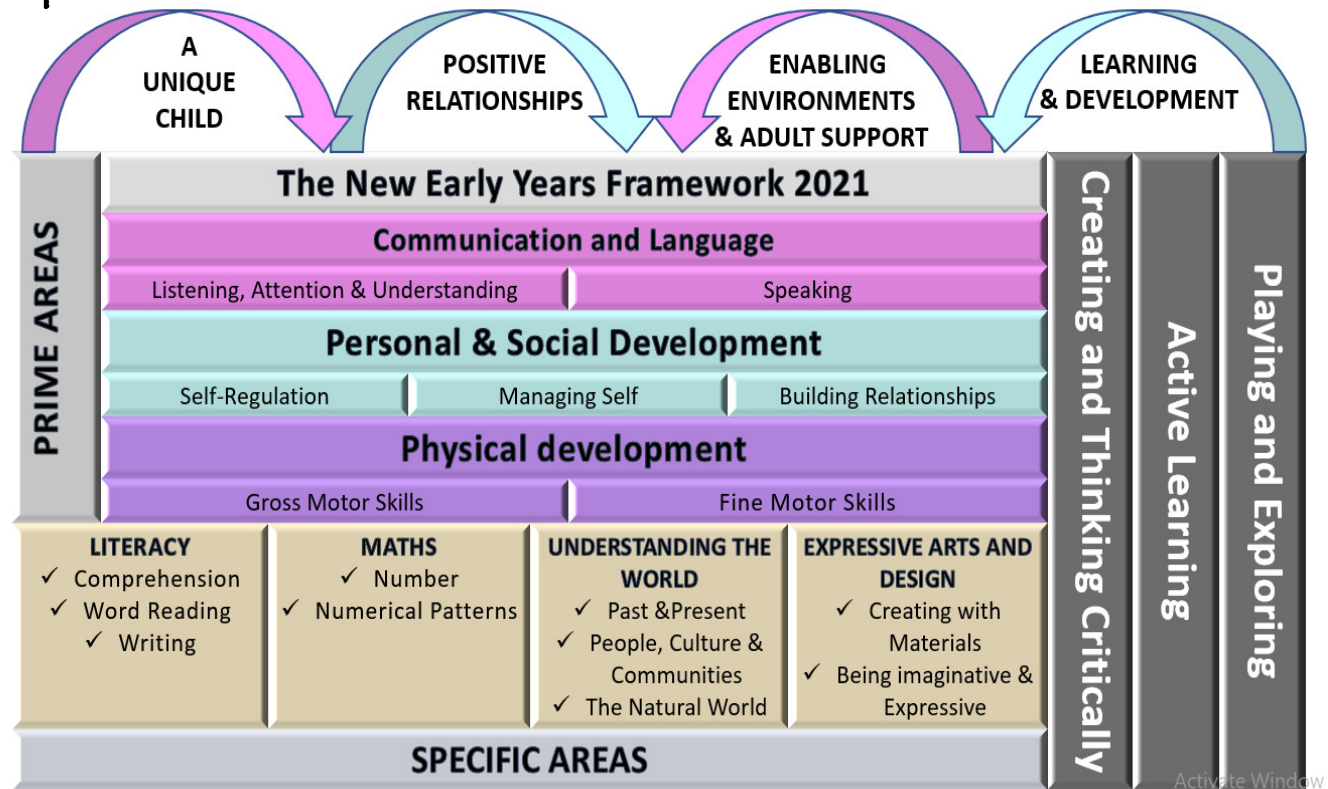





# PRE-SCHOOL LONG TERM PLAN 23-24

*"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Springfields, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." Springfields First School EYFS Team.*



*"Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests." Springfields First School EYFS Team*



# PRE-SCHOOL LONG TERM PLAN 23-24

|   | AUTUMN 1    | AUTUMN 2   | SPRING 1    | SPRING 2  | SUMMER 1    | SUMMER 2   |
|---|--|--|--|---|--|--|
| <p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p> | <p><i>SUPER ME!</i></p> <p>Starting school / my new class / New Beginnings<br/>                     Superheroes<br/>                     People who help us<br/>                     Staying healthy / Food / Human body<br/>                     How have I changed?<br/>                     My family / PSED focus<br/>                     What am I good at?<br/>                     How do I make others feel?<br/>                     Being kind / staying safe</p> |  | <p><i>WINTER WONDERLAND AND SPRING SUNSHINE</i></p> <p>New Year<br/>                     Seasonal changes<br/>                     Being kind / staying safe online<br/>                     Animals and their habitats<br/>                     Spring changes for all – humans and animals<br/>                     Wedding celebrations<br/>                     Healthy lifestyles</p> |   | <p><i>SPLISH! SPLASH! SPLISH!</i></p> <p>Under the sea<br/>                     Off on holiday / clothes<br/>                     Where in the world shall we go?<br/>                     Send me a postcard!<br/>                     Marine life<br/>                     Seasides in the past<br/>                     Compare: Now and then!<br/>                     Seaside art</p> |  |
| <p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>  | <p>Listen attentively to stories including Going to School, Titch, I'm Special I'm Me, Peace at Last, From Head to Toe, The Foot Book, Goodnight Moon, Goodnight World, Super Daisy, Super Duck, Super Worm, Super Tato, Eliot Jones Midnight Superhero, Traditional Tales</p>   |  | <p>Worried Arthur, Cuddly Dudley, Big Bear Little Bear, Dear Polar Bear, Lost and Found, Here Comes Jack Frost, The Magic Paintbrush, Jack and The Beanstalk</p>   |   | <p>Rainbow Fish<br/>                     Brilliant boats<br/>                     Commotion in the Ocean<br/>                     Billy's Bucket<br/>                     Pirate George<br/>                     The Sand Dragon<br/>                     Sharing a shell</p>  |  |
| <p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>   | <p>Autumn Walk<br/>                     Remembrance Day<br/>                     Nurse / Dr/Dentist/Firefighter visit<br/>                     Harvest Time<br/>                     Birthdays<br/>                     What do I want to be when I grow up?<br/>                     Video for parents on Teams.<br/>                     Random Acts of Kindness<br/>                     Super Hero Day</p>   | <p>Guy Fawkes / Bonfire Night<br/>                     Christmas Time / Nativity<br/>                     Diwali<br/>                     Hannukah<br/>                     Remembrance day<br/>                     Road Safety<br/>                     World Space Week<br/>                     Children in Need<br/>                     Anti- Bullying Week<br/>                     Random Acts of Kindness<br/>                     Maths week<br/>                     Visit to Santa</p> | <p>Chinese New Year<br/>                     Random Acts of Kindness<br/>                     Valentine's Day<br/>                     Online Safety Day<br/>                     History Day - campaigners</p>  | <p>Walk to the park / Picnic<br/>                     Planting seeds<br/>                     Easter time<br/>                     Weather experiments<br/>                     Weather Forecast videos<br/>                     Nature Scavenger Hunt<br/>                     Mother's Day<br/>                     Queen's Birthday<br/>                     Science Week (18/3)<br/>                     Eater Egg Hunt<br/>                     World Book Day<br/>                     Forestry Day – Cannock Chase<br/>                     Tanglewood</p> | <p>Food tasting – different cultures<br/>                     Map work - Find the Treasure<br/>                     Start of Ramadan<br/>                     Eid<br/>                     D-Day<br/>                     Queen's Jubilee Party<br/>                     Geography Day</p>   | <p>Under the Sea – singing songs and sea shanties<br/>                     Father's Day<br/>                     Pirate Day<br/>                     Beach and bouncy castle party<br/>                     Young Enterprise<br/>                     Ice – Cream at end of term</p> |

# PRE-SCHOOL LONG TERM PLAN 23-24

|   | AUTUMN 1   | AUTUMN 2 | SPRING 1                              | SPRING 2 | SUMMER 1                | SUMMER 2 |
|---|--|----------|---------------------------------------|----------|-------------------------|----------|
| GENERAL THEMES  | SUPER ME!  |          | WINTER WONDERLAND AND SPRING SUNSHINE |          | SPLISH! SPLASH! SPLOSH! |          |
| <br><br> | <p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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.</p>   |          |                                       |          |                         |          |
|   | <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Springfields First School, 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.’</i><br/>EYFS Team</p> <p style="text-align: center;"><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p> |          |                                       |          |                         |          |

# PRE-SCHOOL LONG TERM PLAN 23-24

|                               | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2  |
|-------------------------------|---|---|---|---|---|---|
| GENERAL THEMES                | SUPER ME!   |   | WINTER WONDERLAND AND SPRING SUNSHINE   |   | SPLISH! SPLASH! SPLOSH!   |   |
| OUR VALUES<br>EYFS ASSEMBLIES | <p><b>Mutual respect</b></p> <p>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.</p> | <p><b>Mutual Tolerance</b></p> <p>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.</p> | <p><b>Rule of law</b></p> <p>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.</p> | <p><b>Individual liberty</b></p> <p>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.</p> | <p><b>Democracy</b></p> <p>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.</p> | <p><b>Recap all British Values</b></p> <p>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.</p> |
| ASSESSMENT OPPORTUNITIES      | <p>Analyse Nursery Assessments</p> <p>In-house - Baseline data on entry</p> <p>National Baseline data by end of half term</p> <p>Set up target tracker</p> <p>Neli assessments</p>  | <p>On going assessments</p> <p>Baseline analysis</p> <p>Pupil progress meetings</p> <p>Parents evening EYFS team meetings</p> <p>In house moderation</p> <p>Midterm Assessments</p> <p>Target Tracker data</p>                      | <p>Cluster moderation ?</p> <p>EYFS team meetings</p> <p>Internal moderations</p> <p>Target Tracker data</p>  | <p>Pupil progress meetings</p> <p>Parents evening</p> <p>EYFS team meetings</p> <p>Target Tracker data</p> <p>Midterm Assessments</p>   | <p>Cluster moderation</p> <p>EYFS team meetings</p>   | <p>Pupil progress meetings</p> <p>Parents evening</p> <p>EYFS team meetings</p> <p>Target Tracker data</p> <p>EOY data</p>  |
| PARENTAL INVOLVEMENT          | <p>Parents Evening</p> <p>Expectation meeting</p> <p>Home / School Agreement</p> <p>Wow stickers</p> <p>Phonics workshop with LS</p>  | <p>Wow stickers</p> <p>Christmas concert</p> <p>Maths workshop - EG</p> <p>Wow stickers</p> <p>Stay and learn</p>   | <p>Wow stickers</p>   | <p>Wow stickers</p> <p>Share a story - WBD</p> <p>Stay and learn</p> <p>Parents Evening</p>   | <p>Wow stickers</p>   | <p>Wow stickers</p> <p>Parents Evening</p> <p>Stay and learn</p>  |



# PRE-SCHOOL LONG TERM PLAN 23-24

|  | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2  |
|--|--|---|---|---|---|---|
| GENERAL THEMES   | SUPER ME!  |   | WINTER WONDERLAND AND SPRING SUNSHINE   |   | SPLISH! SPLASH! SPLOSH  |   |
| COMMUNICATION AND LANGUAGE   | <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> |   |   |   |   |   |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, assemblies and weekly interventions. | <p><b>Welcome to EYFS</b><br/>Settling in activities<br/>Making friends<br/>Children talking about experiences that are familiar to them<br/>Familiar Print - names<br/>Chatterboxes<br/>Model talk routines through the day. For example, arriving in school: “Good morning,?”</p>  | <p><b>Tell me a story!</b><br/>Settling in activities<br/>Develop vocabulary<br/>Tell me a story - retelling stories<br/>Story language<br/>Listening and responding to simple stories<br/>Following simple 2 step instructions<br/>Begin to understand how to listen carefully and why listening is important.<br/>Use newly acquired vocabulary through the day.<br/>Choose books that will develop their vocabulary.</p> | <p><b>Tell me why!</b><br/>Ask’s how and why questions...<br/>Retell a story with some story language<br/>Ask questions to find out more and to check they understand what has been said to them.<br/>Describe events in some detail.<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Learn rhymes, poems and songs.</p> | <p><b>Talk it through!</b><br/>Understand how to listen carefully and why listening is important.<br/>Use picture cue cards to talk about an object:<br/>“What colour is it? Where would you find it?<br/>Increasing focus when listening to a story<br/>Use longer sentences of 4-6 plus words</p> | <p><b>What happened?</b><br/>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives<br/>Take part in a conversation<br/>Express a point of view when discussing a story.</p> | <p><b>Time to share!</b><br/>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures. Children to express their views about the story.<br/>Read stories of increasing length.</p> |
| DAILY STORY TIME   |  |   |   |   |   |   |



# PRE-SCHOOL LONG TERM PLAN 23-24

|  | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
|--|---|---|--|---|--|---|
| GENERAL THEMES                             | SUPER ME!   |   | WINTER WONDERLAND AND SPRING SUNSHINE  |   | SPLISH! SPLASH! SPLOSH!  |   |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | <p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p> |   |  |   |  |   |
| MANAGING SELF                              | <p><b>New Beginnings</b><br/>Class Rules and Routines<br/>Supporting children to build relationships<br/>Select and use activities and resources with help when needed.<br/>Being part of a class.</p>  | <p><b>Getting on and falling out.</b><br/>How to deal with anger<br/>Emotions<br/>Self - Confidence<br/>Build constructive and respectful relationships.<br/>Play with more than 1 child.</p> | <p><b>Good to be me Feelings</b><br/>Learning about qualities and differences<br/>Celebrating differences<br/>Identify and moderate their own feelings socially and emotionally.<br/>Talk about their own feelings<br/>Become more outgoing, showing greater confidence in new social situations</p> | <p><b>Relationships</b><br/>What makes a good friend?<br/>Healthy me<br/>Looking after animals<br/>Looking after our Planet<br/>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>   | <p><b>Looking after others and developing manners</b><br/>Friendships<br/>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> | <p><b>Taking part</b> in sports day -<br/>Winning and losing<br/>Look how far I've come!<br/>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.<br/>Finding resolutions to conflicts</p> |
| SELF - REGULATION                          | <p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Behaving in ways that are pro-social               <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> </ul> </li> <li>✓ Persisting in the face of difficulty.</li> </ul>  |   |  | <p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p> |  |   |
| LINK TO BEHAVIOUR FOR LEARNING             |   |   |  |   |  |   |



# PRE-SCHOOL LONG TERM PLAN 23-24

|   | AUTUMN 1  | AUTUMN 2 | SPRING 1  | SPRING 2 | SUMMER 1  | SUMMER 2 |
|---|---|----------|---|----------|---|----------|
| GENERAL THEMES                                | SUPER ME!   |          | WINTER WONDERLAND AND SPRING SUNSHINE   |          | SPLISH! SPLASH! SPLOSH!   |          |
| PHYSICAL DEVELOPMENT                          | Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> . |          |   |          |   |          |
| FINE MOTOR                                    | Funky Fingers fine motor activities, hand/eye co-ordination threading, cutting, puzzles, small construction<br>Mark making in role play/writing corner, painting, aqua draw, making/copying letters/patterns/marks in sensory materials<br>Promoting and encourage independence with toileting, hand washing, coats, wellies, shoes, aprons etc.<br>Begin to learn how to use a knife and fork<br>Squiggle while you wiggle activities<br>Dough Disco   |          | Daily Funky fingers with a range of construction equipment, lacing, threading, using scissors, tracing, buttons and zips, sensory mark making, holding a pencil correctly, copying name, cutting, printing, pegs, assembling and dismantling objects, playdough manipulation, puzzles<br>Using one handed tools eg scissors, whisks, jugs, droppers<br>Developing independence with toileting and dressing/undressing<br>Squiggle while you wiggle<br>Dough Disco |          | Continue with Funky Fingers using more complex equipment– threading, dough gym, puzzles, cutting, mark making, manipulating small objects<br>Handles tools, objects, construction and malleable materials safely and with increasing control<br>Independence with toileting and dressing/undressing<br>Squiggle while you wiggle<br>Dough Disco   |          |
| DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES | Different ways of moving to be explored with children – wave flags, streamers etc<br>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.   |          | Ball skills- throwing and catching.<br>Crates play- climbing, dance related activities<br>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Trikes, scooters, wheelbarrows, prams and carts are all good options  |          | Balance- children moving with confidence<br>dance related activities<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.<br>Oral health<br>Using a parachute<br>Going up and down stairs using alternate feet  |          |
| GROSS MOTOR                                   |   |          | Large Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking<br>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.<br>Games<br>Going up and down stairs using alternate feet  |          | Obstacle activities<br>children moving over, under, through and around equipment<br>Learn to move equipment safely, collaborating with others to move large items<br>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce, skip, hop, stand on one leg etc<br>Races / team games involving gross motor movements |          |
|   |   |          |   |          |   |          |



# PRE-SCHOOL LONG TERM PLAN 23-24

|   | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1               | SUMMER 2 |
|---|---|--|---|---|------------------------|----------|
| GENERAL THEMES  | SUPER ME!   |  | WINTER WONDERLAND AND SPRING SUNSHINE   |   | SPLISH! SPLASH! SPLOSH |          |
| LITERACY<br><br>COMPREHENSION<br>- DEVELOPING A<br>PASSION FOR READING<br><small>Children will visit the library weekly</small><br><br>WORD<br>READING<br><br>WRITING | <p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> |  |   |   |                        |          |
|   | <ul style="list-style-type: none"> <li>• Begin to recognise own name on name cards, self-registration board,</li> <li>• Copy/write own name</li> <li>• Enjoying books, rhymes and stories in book corner, story time, lending library</li> <li>• Draw and paint sometimes giving meaning to marks</li> <li>• Respond to simple instructions, listen and respond to others using words and gestures, ask questions, extend vocabulary</li> <li>• Listen attentively to stories</li> <li>• Join in with repeated refrains and actions in stories, rhymes and traditional tales including Goldilocks and the 3 Bears, Little Red Hen</li> </ul>  | <ul style="list-style-type: none"> <li>• Building a snowman – sequencing</li> <li>• Give meaning to the marks they make as they draw, write and paint</li> <li>• Writing their name from memory</li> <li>• Alliterative and rhyming names/words, stories, rhymes and poems</li> <li>• Begin to understand the five key concepts of print – print has meaning, names of different parts of book, Print can have different purposes, page sequencing and we read English from left to right, top to bottom</li> <li>• Find missing words in Nursery Rhymes</li> <li>• Extend repertoire of Rhymes, poems and songs</li> <li>• Library time, enjoying stories and changing books</li> </ul> | <ul style="list-style-type: none"> <li>• Give meaning to marks seen in their environment and as they draw, write and paint</li> <li>• Handling books carefully, continue with weekly lending library</li> <li>• Join in and enjoy a wide range of stories, songs and rhymes</li> <li>• Using clearly identifiable and accurately written letters, encouraging emergent writing and mark making</li> <li>• Becoming more confident with recognition of words including own name</li> <li>• Know several of phase 2 sounds including those in their name</li> </ul> |   |                        |          |
|   | <p><b>Phonic Sounds:</b><br/>Phase 1</p> <p>Games and activities based on L&amp;S Phase 1 Phonics eg sound games, listening walk, instruments, Nursery Rhymes<br/>Little Wandle Foundation for Phonics</p>  | <p><b>Phonic Sounds:</b></p> <p>Continue with L &amp; S Phases 1</p> <p>Daily Phonics - Reinforce Phases 1 &amp; 2 letters and sounds, hear and say the initial sound of words, sound talk – blending and segmenting phonemes<br/>Little Wandle Foundation for Phonics</p>   | <p><b>Phonic Sounds:</b></p> <p>Spot and suggest rhymes<br/>Count and clap syllables<br/>Recognise words with the same initial sound<br/>Little Wandle Foundation for Phonics</p>   | <p><b>Phonic Sounds:</b></p> <p>Spot and suggest rhymes<br/>Count and clap syllables<br/>Recognise words with the same initial sound<br/>Begin to sound out some cvc words<br/>Little Wandle Foundation for Phonics</p> |                        |          |





# PRE-SCHOOL LONG TERM PLAN 23-24

|          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|
| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------|----------|----------|----------|----------|----------|

|                |           |                                       |                         |
|----------------|-----------|---------------------------------------|-------------------------|
| GENERAL THEMES | SUPER ME! | WINTER WONDERLAND AND SPRING SUNSHINE | SPLISH! SPLASH! SPLOSH! |
|----------------|-----------|---------------------------------------|-------------------------|

**MATHS**  
*We follow WRM/Master the Curriculum for Early Years Maths*  
*Mathematics Mastery*

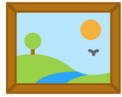
Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns 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.

| Nursery MTP Overview<br>www.masterthecurriculum.co.uk |  |   |   |  |  |   |   |   |  |  |   |   |
|---|--|---|---|--|--|---|---|---|--|--|---|---|
|   | Week 1                                 | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  | Week 7  | Week 8  | Week 9   | Week 10  | Week 11   | Week 12   |
| Autumn<br>Starters:<br>Number songs                   | Colours<br>• Red<br>• Blue<br>• Yellow | Colours<br>• Green<br>• Purple<br>• Mix of colours              | Match<br>• Buttons and colours<br>• Matching towers<br>• Matching shoes | Match<br>• Match number shapes<br>• Match shapes<br>• Pattern handprints – big and small | Sort<br>• Colour<br>• Size<br>• Shape            | Sort<br>• What do you notice?<br>• Guess the rule<br>• Guess the rule | Number 1<br>• Subitising<br>• Counting<br>• Numeral | <b>Number 2</b><br>Subitising- dice pattern<br>Subitising- random pattern<br>Subitising – different sizes | <b>Number 2</b><br>• Counting<br>• Numeral<br>• Numeral                          | <b>Pattern</b><br>• Extend AB<br>• Colour patterns<br>• Extend AB<br>• Outdoor Patterns<br>• AB<br>• Movement Patterns | • Fix my Pattern<br>• Extend ABC<br>• Colour patterns<br>• Extend ABC<br>• Outdoor Patterns | Consolidation Activities - Winter activity week |
| Spring<br>Starters:<br>Number songs                   | Number 3<br>Subitising<br>Subitising   | Number 3<br>3 Little pigs<br>1:1 counting<br>Numerals/Triangles | Number 4<br>1:1 counting<br>Numerals<br>Squares/rectangles              | Number 4<br>Composition of 4<br>Composition of 4<br>Composition of 4                     | Number 5<br>1:1 counting<br>Numerals<br>Pentagon | Number 5<br>Composition of 5<br>Composition of 5<br>Composition of 5  | Consolidate 1 - 5                                   | Number 6<br>Introduce 10 frame  | Height & Length<br>• Tall and short<br>• Long and short<br>• Tall/long and short | Mass<br>Relate to books<br>3 little pigs<br>goldilocks   | Capacity  | Consolidation                                   |
| Summer<br>Starters –<br>subitising and revision       | Sequencing                             | Positional Language   | More than/fewer than  | Shape – 2D<br>Revisit pattern from Autumn  | Shape – 3D<br>Revisit pattern from Autumn        | Consolidation:<br>More than/fewer one more and one less               | Number composition<br>1 – 5 Revision                | What comes after?   | What comes before?   | Numbers to 5   | Consolidation / Activity weeks<br>SUMMER  | Consolidation / Activity weeks                  |

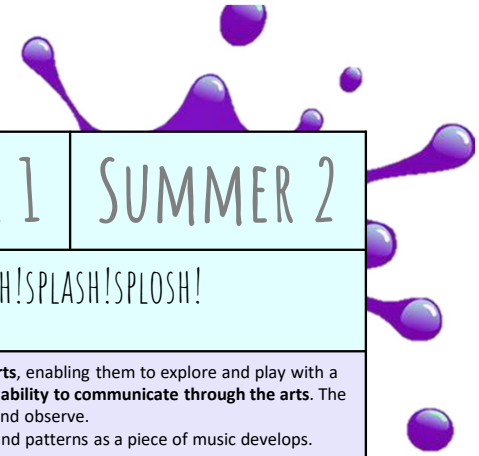


# PREF-SCHOOL LONG TERM PLAN 23-24

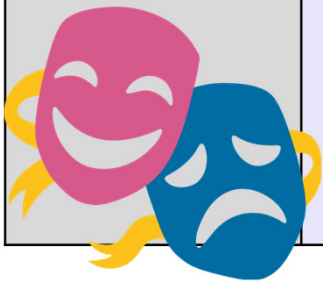
|   | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2       | SUMMER 1   | SUMMER 2   |   |  |  |
|---|---|--|---|----------------|--|--|---|--|--|
| GENERAL THEMES  | SUPER ME!   |  | WINTER WONDERLAND AND SPRING SUNSHINE   |                | SPLISH! SPLASH! SPLOSH!  |  |   |  |  |
| UNDERSTANDING THE WORLD RE / FESTIVALS  | <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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.</p> |  |   |                |  |  |   |  |  |
| <p>Our <b>RE Curriculum</b> enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> | <ul style="list-style-type: none"> <li>Explore classroom and outdoor space</li> <li>Talk about themselves – likes/dislikes, family and home, creative role play</li> <li>Look at past and present in relation to themselves</li> <li>Enjoy small world play, find out about different jobs</li> <li>Operating simple equipment – microwave, kettle and telephone in role play, computer, mouse, keyboard, ipads</li> <li>Plant bulbs and care for the growing plants. Tidy the garden using rakes, brooms, exploring and discussing the natural world around them using all their senses</li> </ul>   | <ul style="list-style-type: none"> <li>Frosty/snowy walk. What is winter like?</li> <li>Signs of winter, observing different types of weather – snow, ice, sleet, hail, slush, observing trees. Talk about what they see using a wide range of vocabulary</li> <li>Exploring ice – How is ice made? Why does ice melt? Making ice.</li> <li>Using jets of warm water and salt to melt ice</li> <li>Exploring polar animals, how do they keep warm? Talk about the different countries in the world and the differences they have experienced or see in photos – E.g. compare polar regions with desert</li> <li>Making bird cake and feeders, identifying different types of birds using binoculars</li> <li>Plant seeds and care for them, understand the key features of the life cycle of a plant</li> <li>Observing changes in bulbs planted, flowering plants</li> <li>Growing grass, making grass heads</li> <li>Exploring woodland animals and woodland habitat</li> <li>Skill in making toys/play equipment work eg torches, buttons, flaps on toys, cameras, voice recorders, making shadows – explore how things work</li> <li>Complete short programmes on the computer to improve mouse control</li> </ul> | <ul style="list-style-type: none"> <li>Celebrate Father's Day and make cards – make sense of their own life story and family history</li> <li>Use magnets and discuss the terms magnetic and non magnetic – exploration of forces and properties of objects</li> <li>Floating and sinking experiments – moving water in different ways from one container to another – hands on exploration, properties of objects</li> <li>Explore how water travels along ramps, channels, in water trays, raindrops on window etc. - exploration and experimentation practically</li> <li>Exploring puddles and shadows – why do shadows move? Use torches to make shadows.</li> </ul> | <p>Harvest</p> | <p>Diwali<br/>Hannukah<br/>Christmas<br/>St Andrew's Day (30/11)</p> | <p>'Epiphany<br/>Ash Wednesday / Shrove Tuesday<br/>St David's Day (1<sup>st</sup> March)<br/>Chinese New Year</p> | <p>'Palm Sunday<br/>St Patrick's Day (17<sup>th</sup> March)<br/>Passover<br/>Easter<br/>Start of Ramadan (Ramadan Moon book)</p> | <p>Being special: where do we belong?<br/>Eid<br/>Shavouot<br/>Eid (The Best Eid ever book)<br/>St George's Day (23/4)</p> | <p>Diversity stories, developing positive attitudes about the differences between people – Suitable stories include - We all belong, Not like the Others, It's ok to be different, Happy within- just the way he is.</p> |



# PRE-SCHOOL LONG TERM PLAN 23-24



|   | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2 | SUMMER 1                | SUMMER 2 |
|---|---|---|---|----------|-------------------------|----------|
| GENERAL THEMES  | SUPER ME!   |   | WINTER WONDERLAND AND SPRING SUNSHINE   |          | SPLISH! SPLASH! SPLOSH! |          |
| EXPRESSIVE ARTS AND DESIGN  | <p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>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.</p> |   |   |          |                         |          |
| <p><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></p> | <ul style="list-style-type: none"> <li>o Drawing/painting/collage of themselves – observe features/colours in mirror – show emotions and encourage to add details</li> <li>o Sing songs, rhymes and action songs – All By Myself CD, make up own songs</li> <li>o Explore a range of percussion instruments</li> <li>o Role play linked to Goldilocks and the Three Bears, taking on roles in the home corner,</li> <li>o Superheroes, dressing up, creating own props</li> <li>o Creative construction using range of construction materials/boxes/materials - create different homes/buildings in local area</li> <li>o Explore different textures/materials using a variety of joining methods</li> </ul>  | <ul style="list-style-type: none"> <li>o Paint with your magic paintbrush what you wish for</li> <li>o Frozen hand – where did it come from? How did it get here? Why? What is it used for?</li> <li>o Create Jack Frost pictures</li> <li>o Winter Wonderland and Chinese New Year creative mornings with Reception</li> <li>o Make melting snowman biscuit – use imagination and respond to what they have heard in stories and songs</li> <li>o Create frozen music and play musical statues</li> <li>o Creative dragon dancing, ribbon dancing, making music, mark making, chopstick drumming, food tasting, making hats to celebrate Chinese New Year – respond to what they have seen and heard</li> <li>o Sing songs and nursery rhymes from memory, paying attention to try to sing the melodic shape</li> <li>o Exploring and changing sounds on percussion instruments</li> <li>o Mother's Day Cards - Develop their own ideas and decide which materials to use to create them</li> <li>o Draw Spring flowers with increasing complexity and detail being evident in their drawings</li> </ul> | <ul style="list-style-type: none"> <li>o Explore and experiment with colour mixing – marbelling</li> <li>o Make under the sea collage – join and explore textures, explore different materials freely</li> <li>o Pitch match games with seaside sounds and songs</li> <li>o Create rhythmic rain and storm sounds using percussion instruments and parachute</li> <li>o Develop complex stories around the 'Under the sea/mermaids/pirate theme</li> <li>o Water fun – making different flavour ice lollies</li> <li>o Find out when and why we use water – washing, drinking, hydration – explore different materials in order to develop ideas about how and when to use them.</li> </ul> |          |                         |          |



PRE-SCHOOL ON TRACK 3-4 YEAR GOALS – FOR THE **END OF THE YEAR** - HOLISTIC/BEST FIT JUDGEMENT! (USING DEVELOPMENT MATTERS)



| COMMUNICATION AND LANGUAGE  | PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT  | PHYSICAL DEVELOPMENT  | LITERACY   | MATHS   | UNDERSTANDING THE WORLD   | EXPRESSIVE ARTS AND DESIGN  |
|---|--|---|--|---|---|---|
| <p><b>Listening, Attention and Understanding</b></p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Can the child answer simple ‘why’ questions?</p> <p><b>Speaking</b></p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> | <p><b>Self-Regulation</b></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p><b>Managing Self</b></p> <p>Show more confidence in new social situations.</p> <p><b>Building Relationships</b></p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Begin to understand how others might be feeling.</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> | <p><b>Gross Motor Skills</b> 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.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor Skills</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> | <p><b>Comprehension</b></p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Word Reading</b></p> <p>Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing</p> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p> <p>Write some or all of their name accurately.</p> <p>Write some letters</p> | <p><b>Number</b> Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p><b>Numerical Patterns</b> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> | <p><b>Past and Present</b></p> <p>Begin to make sense of their own life-story and family’s history.</p> <p><b>People, Culture and Communities</b></p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>The Natural World</b></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> | <p><b>Creating with Materials</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour-mixing.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <ul style="list-style-type: none"> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> </ul> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> |