

Preschool (Age 3-4 years) Curriculum Overview

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me	Space	People Who Help Us	Traditional Tales	Mini Beasts	Growing and Changing
	<p>Where I live, where I was born, my family. People who help us in our community. Autumn- leaves changing colour. Learning to name the parts of my body and my senses.</p>	<p>Learning about the Earth and other plants, how the Earth spins and travels around the sun- day and night Winter- hibernation Find out we went to the moon 1969. Neil Armstrong Mae Jemison- first African American in space 1992 Tim Peake- went to space station 2015</p>	<p>Learning about different occupations, challenging gender stereotypes, different transport and how it has changed- horse drawn to engines</p>	<p>Retelling stories with repetitive refrains. Learning about different animals and where they live in the world and their habitats. Spring new life, animals and their babies</p>	<p>Life cycles, Watching caterpillars metamorphosis into butterflies How butterflies migrate from Canada to Mexico and how long they have been on earth- 480 million years</p>	<p>Planting seeds, what plants need to grow, how children grow from baby to child to teenager to adult, what they could do then and can do now. Transition to Reception. Trip to the park- local history- learn how dinosaurs were on the earth a long, long, time ago. Look at maps and how to get to the park and around it. Summer- weather getting hotter</p>

Communication and Language
Including phonics sessions, whole class and small group story sessions.

Listen to others one on one or in small groups, for example to share photos of children as babies.

Join in with repeating refrains and anticipating key events and phrases in rhymes and stories, e.g. during story time, circle time, small groups sharing stories in a book area

Build up vocabulary- parts of the body, the 5 senses.

Respond to simple instructions, e.g. we will put on our coats as it is raining outside.

Retell simple past events in correct order e.g. things that happened in the school day, or events from a story.

Little Wandle Phonics- Environmental sounds

Follow directions e.g. Simon says games.

Join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc.

Show understanding of prepositions such as In, 'under, on top'.

Use vocabulary from recently read stories in conversations e.g. planet Earth, moon, gravity, astronaut

Ask questions using what, where, when and why to find out more

Little Wandle Phonics- body percussion & sound box - initial letter sounds- sound box

Build up vocabulary that reflects knowledge and experience e.g. talking about people who help us, their roles & why they are important

Use different tenses to discuss things that are happening now and things that happened in the past, and what might happen in the future- "when I grow up i want to be..".

Ask relevant questions Share opinions, explaining preferences e.g. I want to be ... because..

Little Wandle Phonics- rhythm & rhyme, sound box

Understand 'how' and 'why' questions, relating them to stories- why did Goldilocks eat the porridge, how did the pigs stop the wolf.

Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' eg the house fell down because straw is not strong.

Use newly acquired vocabulary to name and describe, and in conversations. Eg. rough, smooth, strong, metal, plastic, fabric etc

Apply new vocabulary to explain - a baby cow is a calf. The trees have leaves now as it is spring

Use newly acquired vocabulary, e.g. names of animals around the world, names of countries around the world

Little Wandle phonics- alliteration, sound box, initial letter

Describe a pretend object in play based situations; e.g. this is my worm and it is in the ground

Question to understand why things happen e.g. who, what, when, how.

Use intonation and rhythm when joining in with stories and rhymes.

Respond to questions using full sentences, e.g. I think... because...

Use new vocabulary when talking about minibeads- eg, antenna, thorax, insect, chrysalis etc

Little Wandle phonics- oral blending & segmenting

Use talk to explain what is happening and anticipate what might happen next e.g. The plant will grow if I give it water

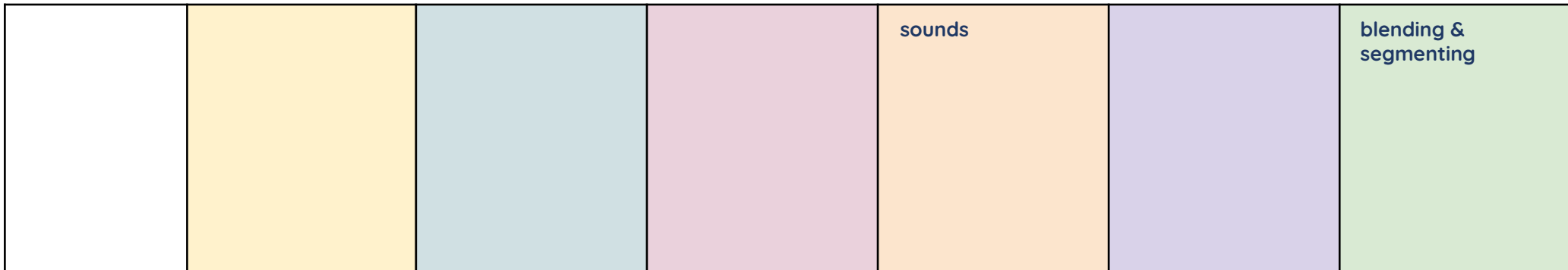
Recall and relive past experiences; e.g. children discuss what they could do as a baby

Retell events in order; their school day, or a special event.

Respond to comments from peers using full sentences, e.g. I agree with ... because...

Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently. Eg the roots are in the ground.

Little Wandle phonics- oral



Preschool (Age 3-4 years) Curriculum Overview

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me	Space	People Who Help Us	Traditional Tales	Mini Beasts	Growing and Changing

Literacy

Retell stories using puppets, props, drawings and own imagination e.g. use giraffe to retell From Head to Toe

Provide opportunities for mark making e.g. pencils, crayons, painting, finger painting, making marks in corn flour & sand, printing with animals, numicon etc

Painting with water outside on walls with different size brushes

Role play area- home corner with shopping list/telephone messages

Create Class Book- From Head to Toe- publish for book corner

Talking Tales

Children to have a character, setting, problem & solution- to create a story beginning 'once upon a time & ending 'the end'. They verbally create & tell the story together with adult support.

Retell stories using puppets, props, drawings and own imagination e.g. create puppets using pictures and lolly sticks- Baby Bear, owl going to the moon

Provide opportunities for mark making and emergent writing; fingers in paint, mud, glue and glitter, shaving foam, sand, rice etc in a tuff tray. .

Use newly acquired vocabulary, e.g- Earth, moon, planet, gravity

Role play area- space cafe- cafe orders

Talking Tales

Children to have a character, setting, problem & solution- to create a story beginning 'once upon a time & ending 'the end'. They verbally create & tell the story together with adult support.

Retell Naughty Bus using small world toys and think of new adventures

Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.

Role play area- Doctors & hairdresser- appointments/prescriptions

Create Class Book Naughty Bus- publish for book corner

Talking Tales

Children to have a character, setting, problem & solution- to create a story beginning 'once upon a time & ending 'the end'. They verbally create & tell the story together with adult support.

Create a Tuff tray to retell Goldilocks, 3 little pigs & Billy Goats Gruff identify the different places characters, setting, problem & solution in the story.

Join in with the repeating refrains in the 3 little pigs, anticipating what comes next.

Use newly acquired vocabulary, e.g. names of animals around the world, names of countries around the world

Role play area- 3 bears house-shopping lists

Provide opportunities for mark making and emergent writing e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints,

Role play the story of the hungry caterpillar, sequencing the foods

he ate and the main events such as when he had a tummy ache, when he made a cocoon, and the final transformation into a butterfly.

Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.

Roleplay area- minibeast cafe- cafe orders

Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.

Role play area- house-shopping lists/telephone messages

Talking Tales

Children to have a character, setting, problem & solution- to create a story beginning 'once upon a time & ending 'the end'. They verbally create & tell the story

			<p>Naughty Bus</p>	<p>rubbings of leaves.</p> <p>Talking Tales</p> <p>Children to have a character, setting, problem & solution- to create a story beginning 'once upon a time & ending 'the end'. They verbally create & tell the story together with adult support.</p> <p>3 Little Pigs</p> <p>Goldilocks</p>	<p>Create Class Book- minibeast information book- publish for book corner</p> <p>Talking Tales</p> <p>Children to have a character, setting, problem & solution- to create a story beginning 'once upon a time & ending 'the end'. They verbally create & tell the story together with adult support.</p>	<p>together with adult support.</p>
--	--	--	------------------------------------	--	--	-------------------------------------

Preschool (Age 3-4 years) Curriculum Overview

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me	Space	People Who Help Us	Traditional Tales	Mini Beasts	Growing and Changing
Core Books	From Head to Toe- Eric Carle Marvellous Me All About Me- poems What makes me a me The mixed up chameleon Super Me	Whatever Next Look Up! How to be on the Moon Aliens Love Underpants Goodnight Spaceman 10 Little Aliens	Naughty Bus Information books on- teacher, police, firefighters. Dentist etc. Charlie the Firefighter- twinkl Just the Job for Dad Mummy Shop	Goldilocks and the 3 Bears 3 Little Pigs 3 Billy Goats Gruff Red Riding Hood Little Red Hen	The Very Hungry Caterpillar The Very Busy Spider The Bad Tempered Ladybird The Very Lazy Ladybird What the Ladybird	The Tiny Seed Jasper's Beanstalk Jack and the beanstalk Information books on plants Mega Teacher Swap

	<p>You Matter All are Welcome Wow!said the Owl Colour Me Happy Going on a Leaf Hunt Mega Magic Hair Swap</p> <p>Coming To England</p>	<p>Stickman The Gruffalo's Child Laura's Star What the Ladybird Heard at Christmas Refuge The Christmas Story The Story of Diwali Dipal's Diwali -Twinkl Hetty's Hannukah- twinkl</p> <p>Today I am Strong Tilda Tries Again BlueMonster wants it all Tiny Tantrum</p>	<p>Dragons in the City- twinkl The great race - musical storyland</p> <p>Tanka Tanka Skunk</p>	<p>Dora's Eggs Dino duckling Where's Rosie's Chick Handa's Hen</p> <p>Information book on materials Information book on size</p> <p>Rameena's Ramadan - Twinkl</p>	<p>Heard The Snail And the Whale Bugs big Trip The very Lonely Firefly The Nature Trail Yoga Ogre Ready Steady Mo Taddle Waddle</p> <p>Information books on minibeasts The Cautious Caterpillar- twinkl Marvelous Minibeasts poems</p>	<p>What About Me ZaZa's baby brother Going to school Do you remember?</p>
Traditional rhymes and poetry	<p>Head, shoulders, knees and toes, Row, row row your boat Wind the bobbin up</p>	<p>Zoom, zoom zoom Twinkle twinkle little star</p>	<p>The wheels on the bus Humpty Dumpty Twinkle twinkle traffic lights Twinkle twinkle chocolate bar</p>	<p>When Goldilocks went to the house of the bears Old macdonald had a farm</p>	<p>Incey wincey spider The worm at the bottom of the garden Tiny caterpillar on a leaf</p>	<p>Jasper's beanstalk- twinkl Old macdonald Wheels on the Bus</p>
Sayings and Phrases	<p>I can do it !</p>	<p>Blast Off!</p>	<p>You can do it!</p>	<p>Keep on trying!</p>	<p>Stop, I don't like it!</p>	

Mathematics	<p>Numbers zero to five Numberblocks series 1 episodes 1-7 Twinkl powerpoints to support numbers 1-5 Representing on fingers and other concrete counting</p> <p>Counting stamps, claps and jumps to 10 and beyond where appropriate</p> <p>Daily referral to calendar, weather, days of the week, months of the year,</p> <p>shape, Counting songs- 5 little monkeys etc , 5 Currant buns, 5 children in flying saucer Positional language in/on/under</p> <p>count to 10 song</p> <p>zero super hero song</p> <p>days of the week song</p>	<p>Recognising numbers 0-- 5 Numberblocks series 1 episodes 8-15 Representing on fingers and other concrete counting (show me)</p> <p>Counting 0-10 - Zero Superhero Counting back from 10-0</p> <p>Daily referral to calendar, weather, days of the week, months of the year,</p> <p>Number formation (gross motor) with paint, with fingers in sand,</p> <p>Identifying shapes in the environment</p> <p>Positional language</p> <p>Shapes for different tasks (block building)</p> <p>Naming 2D shapes-</p> <p>Making pictures with shapes</p> <p>numberbonds to 5 song</p>	<p>Recognising 0-10 Numberblocks series 2 episodes 1-5 Twinkl powerpoint to support each number</p> <p>Subitising spots on dice & objects</p> <p>Moving on to showing numbers 0-10 on fingers.</p> <p>Link to familiar songs: Ten Little Monkeys Once I caught a fish alive.</p> <p>Counting stamps, claps and jumps beyond 10 Shape hunts- explaining 'I know it is a triangle because it has 3 sides'</p> <p>Positional and directional language</p> <p>Daily referral to calendar, weather, days of the week, months of the year,]</p> <p>count to 20 song</p>	<p>Building confidence showing 0-10 on fingers Numberblocks series 2 episodes 6-12</p> <p>Identifying different shapes based on properties. Eg a triangle has 3 sides</p> <p>Counting beyond 10 to 20</p> <p>Exploring measuring using cubes</p> <p>Relative size: small, big, biggest. - using comparative language of size- tallest, shortest etc</p> <p>Reasoning with shapes: if a triangle is upside down, is it still a triangle?</p> <p>1 more- addition</p> <p>Daily referral to calendar, weather, days of the week, months of the year,</p> <p>3D shape song</p>	<p>Using marks to represent number (tallies) then representing with cubes</p> <p>Strategies for counting with 1-to-1 correspondence.</p> <p>1 less- subtraction</p> <p>Repeating patterns</p> <p>3D shapes</p> <p>Move and count and point and count strategies.</p> <p>Daily referral to calendar, weather, days of the week, months of the year,</p> <p>Using shapes to make other shapes- glitter shapes - triangular shapes can make a square or a Rectangle.</p> <p>pattern song</p>	<p>Reinforcing counting using objects with 1-to-1 correspondence.</p> <p>Using marks to represent numbers.</p> <p>Comparing groups of objects: more, fewer, the same.</p> <p>Investigating capacity, weight, time.</p> <p>Daily referral to calendar, weather, days of the week, months of the year,</p> <p>Describing patterns Making repeating patterns</p>

Preschool (Age 3-4 years) Curriculum Overview

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me	Space	People Who Help Us	Traditional Tales	MIni Beasts	Growing and Changing
Understanding the World	Past and Present (History)					
	<p>Family Trees (grand parents, great grandparents) When I was a baby Developing sense of chronology; before I was born, before I came to nursery, when I go to school. Using visual timetable- remove those that have been done- the past- point out now is present and what is yet to come- future</p>	<p>Look at the moon landing 1969, compare to space shuttle used. Look at who is going to space today. Space station. Speak about Neil Armstrong Mae Jemison- first African American in space 1992 Tim Peake- went to space station 2015</p> <p>We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.</p>	<p>Look at how transport has changed, what transport used to look like, e.g. walking, carts pulled by horses, engines, vehicles, buses, trains.</p> <p>Look at toys & how they have changed</p>	<p>Endangered animals; some animals we know about became extinct in the past, some animals now are endangered.</p>	<p>Look at how long insects have been on the Earth, they were around 480 million years ago.</p> <p>Look at giant insect period 300 million years ago</p> <p>Uk flying insects declined in last 20 years- habitat decline & global warning</p>	<p>Our past; How have we changed since we were born? What could we do then and what can we do now?</p> <p>Dinosaurs - look at when they were around. Local history of crystal palace park and how the dinosaurs in the park compared to what we see in books.</p> <p>Look at photographs of the Crystal Palace great exhibition & what it looks like now- dinosaurs still there</p>

People, Culture and Communities (Geography)

<p>Where I live Where I was born Where my family live (close by or far away) Look at maps- introduce world map & local map of area & map of preschool-</p> <p>How do we travel to: school, the shops, the beach, another country How do we travel to preschool?</p> <p>Diversity week - using google Earth to look at where countries are. Compare climates. Some people live in very cold places on earth Watch episodes of Where In the World BBC Iplayer.</p>	<p>Develop understanding that people work hard for their achievements, persevering, overcoming obstacles and pursuing their dream.</p> <p>People had to work hard to get to the moon. Look at where they take off from, how long it takes to get there.</p>	<p>People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police)</p> <p>Types of transport; walk, bus, car, bicycle, People; bus driver, car driver, taxi driver, train driver, pilot, astronaut. scooter, taxi, train, plane, helicopter.</p> <p>Farming; what do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we can eat? What kinds of plants grow in other countries? Where do bananas grow? Where do oranges grow?</p> <p>Lunar new year</p>	<p>Animals in England; farm animals, woodland animals, wild animals, arctic and antarctic animals. Learn that different animals live in different habitats, compare and contrast.</p> <p>Wild animals that live in other countries around the world: Tiger: India Mountain Gorilla: Africa Lion: Africa Rhino: Africa Panda: China Polar Bear: The Arctic</p>	<p>Looking at minibeasts around the world - refer to continents map. Look at habitats, why do they live there?</p> <p>Migration of butterflies- migrate due to weather & lack of food</p> <p>children to be butterflies & migrate from classroom to school garden- look at map of school</p>	<p>How do we travel to: school, the shops, the beach, another country</p> <p>Maps help us to find out where we need to go. We can plan routes on a map - map out journey to local park. Dinosaur bones have been found all around the world, particularly in North America, China and Argentina. (Locate on map of world) In England, many fossils have been found in Dorset along the Jurassic Coastline. (Locate on map of England) Understand that fossils are left over parts of animals or plants that lived a very long time ago. People who learn about and search for dinosaurs and fossils are called Palaeontologists.</p>
--	---	--	---	--	--

Preschool (Age 3-4 years) Curriculum Overview

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
-------	----------	----------	----------	----------	----------	----------

	All about Me	Space	People Who Help Us	Traditional Tales	Mlni Beasts	Growing and Changing
Understanding the World	The Natural World (Science)					
	<p>Learning to name parts of our bodies. Understanding our 5 senses.</p> <p>The season of Autumn, leaves changing colour and falling from trees.</p> <p>Animals begin to prepare for colder weather and hibernation e.g. squirrels bury nuts in the ground.</p> <p>Temperatures getting colder as winter Approaches.</p> <p>seasons of the year song</p>	<p>Contrasting landscapes; what does a lunar landscape look like? What might we see if we walked on the moon? What did they wear to space. Gravity. How the Earth orbits the sun - day/night. Look at day/night animals.</p> <p>Contrasting environments; journeys to cold places, what would we need to take with us? Look at some recent memorable journeys, e.g, Perseverance landing on Mars. (Children will learn more about space in Reception).</p> <p>Ice exploration in play.</p> <p>solar system song</p>	<p>How long journeys took, comparing walking, horse-drawn carriages and modern vehicles.</p> <p>Climate change - how have cars impacted this, what powers vehicles.</p>	<p>Recognise the season of Spring and notice new plants growing.</p> <p>Animals grow and change in many different ways.</p> <p>Recognise and use animals names e.g. cow/calf, chicken/chick.</p> <p>Look at different materials and why they are used e.g. straw house, brick house, glass windows.</p> <p>Look at plastic and its impact on the environment.</p>	<p>All animals have babies, some look like their parents, but some do not.</p> <p>Caterpillars in preschool - watch their life cycle and then release into garden.</p> <p>Need insects to pollinate plants- food</p> <p>Make Bug Hotel for forest school</p> <p>Tiny caterpillar on a leaf song</p>	<p>Plants need water and light to grow</p> <p>Grow plants in nursery and observe plants growing e.g. sunflowers, cress etc. Talk about how the plants change as they grow.</p> <p>Make observations of the world around them, describe things they have seen e.g. plants, animals, natural objects and man made objects. We know about dinosaurs because people have found fossils in the ground.</p> <p>Rocks can sometimes contain fossils that paleontologists can study.</p>
Personal, Social and Emotional Development						

JIGSAW	Being me in my world: help others to feel welcome, try to make preschool a better place, think about everyone's right to learn, care about other people's feelings, care about other people's feelings, work well with others, follow the learning charter.	Celebrating Difference; Accepting that everyone is different, including others when working and playing, know how to help someone who is being bullied, try to solve problems, try to use kind words, know how to give & receive compliments	Dreams and Goals: Staying motivated when doing something challenging, keep on trying when things get difficult, working with a partner or in a group, having a positive attitude, helping other achieve their goals, working hard to achieve own goals.	Relationships: Know how to make friends, how to try and solve friendship problems when they occur, show respect for others and treat them as part of a group, know how to help ourselves and others when upset and hurt, know and show what makes a good relationship.	Healthy Me: How to make a healthy choice. How to eat a balanced diet, how to be physically active, how to keep themselves & others safe, how to be good friend, know how to keep calm and deal with difficult situations.	Changing Me: Understanding that everyone is unique and special, how to express how they feel about change, understand and respect changes they see in themselves and others, know to ask for help if they are worried and able to look forward to change.
---------------	--	---	--	---	--	--

Preschool (Age 3-4 years) Curriculum Overview

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me	Space	People Who Help Us	Traditional Tales	Mlni Beasts	Growing and Changing
Physical Development	Discrete PE lessons on the field- weather permitting or movement to music/yoga etc in the classroom.					
Gross Motor	Spatial awareness and multi step instruction games Large brushes with water & chalk outside Dance to music- head shoulders knees & toes	Spatial awareness and coordination games Dance to music- Gustav Holst planet suite Circle songs- mulberry bush etc Large brushes with	Balance- standing on one leg, walking along a bench, climbing Dance to music- Lunar New year- traditional music Moving like different occupations- marching like soldier/climbing	Running, jumping, hopping from foot to foot Dance to music- peter and the wolf Large brushes with water & chalk outside	Running, jumping, hopping, skipping. Dance to music- Flight of the bumblebee using tricycles outside Large brushes with water & chalk	Racing and obstacle courses – sports day Dance to music- vivaldi 4 seasons- using tricycles outside Large brushes with water & chalk outside

	Running, jumping, using tricycles outside	water & chalk outside	firefighter ladder etc		outside	
			Large brushes with water & chalk outside			
Fine Motor	Small tools; cutlery, tweezers, pipettes Drawing and painting, modeling play dough	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting, modeling play dough	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting, modeling play dough	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting, modeling play dough	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting, modeling play dough	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing and painting, modeling play dough
Expressive Arts and Design						
Creating with Materials	Exploring paint on large paper Primary colours; red, yellow and blue- mixing colours Self-portraits Colour mixing hand prints Painting self-portraits Colour mixing handprints colours song Watch episodes of Colourblocks on BBC IPlayer	Secondary colours- orange, purple, green Joining materials to make musical shakers Make Diwa lamps using clay Drawing using different types of lines Rangoli patterns- Diwali	Use brush with control to create large scale collaborative splatter/drip paintings Drawing around a child to create a police officer/firefighter Making different vehicles using boxes etc	Use puppets to act out well known stories: Eg: Three Little Pigs: 'Little Pig...' and 'Not by the hair on my chinny chin chin!' Create class display using different techniques, printing, collage etc	Use brush with control to create large scale collaborative paintings Make model minibeasts- joining materials Colour mixing and symmetry when creating butterflies. Creating homes for animals using blocks and small world resources	Painting flowers/plants Making flowers/plant pictures using collage/junk modeling

Being imaginative and expressive	Exploring percussion instruments Singing (good morning songs, home time songs, seasonal songs, counting songs) Action songs	Dance and movement showing different ways to move Imaginary play-act out going to the moon- moon walk Make shakers- fast/slow/loud/quiet Perform well known songs and rhymes in small Groups	Use technology (e.g. Busy Things) to create repeating patterns of music	Story scribing and acting out children's own versions of traditional tales. Music and dance sessions: link to Carnival of the Animals	Tiny Little Caterpillar song Perform well known songs and rhymes in small Groups	Moving to music to show a seed growing into a plant Perform dance & songs for graduation
Works of Art:	Eric Carle's From head to toe	Eric Carle Please get me the moon	Photography in Naughty Bus	Walter Crane's Illustrations for Jack and the Beanstalk	Matisse's The Snail	Van Gogh Sunflowers

Preschool (Age 3-4 years) Curriculum Overview

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me	Space	People Who Help Us	Traditional Tales	Mini Beasts	Growing and Changing
Festivals and Celebrations (Any additional celebrations will be added depending on those celebrated by children attending preschool)	Harvest Festival Eid ul Adha Hallowe'en	Fireworks/Bonfire Night Remembrance Sunday Diwali Advent + Christmas Thanksgiving Hanukah	Lunar New Year	Holi Mother's Day Easter Ramadan Eid ul Fitr	Father's Day	Preschool Graduation

Trips and WOW days	Diversity Week Cultural Dress Day Mes Amis	Space Day Mes Amis Class party	People who help us dress up day Nurse/police visit Mes Amis	World Book Day Mes Amis	Health Week Mes Amis	Crystal Palace Park Sports Day Mes Amis Class party Graduation
Forest School	Learn how to put on welly boots & water proof suit Exploring nature- looking for slugs/worms etc Mussy painting Digging	Learn how to put on welly boots & water proof suit Exploring nature- looking for slugs/worms etc Mussy painting Digging		Learn how to put on welly boots & water proof suit Exploring nature- looking for slugs/worms etc Mussy painting Digging	Learn how to put on welly boots & water proof suit Exploring nature- looking for slugs/worms etc Mussy painting Digging	Learn how to put on welly boots & water proof suit Exploring nature- looking for slugs/worms etc Mussy painting Digging