



Lower Pre-school Curriculum

2025

Communication and language

- I am developing my listening and attention skills during group activities.
- I am beginning to understand 'why' and 'how' questions and use them appropriately on occasion.
- I am confident to talk and play alongside unfamiliar adults and my peers who understand most of what I say.
- During pretend play I am able to give my puppets or play characters a 'voice' so they 'talk' to each other.
- I am starting to use more complex sentences when sharing my thoughts by using words like 'and' and 'because'.
- I am curious about new words and vocabulary.
- I can follow two-part complex sentences, following clear and concise instructions.
- I am starting to initiate play with my peers through conversation.

Understanding the World

- I show confidence through exploration of the world around me including 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 in public
- I ask simple questions about our world, I talk about changes and begin to use some observational language like melting, freezing.
- I observe changes in the weather and seasonal differences and can point some of these changes out on outings, at forest school or at group times.
- 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 care and 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, 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.

Personal, Social and Emotional

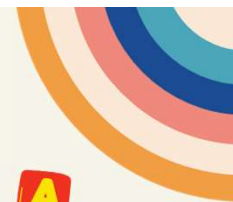
- I enjoy playing games with others, sometimes initiating play or seeking others to play with.
- I am developing confidence during group activities.
- I can tell you how I am feeling as I have started to understand my own emotions.
- I need minimal assistance when solving disputes with my peers.
- I am beginning to form friendships with my peers.
- I am beginning to understand what teamwork is and am able to play and learn cooperatively at forest school sessions.
- I am becoming more independent with dressing and undressing and can pull my clothes down and up when using the toilet/potty.
- 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.
- I understand the importance of boundaries and rules especially when on outings or at forest school.
- I am developing a sense of community, meeting people in our local area.
- I am learning to be patient, waiting when my needs are not being met straight away.

Physical Development

- I can demonstrate strength, coordination and balance whilst walking on obstacles of my own creation as well through play.
- My gross motor skills are developing further as I attempt to hop and jump over low level obstacles.
- 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 can use my gross and fine motor skills at forest school to help me climb, explore and manipulate small natural objects.
- I can use tools safely and appropriately at forest school with guidance from adults.
- I develop my mark making ability through various mediums and learn to use the tripod grip with support from adults.
- I am able to attempt to draw a person, remembering to include a head and legs.
- My fine motor skills are developing as I learn to correctly hold scissors and make snips.
- I carefully hold utensils to chop up my own fruit and veg at snack time.
- I enjoy taking part in games that enhance my cognitive development, such as identifying missing items from a pile of 4 in a hiding game or matching items to their shadows.
- I am beginning to recognise familiar logos in my day-to-day life, such as branding on a uniform.
- I can copy a simple model made from blocks when given the same pieces to copy from.



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Mathematics



- I can verbally count to 10 within a group and sometimes on my own, making minimal mistakes.
- I am developing an understanding of numbers up to 5 and see these in our environment.
- I am starting to point to objects and count them during my play or in activities, but I may lose track occasionally.
- I am beginning to recognise some written numbers.
- I can experiment with my own symbols, mark making to create my own numbers.
- I am starting to subitise items in small groups and may be able to recognise if they are the same or similar in size.
- I am starting to use mathematical language during activities to compare and represent quantities.
- I am starting to use positional language in my day-to-day conversations.
- I can talk about size, shape and length.
- I build and construct, creating towers and patterns, for example using loose parts at forest school or in the room.
- I am beginning to know the names of 2D shapes and I can recognise some in my environment.
- I like to join in with songs and stories that include counting and often repeat the actions I see.
- I am learning to make small collections that 'match' another collection when shown by an adult.



Literacy



- I can understand and recall key events within our core texts through the use of visual prompts and props.
- I am starting to develop awareness of sounds and rhyme and I am learning to spot mistakes, for example; if you read an incorrect rhyme to me, I can give you the correct word.
- I can anticipate and express what might happen next within a story and I can also demonstrate that I have listened by answering questions about it.
- I am beginning to develop my phonological awareness, understanding that some words have the same initial sound.
- I am beginning to recognise my written name and initial 'super sound' and may also be able to copy it 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.
- I enjoy our core nursery rhymes and often join in with them during group times.
- I am beginning to understand the key concepts of print, for example reading from left to right.
- I have an understanding that writing and drawing are different and I like to tell others what I have drawn or written.
- I am learning to clap out the syllables in different words.

Expressive Art & Design



- I can independently choose from a range of mediums, resources and tools from our creative area to create a piece of art.
- I enjoy exploring colours and textures and how I can change them.
- I am beginning to represent my own ideas through meaningful mark making.
- I can use loose parts and natural items to make transient art at forest school.
- I like to express myself through movement as I move and dance to music and I sing new and familiar songs.
- I enjoy taking part in sensory activities, being creative with a variety of different textures and using my hands and body parts to make marks.
- I can explore a range of sound making instruments and try to copy sounds made with them when shown by someone else.
- I can investigate new foods, working with an adult to follow recipes.