

Pre – School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves Colours	Autumn Winter and Christmas	Farm Animals Pets	Growing: Fruit and Vegetables Easter	Minibeasts	Transport
Key Knowledge The majority of children are able to use their words to...	Name their eyes, ears, mouth, hands, head, feet & tummy Name red, yellow, green orange & blue	Talk about the changes of colours to leaves in Autumn Talk about Christmas through stories and activities	Name a dog, cat, rabbit, fish & mouse Extend puppy & kitten Name a pig, cow, horse, sheep & chicken Extend chick & lamb	Name an apple, orange, banana, pear, carrot, broccoli, potato & pea	Name a spider, ladybird, caterpillar & butterfly	Name a car, bus, train, bicycle, aeroplane and boat
Key Texts Pre School	Autumn 1 *Ten Little Fingers & Ten Little Toes *Titch *Pop-up Peekaboo Colours *Wow said the Owl	Autumn 2 *Walter’s Wonderful Web *Happy Christmas little Hippo *That’s Not My Santa * That’s Not My Reindeer	Spring 1 *Dear Zoo *Where’s Spot? *Pop-up peekaboo animals *Oh Dear? *Noisy Farm *Where’s baby chick? *Maisy’s morning on the farm	Spring 2 *Jasper’s Beanstalk *First words book fruit and vegetables *Signs of Spring	Summer 1 *The Very Hungry Caterpillar *Where’s Mrs Ladybird?	Summer 2 *Goodnight Tractor *Fireman Piggywiggy *That’s not my plane *That’s not my train *Emergency *Toot Toot Beep Beep

Communication & Language	<p>Stage 1 Turns when hears own name. Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Points and looks to make requests and to share an interest.</p>
	<p>Stage 2 Moves whole body to songs and music they enjoy. Concentrates intently on an activity of own choice for short periods of time. Understanding of single words in context is developing – ‘cup’, ‘milk’, ‘daddy’. Responds to simple questions when in a familiar context with a special person e.g. ‘where’s your nose?’ Use sounds in play e.g. ‘brrrm’ for toy car. Uses single words. Uses words to communicate for a range of purposes e.g. bye bye, teddy, more.</p>
	<p>Stage 3 Enjoys rhymes and demonstrates listening by trying to join in with action and vocalisations. Understands simple sentences e.g. ‘throw the ball’. Copies familiar expressions, e.g. ‘oh dear’, ‘all gone’. Beginning to put two words together e.g. ‘more milk’, ‘want ball’.</p>
	<p>Stage 4 Listen to simple stories and understand what is happening, with the help of the pictures. Recognise and respond to environmental sounds. Understand simple words in context – ‘cup’, ‘milk’. Understand simple instructions e.g. ‘stop’. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Show interest in songs and rhymes and begin to join in. Start to develop conversation, often jumping from topic to topic. Begin to ask simple questions. Begin to talk about people and things that are not present. Use the speech sounds p, b, m, w. Pronounce:- l/r/w/y - s/sh/ch/dz/j- f/th - multi-syllabic words such as ‘banana’ and ‘computer’. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>
Personal, Social & Emotional Development	<p>Stage 1 Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person.</p>
	<p>Stage 2 Builds relationships with special people. Shows separation anxiety as they become more aware of themselves as separate individuals.</p>

	<p>Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games. Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules.</p>
	<p>Stage 3 Plays alone and alongside others and is also interested in playing with other children. Explores their environment, interacts with others and plays confidently. Shows their growing sense of self through asserting their likes and dislikes. Is aware of others' feelings and is beginning to show empathy by offering comfort objects to another child.</p>
	<p>Stage 4 Separate from main carer with support. Play alongside others, even if not directly responding to their play. Play with a well-known/key adult. Begin to join in others' play and seek out others to share experiences. Has an awareness of their own name. Begin to express preferences and interests. Begin to express feelings. Understand and cooperate with class boundaries. Select and use resources.</p>
Physical Development	<p>Stage of 1 Becomes increasingly able to communicate both expressing and responding through movement, gesture, facial expressions and vocalisations</p>
	<p>Stage 2 Points with first finger, sharing attention with adult. Enjoys the sensory experience of making marks in damp sand, water, mud, paste and paint. Climbs inside, underneath, into corners and between objects. Manipulates objects using hands singly and together, e.g. squeezing water out of a sponge. Can actively cooperate with nappy changing, dressing/undressing. Starts to communicate regarding urination and bowel movement.</p>
	<p>Stage 3 Shows interest, dances and sings to music rhymes and songs, imitating movements of others. When holding crayons and chalk, makes connection between their movement and the marks they make. Uses physical expression of feelings to release stress. Show interest in indoor and outdoor clothing and shoes/wellingtons.</p>
	<p>Stage 4 Confidently climb on climbing equipment. Run on whole foot. Kick a large ball.</p>

	<p>Show control in holding equipment e.g. jugs, hammers. Communicate the need for the toilet. Helps with clothing e.g. coat.</p>		
Mathematics	<p>Look for things which have moved out of sight. Complete inset puzzles. Build with a range of resources. Get to know and enjoy daily routine. Count everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. Enjoys filling and emptying containers. Investigates fitting themselves inside and moving through spaces. Enjoys using blocks to create their own simple structures and arrangements. Becoming familiar with patterns in daily routines. Beginning to understand that things might happen now or at another time, in routines.</p>		
Literacy	Stage 1		
	Enjoys looking at books with familiar people, and being read to.		
	Stage 2		
	<p>Handles books. Printed and digital reading material with interest. Responds to sounds in the environment such as cars, sirens and birds. Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences.</p>		
Literacy	Stage 3		
	Shows interest in and anticipates books and rhymes and may have favourites.		
	Stage 4		
	<p>Show interest in books, rhymes, songs. Acknowledge environmental and instrumental sounds and show interest in exploring and using them. Repeats words / fills in gaps from known/favourite stories/songs. Distinguishes between the different marks they make. Enjoy drawing freely.</p>		
Understanding the World	<p>Recognises key people in their own lives. (Topic Ourselves)</p> <p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with. (Topic Ourselves, Autumn, Winter and Christmas)</p> <p>Explores natural materials, indoors and outside. (Topic Colours, Autumn, Winter and Christmas)</p>	<p>Closely observes what animals, people and vehicles do. (Topic Pets, farm animals and growing vegetables)</p> <p>Is curious and interested to explore new familiar experiences in nature e.g. grass, mud, puddles, plants, animal</p>	<p>Shows interest in toys with buttons, flaps, and simple mechanisms and begins to learn to operate them (Topic Transport)</p> <p>Enjoys stories about people and nature e.g. birds, bees, snails, cats and dogs, and is interested in photographs of themselves with these. (Topic Minibeasts)</p>

		life. (Topic Growing Vegetables and Easter.	
Celebrations and RE	Bonfire Night Diwali Christianity - Christmas	Chinese New Year Pancake Day Mother's Day Christianity - Easter	Father's Day Christianity – Noah's Ark
Cultural Capital	Visit from the tooth fairy – handing out toothbrushes and leaflets to Parents and Carers.	Visit from an outsider provider, bringing animals into the FS environment.	Visit from a Fire Engine and Firefighters. Providing opportunities for the children to have a first-hand experience of a car. Purchasing caterpillars and showing the change from a caterpillar to butterfly.
Plan 'Muddy Footprint' activities, to promote Physical and Personal, Social and Emotional development.			
Expressive Arts & Design	Stage 1-2 Experiments with a range of media – tools, materials, sound and whole body movement – through multi-sensory exploration.		
	Stage 3 Move and dance to music. Explore a range of sound makers and instruments and play them in different ways. Pretends that one object represents another. Creates sound effects and movements e.g. creates the sound of a car, animals.		
	Stage 4 Join in with dancing and ring games. Sing simple action songs. Show an interest in instruments and how sounds can be changed. Begin to move rhythmically or in response to music. Engage in role-play based on own first-hand experiences. Make simple models which express their ideas.		