Ipplepen Primary School
Pre-School 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	**What makes me special?**	**What colours make me feel happy or sad?**	**What would you find on the farm?**	**What sounds can you hear?**	**Who goes to the Ugly Bug ball?**	**What can we do with water?**
Themes/ focus for learning	Settling in Families Feelings	Colours Autumn Celebrations Feelings	Animals Farms Caring for living things Spring	Sound Listening Environment around us	Minibeasts Growth and change Summer	Water Summer Sun safety Transition
Key Texts	I Like Me	Wow Said the Owl	What the Ladybird Heard	What sound do we make?	Mad About Minibeasts	Billy's Bucket
Supplementary Texts	My First Body Book The Family Book	Mixed Colour me happy The Colour Monster	A variety of non-fiction texts about animals Pig in the Pond	Listen Listen Polar Bear, Polar Bear What can you hear? Oi Frog	The Very Hungry Caterpillar Do you love bugs?	Commotion in the Ocean The Rainbow Fish
PSED	• Build trusting relationships with adults and begin to separate confidently from caregivers. •Develop awareness of own feelings and begin to name simple emotions. •Play alongside others and begin to share and take turns with support. •Explore what makes them unique within their family and community.	• Recognise that people have different likes and dislikes. • Show care for others' feelings and begin to express empathy. • Develop confidence in group routines and play situations.	•Show respect and care for animals and living things. • Begin to manage simple conflicts with support during group play. • Express opinions about likes and dislikes confidently.	• Listen carefully to others and show respect for turn-taking. • Develop awareness of emotions connected to sounds (e.g., happy music).	• Work cooperatively in shared investigations and play. • Show care for the natural environment and living things. • Talk about being a good friend and showing kindness.	• Show confidence when trying new activities or routines. • Express feelings about moving on to Reception. • Reflect on their own progress and achievements.
Communication and Language	• Listen to familiar stories and recall key events with adult support. • Use words and short phrases to communicate needs and experiences.	•Listen to longer stories and recall key parts. •Use talk to describe colours, textures, and weather changes. • Ask simple questions to find out more during play.	• Use descriptive language to talk about animals and sounds. • Join in with songs and rhymes linked to farms and animals.	• Identify and describe sounds in the environment. • Join in with rhymes and songs that include repetition and rhythm.	• Use new vocabulary related to insects and nature. • Ask and answer questions about what they observe. • Listen and respond to stories about minibeasts.	• Use talk to recall experiences and describe events in detail. • Use past, present, and future tenses when speaking.

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Pre-School 2026-2027

	• Develop attention to short group times and follow simple instructions. •Start to use new vocabulary linked to family, home, and emotions.		• Retell parts of familiar stories using props or puppets.			• Listen attentively to longer stories and join in with discussion.
Physical Development	• Explore movement using large equipment safely indoors and outdoors. • Develop hand–eye coordination through play with tools, blocks, and mark-making. • Learn about hygiene routines such as handwashing and toileting. • Practise using one-handed tools such as paintbrushes and spoons.	•Develop balance and coordination through outdoor play and movement. •Use tools such as scissors with support. •Show control when drawing, painting, or using malleable materials.	• Use gross motor skills to move like animals (jump, hop, crawl). • Develop fine motor strength using playdough and small tools. • Discuss healthy foods that come from farms.	• Move rhythmically to music using whole-body coordination. • Explore using tools safely to make sound instruments. • Manipulate dough during 'Dough Disco'.	• Develop strength and coordination through outdoor exploration. • Use tools like magnifiers or tweezers safely during investigations. • Practise fine motor control through creative activities.	• Demonstrate control and coordination in physical games. • Talk about keeping safe in the sun and around water. • Show independence in dressing and hygiene routines.
Maths **White Rose Maths**	• Recite numbers to 3 during songs and play. • Match and sort objects by size, colour, or shape. • Use early mathematical language such as more, same, big, small. • Explore simple patterns and quantities through play.	•Count sets of up to 5 objects accurately. •Compare quantities using the language more and fewer. •Explore 2D shapes and patterns in the environment.	• Count and compare quantities in play-based contexts. • Begin to understand one more and one less through songs. • Sort animals by size, type, or number of legs.	• Explore counting through songs and sound patterns. • Compare long and short, loud and quiet sounds.	• Count minibeasts and compare quantities. • Explore symmetry and pattern through butterfly art. • Talk about positions and directions during outdoor play.	• Count confidently beyond 5 using everyday objects. • Explore measures using water play (capacity, volume). • Talk about patterns, shapes, and numbers in the environment.
Literacy	• Listen to and join in with familiar stories and rhymes. • Enjoy mark-making and begin to give meaning to marks. • Recognise some familiar logos or symbols. • Talk about characters or events from familiar stories.	• Enjoy books linked to seasonal change and celebrations. •Recognise rhythm and rhyme in familiar songs and stories. • Begin to talk about story characters and events using new vocabulary.	• Recognise sounds that come from animals and try to make these sounds. • Talk about favourite parts of stories and recall events. • Copy simple pre-writing shapes and patterns.	• Recognise rhyming words and alliteration in songs and stories. • Sequence familiar events and retell experiences verbally. • Begin to form pre-writing shapes independently.	• Retell a familiar story using props and repeated refrains. • Begin to write or mark-make to represent minibeasts. • Recognise some letters from their own name.	• Enjoy stories about journeys, holidays, and change. • Retell favourite stories with clear sequence and expression. • Recognise own name and begin to try and write some letters.

Ipplepen Primary School
Pre-School 2026-2027

Understanding the World	• Talk about their family and who lives in their house. • Notice similarities and differences between themselves and others. • Explore senses through play and observation of their environment. • Begin to identify people who help them at home and in school. • Begin to talk about people who are special to them and why.	•Notice seasonal changes in the weather and environment. •Talk about family celebrations and special times. •Learn about festivals such as Diwali and Christmas.	• Talk about where animals live and what they eat. • Explore life cycles through observation and stories. • Compare farms and zoos using photographs. • Talk about helping others and caring for living things.	• Investigate how sounds are made using different materials. • Observe and describe changes in the natural world (spring growth). • Learn about why Easter is a special time for Christians.	• Observe life cycles such as caterpillar to butterfly. • Explore habitats and talk about where creatures live. • Plant seeds and talk about what plants need to grow. • Talk about caring for living things as part of our world.	• Explore floating and sinking through investigation. • Talk about different places they visit in summer. • Discuss people who help us at home, school, and in the community. • Explore special places for themselves and others.
Expressive Art and Design (EAD)	• Explore colour and texture in creative play. • Sing familiar songs and move to music with enjoyment. • Use materials to create self-portraits and simple models. • Engage in role play about home and family routines.	•Experiment with colour mixing to create new shades. •Create artwork inspired by autumn and celebrations. •Perform simple songs or dances for an audience.	• Create animal models using junk or natural materials. • Use instruments to represent animal sounds. • Sing animal songs and move to music rhythmically.	• Create simple rhythms using percussion instruments. • Express feelings through movement, dance, and music.	• Create artwork inspired by insects using mixed media. • Move like different creatures to music. • Perform songs or rhymes about bugs and nature.	• Create sea-themed art using paint, collage, and recycled materials. • Sing and move to songs about water and the sea. • Use imagination in role play about holidays and journeys.