

## Long Term Planning for Pre-School

Birth to 5 matters Range 5– 36-48months	Autumn		Spring		Summer	
Topic	Family & Friends	Seasons	People who help us	Celebrations	Nature	Seaside
We will learn about...	<b>Our families</b> <b>Relatives</b> <b>Who lives in our house?</b> <b>Sharing</b> <b>Being kind</b> <b>Helpful</b> <b>Friendships</b>	<b>Seasonal/Change</b> <b>Bonfire Night</b> <b>Christmas</b> <b>Winter</b>	<b>Police</b> <b>Fire fighters</b> <b>Doctors/ nurses</b> <b>Ambulance</b> <b>Dentist</b>	<b>Traditional tales</b> <b>Easter</b> <b>Spring</b>	<b>Minibeasts</b> <b>Growing and Changing</b> <b>Growing</b> <b>Farming</b>	<b>Seaside</b> <b>Under the Sea</b> <b>Sea animals</b> <b>Seasonal Change</b>
Focus Texts (subject to change)	The Selfish Crocodile Family and Me Not fair, won't share... All kind of families Meesha makes friends. Sharing a shell	Marney's Mix-Up We're Going on a Leaf Hunt Fletcher and the Falling Leaves The Gruffalos child Jolly Christmas Postman The elf chase.	Super Sid the Sausage Dog/Fire (Firefighters) Open wide (dentist) Topsy and Tim meet the police (police) You can't call an elephant in an emergency (Fire fighters)	Hello Spring! Tap the Magic Tree Fletcher and the Springtime Blossom Three little pigs Goldilocks and three bears The gingerbread man	Super worm What the Ladybird Heard The Very Hungry Caterpillar Mad about minibeasts The Sleepy Bumblebee	Commotion in the ocean The Storm Whale What the ladybird heard at the seaside. The Snail and The Whale Going on a treasure hunt Stella and the seagull
Linked texts  Maths	Two homes One Family Loves makes a family Room on the broom  Whatever next 5 little ducks Three Billy goats gruff Each pear, each plum Kippers' birthday Farmer duck Alien loves underpants	Owl's Winter Rescue The Christmas Story Little Polar Bear  Little red hen Peepo Fox's socks Three bill goats gruff 5 little dinosaurs	Construction by Sally Sutton (construction workers) Firefighter (firefighter) Burglar bill (police)  Splish, splash ducky Duck in a truck Rosies zoo Little red riding hood Shark in the park The gingerbread man Off to the park	Goodbye Winter, Hello Spring The great eggscape Pip and egg  The very hungry caterpillar Cave baby Dinosaur roar 4 wriggly babies	Norman the slug with the silly shell Owl Babies The tiny seed  Goldilocks and the three bears Where's spot? Everyone hide from wibbly pig Olivers fruit salad Handas surprise Beep, beep, vroom	Billys bucket  Enormous turnip Postman bear Meg and mog Train ride Naughty bus A new house for mouse Lulu first day A view at the zoo
Key songs/Nursery Rhymes (Subject to change)	Five Little Ducks If You're Happy and You Know It Finger family Head, Shoulders, Knees, and Toes  Build it up One potato, two potato 1,2,3,4,5 once I caught a fish alive	I'm A Little Teapot Hickory Dickory Dock London bridge is falling  Wind The Bobbin Up Twinkl, twinkle little star Polly put the kettle on The Grand Old Duke Of York 3 blind mice Tommy thumb Baa. Baa black sheep	Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle 5 little fire men The Wheels on The Bus  I can clap my hands Muffin man Hokey cokey	Baa Baa Black Sheep Row, Row, Row Your Boat The Hokey Cokey Ring O' Roses Mary had a little lamb.  Hickory, dickory dock 1,2,3 black dots London bridge is falling down 5 little ducks 5 currant buns	Old Macdonald had a farm. 5 Currant Buns Dingle, Dangle Scarecrow 5 Speckled Frogs Baa Baa Black Sheep Incy wincy spider Mary had a little lamb.  1,2,3,4,5 once I caught a fish alive In and out	10 Green Bottles 10 Fat Sausages This Old Man 1,2,3,4,5 once I caught a fish alive  Twinkle, twinkle, little star Baa, baa black sheep I'm a little teapot

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		5 little men in a flying saucer	Old mac Donald had a farm I'm a little tea pot		Teddy bears picnic Tongue twisters ( red lorry, yellow lorry)	3 speckled frogs 3 little monkeys Humpty dumpty Teddy bears
Possible Enrichments Geography	Halloween craft stay and play afternoon Exploring the grounds	Autumn walk	Emergency service visits to school	Spring walk Stay and play with parents	Grow your own Sunflower planting outdoors	Summer stay and play parents
Celebrations/ festival/ special events RE History	Birthdays Harvest festival	Halloween (31 <sup>st</sup> October) Bonfire night (5 <sup>th</sup> November) Remembrance Day (11 <sup>th</sup> November) Christmas	Chinese New Year (29 <sup>th</sup> January)	Mother's Day (stay and play) Easter		Father Day (15 <sup>th</sup> June)
Communication and language	<ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> <li>Understands use of objects (e.g. Which one do we cut with?)</li> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> </ul>	<ul style="list-style-type: none"> <li>Listens to familiar stories with increasing attention and recall</li> <li>Is able to follow directions (if not intently focused)</li> <li>Able to use language in recalling past experiences</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> <li>Talks more extensively about things that are of particular importance to them</li> </ul>	<ul style="list-style-type: none"> <li>Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> <li>Continues to make some errors in language (e.g. crunned) and will absorb and use language they hear around them in their community and culture</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to understand why and how questions</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul>	<ul style="list-style-type: none"> <li>Uses talk to explain what is happening and anticipate what might happen next</li> <li>Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>Builds up vocabulary that reflects the breadth of their experiences</li> </ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>-seeks out companionship with adults and other children, sharing experiences and play ideas.</li> <li>- is becoming more aware of the similarities and differences between themselves and others in more detailed ways and</li> </ul>	<ul style="list-style-type: none"> <li>-uses their experiences of adult behaviours to guide their social relationships and interactions.</li> <li>-enjoys a sense of belonging through being involved in daily tasks.</li> <li>-may exhibit increased fearfulness of things like the dark</li> </ul>	<ul style="list-style-type: none"> <li>-shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</li> </ul>	<ul style="list-style-type: none"> <li>-practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>-is sensitive to other messages of appreciation or criticism</li> </ul>	<ul style="list-style-type: none"> <li>-enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</li> <li>-is aware of being valued by others and begin to develop ideas about themselves according to the messages</li> </ul>	<ul style="list-style-type: none"> <li>-shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new situations and being able to express their needs and ask adults for help.</li> </ul>

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	<p>identifies themselves in relation to social groups and to their peers.</p> <p>-Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p>	<p>or monsters etc and possibly have nightmares</p>	<p>-talks about how others might be feeling and respond according to their understanding of the other persons' needs and wants.</p>	<p>-is more able to recognise the impact of her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p>	<p>they hear from others.</p> <p>-understands that expectations are very dependent on different events, social situations and changes in routine, becomes more able to adapt their behaviour in favourable conditions</p>	
Physical Development	<p><b>Fundamental movements- movement skills</b> (PE passport)</p> <p>Fine motor skills</p> <p>-can name and identify different parts of the body.</p>	<p><b>Fundamental movements</b></p> <p>Dance -seasons (PE passport)</p> <p>Fine motor skills</p> <p>-can wash and dry hands effectively and</p>	<p><b>Fundamental movements</b></p> <p>An adventure with the emergency services (PE passport)</p> <p>Fine motor skills</p> <p>-observes and can describe in words or actions the effects of</p>	<p><b>Fundamental movements</b></p> <p>Fantasy fairy tale (PE passport)</p> <p>Fine motor skills</p> <p>-takes practical action to reduce risk, showing their understanding that</p>	<p><b>Fundamental movements</b></p> <p>EYFS- FMS – mini beasts (PE Passport)</p> <p>Fine motor skills</p> <p>-willing to try a range of different textures and tastes and expresses</p>	<p><b>Fundamental movements</b></p> <p>EYFS- FMS – seaside (PE Passport)</p> <p>Fine Motor Skills</p> <p>-Manipulates a range of tools and equipment in one hand, tools include</p>

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<p>Literacy</p> <p>Computing</p>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Includes mark making and early writing in their play</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to develop phonological and phonemic awareness</li> <li>• Shows awareness of rhyme and alliteration</li> <li>• Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>• Claps or taps the syllables in words during sound play</li> <li>• Hears and says the initial sound in words</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at and enjoys print and digital books independently</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Shows interest in letters on a keyboard, identifying familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and the initial letter of their own name and other curves, or letter-type shapes</li> </ul>
<p>Phonics</p> <p>Red rose</p> <p>Read, write, inc</p>	<p>Red rose</p> <p>Teaching block 1</p>	<p>Red rose</p> <p>Teaching block 2</p>	<p>Red rose</p> <p>Teaching block 3</p>	<p>Red rose</p> <p>Teaching block 4</p>	<p>Read write inc</p>	<p>Read, write inc</p>

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<p>Maths White rose Maths</p>	<p><b>Subsisting 1</b> I see 1,2,3</p>	<p><b>Pattern 1</b></p>	<p><b>Pattern 2</b></p>	<p><b>Subitising 4</b> Make games and actions</p>	<p><b>Counting 3</b> Move and label 1,2,3</p>	<p><b>Pattern 4</b> Lead on own patterns</p>
	<p><b>Counting 1</b> Hear and say number names</p>	<p>Explore repeats</p>	<p>Join in with repeats</p>	<p><b>Subitising 3</b> Talk about dots</p>	<p><b>Shape, space and measure 3</b> Explore position and routes</p>	<p><b>Counting 4</b> Take and give 1,2,3</p>
	<p><b>Shape, space and measure</b> Explore and build with shapes and objects</p>	<p>Show me 1,2,3</p>	<p><b>Shape, space and measure 2</b> Explore position and space</p>	<p><b>Pattern 3</b> Explore patterns</p>	<p><b>Comparison 2</b> Compare and sort collections</p>	<p><b>Shape, space and measure 4</b> Match, talk, push and pull</p>
	<p><b>Comparison 3</b> Match sort and compare</p>	<p><b>Counting 2</b> Begin to order number names</p>	<p><b>Comparison 1</b> More than, fewer than, same</p>	<p><b>Counting 5</b> Show me 5</p>	<p><b>Pattern 5</b> Making patterns together</p>	<p><b>Pattern 6</b> My own pattern</p>
	<p><b>Comparison 3</b> Match sort and compare</p>	<p><b>Counting 6</b> Stop at 1,2,3,4,5</p>	<p><b>Shape, space and measure 5</b> Start to puzzle</p>			

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<p>Understanding the World</p> <p>Computing Geography</p>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Recognises and describes special times or events for family or friends</li> <li>Shows interest in different occupations and ways of life indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience</li> <li>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</li> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> </ul>	<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>Knows that information can be retrieved from digital devices and the internet</li> </ul>	<ul style="list-style-type: none"> <li>Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time</li> <li>Shows care and concern for living things and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the effect their behaviour can have on the environment</li> <li>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet</li> </ul>
<p>Expressive, arts and design</p> <p>Science</p>	<ul style="list-style-type: none"> <li>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys joining in with moving, dancing and ring games</li> <li>Develops an understanding of how to create and use sounds intentionally</li> <li>Continues to explore colour and how colours can be changed</li> </ul> <p>Plays alongside other children who are engaged in the same theme</p>	<ul style="list-style-type: none"> <li>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> <li>Uses available resources to create props or creates imaginary ones to support play</li> </ul>	<ul style="list-style-type: none"> <li>Taps out simple repeated rhythms</li> <li>Creates sounds, movements, drawings to accompany stories</li> </ul>	<ul style="list-style-type: none"> <li>Experiments and creates movement in response to music, stories and ideas</li> <li>Sings to self and makes up simple songs</li> <li>Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>Uses tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>Explores and learns how sounds and movements can be changed</li> </ul>