

Meppershall Preschool Curriculum September 2024

Communication & Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birth to Five I can Statements (2 Year olds)	<p>Listening, Attention & Understanding.</p> <p>I can respond to my own name.</p>	<p>Listening, Attention & Understanding.</p> <p>I can watch the body language and facial expressions of other people and respond to them.</p>	<p>Listening, Attention & Understanding.</p> <p>I can concentrate on activities that I have chosen for short amounts of time.</p> <p><i>COEL: Playing & Exploring</i></p>	<p>Listening, Attention & Understanding.</p> <p>I can concentrate on activities for short amounts of time and shift my attention when asked.</p>	<p>Listening, Attention & Understanding.</p> <p>I can listen to the rhythmic patterns in stories and songs/rhymes and start to join in with my favourites.</p> <p><i>COEL: Active Learning</i></p>	<p>Listening, Attention & Understanding.</p> <p>I can understand some simple routines, instructions, or sentences.</p>
	<p>Speaking.</p> <p>I can use single words and simple sounds when playing and communicating</p> <p><i>COEL: Playing & Exploring</i></p>	<p>Speaking.</p> <p>I can learn new words and use them in context</p>	<p>Speaking.</p> <p>I can use words to communicate meaning for a variety of purposes and put 2 words together.</p>	<p>Speaking.</p> <p>I can hold a simple conversation jumping from one topic to another</p>	<p>Speaking.</p> <p>I can learn new words and use them when talking to others.</p>	<p>Speaking.</p> <p>I can ask simple questions.</p>
	<p>The speech sounds I can make are P, B, T, D, N</p>					
Birth to Five I can Statements (3 Year olds)	<p>Listening, Attention & Understanding.</p> <p>I can follow simple instructions.</p>	<p>Listening, Attention & Understanding.</p> <p>I can understand and follow more complex instructions.</p>	<p>Listening, Attention & Understanding.</p> <p>I can concentrate on activities that I chose for a prolonged period.</p>	<p>Listening, Attention & Understanding.</p> <p>I can take part in circle or carpet time, with an adult and other children.</p>	<p>Listening, Attention & Understanding.</p> <p>I can start to recognise rhyming words and suggest my own.</p>	<p>Listening, Attention & Understanding.</p> <p>I can start to hear the initial sounds of words and suggest other words with the same initial sound.</p>
	<p>Speaking.</p> <p>I can ask who, what, where questions.</p>	<p>Speaking.</p> <p>I can wait for my turn if an adult is talking to someone else.</p>	<p>Speaking.</p> <p>I can talk about myself, my family, my ideas, experiences and feelings.</p> <p><i>COEL: Playing & Exploring</i></p>	<p>Speaking.</p> <p>I can take turns in conversations using more complex sentences. I can listen to what is said to me and respond.</p>	<p>Speaking.</p> <p>I can talk about things that have happened in the past, present and future.</p>	<p>Speaking.</p> <p>I can ask a variety of different questions.</p>
	<p>The speech sounds I can make are W, H, C/K, G, F, S</p>					
<p>Physical</p>						

Meppershall Preschool Curriculum September 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birth to Five I can Statements (2 Year olds)	<p>Gross Motor.</p> <p>I can manipulate objects using one or both hands.</p> <p><i>COEL: Playing & Exploring</i></p>	<p>Gross Motor.</p> <p>I can put on my own coat using the up and over method. I can take off my own shoes.</p> <p><i>COEL: Playing & Exploring</i></p>	<p>Gross Motor.</p> <p>I can run and walk safely and stop at an obstacle on different surfaces.</p>	<p>Gross Motor.</p> <p>I can use the scuttle bug and stop when asked.</p>	<p>Gross Motor.</p> <p>I can paint on an easel with paint.</p>	<p>Gross Motor.</p> <p>I can throw and kick a large ball.</p>
	<p>Fine Motor.</p> <p>I can hold finger foods using a pincer grip. I can use a cup to drink from and use a spoon with increasing confidence.</p> <p><i>COEL: Active Learning</i></p>	<p>Fine Motor.</p> <p>I can build a tower of up to 5 blocks.</p>	<p>Fine Motor.</p> <p>I can turn the pages of a book and hold it up the right way.</p>	<p>Fine Motor.</p> <p>I can complete a simple puzzle.</p>	<p>Fine Motor.</p> <p>I can mark make using crayons and chalk, on a range of different surfaces.</p>	<p>Fine Motor.</p> <p>I can Roll, Squash, Pull, Poke and manipulate playdough. (Dough Disco)</p>
Birth to Five I can Statements (3 Year olds)	<p>Gross Motor.</p> <p>I can negotiate space when running and change direction or speed to avoid obstacles. I can put on my own shoes.</p> <p><i>COEL: Active learning, thinking critically.</i></p>	<p>Gross Motor.</p> <p>I can catch a ball; I can balance on one foot and hold a pose. I can put on my own socks.</p>	<p>Gross Motor.</p> <p>I can sit on the balance bike and run avoiding obstacles.</p> <p><i>COEL: Active Learning</i></p>	<p>Gross Motor.</p> <p>I can jump properly and land on two feet. I can confidently manoeuvre across the climbing equipment. I can put on and take off my own clothes.</p>	<p>Gross Motor.</p> <p>I can skip, hop, crawl and gallop.</p>	<p>Gross Motor.</p> <p>Children can work as a team to move large items such as planks or tables.</p>
	<p>Fine Motor.</p> <p>I can explore large mark making to develop the actions of crossing the midline.</p>	<p>Fine Motor.</p> <p>I can do up my own coat zip using the train method.</p>	<p>Fine Motor.</p> <p>I can make a model out of Lego or a pattern with Hama Maxi beads.</p>	<p>Fine Motor.</p> <p>I can use scissors to cut around a simple 2D shape. I can use a knife to cut up my food.</p>	<p>Fine Motor.</p> <p>I can comfortably use a pen or pencil to draw or mark make.</p>	<p>Fine Motor.</p> <p>I will show preference for a dominant hand. I can comfortably use a knife and fork at lunchtimes.</p>

Personal, Social & Emotional

Meppershall Preschool Curriculum September 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birth to Five I can Statements (2 Year olds)	<p>Self-Regulation.</p> <p>I can separate from my main carer to come into preschool. I can use an adult who is special to me to co-regulate.</p>	<p>Self-Regulation.</p> <p>I can seek help and comfort from a familiar adult and use them to explore the environment.</p>	<p>Self-Regulation.</p> <p>I can express my own likes and dislikes. I can express my emotions and feelings in a variety of different ways.</p>	<p>Self-Regulation.</p> <p>I can recognise simple boundaries set by staff members.</p>	<p>Self-Regulation.</p> <p>I can start to risk assess my own play and ask for help if I don't feel safe.</p>	<p>Self-Regulation.</p> <p>I can start to recognise that my actions have consequences on other people and things and I can sometimes stop myself from doing things.</p>
	<p>Managing Self.</p> <p>I can cooperate with caregiving tasks. Such as nappy changing, changing my clothes taking off my own shoes.</p>	<p>Managing Self.</p> <p>I can take off my own coat, wellies and shoes.</p>	<p>Managing Self.</p> <p>I can pour myself a drink with support. I can drink from a glass; I can feed myself with a spoon.</p>	<p>Managing Self.</p> <p>I can wash my own hands, pull down my trousers/leggings. I can pour my own drinks from the jug.</p>	<p>Managing Self.</p> <p>I can, with support help with keeping the environment tidy by choosing using and putting away things I have played with.</p>	<p>Managing Self.</p> <p>I can communicate my needs to an adult who is special to me about, my likes and dislikes. I am becoming more independent in my basic self-care needs.</p>
	<p>Building Relationships.</p> <p>I will build a bond with a special adult and start to follow simple routines in preschool.</p>	<p>Building Relationships.</p> <p>I can amuse and play by myself (Solitary play) for short amounts of time throughout my sessions.</p>	<p>Building Relationships.</p> <p>I can show empathy and concern for other people if they are upset or cross.</p>	<p>Building Relationships.</p> <p>I can play alongside other children (onlooker/parallel play)</p>	<p>Building Relationships.</p> <p>I can talk about special people in my life. I can start to talk about how others may be feeling.</p>	<p>Building Relationships.</p> <p>I will start to actively look out certain children to play with. I will start to copy play that I have seen or has been modelled to me.</p>
Birth to Five I can Statements (3 Year olds)	<p>Self-Regulation.</p> <p>I can self-regulate a lot of the time by taking myself off to calm down or using an object or comforter to regulate with. I can use a timer if I want a turn with something.</p>	<p>Self-Regulation.</p> <p>I understand that my actions and words may affect others and how they are feeling, with support I can help others feel better, either by giving a hug, drawing them a picture or saying sorry if developmentally appropriate.</p>	<p>Self-Regulation.</p> <p>I can identify a range of emotions that I am feeling, I can talk about what makes me Happy, sad and angry.</p>	<p>Self-Regulation.</p> <p>I can distract myself if my emotions are becoming too big for me to manage and will start to use strategies, I know to help me manage them. Such as deep breathings</p>	<p>Self-Regulation.</p> <p>I can settle minor disputes with people I am playing with sometimes with adult support but mainly by myself.</p>	<p>Self-Regulation.</p> <p>I am confident to visit and talk about my new school, my new teacher and how I feel about my new setting.</p>
	<p>Managing Self.</p> <p>I can help with the routines of preschool, I am independent at snack time, toileting, tidying up and transition times.</p>	<p>Managing Self.</p> <p>I can put on my own coat and shoes and do up my own coat. I can help others who are still learning.</p>	<p>Managing Self.</p> <p>I can talk about things that I am good at and take pride in my achievements.</p>	<p>Managing Self.</p> <p>I can make healthy choices at snack time and know how important it is to keep hydrated by drinking throughout my sessions.</p>	<p>Managing Self.</p> <p>I can change my own clothes, wash my own hands, use the toilet and brush my own teeth.</p>	<p>Managing Self.</p> <p>I am ready for my next setting.</p>
	<p>Building Relationships.</p> <p>I can play side by side with other children (Associative play) I can learn through trial and error and repeat my</p>	<p>Building Relationships.</p> <p>I can share the resources in the preschool. I understand that I must wait my turn and will use a timer if appropriate.</p>	<p>Building Relationships.</p> <p>When playing turn taking games, I am starting to understand that I cannot always be the winner, and I</p>	<p>Building Relationships.</p> <p>I am starting to have 'friends' children that I will play with on a regular basis. I will be starting to understand the</p>	<p>Building Relationships.</p> <p>I can confidently resolve minor conflicts myself and will usually come to a compromise. The</p>	<p>Building Relationships.</p> <p>I can engage with others to play together cooperatively. I can take turns; sort out minor conflicts have my own ideas</p>

Meppershall Preschool Curriculum September 2024

	I can hold a book up the right way and not rip out pages, I can turn pages in a board book.	I can look at books and my all about me book. I can look at the detail in the pictures and maybe say a few nouns (naming words... Mummy, Daddy, cake)	I can look at books and my all about me book with increasing engagement. I enjoy listening to what is being said to me about the pictures I like and that are engaging my interest.	I can look at books and my all about me book. I can look at the detail in the pictures and recognise or say a few adjectives (describing words. Blue, soft, hard)	I can look at books and my all about me book. I can look at the detail in the pictures and recognise or say a few Verbs (doing words. Fast, jump, slide, run))	I can look at book and my all about me book and engage in simple discussions recognise similarities and differences between myself and others
	Word Reading. I can recognise some familiar logos from shops, restaurants or TV programmes or apps.	Word Reading. I can show that I enjoy singing rhymes by concentrating and if I am able joining in with repeated refrains. (Mummy Duck said :)	Word Reading. I can recognise my name card by seeing my picture on it.	Word Reading. I can recognise sounds in the environment. I like joining in with singing and dancing activities,	Word Reading. I can use sound bingo and match the sounds to the pictures.	Word Reading. I can recognise the first letter of my name.
	Writing. I enjoy the sensory process of mark making and messy play,	Writing. I can make marks using a range of different tools and materials such as sticks in mud, paint, floor. My movements will largely come from my shoulder and be light.	Writing. I can make marks with a purpose and make the connection that because my hand arm and shoulder did something this mark appeared	Writing. I can take part in activities that involve crossing the midline such as bursting bubbles, dancing with scarves.	Writing. I can experiment using straight, curved and wavy lines. I can make the same mark repeatedly,	Writing I can use pencils to make marks that are visible because my muscles are strong enough to do this.
Birth to Five I can Statements (3 Year olds)	Comprehension. I can retell the story Goldilocks & the three Bears I can engage in conversations about the book and develop an understanding of the new vocabulary linked to the book.	Comprehension. I can retell the story XXXXXXX I can engage in conversations about the book and develop an understanding of the new vocabulary linked to the book.	Comprehension. I can retell the story XXXXXXX I can engage in conversations about the book and develop an understanding of the new vocabulary linked to the book.	Comprehension. I can retell the story XXXXXXX I can engage in conversations about the book and develop an understanding of the new vocabulary linked to the book.	Comprehension. I can retell the story XXXXXXX I can engage in conversations about the book and develop an understanding of the new vocabulary linked to the book.	Comprehension. I can retell the story XXXXXXX I can engage in conversations about the book and develop an understanding of the new vocabulary linked to the book.
	Word Reading. I know that in England we read books from left to right, from the front of a book to the back, I can show you this by holding the book the right way and turning the pages.	Word Reading. I know that words carry meaning and explore this by looking at different types of media that carries print. Books, magazines, iPad, apps.	Word Reading. I can recognise my name without a picture on it.	Word Reading. I can start to recognise rhyming words and suggest my own when asked.	Word Reading. I can hear the initial sounds in words and suggest my own when asked.	Word Reading. I can clap the syllables in my name.
	Writing. I can use mark making for a purpose, emergent writing simple paintings and pictures	Writing. I can draw straight lines from top to bottom.	Writing. I can draw circles starting at the tops and going anticlockwise.	Writing. I can draw a simple person.	Writing. I can draw the first letter of my name using a capital letter.	Writing. I can write my first name using a capital letter at the start and lowercase letters after,

Meppershall Preschool Curriculum September 2024

Mathematics

Mathematics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birth to Five	Number. I can say some counting and number words in my play.	Number. I can say some counting words in order. Onetwothreefour.	Number. I can count to 3 leaving gaps between each word.	Number. I can count to 5 leaving gaps between the words	Number. I can use my fingers when singing number songs.	Number.

Meppershall Preschool Curriculum September 2024

	I enjoy playing hide and seek with objects (object permanence)					I can recognise numerals that have a particular significance to me like 2, or 3
	Shape. I can build a tower of up to 5 blocks.	Shape. I can complete a simple inset puzzle sometimes with adult support.	Shape. I like to push things through different shaped holes.	Shape. I can select a different shape to fit a specific hole. Shape sorters.	Shape. I can explore the building blocks and make simple structures.	Shape. I can complete a simple puzzle independently, where the inset pieces have irregular shaped sides.
	Pattern. I can join in and anticipate simple sound and action patterns.	Pattern. I can anticipate or see what comes next in my daily routine or using the visual timetable.	Pattern. I can make my own pattern using my toys usually start by lining them up.	Pattern. I can recognise square shapes and circle shapes in the environment.	Pattern. I can make a very simple repeating pattern (X Y X Y X Y) with adult support.	Pattern. I can build a simple train track which joins up with adult support.
	Measure. I can explore weight and capacity at the water table.	Measure. I can understand the difference between big and little and show you.	Measure. I can understand that if I keep pouring from a jug once my glass is full it will spill over.	Measure. I can compare items that are different sizes. I can feel the difference between heavy and light.	Measure. I can join in with number rhymes to five. Five little ducks	Measure. I can group items together By size, colour, or shape
	Spatial awareness. I can understand the daily routine and understand I will go home at the end of the session.	Spatial awareness. I can point to different parts of my body, head shoulders, knees and toes. I can walk around things instead of walking over them.	Spatial awareness. I know I live in a house and by looking at my teachers all about me books I know they live in houses as well.	Spatial awareness. I can run and stop before I crash into something or someone.	Spatial awareness. I can risk assess my play and if my body feels safe or not.	Spatial awareness. I can use the balance beam with support if needed.
Birth to Five I can Statements (3 Year olds)	Number. I can count to 10.	Number. I understand that 3 can represent 3 dogs, or 3 pieces of fruit or the number 3 in years.	Number. I can subitise 1,2 and 3.	Number. I can arrange numbers 1 to 5 in the correct order. I can start to put the correct number of things on each number up to 5 with support.	Number. I can understand the cardinal number up to 5 without counting out each time.	Number. I can start to make marks and signs that correspond to numerals.
	Shape. I can use different shaped objects for a purpose. Tap a shape	Shape. I can do 15-piece puzzle independently.	Shape. I can combine different shapes to make 2d & 3d constructions.	Shape. I can draw simple shapes and use them to represent my ideas in a picture.	Shape. I can play I spy to name different shapes around me.	Shape. I can build arches and more extravagant towers using blocks or junk modelling
	Pattern. I can make simple spatial patterns.	Pattern. I can explore symmetry and make my own patterns	Pattern. I can make my own linier patterns using AB - stick,	Pattern. I can cut my food/playdough into different shapes.	Pattern. I can recognise simple patterns in my environment.	Pattern. I can talk about what a pattern is.

Meppershall Preschool Curriculum September 2024

			pinecone, stick, or ABC – stick, pinecone, leaf, stick			
	Measure. I can understand that my height changes as I grow older by using the height chart.	Measure. I can talk about things that happened in the past using my all about me book.	Measure. I can follow the visual timetable of my preschool day and talk about the rest of my day.	Measure. I can use vocabulary linked to measure, full, empty, long, short, big, small and add my own – huge, tiny.	Measure. I can predict which has more when presented with two or 3 separate amounts of objects.	Measure. I can use different things to measure, such as my hands a tape measure, my feet.
	Spatial awareness. I can respond to simple prepositions – on top, in the middle, behind, underneath.	Spatial awareness. I can negotiate space with my own body and with toys, both large and small.	Spatial awareness. I can run on the balance bike and avoid obstacles that I encounter.	Spatial awareness. I can understand that we use the units of hours and minutes when talking about time.	Spatial awareness. I can find my way to places familiar to me on google maps with adult support.	Spatial awareness. I can make simple maps.

Understanding the world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birth to Five I can Statements (2 Year olds)	People & Communities. I can look at my all about me book and understand that I was a baby. I can settle into the routine of preschool.	People & Communities. I can look at my all about me book and see my mummy and daddy and my grandparents and extended family.	People & Communities. I can look at books and stories about other people and I like listening about what happening in the pictures.	People & Communities. I can look at pictures of different people and communities and I like listening about them.	People & Communities. I can understand that my house is different from other people's houses.	People & Communities. I can understand that things I do may make other people feel differently, happy, sad, angry.
	The World. I can explore the properties of the sand and water tables.	The World. I can see the changes in the natural world the leaves are falling the days are shorter.	The World. I can see the changes in the natural world, I can feel the cold and know that I needs a hat coat and gloves on to keep warm.	The World. I can notice things like insects and birds in the environment.	The World. I can see the changes in the natural world, I can feel the heat and know that I needs a hat on when I am out in the sun.	The World. I can help to harvest the vegetables in the garden and try them at snack time.

Meppershall Preschool Curriculum September 2024

	<p>Technology.</p> <p>I can operate simple electronic toys.</p>	<p>Technology.</p> <p>I can pretend play with telephones. I can look at different ways to take a picture with the tablet.</p>	<p>Technology.</p> <p>I can operate simple cause and effect toys.</p>	<p>Technology.</p> <p>I can understand that we can get information from the internet as well as books.</p>	<p>Technology.</p> <p>I can understand that the cd player will play music.</p>	<p>Technology.</p> <p>I can complete simple apps on the tablet.</p>
<p>Birth to Five I can Statements (3 Year olds)</p>	<p>People & Communities.</p> <p>I can settle into the routine of preschool, learning about the rules and helping the adults at tidy up time and snack time.</p>	<p>People & Communities.</p> <p>I know that Christians celebrate Christmas and can help celebrate at Christmas.</p>	<p>People & Communities.</p> <p>I know that my mummy has a special day, and I can help her to celebrate it.</p>	<p>People & Communities.</p> <p>I know that Christians celebrate easter and I can learn about the easter celebrations in an age-appropriate way.</p>	<p>People & Communities.</p> <p>I know that my daddy has a special day, and I can help her celebrate it.</p>	<p>People & Communities.</p> <p>I can understand that I am starting reception class next.</p>
	<p>The World.</p> <p>I can learn about different places the children and adults went on holiday by looking at their postcards and where the countries are on our map.</p>	<p>The World.</p> <p>I can see the changes in the natural world the leaves are falling the days are shorter. I know this is called Autumn</p>	<p>The World.</p> <p>I can see the changes in the natural world, I can feel the cold and explore what the different effects the weather has on water and the environment. I know this is called winter.</p>	<p>The World.</p> <p>I can help with planting vegetables in the garden and help to look after them so that they will grow. I can notice the changes in seeds when planted in a ziplock bag.</p>	<p>The World.</p> <p>I can see the changes in the natural world, I can feel the heat and know that I needs a hat on when I am out in the sun.</p> <p>I know this is called summer.</p>	<p>The World.</p> <p>I can help to harvest the vegetables in the garden and try them at snack time.</p>
	<p>Technology.</p> <p>I can take a picture with the tablet.</p>	<p>Technology.</p> <p>I can help a teacher to look up some information on the internet.</p>	<p>Technology.</p> <p>I can complete a programme or game on the tablet.</p>	<p>Technology.</p> <p>I can look at different types of clocks and see how they work.</p>	<p>Technology.</p> <p>I can help an adult to find my house on google maps and find my way to preschool.</p>	<p>Technology.</p> <p>I can look at my new schools website and compare it to Meppershall Village Preschool website.</p>

Meppershall Preschool Curriculum September 2024

Expressive Arts & Design.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birth to Five I can Statements (2 Year olds)	Creating with materials. I can explore the properties of paint, playdough, chalk and mud.	Creating with materials. I can rip up paper and start to manipulate tools to strengthen my fine motor skills I can build with the blocks.	Creating with materials. I can make snips in paper with the loop scissors. I can manipulate dough (dough disco) and make mud pies.	Creating with materials. I can paint with a purpose instead of just covering the page with all the colours to make brown.	Creating with materials. I can pat, poke, roll and pinch the playdough. I can start to use the spring-loaded scissors to cut things.	Creating with materials. I can build simple structures using blocks or junk modelling, I can make the playdough with support.
	Being imaginative & expressive. I listen to a range of music from around the world. I can move to music that I enjoy. I can join with some actions of songs sung to me.	Being imaginative & expressive. I can join in with the carol concert by singing some of the words or joining in the actions	Being imaginative & expressive. I can express how music makes me feel by showing you in the way I move to it.	Being imaginative & expressive. I can play musical instruments fast and slow. I can start to use my imagination when playing.	Being imaginative & expressive. I can play and stop when using musical instruments in a group.	Being imaginative & expressive. I can play with small world toys and start introducing a narrative to my play. I can repeat a simple 1,1 2,2 beat when it is modelled to me.

Meppershall Preschool Curriculum September 2024

Birth to Five I can Statements (3 Year olds)	Creating with materials. I can explore splatter painting techniques. I will learn about the artist Jackson Pollock.	Creating with materials. I can explore the artist Henri Matisse	Creating with materials. I can explore the artist Gustave Klint.	Creating with materials. I can explore the artist Piet Mondrian.	Creating with materials. I can explore the artist Any Goldsworthy.	Creating with materials. I can explore the artist, Andy Warhol.
	Being imaginative & expressive. I can join in with a wide range of songs. I can start to make up stories and act them out.	Being imaginative & expressive. I can repeat a beat and then make up my own.	Being imaginative & expressive. I can further develop my imagination when writing helicopter stories	Being imaginative & expressive. I can make up a simple dance to a piece of music.	Being imaginative & expressive. I can draw a picture of myself.	Being imaginative & expressive. I can draw a picture of my family.