

Callow End C.E. Primary School
Curriculum Map
Preschool (Saplings) 2025 - 2026

Topic	Autumn Term 2025		Spring Term 2026		Summer Term 2026	
	Once upon a time	Let's Celebrate!	How do we get there?	In the garden	Under the Sea	Marvellous me!
Flexible Themes These are flexible so that they can be adapted to meet the needs and interests of the children in the current cohort.	Traditional Tales- Goldilocks and the Three Bears Three Billy Goats Gruff The Three Little Pigs Little Red Riding Hood The Gingerbread Man	Diwali, Bonfire Night, Christmas, Special celebrations in different faiths/cultures.	Trains Cars Tractors Rockets Bus Boats	Life cycles, Animals and their babies, Minibeasts, How plants grow, Farming, Habitats	Under the Sea, Exploring water, floating and sinking, Marine Life, Pollution – rubbish/plastics/recycling	Our senses Our families Valuing differences Our favourite things Personal strengths Personal developments
Suggested books	Goldilocks and the Three Bears Three Billy Goats Gruff The Three Little Pigs Little Red Riding Hood The Gingerbread Man	The best Diwali ever Dear Santa What the ladybird heard at Christmas We're going on an elf hunt	Look inside 'Things that go' Duck in the Truck Whatever next The little engine that could Don't let the pigeon drive the bus Lost and Found	Bumblebear, Aaarrghh Spider! Norman the slug with the Silly Shell The Very Hungry Caterpillar The teeny-weeny tadpole The tiny seed	Commotion in the ocean, Barry the fish with fingers, The Snail and the Whale, Sharing a shell, The plastic bottle Harry saves the ocean!	The perfect fit What makes me a me? Funnybones Owl babies What I like about me! With my Mummy Families
Think about...	Baseline (wk1-3) Wellcomm Harvest Festival Stay and Play session	Diwali Thanksgiving Bonfire Night Christmas Pre-School Christmas performance	Chinese New Year Pancake Day EYFS sponsored event	Easter- bonnet parade Mother's Day World Book Day Butterflies Baby chicks/ducklings	EYFS family coffee morning Woodland School stay and Play	Father's Day Transitions Sports Day End of EYFS picnic and graduation

				EYFS trip to Upton library for WBD		
Literacy	<p>Baseline Assessments</p> <p>Enjoy drawing freely.</p> <p>Make marks on pictures to represent their name.</p> <p>Give meanings to marks they make.</p> <p>Develop play around favourite stories using props.</p> <p>Enjoy sharing and looking at books.</p> <p>Repeat words/phrases from familiar stories.</p> <p>Handle books carefully.</p>	<p>Begin to understand key concepts about print.</p> <p>Engage in extended conversations about stories.</p> <p>Learn new vocabulary through WOW and BOW.</p> <p>Name recognition</p> <p>Mark making for purpose through role play and activities linked to stories.</p>	<p>Continue to develop phonological awareness by spotting and suggesting rhyming words.</p> <p>Continue to develop key concepts about print.</p> <p>Name recognition</p> <p>Mark making for purpose through role play and activities linked to stories.</p>	<p>Begin to know the different parts of a book.</p> <p>Name recognition</p> <p>Mark making for purpose through role play and activities linked to stories.</p>	<p>Further develop phonological awareness – syllable clapping and counting, recognising words with the same initial sound.</p> <p>To know that when we write and read, we go from top to bottom, left to right.</p> <p>Page sequencing of a book/story.</p> <p>Mark making for purpose through role play and activities linked to stories.</p>	<p>To know that print has different meanings and purpose.</p> <p>Continue to talk/discuss the different parts of a book.</p> <p>To be able to syllable clap, spot and suggest rhyme, recognise words with the same initial sound.</p> <p>To continue to engage in extended conversations about stories.</p> <p>Mark making for purpose through role play and activities linked to stories.</p>
Phonics	<p>Lilac level book – At Home Out In Town</p> <p>Letters and sounds Aspect 1 Environmental Sounds</p>	<p>Lilac level book – At The Carnival At The Party</p> <p>Letters and sounds Aspect 1 Environmental Sounds</p>	<p>Lilac level book – At The Seaside At The Park</p> <p>Letters and sounds Aspect 4 Rhythm and Rhyme</p>	<p>Lilac level book – At The Match At The Concert</p> <p>Letters and sounds Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration</p>	<p>Lilac level book – At The Market At The Wildlife Pk</p> <p>Letters and sounds Aspect 5 Alliteration Aspect 6 Voice sounds</p>	<p>Lilac level book – At The Farm Fun At School</p> <p>Letters & Sounds Consolidate Aspects 1-6 Reception starters – Aspect 7</p>

	<p>Aspect 2 Instrumental Sounds</p> <p>Reading at home (sharing books)</p>	<p>Aspect 2 Instrumental Sounds Aspect 3 Body percussion</p> <p>Reading at home (sharing books)</p>	<p>Reading at home (sharing books)</p>	<p>Reading at home (sharing books)</p>	<p>Reading at home (sharing books)</p>	<p>Oral Blending & Segmenting Level 1+ sound of the week s,a,t,p,i,n</p> <p>Reading at home (sharing books)</p>
<p>CLL (oracy links)</p>	<p>Wellcomm assessments</p> <p>Staff modelling and extending speech from one word to 2. Introduce rules for good listening.</p> <p>Introduce listening games</p> <p>Talking about what we are doing.</p> <p>Talking about things we are doing and things we have done at home.</p> <p>Topic related vocabulary.</p> <p>Retelling favourite stories</p>	<p>Wellcomm</p> <p>Continue listening games</p> <p>Topic related vocab.</p> <p>Re-telling favourite stories</p> <p>Sharing talk about home and things we have done.</p> <p>Talking about our family Talk about celebrations</p>	<p>Wellcomm</p> <p>Continue listening games</p> <p>Topic related vocab.</p> <p>Winter words.</p> <p>Re-telling favourite stories</p> <p>Sharing talk about home and things we have done.</p> <p>Talking about our family</p>	<p>Wellcomm</p> <p>Continue listening games</p> <p>Topic related vocab.</p> <p>Winter words.</p> <p>Re-telling favourite stories</p> <p>Sharing talk about home and things we have done.</p> <p>Talking about our family</p>	<p>Wellcomm</p> <p>Continue listening games</p> <p>Topic related vocab.</p> <p>Winter words.</p> <p>Re-telling favourite stories</p> <p>Sharing talk about home and things we have done.</p> <p>Talking about our family</p>	<p>Wellcomm</p> <p>Topic related vocab. Names of sea creatures</p> <p>Sharing talk about home and things we have done.</p> <p>Talking about our time in Nursery and expectations for Reception.</p>

<p>MATHS</p> <p>(Number & Numerical Patterns)</p>	<p>Number awareness – number songs and nursery rhymes.</p> <p>To show finger numbers</p> <p>Reciting numbers 1-5</p> <p>Explore size</p> <p>Compare quantities</p> <p>Sorting objects based on their different properties (colour,size)</p>	<p>Reciting numbers past 5</p> <p>Begin to notice patterns and create simple repeating ABAB patterns</p> <p>To say one number for each item in order.</p> <p>Begin to explore 2D shapes introducing mathematical language.</p>	<p>Size comparison – measuring length, height, capacity and weight.</p> <p>Comparing quantities (more than and fewer)</p> <p>Select shape appropriately e.g. triangle for a roof</p>	<p>Talk about and explore routes and locations.</p> <p>Extend pattern knowledge by using informal language e.g. spotty, stripy.</p> <p>Size – recap length, weight and capacity</p>	<p>Positional language.</p> <p>Sequencing (first, next, then, finally/last)</p> <p>Cardinal principle</p> <p>Recap 2D shape and introduce 3D shape.</p>	<p>To solve mathematical problems up to 5</p> <p>Subitising</p> <p>Basic counting and number recognition.</p>
<p>Ongoing</p>	<p>1:1 counting, saying number names in sequence</p>					
<p>RSHE</p> 	<p>Me and My Relationships</p> <p>Marvellous me!</p> <p>I'm special</p> <p>People who are special to me</p>	<p>Valuing difference</p> <p>Me and my friends</p> <p>Friends and family</p> <p>Including everyone</p>	<p>Keeping Safe</p> <p>People who help me and keep me safe</p> <p>Safety indoors and outdoors</p> <p>What's safe to go into my body</p>	<p>Rights and Respect</p> <p>Looking after myself</p> <p>Looking after others</p> <p>Looking after my environment</p>	<p>Being my Best</p> <p>What does my body need?</p> <p>I can keep trying</p> <p>I can do it!</p>	<p>Growing and Changing</p> <p>Growing and changing in nature</p> <p>When I was a baby</p> <p>Girls, boys and families</p>
<p>Understanding the World</p>	<p>Talk about members of their immediate</p>	<p>Explore Diwali and celebrations of</p>	<p>To use a wider vocabulary when</p>	<p>Understand key features of a life cycle.</p>	<p>ICT safety – how can you stay safe</p>	<p>Transitions – what will it be like in Reception – what will</p>

	<p>family and community. Name and describe people who are familiar to them. Who are the important people in their life?</p> <p>Explore natural materials indoors and out.</p> <p>Explore materials with different properties.</p> <p>Woodland School</p>	<p>light (including Bonfire night) Discussions on Christmas traditions including favourite foods, decorations, events. How does your community celebrate Christmas?</p> <p>Woodland School</p>	<p>talking about what they see.</p> <p>Explore how things work.</p> <p>Woodland School</p>	<p>Plant and care for seeds.</p> <p>Begin to understand the need to respect and care for the natural environment and living things.</p> <p>Woodland School</p>	<p>online at home and at school?</p> <p>Woodland School</p>	<p>it look like in my classroom, what will I do at school, where are the toilets, who will my new teacher be? What things will be the same, what will be different?</p> <p>Woodland School</p>
<p>Expressive arts and Design</p>	<p>Singing familiar songs and Nursery rhymes</p> <p>Take part in action songs</p> <p>Exploring instruments and a range of sounds</p> <p>Role play and small world areas</p> <p>Explore colour mixing</p>	<p>Explore different textures and materials</p> <p>Decide which materials to use when creating</p> <p>Colour exploration</p> <p>Christmas Art</p> <p>Role play and small world areas</p> <p>Learning Christmas songs for performance</p>	<p>Make imaginative, complex small worlds using construction</p> <p>Take part in pretend play using objects to represent something else</p> <p>Develop complex stories using small world equipment e.g. dolls house</p>	<p>Remember and sing entire songs</p> <p>'Pitch match' to be able to sing/copy the pitch and tone sung/made by another person</p> <p>Sing melodic shape of familiar songs</p>	<p>Draw with increased complexity and detail showing different emotions</p> <p>Using drawings to represent ideas</p>	<p>To create their own songs or improvise based on a tune they know</p> <p>Begin to develop storylines in their pretend play</p>

		Developing and taking part in pretend play				
Gross Motor skills (including indoor PE)	Spatial awareness Start and Stop Squiggle- daily	Moving at different speeds Squiggle- daily	Balance Squiggle- daily	Rolling Squiggle- daily	Jump, fly and land Squiggle- daily	Over, under and through Squiggle- daily
Ongoing	Running, jumping, bikes and scooters, climbing and crawling					
Fine Motor Skills	Show preference for dominant hand Threading Sand patterns using cards Playdough Scissor skills Tweezers for pincer movements Small world play	Puzzles Playdough Name writing (copying/tracing name card) Threading Scissor skills Loose parts play Tinker tray (nuts & bolts)	Playdough Sensory play Tweezers Small scoops/pots Water play Colouring/mark making activities	Use of tools (scissors, other tools) Puzzles Playdough Small world play	Threading Playdough Tweezers/scoops Waterplay Sand Puzzles Mark making Clay Plasticine	Use of tools (scissors, other tools) Begin to form recognisable letters of name their name. Puzzles Playdough Small world play
Outdoor learning opportunities	Dens/ tunnels Building homes/ shelters Builders site (real materials), Numbers in the environment.	Changing seasons – falling leaves/ conkers – making autumnal pictures	Changes in weather. Growing. Exploring snow and ice. Water play	Water Wheel Bikes/ scooters, Mini-beast hunt Gardening and planting Making collages and natural outdoor sculptures	Large and small apparatus, building materials, wooden planks	Large construction Bike-ability Trikes and scooters