
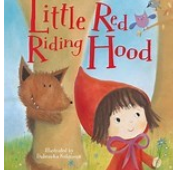
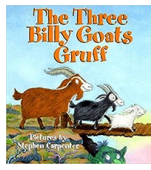


Pre-school Curriculum Overview Summer 1

<u>Intent</u> We aim for the children to listen, retell and repeat key phrases from 'The gingerbread man', 'Little red riding hood' and 'The three billy goats gruff', Taking parts of the stories and retelling in the Pre-School environment confidently. We intend for the children to sit for longer stories and can remember the characters and story sequence.		<u>Implementation</u> We will repeat the stories on a two week basis around fun and exciting activities which support the text. Involving the children to join in with the key phrases of the story and using different techniques to retell the stories through puppets, acting, story sequences, making the characters and bring the story scene to life within the environment.		<u>Impact</u> The children will have a better understanding of the narrative of tradition tales and how a story is formed with a beginning, middle and an end. With each story the children should be able to name the characters and key phrases from the text. Story time will allow the children to sit and listen to longer stories and remember the key points.		<u>Celebration</u> Tapestry will be used to communicate any celebratory moments with parents and careers. Wow moments will also be shared verbally when handing over the children upon collection.		Stories and rhymes. Little Red Riding Hood The Gingerbread Man The three billy goats gruff. Nursery Rhymes:
<u>Weeks</u>		1	2	3	4	5	6	
<u>Focus of the week</u>		Using a cutlery and independence with pouring own drinks.	Measuring ingredients for gingerbread men	Naming main character of 'Little red riding hood'	Managing conflicts with others	Name writing	Changes	
<u>Book/Texts</u>								
<u>Role Play</u>		Gingerbread man Café/ little red riding hoods house/ stage performances outside/ trolls bridge large construction.						
<u>Music and Songs</u>		I'm a little teapot	Run, run as fast as you can.	Clapping syllables of names.	Whose afraid of the big bad wolf	Old MacDonald	12345 once I caught a fish alive	
<u>Communication and Language</u>		Listening to longer stories.	Repeating key phrases from familiar story.	Rhyming words	Two art instruction	Story sequencing	Describe a familiar route	
<u>Personal, social and emotional development</u>		How do the characters feel in the story- Gingerbread man, fox, little old lady, little old man, cow etc		What should the wolf have done to be kind?	Puppet show managing conflicts	Families how they are different.	Team building to make a bridge with lollipop sticks.	
<u>Physical Development</u>	<u>PE-totercise</u>	Gingerbread dough with cutlery	Making gingerbread men	Using scissors to make character masks	Counting jumps, hop, skip	Name writing	Under and over	
	Counting actions, syllables of names, Moving to different types of music and sounds.							
	<u>Fine motor</u>	Gingerbread man col-	Kneading and mixing	Dough disco	Feed the wolf game	Billy goat weaving	Making boats	

Weeks	1	2	3	4	5	6
Literacy	Café shopping lists	Writing own recipe cards	Red riding hoods rhyming words	Wolf initial sound game	Lollipop name writing	Trolls recipe list
Maths	Matching numeral and quantity up to 6	Weighing ingredients and recording.	Big and small	2D and 3D shapes	One more/ one less	Float and sink
Understanding the World	Setting of the gingerbread man story is it the same or different to where we live—explore different surroundings eg city, village, town, farm.	Spices—Ginger—feel as a whole then show as a powder / smell and explore different spices around the world.	What is in our community?	Show how a sunflower grows and key parts of the sunflower.	Making Troll pizzas	What material floats which ones will sink—lets investigate
Expressive Arts and Design	Designing own gingerbread man for the season tree.	Mixing colours	Musical instruments on the stage.	Make red riding hoods basket	Tissue paper collages	Making boats.
RE	Lesson 1 - The tortoise and the hare.	Lesson 2—The crocodile and the priest.	Lesson 3 -Bilal and the beautiful butterfly.	Lesson 4 -The gold giving serpent.	Lesson 5—Best friends	Lesson 6—the lost sheep
PSHE	Piece 1—My family and me	Piece 2— Make friends, make friends never ever break friends part 1	Piece 3 -- Make friends, make friends never ever break friends part 2	Piece 4—Falling out and bullying part 1	Piece 5—Falling out and bullying part 2	Piece 6— being the best friend we can be.
Outdoor Learning	Hopscotch Check on sunflowers transfer into larger area in the outdoor area with canes.	Practise may day dance	Practise May pole dancing Red riding hood story sequencing hunt and find.	Red riding hood flower hunt and collages.	Using large construction make the trolls bridge.	Act out The Three billy goats at the sensory garden using bridge
Class Enrichment		Police/ fire engine visit				
Whole School Enrichment		Road safety				May day