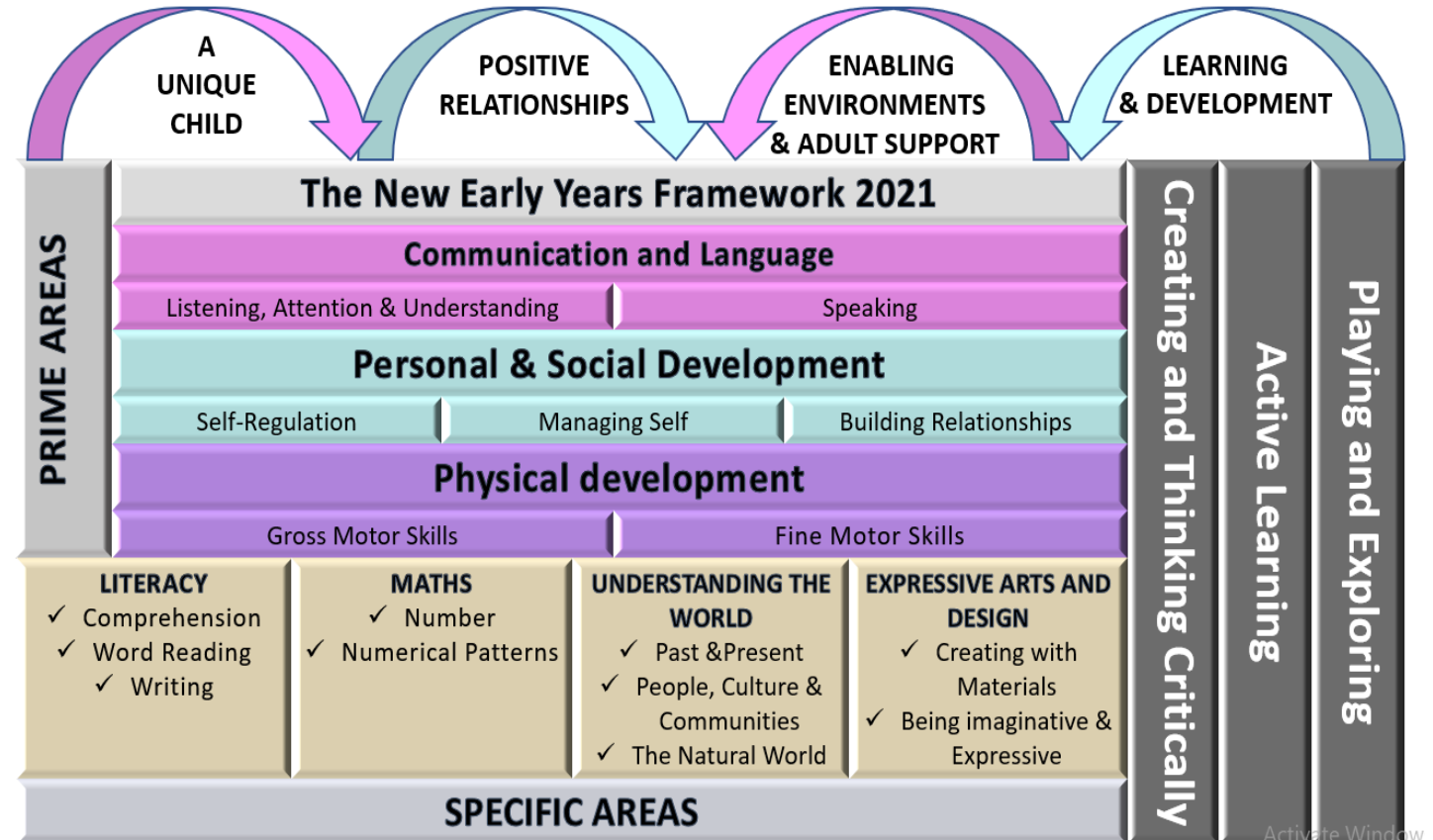


PRE-SCHOOL LONG TERM PLAN



PRE-SCHOOL LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i>	ALL ABOUT ME! Families Our Homes Pets	PATTERNS! Polar Adventure Colours, Patterns and Sounds Christmas	KNIGHTS AND CASTLES! Knights, Castles, Dragons and Gowns Muddy Puddles On the Move	ADVENTURES! Adventures Space Ocean Commotion	FOOD, FOOD, FOOD! On the Farm Kitchen Café Super Senses	OFF WE GO! All Aboard Above our Heads On My Way to the Coast Birthdays and Transitions
HIGH QUALITY TEXTS	Five Minutes Peace Once there were Giants The Littles Lighthouse Keeper A Place Called Home Not Norman A Day in the Life of a Pet	I Do Not Eat the Colour Green I See a Pattern Here Moose Music The Emporer's New Egg Lost and Found Stickman How to Catch and Elf It's Christmas David	The Castle the King Built The Legend of King Arthur-atops George and the Dragon The Smartest Giant in Town George Save the World by Lunchtime Bumper the Bumper If I Built a Car	The Smeds and the Smoos Aliens Love Underpants The Rainbow Fish Tiddler The Snail and the Whale We're Going on a Bear Hunt	Farmyard Hullabaloo Farmer Duck Jasper's Beanstalk The Enormous Turnip Oliver's Vegetables Brown Bear, Brown Bear	Owl Babies Hello World! Planes and other Flying Machines Ten Little Pirates Flotsam Sharing a Shell The Train Ride I am Invited to a Party Starting School
'WOW' MOMENTS / ENRICHMENT	Remembrance Day Diwali Visit from People Who Help Us e.g. fire officers, police officers	Guy Fawkes / Bonfire Night Remembrance day Christmas Time/Nativity/Santa	Valentines day Chinese New Year Take One Picture National Storytelling week	Mother's Day World Book Day Easter Bonnet Parade	Father's Day	Transition into full time school Graduation?

PRE-SCHOOL LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
COEL  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: Pinewood, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					

PRE-SCHOOL LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
BRITISH VALUES SHARING CIRCLES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry Wellcomm entry assessments	Wellcomm assessments Parents evening info In house moderation End of Autumn term Assessment Trackers	Wellcomm assessments In house moderation	Wellcomm assessments Parents evening info In house moderation End of Spring term Assessment Trackers	Wellcomm assessments In house moderation	Wellcomm assessments End of Year Parent's Reports In house moderation End of Summer term Assessment Trackers Transition meeting with Rec Teacher
PARENTAL INVOLVEMENT	New starter meetings Seesaw involvement	Seesaw involvement Nativity Parents Evening Christmas Stay and Play	Seesaw involvement	Seesaw involvement Parents Evening Easter Church Service Easter Bonnet Parade Mother's Day Stay and Play	Seesaw involvement Pre-School Open Morning	Seesaw involvement Parents Reports New Children Induction Afternoon



PRESCHOOL LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing and speech and language (Wellcomm) interventions. DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)	Wellcomm interventions Rhyme of the week Sign of the week Settling in activities Making friends Show an interest in the lives of other people - I can respond to my name and change my activity when encouraged - I can use everyday words to talk about people I know - I can follow simple instructions with visuals - I can listen and respond to adults and peers Key vocab: colours, nursery areas, adult names, rules & routines	Wellcomm interventions Rhyme of the week Sign of the week - I can follow two-step simple instructions with visuals e.g. 'get your coat and wait at the door' - I can concentrate for slightly longer periods e.g. longer stories - I can join in with a small group - I can remember and join in with stories and rhymes - Key vocab: celebrations, describing words, food/ingredients	Rhyme of the week Sign of the week Wellcomm interventions Settling in activities - I can speak in 2/3/4 word sentences - I can understand more simple questions and answer appropriately - I can express desires, feelings and needs - I can begin to hold two-way conversations with adults and peers - I can tell longer stories - I know many rhymes and can talk about familiar books Key vocab: seasonal language, revisit colour, light & dark	Rhyme of the week Sign of the week Wellcomm interventions - I can begin to understand and ask why and how questions - I can express a point of view and can debate when disagreeing with a peer or adult, using words and actions - I can remember and use new words - I can engage in imaginary role-play sometimes building stories around objects and toys and can organize themselves in their play Key vocab: Chick life cycle, planting/growing, recycling	Rhyme of the week Sign of the week Wellcomm interventions - I can use sentences of 4-6 words - I can use sentences using joining words e.g. and, because, or. - I can explain my own thinking/ideas - I can describe the story settings and characters - I can join in with the repeated lines and refrains - I can use language as a powerful means of widening contacts and sharing feelings Key vocab: Frog life cycle, seasonal changes, animals and habitats	Rhyme of the week Sign of the week Wellcomm interventions - I can communicate effectively with my peers and adults - I can follow three-step simple instructions, sometimes without visuals - I can anticipate key events in stories - I can take turns in small groups - I can ask simple questions and wait for a response - I can sing a large repertoire of nursey rhymes Key vocab: emotions, positional language/prepositions. revisit colour.



PRESCHOOL LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	Oral hygiene: teeth cleaning Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules - I can separate from my main carer with support - I can distract myself when I am upset - I am beginning to select resources and activities to achieve a goal they have chosen or one that is suggested to them. - I know about oral hygiene	Independence: selecting and putting back own belongings - I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings - I can express my own feelings using words like happy, sad, angry, worried. - I can demonstrate friendly behavior and form good relationships with adults and peers, remembering rules without needing to be reminded.	Class rules: Behavioural expectations in the class/boundaries set Class rules - I can separate from my main carer with support (new starters) - I can begin to accept the needs of others and can take turns and share resources - I can show confidence in asking adults for help and in new social situations	Healthy eating: Fruit kebabs/making a fruit smoothie - I am beginning to understand about foods that are healthy and unhealthy - I can express my own preferences and interests and am developing appropriate ways of being more assertive. - I can respond to a few appropriate boundaries	Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies) - I am confident to talk to other children when playing - I can usually tolerate delay when my needs are not immediately met - I can seek out others to share experiences - I welcome value and praise for what I have done	Transition into Reception School readiness - I enjoy the responsibility of carrying out small tasks - I can select and use activities and resources independently - I can follow rules and understand why they are important - I understand that my wishes may not always be met - I am confident and outgoing with familiar people in the safe context of my setting



PRE-SCHOOL LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
PHYSICAL DEVELOPMENT FINE MOTOR Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES GROSS MOTOR	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	- I can hold a pencil (fisted/digital pronate grip) to make marks - I am beginning to do up my own large buttons - I can turn the pages in a book	- I can fit the pieces of a puzzle together - I can pick up tiny objects using a fine pincer grasp - I can use one-handed tools and equipment, e.g. make snips in paper with child scissors	- I can use tweezers - I can use tools effectively in playdough (eg: cutters/rollers) - I can take off and put on my own shoes (not laces) - I am beginning to do up my own zip	- I can show increasing control over tools like pencils and crayons. - I can use tools for mark making with control. - I can grip using five fingers or preferably two fingers and thumb for control.	- I can use a 4 finger grip to hold my pencil - I can use pincers, tweezers and threading equipment with increasing control and confidence	- I can use scissors effectively to cut straight lines in paper - I am beginning to use 3 fingers (tripod grip) to hold my pencil
	- I can work with peers to manage large items e.g. safely moving large planks, carrying large blocks	- Use large muscle movements to wave flags and streamers, paint and make marks.	- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet	- Increase in independence when putting on cpats, doing up zips and getting dressed and undressed. - Increasingly be able to use and remember sequences and patterns of movement related to music and rhythm,	- skip, hop, stand on one leg and hold a pose. - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
				Squiggle while you Wiggle Lines, circles	Squiggle while you Wiggle Arch (over, under), hump	Dough Disco
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment, Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options From Development Matters 2020': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



PRESCHOOL F1 LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library bus weekly WORD READING Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	- I can fill in missing words from well-known rhymes - I can show a preference for a book or a song or a rhyme.	- I can identify myself in a story and show enjoyment for stories about familiar people - I can hold a book, turn the pages and indicate an understanding of pictures and print.	- I am beginning to be aware of the way stories are structured. - I show interest in illustrations and print in books and print in the environment.	- I can describe main story settings, events and principal characters. - I can make suggestions about what might happen next in a story	- I can talk about events and characters in a book - I can suggest how a story might end	- I can describe main story settings, events and principal characters. - I can tell a story to friends
	- I can join in with rhymes and stories	- I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. - I can notice and repeat sounds	- I can understand that print has meaning - I can hold a book the right way up and turn pages by myself	- I know that print can have different purposes - I know the names of the different parts of a book	- I know that we read English text from left to right and from top to bottom - I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.	- I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother



PRESCHOOL LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
WRITING TFW USED AS STIMULUS ACROSS THE YEAR TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	- I can randomly scribble on the page, sometimes with both hands. - I can begin to balance when sitting. - I can make connections between my actions and the marks being made.	- I can control the marks on the page. - can use a range of tools to make marks and show an interest in my own marks and others marks.	- I can make connections between my actions and the marks being made. - I ascribe meaning to my marks	- I can distinguish between the different marks I make. - I can tell an adult what my marks mean - I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. - I can copy shapes, letter and pictures	- I can identify sounds from my own name in other words. - I can write some or all of my name.	- I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - I can write some letters accurately - I can write some or all of my name.



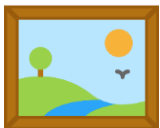
PRE-SCHOOL LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives , including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , ‘have a go’ , talk to adults and peers about what they notice and not be afraid to make mistakes.					
	- I can show interest in and join in with number rhymes - I can name colours in the classroom and outside. - I can say when objects are the same or not the same colour. - I can match objects which are the same and identify differences. - I can sort collections of objects into sets based on colour, size or shape.	- I can make sets of objects and compare those sets by amount, comparing large and small groups. - I can use the words ‘more’ ‘fewer’ and ‘same’ when comparing groups of amounts. - I can order and compare objects by size using language ‘big’ ‘little’ ‘small’ ‘large’ ‘tall’ ‘long’ ‘short’. - I can copy, continue and create simple patterns.	- I can recite some number names in sequence - I can identify simple representations of 1 and 2. - I can subitise and make representations to 2. - I can match number names to quantities and numerals for 1 and 2. - I can touch count different arrangements and recognise the final number is the quantity of the set, up to 2. - I can compare heavy and light objects using my hands and balance scales. Use vocabulary such as ‘heavy’ ‘light’ ‘heavier’ ‘lighter’ ‘heaviest’ ‘lightest’	- I can recite some number names in sequence - I can show interest in and join in with number rhymes - I can identify simple representations of 1, 2, 3 and 4. - I can subitise and make representations to 4. - I can match number names to quantities and numerals for 1, 2, 3 and 4. - I can touch count different arrangements and recognise the final number is the quantity of the set, up to 4. - I can use different language to describe length and height including ‘long’ ‘short’ ‘taller’ ‘shorter’ ‘wider’ ‘narrower’	- I can subitise up to 3 items. - I can show finger numbers up to five - I can count forwards and backwards to 5 correctly. - I can represent 5 on a 5 frame. - I know that the quantity of a group will change when I add one more or remove one, using real objects. - I explore one more and one less with objects in play and story scenarios. - I am beginning to link counting forwards with ‘one more’ and counting backwards with ‘one less’. - I can talk about the properties of shapes in my environment e.g. straight/flat/curved/round. - I know the names of common 2D shapes in my environment.	- I can talk about night and day, ordering key events. - I can use some language such as first, next, then. - I can explore measuring time in play. - I have some understanding of full and empty when learning about capacity of objects. - I can compare the capacities of different containers, exploring this through play. - I can respond to and use some positional language e.g. in, on, under. - I can use and respond to directional language e.g. up, down, across.



PRE-SCHOOL LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	- Talks about where they live and who with. - Talks about family members, jobs, hobbies and similarities between them - Compares different types of families, including showing respect for other cultures and religions. - Talks about routines - Compares types of houses - Understands the need to be gentle and kind towards all creatures. - Learn about vets. <i>Development Matters:</i> <i>Children will:</i> - <i>Begin to make sense of their own life-story and family's history</i> - <i>Begin to show an interest in different occupations.</i> - <i>Begin to understand the need to respect and care for the natural environment and all living things.</i> - <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i>	- Learns to recognise names for different types of patterns such as stripes and spots. - Experiments making patterns using different materials. - Learns about some artists from the past and famous musicians, such as Minnie Pwerle. - Makes musical patterns. - Learns that some countries are very cold and the animals that live there. - Can talk about snow, ice and melting. - Can talk about how we can help climate change. - Explores the religious and cultural celebrations of Christmas, Bonfire Night and Diwali. <i>Development Matters:</i> <i>Children will:</i> - <i>Begin to understand the need to respect and care for the natural environment and all living things.</i> - <i>Talk about the differences between materials and changes they notice.</i> - <i>Talk about what they see, using a wide vocabulary.</i> <i>Continue developing positive attitudes about the differences between people.</i> - <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i>	- Learns why castles were built and can use some basic castle vocabulary. - Compares real and fictional story characters from the past. - Compares clothing from long ago and now. - Explores materials with similar and different properties and uses, including waterproof boots/coats in the mud. - Considers pollution and material recycling. - Knows, recognises and can talk about uses of different vehicles. - Knows a little about history of land transport. - Explore magnets and other pushes and pulls. <i>Development Matters:</i> <i>Children will:</i> - <i>Explore collections of materials with similar and/or different properties.</i> - <i>Explore how things work.</i> - <i>Begin to understand the need to respect and care for the natural environment and all living things.</i> - <i>Explore and talk about different forces they can feel.</i> - <i>Talk about the differences between materials and changes they notice.</i>	- Can share adventures they have been on e.g. holidays. - Can talk about some features of the land e.g. mountains, lakes, rivers, the beach, coast, caves, volcanoes. - Can draw a representation of a simple map and talk about places on it. - Learns about sea creatures, researching and exploring using ipads, books, magnifying glasses. - Investigates and predicts items that may float and sink. - Learn about pollution in the seas and how to look after our planet. - Learn that earth is a planet, is part of the solar system and the planets in the solar system revolve around the sun. <i>Development Matters:</i> <i>Children will:</i> - <i>Talk about what they see, using a wide vocabulary.</i> - <i>Explore how things work.</i> - <i>Begin to understand the need to respect and care for the natural environment and all living things.</i> - <i>Explore and talk about different forces they can feel.</i>	- Can name and understand some animals that live on a farm and Understands how to take care of them. - Can say some of the jobs a farmer does. - Knows that milk, eggs, meat and wool come from farm animals. - Can recognise and name some plants and vegetables and how to grow some to create food. - Understands the importance of healthy eating. - Names parts of the body. - Talks about the different senses as they explore the environment. Learns what it could be like to have one of the senses removed. <i>Development Matters:</i> <i>Children will:</i> - <i>Use all their senses in hands-on exploration of natural materials.</i> - <i>Talk about what they see, using a wide vocabulary.</i> - <i>Show interest in different occupations</i> - <i>Plant seeds and care for growing plants.</i> - <i>Understand the key features of the life cycle of a plant and an animal.</i> - <i>Begin to understand the need to respect and care for the natural environment and all living things</i> - <i>Continue to develop positive attitudes about the differences between people.</i>	- Recognises and talks about different air transport - Can talk about different types of birds in the UK. - Can observe birds and talk about nests. - Recognises that the weather changes. - Talks about land features such as mountains, rivers and lakes, the beach, the oceans, caves and volcanoes. - Can talk about rock pools. - Names different types of boats including those from the past. - Understands that some things float and some things sink and can predict and investigate this. - Can design their own boat and test it. - Can say the days of the week and some of the months of the year. - Can say which month their birthday is in. - Can remember a few details of their last birthday. - Talks about fun memories of time in Pre-School and what they are looking forward to about Reception. <i>Development Matters:</i> <i>Children will:</i> - <i>Explore collections of materials with similar and/or different properties.</i> - <i>Begin to make sense of their own life-story and family's history</i> - <i>Begin to understand the need to respect and care for the natural environment and all living things.</i> - <i>Explore and talk about different forces they can feel.</i> - <i>Talk about the differences between materials and changes they notice.</i>



PRE-SCHOOL LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	PATTERNS!	KNIGHTS AND CASTLES!	ADVENTURES!	FOOD, FOOD, FOOD!	OFF WE GO!
EXPRESSIVE ARTS AND DESIGN	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
<i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Work will be displayed in the classroom</i> <i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	- I can use my imagination to create with different materials - I can make simple models to express ideas - I can enjoy and take part in simple action songs - I begin to develop pretend play, pretending that one object represents something else.	- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) - I can recognise and name colours. - I can sing the melodic shape of a familiar songs (up, down, down, up of the melody) - I can play instruments with increasing control to express feelings and ideas.	- I can join different materials and explore different textures. - I can create closed shapes with continuous lines and begin to use these shapes to represent objects. - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control	- I begin to develop complex stories using small world equipment. - I begin to make imaginative and complex 'small worlds' with blocks and construction kits. - I can talk about what I am creating - I show some emotion in drawings e.g. happiness, sadness, fear	- I can remember and sing whole songs - I can mix colours to create new colours - I can name the colours - I can talk about shades e.g. light and dark	- I can safely use a range of tools e.g. scissors, hammers. - I make up stories when playing - I choose what I want to make and can change the resources I choose and how I do it when needed - I can join with various joining resources e.g. glue, tape, hole punch and string - I can draw a face and other representations using closed shapes

