

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

|   | <b>AUTUMN 1</b>   | <b>AUTUMN 2</b>   | <b>SPRING 1</b>  | <b>SPRING 2</b>  | <b>SUMMER 1</b>   | <b>SUMMER 2</b>  |
|---|---|---|--|--|---|--|
| <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<br>Song - Wide eyed owl  | Story- Squirrels Busy Day<br>Song - All the leaves are falling down   | Story - Brown Bear<br>Song - The Colour Song   | Story - Dinosaur Roar<br>Song - Dinosaur Stomp   | Story - Spot goes to the Farm<br>Song - Old Macdonald had a Farm  | Story - The Hungry Caterpillar<br>Song - Lady Bird, Lady bird  |
| <b>Personal, Social, Emotional Development (PSED)</b> | <u>New Intake</u><br>Separate from carer, settle into the routine of pre-school, form attachments with key staff, begin to choose own play<br><br>Developing a sense of self. | Play alongside other children, understands that some things have to be shared   | <u>New Intake</u><br>Separate from carer, settle into the routine of pre-school, form attachments with key staff, begin to choose own play.<br><br>Expressing a range of emotions. | Expresses own preferences and interests.   | <u>New Intake</u><br>Separate from carer, settle into the routine of pre-school, form attachments with key staff, begin to choose own play.<br><br>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

|  | <b>AUTUMN 1</b>  | <b>AUTUMN 2</b>   | <b>SPRING 1</b>  | <b>SPRING 2</b>  | <b>SUMMER 1</b>  | <b>SUMMER 2</b>  |
|--|--|---|--|--|--|--|
| <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<br>Song - Wide eyed owl             | Story- Squirrels Busy Day<br>Song - All the leaves are falling down | Story - Brown Bear<br>Song - The Colour Song   | Story - Dinosaur Roar<br>Song - Dinosaur Stomp             | Story - Spot goes to the Farm<br>Song - Old Macdonald had a Farm | Story - The Hungry Caterpillar<br>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.<br><br>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.<br><br>Say number names in order.            | Fill and pouring.  | Notice simple shapes.<br><br>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.<br><br>Engage in role play. |