# STMS Preschool Long-term Curriculum Overview 2025/2026

Whilst some topics are planned for each year the majority of themes are based on observations of the children's interests. Key texts are chosen that support these themes.

| Year Group: Preschool | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Topic** | Ourselves<br>Pets<br>Magic witches & wizards<br>Diwali | Autumn<br>Bears<br>Nursery Rhyme week<br>Christmas | Winter<br>Traditional stories – The Three Billy Goats Gruff, Little Red Riding Hood Runaway Pancake<br>Artic animals | Spring<br>Minibeasts<br>Planting<br>Animals<br>Chinese New Year | Summer<br>Lifecycles<br>Dinosaurs<br>Healthy eating<br>Healthy bodies | Seaside<br>Going places<br>Starting school<br>Farm animals |
| **Key texts** | Elmer<br>All Are Welcome<br>The Can Caravan<br>My Magic Family<br>Colour Monster<br>Room on the Broom<br>Diwali Information books | The Leaf Thief<br>Pumpkin soup<br>We're going on a Bear hunt<br>We're going on a Lion hunt<br>Goldilocks<br>The Jolly Postman | Polar Bear, Polar Bear<br>Stickman<br>A Dot in the Snow | Jack & the Beanstalk<br>Jaspers Beanstalk<br>Lulu loves flowers<br>The Wall and the Wild<br>Mad about Minibeasts<br>The Bee book | The Very Hungry Caterpillar<br>Ten seeds<br>Harry and the Dinosaurs go on holiday<br>Stomp dinosaur Stomp! | The Colour Monster starts school<br>What the Ladybird heard at the Seaside<br>Non-fiction books on Summer/transport |
| **Possible lines of enquiry** | Who am I? What do I look like?<br><br>Who lives in your house?<br><br>What are the emotions/feelings? | How do I know it is Autumn?<br><br>What might we find in the woods?<br><br>Explore size concepts using Goldilocks & The three Bears? | How do we know it is winter?<br><br>What is hibernation?<br><br>Explore the Winter season. Find examples of artic creatures. | Can we see signs of Spring?<br><br>Which minibeasts live in our garden?<br><br>Fact finding- What can we learn about animals? | What happens to caterpillars?<br><br>Explore the lifecycle<br><br>Fact finding- What can we learn about dinosaurs? What did they eat? Could dinosaurs swim? | Which local places do we recognise?<br><br>How do you travel (bus, ferry, hovercraft)<br><br>Naming and recognising familiar local landmarks. Talking about experiences. |

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| | Share names of family, pets<br><br>Talk about occupations. | Fact finding : Bears, naming body parts | What happens to ice when….?<br>Explore melting, freezing. | What do plants need to help them grow?<br><br>What do we notice happening? | | Talk about far away places: London, Scotland, Cornwall. |
| **Key knowledge/focus skills** | Develop sense of self. Naming body parts, sing actions songs.<br>Mirror plays.<br>Listening games- Who am I?<br>Describing ourselves and one another.<br><br>Independent skills: Responsibility for own belongings & equipment, ability to put on own coat<br><br>Self-registration<br>Beginning to separate well from parent<br>Beginning to make an attachment to key person<br>Finding resources in continuous provision | Explore collections of Autumn materials with similar/ different properties: collections of bark, leaves and conkers.<br><br>Beginning to follow, watch and imitate each other as they play<br><br>Beginning to talk about people and things that are familiar to them<br>Beginning to ask simple questions<br>Becoming familiar with patterns (exploring simple patters using simple objects)<br>Beginning to use language to compare (more, lots or the same) | Traditional stories:<br>Runaway Pancake<br>Chicken Licken<br>Billy Goats Gruff.<br><br>Re-enacting familiar stories (oral retelling drama)<br><br>Exploring nature linked to Season.<br><br>Joining in with repeated refrains<br><br>Shows interest in favourite books/rhymes and enjoys patterns in rhythmic rhymes and stories | **Science enquiry:** research facts about animals, plants of children's choice.<br><br>Planting vegetables - Use observational skills.<br><br>Comparing height & size using maths vocabulary.<br>Can talk about some things they have observed such as plants, animals<br>Understanding healthy practices- exercise, oral health.<br>Learning a variety of different fruit and vegetables | To ask simple questions<br><br>To learn simple facts about animals/sea creatures<br><br>To understand a simple lifecycle sequence through stories.<br><br>Begin to understand that we can retrieve information from books and ICT.<br><br>To notice and describe seasonal changes. What do we see , hear , feel? (lawn mowers, planes, sunshine, shadows). | Know that there are different countries in the world. Talk about differences they have experienced or seen in photos.<br><br>Talk about memories: previous holidays. Begin to develop a sense of own family's history- where do grandparents live ? Make connections with the past and family story.<br><br>Confidently identify name/labels<br>Confidently make different marks<br><br>Understanding healthy practices- exercise, oral health. |

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| | Developing self - confidence to explore the learning environment independently<br>Developing a sense of routine<br>Learning patterns of separation (understands parent will collect)<br>Engage in play involving counting | Joins in with books and predicts what happens next in the story or rhyme<br>To promote curiosity and explore nature (grass, mud, puddles, leaves)<br>Explore patterns of movement using gross motor skills ( circles, clockwise, anticlockwise, rainbows, zig zags, figure of 8)<br>Shows interest in favourite books/rhymes | | | | Make models and evaluate- what could we add/ change ?<br><br>Show confidence to explore a new environment<br>Begin to join in with cooperative play<br>Show confidence with a wide variety of independent skills. |
| **Phonics Essential Letters and Sounds** | Phase 1 activities Aspects 1-7 | Phase 1 activities Aspects 1-7 | s,a,t,p,i,n | m,d,g,o,c,k | e,u,r,h,b,f,l, | j,v,w,x,y,z,qu |
| **Maths Master the Curriculum** | Colours<br>Matching<br>Pattern | Subitising<br>Counting numerals<br>Patterns AB, ABC | Number 3,4,5,<br>Subitising<br>1:1 counting numerals/triangles<br>Squares/rectangles<br>Composition of 4<br>Pentagon<br>Composition of 5 | Number 6<br>Introduce 10 frame<br>Height & Length<br>Mass<br>Capacity<br>Consolidation | Sequencing<br>Positional Language<br>More than/fewer than<br>Shape 2D<br>Revisit pattern from Autumn<br>Shape 3D | Number composition 1-5 revision<br>What come after?<br>What comes before?<br>Numbers to 5<br>Consolidation |

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| | | | Consolidate 5 | | Revisit pattern from Autumn<br>Consolidation of more than/fewer than<br>One more/one less | |
| **Interventions** | Tizzy Time<br>Bucket time stage 1 | Tizzy Time<br>Bucket time stage 1 | Tizzy Time<br>Bucket time stage 1/2 | Tizzy Time<br>Bucket time stage 1/2 | Tizzy Time<br>Bucket time stage 1/2/3/4 | Tizzy Time<br>Bucket time stage 1/2/3/4 |
| **Key experiences** | Home visits<br><br>Autumnal walk<br><br>Healthy heroes visit | Christmas performance<br>Walk to the Post Office<br>Bedhampton care home visit<br>Goldilocks visits pre-school (hook)<br>Christmas wrapping station/card writing/post office | Ice walk<br>Environmental walk – Stick Man<br>Traditional story hooks<br>Artic animals<br>Snow bears – online video link<br>Visit from Havant/Leigh Park Library<br>Pancake day<br>Easter singing | Chinese New year food tasting<br><br>Bedhampton care home visit<br><br>Mather's Day event | Butterfly growing<br>Tadpoles<br><br>Summer walk<br><br>Dinosaur foot prints in pre-school – Hook | Farm visit<br><br>Aspirations day<br><br>Additional school role play area<br><br>Bedhampton care home visit<br><br>Sports day<br><br>Transitions to school |
| **Knowledge and Understanding the world - Science and the natural world**<br><br>These progression skills are put into topics, however they are often continuous throughout the year. | 2 Year olds<br>Explore materials with different properties.<br>Explore natural materials, indoors and outdoors.<br>Use all of their senses in | 3 & 4 Year Olds<br>Explore and talk about different forces they can feel. | 3 & 4 Year Olds<br>Talk about the differences between materials and the changes they notice. | 3 & 4 year olds<br>Plant seeds and care for growing plants.<br>Begin to understand the need to respect and care for the natural environment and all living things. | 3 & 4 year olds<br>Make healthy choices about food, drink, activity and toothbrushing.<br>Talk about what they see, using a wide vocabulary.<br>Understand the key features of the life | |

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| | hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. (continuous)<br><u>3 & 4 Year Olds</u><br>Explore how things work. | | | | cycle of a plant and an animal | |
| **<u>Knowledge and Understanding of the World – People, culture</u>**<br>These progression skills are continuous throughout the year | <u>2 Year olds</u><br>Explore and respond to different natural phenomena in their setting and on trips.<br><u>3 & 4 Year olds</u><br>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | | | | |
| **<u>Knowledge and Understanding of the World – Past and Present</u>**<br>These progression skills are continuous throughout the year | <u>2 Year Olds</u><br>Begin to make sense of their own life-story and family's history.<br><u>3 & 4 Year Olds</u><br>Begin to make sense of their own life story and family's history. | | | | | |
| **<u>Knowledge and Understanding of the World – People, Cultures and Communities</u>** | <u>2 Year Olds</u><br>Make connections between the features of their family and other families<br>Notice differences between people.<br>Begin to make sense of their own life- story and family's history<br><u>3 Year Olds</u><br>Continue developing positive attitudes about the differences between people. | | | | | |

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| These progression skills are continuous throughout the year. | |
| **<u>Expressive Art and Design - creating with materials, being imaginative and expressive</u>**<br>These skills are covered throughout the year | <u>2 Year Olds</u><br>Explore paint using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them.<br><br><u>3 and 4 Year Olds</u><br>Create closed shapes with continuous lines and begin to use these shapes to represent objects.<br>Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br>Use drawing to represent ideas like movement or loud noises.<br>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.<br>Explore colour and colour mixing |
| **<u>Design and Technology – Expressive Art and Design, Creating Materials, Being Imaginative and Expressive</u>**<br>These skills are covered throughout the year | <u>2 Year Olds</u><br>Manipulate and play with different materials. Use their imaginations as they consider what they can do with different materials.<br>Make simple models which express their ideas. Start to develop pretend play, pretending that one object represents another. For example, a child holds to her ear and pretends it's a phone<br><br><u>3 and 4 Year Olds</u><br>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.<br>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.<br>Take part in small pretend play, using an object to represent something else even though they are not similar.<br>Explore different materials freely to develop their ideas about how to use them and what to make.<br>Develop their own ideas and then decide which materials to use to express them.<br>Join different materials and explore different textures. |