



Upper Pre-school Curriculum 2025



Communication and Language



- I can listen with increased attention during group activities.
- I am curious about new words and vocabulary, and I am beginning to use them in my own speech.
- I am confident to talk to my peers and other adults.
- I can follow clear and concise instructions using words related to time, such as first or last.
- I am able to answer simple problem solving questions.
- I can begin to follow a story without the use of pictures.
- When having a conversation, I can use a variety of tenses and I use language to describe what I am going to do.
- I enjoy playing imaginatively and can role play about something I have not had first-hand experience in.
- I like to play pretend with my peers, taking on different roles and using 'voices' or miming actions with each other.
- I can take part in singing and action rhymes that are familiar to me.

Expressive Art & Design



- I can use my own independence to explore various resources and mediums.
- I enjoy exploring colour and textures and how I can change them.
- I can begin to represent my own ideas through meaningful mark making and can then share my creations.
- I can use loose parts and natural items to make transient art within our forest school.
- I like to express myself through movement as I move and dance to music and I sing new and familiar songs.
- I can recall key parts of our termly core texts with little assistance, creating my own props and artwork based on them.
- I enjoy making models or creating my own simple instruments from recycled materials.
- I am starting to appreciate and find beauty in art.
- I can investigate new foods, working with an adult to follow recipes.
- I can explore a range of sound making instruments and try to copy sounds made with them, when shown by someone else.

Personal, Social and Emotional



- I am confident during group activities, showing resilience and some independence.
- I enjoy initiating play with others and like to play in the company of other children.
- I have started to initiate conversations with others and am learning to use words to negotiate rather than actions.
- I am able to consider the feelings of others by showing care and concern for them and I am able to understand that my actions can affect others.
- I can tell you how I am feeling as I am aware of my own emotions.
- I am more confident at asking for help.
- I am able to share my toys or resources when participating in a wide range of activities.
- I am developing a sense of community, meeting people in our local area.
- I understand the importance of boundaries and rules, especially when on trips, outings or at forest school.
- I am aware of how to recognise my toileting needs and act upon this.
- I am becoming more independent with dressing and undressing and can pull my clothes down and up when I need the toilet.
- Washing my hands is part of my routine and I need minimal reminders to do this.
- I show independence during snack and mealtimes as I help to prepare food and pour my own water.

Physical Development



- I can demonstrate strength, coordination and balance whilst walking on obstacles of my own creation, as well through play.
- I can confidently use my gross motor skills outdoors, running with changes in speed, negotiating space successfully and landing appropriately when jumping from objects.
- I am beginning to travel with more skill when I play outdoors, carefully travelling over, under and around equipment.
- I can use my gross and fine motor skills at forest school to help me climb, explore and manipulate small natural objects with ease.
- I am mindful to tidy up both in and outside by carrying and transporting toys and resources of different sizes back to their original place.
- I continue to develop my tripod grip, with support, to accurately and carefully make marks or attempt to write letters.
- I can use tools safely and appropriately at forest school with guidance from adults.
- I demonstrate good fine motor skills with malleable materials and tools.
- I am becoming more confident at independently cutting straight lines using scissors.
- My ability to mark make through various mediums is improving and I am becoming confident at this.
- I am able to attempt to draw a person, remembering to include a head, body, legs and sometimes arms and fingers.
- I am becoming more independent as my fine motor skills develop and I carefully hold utensils to chop up my own fruit and veg at snack time.
- I can copy a simple model that someone else has made, using 6 cubes.



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Mathematics

1 2 3

- I can verbally count to 10 and beyond within a group and sometimes on my own, making minimal mistakes.
- I am able to independently and accurately count up to 5, using 1:1 correspondence with objects that are similar and placed in a line.
- When working out how many toys or objects there are, I often recount them before I tell you.
- I correctly identify several numbers in our environment.
- I am experimenting with my own symbols, mark making to create my own numbers and I sometimes write them correctly.
- I am able to recognise numerals of personal significance.
- I am beginning to subitise up to 3.
- I often use mathematical language during activities.
- I am able to compare and represent quantities, using the correct vocabulary. I can fill and empty containers.
- I can begin to use positional language correctly in my day to day conversations.
- I often talk about size, shape and length and I can answer some questions related to these.
- I know the names of some 2D shapes and I can recognise some in my environment, occasionally I may count their sides or corners.
- I build and construct towers and patterns, for example, using loose parts in our forest school site or in the room.
- I am able to share up to 4 objects between 2 people equally, giving one at a time.
- I can make two small collections of different items that contain the same amount.
- I like to join in with songs and stories that include counting and often repeat the actions I see.

Understanding the World



- I can show confidence through exploration of the world around me, including at our forest school site and on our outings.
- I show an interest in people in our community through visits from people who help us.
- I am learning about different occupations and can sometimes point these out, naming their job role correctly in public.
- I can ask questions about our world; I talk about changes and begin to use some observational language like melting and freezing.
- I can observe changes in the weather and the seasonal differences and can point to some of these changes on outings, at forest school or at group times and I begin to name them.
- I can identify who lives in my home and discuss my family or people who are special to me, with others.
- I can recognise some similarities and differences in relation to my peers.
- I show concern for living things and I am able to make observations as plants grow.
- I am learning to care and show respect for the environment I am in, by tidying up and following a routine.
- I enjoy investigating on outings and at forest school, exploring different materials, plants and minibeasts and I can sometimes name them correctly.
- I can understand how different cultures around the world may be different to our own.



Literacy



- I can understand and recall key events within our core texts with increasing detail.
- I have an awareness of sounds and rhyme and I may be able to tell you words that rhyme with each other.
- I can anticipate and express what might happen next within a story, within a group setting.
- I have developed my phonological awareness, understanding that some words have the same initial sound.
- I can recognise my name and initial 'super sound' and may be able to copy writing it down too.
- I enjoy looking through books independently, beginning to create my own narratives through pictures within the story.
- I can discuss similarities within familiar stories with my peers and adults.
- I enjoy our core nursery rhymes and like to join in with them during group times.
- I enjoy familiar songs and poems during group times.
- I am beginning to understand the key concepts of print, for example reading from left to right.
- I can begin to write some recognisable letters.
- Sometimes I like to use writing in my play, for example, I may pretend to write a list on the whiteboard during role play.
- I am learning to clap and orally blend syllables in words.