<p>Show & Tell Questions: Who, When Weekly news telling/ writing Introduce learning partners</p> <p>Role play/ small world observations</p> <p>Expressing feelings: talking about self, likes and dislikes</p>	<p>Show & Tell Questions: Where, What Learning partners</p> <p>Expressing feelings: talking about own experiences</p> <p>Class bear to be sent home – children to write/ take photos and share with the rest of the class</p> <p>P4C</p>	<p>Show & Tell Questions: How, Why Oral news: forming ideas into sentences</p> <p>Instructions: giving instructions (links to beebots)</p> <p>Role-play and small world: using own experiences in play and making links</p>	<p>Show & Tell Questions: listening to others' questions and asking for different information</p> <p>Oral news: forming ideas into extended sentences, using connectives</p> <p>Role-play and small world: using own</p>	<p>Weekly Critical Thinking Challenge: what do you think, and why? Think, pair, share.</p> <p>Speaking for Writing: forming ideas into sentences, using adjectives</p> <p>Instructions: following and giving simple instructions</p>	<p>Weekly Critical Thinking Challenge: what do you think, why, what were your partner's ideas? Think, pair, share.</p> <p>Speaking for Writing: forming ideas into sentences, using connectives and developing awareness of the purpose (fiction/non-fiction)</p>



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	<p>Understanding rules and routines</p> <p>P4C</p> <p>Class bear to be introduced and children to take home and share what they have done with the class (observations)</p> <p>Grandparents' Tea?</p> <p>Sticky Questions</p>	<p>Christmas performance</p> <p>Sticky Questions</p>	<p>P4C</p> <p>Talk for writing – pictures readily available for children to talk and write about</p> <p>Performing to an audience: <i>Mother's Day Tea</i></p> <p>Sticky Questions</p>	<p>experiences in play and making links</p> <p>What's in the box?</p> <p>Sticky Questions</p>	<p>Role-play and small world, developing ideas on a theme</p> <p>Ppts's about unusual sea creatures – what do we know/ what do we want to know</p> <p>Daily challenge question</p> <p>Sticky Questions</p>	<p>Instructions: following and giving more complex instructions</p> <p>Role-play and small world, developing ideas on a theme</p> <p>Speaking for an audience: <i>Father's Day Song/poem</i></p>
<p>Physical Development</p>	<p>Gymnastics: Develop movement skills, explore different jumps, balances and rolls and perform basic sequences.</p> <p>Ball Skills: Develop catching, throwing and bouncing. Show increased control in sending, receiving and travelling.</p> <p>Ballet Tots?</p> <p>Cutting assessment</p> <p>FMS daily activities: playdough, cutting, threading, name writing, pencil control</p> <p><u>Forest School:</u> Tarpaulins & ropes: gross motor</p>	<p>Ball Skills: Develop catching, throwing and bouncing. Dribbling, passing and receiving and stopping with control.</p> <p>Gymnastics: Develop skills learnt previously to create short sequences. Introduce matching and mirroring, counter balance and counter tension.</p> <p>Dance: Ballet Tots</p> <p>Topic: Travelling: moving our bodies in different ways – walking, hopping, skipping, jogging, running</p> <p>FMS daily activities: playdough, cutting, threading, name writing, pencil control</p>	<p>Athletics: Running, throwing and jumping challenges.</p> <p>Racket skills: Develop basic racket skills of control, balance, movement.</p> <p>Fielding skills: Catching, receiving and throwing.</p> <p>Baby Ballet 1 x lesson per week with Nursery</p> <p><u>Forest School:</u> Tarpaulins & ropes: gross motor</p>	<p>Athletics: Running, throwing and jumping challenges.</p> <p>Racket skills: Develop basic racket skills of control, balance, movement.</p> <p>Fielding skills: Catching, receiving and throwing.</p> <p>Baby Ballet 1 x lesson per week with Nursery</p> <p><u>Forest School:</u> Tarpaulins & ropes (child): gross motor</p>		



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	Stick & Sisal frame: fine motor		<u>Forest School:</u> Tarpaulins & ropes: gross motor Stick & Sisal frame: fine motor		Stick & Sisal frame: fine motor Animal Habitats: balance, co-ordination Stick Dens: spatial awareness Travelling & paths: balance, co-ordination, spatial awareness	Stick Animals, Stick Frames: fine motor Stick & Sisal seat: gross motor Child directed
Personal, Social and Emotional Development	Class rules – made as a class Manners Kind words and hands (kind hands, kind feet, kind words) Being a good friend Resilience Proud to be me Name games Introduction to 4 R's	Setting personal targets Self-reflection Building on independence Recognising and naming own feelings Recognising how actions can impact on others' feelings Recognise and be proud of what I can do well Talk about how I am the same and different from others Links to 4 R's Celebrating differences Asking questions	Using words to negotiate, co-operate and problem solve within friendships Recognise and be proud when showing resilience Talk about how I am the same and different from others Links to 4 R's Celebrating differences Performing to an audience: <i>Mother's Day Tea</i>	Recognising and naming feelings in others Recognising how actions can impact on others' feelings Using words to collaborate and solve problems Recognise and be proud of what I can do well Talk about how I am the same and different from others Links to 4 R's	Recognise and be proud of what I can do – why is it good to be me? Recognise and be proud when I am resilient Play and work alongside others on a common task Begin to collaborate on a task Paying compliments to others Links to 4 R's Hot seating characters Links to characters feelings	Talk about what I can do and what I find tricky Recognise different ways of solving a problem Co-operating and collaborating on a child-initiated task Pride Month Speaking for an audience: <i>Father's Day Song/poem</i> Prize giving – celebration/performance



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<p>Literacy</p>	<p>RWI SSS1: reading and writing</p> <p>News Writing: thinking of what to say, forming ideas into sentences, beginning to write using the known sounds (what have I done at the weekend)</p> <p>Recognising rhyme (early reading)</p> <p>Story: what happened next, good characters and bad characters</p> <p>CVC word writing Letter formation Matching pictures to captions Letter formation (non-cursive) Short sentence writing</p>	<p>RWI SSS1: reading and writing</p> <p>News Writing, sentence building and writing</p> <p>Writing Birthday & Christmas Cards</p> <p>Continuing Rhyming String, silly soup</p> <p>Story structure: what might happen next, setting</p> <p>CVC word writing Matching pictures to captions Letter formation (non-cursive) Short sentence writing (CVC words) Blending and segmenting</p>	<p>RWI SSS2: reading and writing, Ditty books, phonic reading books</p> <p>News Writing, writing non-fiction labels</p> <p>Story structure, what might happen next, creating a group story Creating own Rhyming String, Recognising Alliteration Information writing: fact/fiction, what do firemen, policemen, doctors do?</p> <p>CVC word writing Matching pictures to captions Letter formation (non-cursive) Extended sentence writing Introduction of punctuation gang Sending home spellings Homework – sentence writing Introduction of bug club</p>	<p>RWI SSS2: reading and writing, Ditty books, phonic reading books</p> <p>News Writing Lists: What do I need? Story structure, alternative endings, beginning to write own stories Creating own Alliteration</p> <p>What do we know/ want to find out? Writing about habitats Fact writing Writing for different purposes</p> <p>Sentences using adjectives</p> <p>Library Visits: Bourne Hall?</p>	<p>RWI SSS3: reading and writing, Ditty books, phonic reading books</p> <p>Weekly Writing Focus: Describing settings, characters. events</p> <p>Creating own story versions of focus stories and using story writing prompts – colourful semantics to support</p> <p>Imaginative stories</p> <p>Alternative endings</p> <p>Segmenting, sentence (cursive letter formation for those who are ready)</p> <p>Story writing Speech bubble writing Writing stories with alternative endings</p> <p>Library Visits: Bourne Hall</p>	<p>RWI SSS3: reading and writing, Ditty books, phonic reading books</p> <p>Weekly Writing Focus: Labels/captions, Non-Fiction text about topics, Rhyming strings</p> <p>Sentence (cursive letter formation for those who are ready)</p> <p>Library Visits: Bourne Hall?</p> <p>Diary keeping of the lifecycle</p>
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			Library Visits: Bourne Hall			
Maths	<p>White Rose Daily: ordinal numbers, recognising and creating repeating patterns, days of the week, months of the year</p> <p>Recognising, counting & ordering numbers to 10 – daily work to recognise numbers</p> <p>Baseline assessments</p> <ul style="list-style-type: none"> All about numbers: 2, 3, 4, 5, 6 Making and breaking 	<p>White Rose Daily: ordinal numbers, recognising repeating patterns, months of the year</p> <p>Recognising and describing 2D shape recognising, counting & ordering numbers to 20</p> <p>Adding: counting on using objects & number line, beginning to record simple addition</p> <p>Sorting/classifying by colour & size etc</p> <p>Introduce language ‘tens’ and ‘units’/‘ones’</p>	<p>White Rose Daily: ordinal numbers, repeating patterns, days/months</p> <p>Adding & Taking Away: using objects & number line, writing and solving number sentences</p> <p>3D Shape – talk about properties</p> <p>Introduce estimating – sensible guess</p> <p>Positional Language - beebots</p>	<p>White Rose Daily: ordinal numbers, repeating patterns, days/months</p> <p>Creating Repeating Patterns</p> <p>Number bonds</p> <p>Money: coins, value (ways of making 5p, 6p, 7p)</p> <p>Symmetrical patterns</p> <p>Time: o’clock</p> <p>Adding & Subtraction: using objects, number</p>	<p>White Rose Daily: ordinal numbers, repeating patterns (children’s own), days/months</p> <p>Number bonds to 10</p> <p>Place Value: 10s & units/1s</p> <p>Pictograms – creating and interpreting</p> <p>Time: half past</p>	<p>White Rose Daily: ordinal numbers, repeating patterns (children’s own), days/months</p> <p>Recognising multiples of 10 & 5</p> <p>Capacity</p> <p>Time: quarter past, one hour later/earlier, half an hour later/earlier</p> <p>Shape: finding half</p> <p>Sharing, fair and unfair</p>



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	<ul style="list-style-type: none"> • Number bonds to 5/10 (based on ability) • 1 more/ 1 less • 1:1 counting of objects - Match, sort and compare - Talk about measure and pattern - It's me 1, 2, 3 	<p>Focusing on numbers 7, 8, 9, 10, 11</p> <ul style="list-style-type: none"> - Circles and triangles - 1, 2, 3, 4, 5 - Shapes with 4 sides 	<p>Size: height, length, width, capacity Measuring using non-standard units, using a ruler to measure in cm</p> <p>Counting in 2s</p> <p>Focus on numbers 12, 13, 14, 15, 16 Mean teen numbers</p> <ul style="list-style-type: none"> - Alive in 5 - Mass and capacity - Growing 6, 7, 8 - Length, height and time 	<p>line, mental calculation, writing & solving number sentences</p> <p>Weight comparisons/ estimating – greater and smaller</p> <p>Doubling – linked to ladybirds</p> <ul style="list-style-type: none"> - Building 9 and 10 - Explore 3D shapes 	<p>Money: Ways to make 10p, giving change</p> <p>Weight</p> <p>Recap shape 2D/3D</p> <ul style="list-style-type: none"> - To 20 and beyond - How many now? - Manipulate, compose and decompose 	<p>Odds and evens</p> <p>Doubles and halves</p> <ul style="list-style-type: none"> - Sharing and grouping - Visualise, build and map - Make connections
<p>Understanding the World</p>	<p>Talking to the children about their families. Where do they come from? Talking about cultures.</p> <p>Past and present – links to new and old toys</p> <p>What do we know about this topic/ what do we want to find out?</p>	<p>Finding out about different celebrations – what do the children celebrate? What do we know and what do we want to find out? Different celebrations around the world. Father Christmas travelling back to North Pole: what might he need? Road Safety: traffic lights, crossing the road (going to post letters)</p>	<p>What do we already know? What do we want to find out? Sharing own knowledge</p> <p>Who help us? What are their roles? What do you know about them? Have they ever helped you?</p>	<p>What do we already know about? What do we want to find out about?</p> <p>What do Computing: using cameras, computers</p> <p>Talking about things that live under the sea?</p>	<p>What do we already know about? What do we want to find out about?</p> <p>Talking about characters from the book – are all of the story versions the same? Which do we like the best?</p> <p>Thinking of alternative endings,</p>	<p>What do we already know about? What do we want to find out about?</p> <p>Similarities & differences</p> <p>Lifecycles What happens first? What are the changes that happen? How does it happen? What is the process?</p>



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	<p>All about me: How tall am I? What do I look like? Senses</p>	<p>Computers: log on</p> <p>1/11: Diwali (Hindu/Sikh) 5/11: Bonfire Night Birthdays – class bears birthday 25/12-2/1: Hanukkah (Jewish) Christmas</p>	<p>Past and present toys/ new and old</p>	<p>What is the same and what is different? Sea animal information Making/ writing fact books</p> <p>Easter – talking about celebrations – do the children know about Easter? Share the story – do all people celebrate the same things? Links to Easter story</p> <p>What is a creature? Where do they live? Why are they big? What do you know about them? What creatures would you like to find out about? Do they exist? Where do they exist?</p>	<p>does that change the story throughout?</p>	
<p>Expressive Arts and Design</p>	<p>Free choice art Junk modelling Colour mixing Making class display Self portraits Sunshine/ 'class name' art</p>	<p>Clay Diwali lamps Christmas cards Christmas decorations Tree Decoration Father Christmas Grotto Role-play</p>	<p>Free choice art Travelling: moving our bodies in different ways Junk modelling</p>	<p>Free choice art Role play and small world – children to vote (British values)</p>	<p>Child-initiated Activities Role-play Small World</p>	<p>Child-initiated Activities Role-play - children's choice - voting Small World</p>



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	<p>Playdough</p> <p>Cooking: Gingerbread people Pizza Faces</p>	<p>Small World Firework art</p> <p>Cooking: Christmas related Bonfire/ firework</p>	<p>Role play and small world – children to vote (British values)</p> <p>Cooking: Valentine’s Day Heart Biscuits Mother’s Day Cup Cakes</p>	<p>Easter cards Easter related art Animal art Animal patten art Symmetry art</p> <p>Cooking: Easter Chocolate Nests</p>	<p>Story art (make a display) Water colour pictures</p>	<p>Observing the life cycle of butterflies and keeping a daily update diary</p>
Visits		Polka Theatre				Bocketts/ Godstone Farm