

## Curriculum Overview Daisy Class 2025-26 - Prime Areas

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Topic/Focus</b>	<i>Me and My Community</i>	<i>Autumn</i>	<i>How many colours in a rainbow</i>	<i>Dinosaurs</i>	<i>Fabulous Farms</i>	<i>Minibeasts</i>
<b>Story/Song</b>	Story - Owl Babies Song - Wide eyed owl	Story- Squirrels Busy Day Song - All the leaves are falling down	Story - Brown Bear Song - The Colour Song	Story - Dinosaur Roar Song - Dinosaur Stomp	Story - Spot goes to the Farm Song - Old Macdonald had a Farm	Story - The Hungry Caterpillar Song - Lady Bird, Lady bird
<b>Personal, Social, Emotional Development (PSED)</b>	<u>New Intake</u> Separate from carer, settle into the routine of pre-school, form attachments with key staff, begin to choose own play  Developing a sense of self.	Play alongside other children, understands that some things have to be shared	<u>New Intake</u> Separate from carer, settle into the routine of pre-school, form attachments with key staff, begin to choose own play.  Expressing a range of emotions.	Expresses own preferences and interests.	<u>New Intake</u> Separate from carer, settle into the routine of pre-school, form attachments with key staff, begin to choose own play.  Growing in independence.	Make friends, be aware that their words/actions can harm/ hurt others.
<b>Communication and Language (C&amp;L)</b>	Begin to distinguish different familiar every day sounds, use words/short phrases to communicate, listen to one other person.	Begin to use simple phrases/sentences to express needs. Begin to listen in a paired/ small group	Widen vocabulary based on everyday experiences, listen in a small group.	Develop accuracy in using vocabulary to name, answer 'where' 'what' questions.	Use language to form relationships with others and describe experiences.	Hold a conversation, develop concentration and listen to a story in a group situation.
<b>Physical Development (PD)</b>	Co-operate with care giving experiences, explore sensory materials, run on whole foot.	Pick up small objects between finger and thumb (peg boards, tweezers, threading), drink from an open cup, and begin to climb.	Use a spoon to feed themselves, begin to use tools for mark-making, climb and slide independently.	Begin to develop skill with scissors, put on and take off own coat. Move wheeled toys.	Be toilet trained, show more control with mark making (circles, lines,), balance on outside apparatus.	Help dress self after self-care routines, kick and throw a ball. Control a pen/pencil to draw enclosed shapes.

## Curriculum Overview Daisy Class 2025-26 - Specific Areas

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Topic/Focus</b>	<i>Me and My Community</i>	<i>Autumn</i>	<i>How many colours in a rainbow</i>	<i>Dinosaurs</i>	<i>Fabulous Farms</i>	<i>Minibeasts</i>
<b>Story/Song</b>	Story - Owl Babies Song - Wide eyed owl	Story- Squirrels Busy Day Song - All the leaves are falling down	Story - Brown Bear Song - The Colour Song	Story - Dinosaur Roar Song - Dinosaur Stomp	Story - Spot goes to the Farm Song - Old Macdonald had a Farm	Story - The Hungry Caterpillar Song - Lady Bird, Lady bird
<b>Literacy (L)</b>	Listen to songs and look at books.	Enjoy non-fiction books.	Developing play around favourite books/songs.  Repeats words/phrases from books.	Enjoys making marks.	Freely make marks giving meaning.	Asks and answers questions about favourite books.
<b>Mathematics (M)</b>	Awareness of number through songs and building towers.	Begin to sort objects.  Say number names in order.	Fill and pouring.	Notice simple shapes.  Use language related to size.	Use number names in play.	Early Subitising.
<b>Understanding the World (UtW)</b>	Enjoy pictures of themselves and other children.	Look at festivals.	Notice detailed features of their environment.	Engage in small world play.	Show concern for living things.	Talk about significant events.
<b>Expressive Arts and Design (EA&amp;D)</b>	Move to music.	Join in with songs.	Investigating textures.	Create different sounds.	Sing some familiar songs.	Explore the natural world around them.  Engage in role play.