



Charlton Mackrell Preschool Curriculum



Overview (in use from Jan 2025)

Earliest start to preschool Age -2 years old	Age – 3 years old	Age-4 years old	Final outcome (on finishing preschool/starting school)
Step 1	Step 2	Step 3	Step 4
Show an interest in songs/rhymes, including number rhymes	- Sit at circle time and join in with some simple songs and number rhymes. - Attempting some words and actions.	- Sit for an extended time during circle time. - Joining in songs, remembering more words/lyrics/actions/numbers	- Sing a simple song/rhyme independently using words/lyrics/actions - Sing a number rhyme using the number names correctly
- Show an interest in mark making. - Pick up and hold a range of media to make marks on a surface.	- Draw a picture and tell us what they have drawn - Draw identifiable shapes – circles, lines (vertical/horizontal)	- Draw a recognisable picture of a person/self-portrait. - Talk about what they have drawn, pointing out different features.	- Draw a picture/self-portrait. - Identify body parts and naming them
- Show an interest in baking/cooking in preschool. - Sit with other children at snack time. - Try new foods for the first time, exploring a range of new textures and tastes.	- With adult help assist in cooking activity. - Help with preparation of food, chopping/stirring	- Help with cooking/baking process - Talk about the process of preparing food - Wash hands - Chopping/stirring food - Talk about the baking process Begin to recognise numerals 1-3 on recipe card.	- Cook an apple crumble to be eaten by all the children at snack time. - Describe the step-by-step process in the correct order. - Understand that we need to eat a variety of foods to stay healthy. - Recognise numerals 1-5 on recipe and using number cards.
- Separate from parent/carer with support from Keyperson/practitioner - Settle into preschool	- Begin to share/take turns with adult support. - Understand that when things don't go their way, it is ok to experience big feelings, they may still need an adult to support them to process these.	- Participate in a group activity which involves sharing resources and taking turns. - Manage their emotions to successfully complete an activity without adult support.	- Regulate their own emotions. - Become a confident learner with high self-efficacy. - Show consideration for other people's feelings and needs.



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- Show an interest in arts and craft activities. - Sit with an adult when asked to participate in craft activity	- Complete a simple threading activity e.g. threading cotton reels on a shoelace - Persevere until they have successfully completed the activity	- Thread smaller beads on a string - Use simple tools (scissors) to cut materials into smaller pieces - Join the pieces together with glue, Sellotape, or string	- Make a dreamcatcher to be presented at the end of year concert/leavers celebration. - Use threading and weaving techniques to complete their own design
Sit and listen to a story/book with an adult 1:1	Sit and listen to a story with a group of children, Join in with actions and/or repeated refrains	Contribute towards writing a class/group story, giving their own ideas and talk about how the story may develop/end	- Make their own book - Write (adult scribed) their own story - Show an interest/have a go at emergent writing
Participate in a walk around the village, either in a pushchair or holding an adult's hand	- Listen carefully and follow instructions during the walk to keep themselves safe when walking on the road and off road - Understand that the side of the road is the safe place to walk and not to climb on verges.	- Be the 'leader' of the group - Lead from the front of the group - Demonstrate they know how to position themselves on the road to be safe - Remember and talk about the rules to keep themselves safe	- Keep themselves safe on the road during a walk - Watch out for peers/younger children and act as a good role model, showing them how to be safe and follow the rules on a walk - Lead their peers with confidence and high self-efficacy
- Participate in a group visit to the church - Show an interest in what they see	- Recognise our local church and be able to name it as a 'church' - Find a cross inside the church when on a visit	- Understand that at Christmas Christians celebrate the birth of Jesus. - Talk about Jesus and the Christmas story/Nativity identifying some of the main characters - Watch Rainbow class performance of the Nativity	- Identify features of the church and the role church plays in the community - Talk about a story from the bible that is familiar to them e.g. Noah's Ark, Christmas story - Begin to understand that people have different beliefs and faiths and learn to be respectful of these differences.



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- Begins to arrange toys in a pattern e.g. lining up cars - Show an interest in pattern in the environment	- Joins in with repeated sounds and action patterns during a circle time session e.g. wiggle your fingers, clap your hands - Count up to 5 out loud with an adult	- Can continue a repeating pattern using two different colours - e.g. beads on a string, red, blue, red, blue - Count up to 3 objects correctly	- Choose everyday objects to create repeating patterns using two or three repeating items e.g. shoe,sock,shoe,sock or shoe,sock,boot,shoe,sock,boot - Count up to 5 objects correctly.
Climb onto a low platform or chair, using arms and legs to pull themselves up and maintaining their balance throughout	Begin to climb on the climbing frame using arms and upper body strength as well as their legs to lift themselves off the floor and up the frame	- Climbs up the side of the frame using alternate feet. - Use hands to stabilise themselves as they climb	- Climbs confidently on the preschool climbing frame - Climbing up the sides and across the top moving with skill, agility and confidence - Show awareness of others around him and negotiating spaces around them when needed. - Welcome new challenges with determination and high self-efficacy.
- Show an interest in nature - Hands on exploration, children explore natural materials like seeds, soil and plants	- Observe and recognise changes in the natural environment e.g. leaves falling from trees - Begin to understand what plants need to grow	- Observe the life cycle of a plant or animal - Begin to understand the concept of change and development, talking about what they see	- Understanding how things grow and change over time - Talk about and sequence the life cycle of an animal or plant



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Overview (in use from Jan 2025)

Forest School Curriculum

Earliest start to preschool Age -2 years old	Age – 3 years old	Age-4 years old	Final outcome (on finishing preschool/starting school)
Step 1	Step 2	Step 3	Step 4
• Experience a day in the wood • Begin to explore the environment with adult support	• Climb up kids’ mountain • Explore squirrel camp with increasing confidence • Take a keen interest in their surroundings/environment and explore the natural world around them	• Learn to carry sticks safely, thinking about their ‘blood bubble’ • Move around squirrel camp confidently • Challenge themselves to balance on a trunk or log • Challenge themselves to climb a tree	• Work as a team to make a den • Climb a tree with increasing confidence and self-efficacy • Know how to keep themselves safe in the woods
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