

Pre-School's Long Term Plan

Pre-School	Where's Spot Pumpkin Soup Stickman	Bear Hunt Gruffalo Daisy and the Egg	Jasper and the Beanstalk Whiffy Wilson The Three Little Pigs
PSED	<p>Jigsaw – Being Me in My world: Routines & Boundaries- talk about order of the day. Share visual timetable. Turn taking Talk about families Areas to tidy – working in teams in an allocated area Circle time- rolling ball and naming our friends. Who are our friends in pre-school? Talk about what we like to play with in pre-school Talk about teamwork how do they animals work together in pumpkin soup. Self-confidence- sharing their likes and dislikes. Tasting soup.</p> <p>Being me in my world: Self-identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities</p> <p>Celebrating difference: Identifying talents Talk about what they are good at. Being special Families Where we live Making friends Standing up for yourself</p> <p>Putting coats and jumpers on Shoes and wellies on and off</p>	<p>Dreams and goals Challenges Perseverance Goal- setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p>Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety Staying safe- what to do if you get lost?</p> <p>Talking about exercise and the effect on our body Staying safe in the winter – wrapping up warm Putting on coat without help How to lift and move large equipment safely with others</p>	<p>Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p>Changing me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> <p>Talking about safety when jumping, climbing and using equipment Put coats on and try to zip up Learning how to self-snack, washing hands, choosing healthy snack. Putting coats and jackets on and zipping independently Talk about safety when using tools.</p> <p>Technology at home- what is safe for us to use. What should the adults use?</p>

	<p>Toileting Handwashing Recognising own coat on the trolley Talking about safety when using kitchen utensils Firework safety How to move large equipment outside safely</p>		
Communication and Language	<p>Fay the Fox –recall their weekend. It is we said Talk about their family and home life. Talking about Halloween Talking about Bonfire Night, Christmas Talking about themselves and their familiar – sharing their all about me booklets To understand who, what, where questions.</p> <p>Vocabulary linked to book: Story Language - where is Spot? Positional language Name household objects like in the story - Wardrobe, cupboard, table. Story Language- discussion about sharing with regards to the duck. Vocabulary linked to book – delicious Action/verbs – mix, stir Story Language – to name the different places that Stickman visits in the story. To name the seasons and talk about the weather.</p> <p>Story language: Characters What is the problem? -Why is Spot hiding? Why is mum looking for him? What is the problem? - Why does Duck run away? Why did they go looking for him? What is the problem? - Why were the children sad?</p>	<p>Fay the Fox- recall their weekend. Talk about their family and home life. Chatterbox – to think of questions to ask their friends about their special objects.</p> <p>Vocabulary linked to book: Story Language -discussion about the feelings of the characters on the bear hunt. Alliteration – swirling snowstorm, Positional language – under it, over it, around it, through it. Description of the Gruffalo – adjectives Animals, animal homes – burrows, den, drey, pigsty, coop, stable, kennel. Woodland creatures- badger, otter, mole, squirrel. Story Language- discussion about should Daisy sit on the egg? Baby animals - Ducks, duckling Environmental language – river, reeds, riverbank.</p> <p>Story language: What is the problem? Why do they run back home? Why did the bear chase them back home? What is the problem? What is the problem? What is the mouse trying to avoid? Story Language- discussion about is it right or wrong not to be friends? Why does Daisy stay with the egg?</p>	<p>Chatterbox- to think of questions to ask their friends about their special objects</p> <p>Vocabulary linked to book: Story Language- discussion about what is Jasper doing? What do plants need to grow? Days of the week. Language related to growth – shoot, stalk, seed. Gardening words – tools and plants Vocabulary linked to book – senses – touch-hand, taste-tongue, hear-ears, sight-eyes Adjectives – to describe different smells. Adjectives to describe the textures To name the different materials</p> <p>Story language: What is the problem? Why did he need to water it? Why will his beanstalk not grow? What is the problem? Should Whiffy have a bath? Story Language- discussion about the feelings of the characters What is the problem? Why did the houses fall down? Why is the house of bricks strong? How should the wolf have behaved?</p> <p>To listen to and follow a two-part instruction.</p>

	<p>Tales Toolkit: Introduce the children to character, setting, problem and solution. To identify the characters and settings in stories heard. To create stories together using this frame in small groups.</p> <p>Checkpoint 2 part questions. Checkpoint speech – 4/6 words.</p>	<p>Tales Toolkit: To recognise the character, setting, problem and solution symbols. To identify these 4 elements in the stories they hear. To create stories together using this frame in the small world area. To create their own characters and settings and talk about them.</p> <p>Checkpoint - connectives</p>	<p>Tales Toolkit: To recognise the character, setting, problem and solution symbols. To identify these 4 elements in the stories they hear. To create stories using this frame individually. To create their own characters, settings, problems and solutions and talk about them.</p> <p>Checkpoint – future and past tense.</p>
Physical Development	<p>Gross Motor Skills Pedal trikes Moving in different ways animals from Spot the dog Crawling, crocodile arms, walking, running, skip, hop, stand on one leg Climbing and jumping Pulling themselves up onto equipment, pushing up with their arms Scooters Catching, throwing, kicking large balls Can they hold a squat Moving avoiding obstacles Light sabres – moving using large movemnts To put on a tabard</p> <p>Fine Motor Skills Using a palm grip to hold a pencil and make marks. Using snippers independently to make snips. To use tweezers to move large equipment (pom poms) Big scoops sand and water Hammering golf tees into a pumpkin Holding a pencil - mark making To use a stick, finger, and paintbrush to mark make in different materials Big spoons and ladles in water</p>	<p>Gross Motor Skills Large muscle movements Sequence bear hunt movements Dancing boogie beebies Penguin bop and I wish it would snow Moving to the beat Large mark making (maps) Balls - catching and kicking in pairs Rolling a ball in pairs Flags and streamers (crossing the mid line) Ribbon wands and hoops Climbing, jumping and landing safely Digging and planting Lifting and moving wheelbarrows, large rakes and yard brushes To put on an apron Large paintbrushes and water outside</p> <p>Fine Motor Skills Scooping rice crispies with a spoon Smashing and crushing cereal Knives and soft foods, apply pressure to make a cut Smaller scoops in sand and water To use pincher grip to apply pressure Pipettes in the water tray</p>	<p>Gross Motor Skills Different movements slither, gallop, trot, rolling, hopping, skipping, jumping Climbing, jumping and landing safely Practise for sports day Follow, lead and copy movements Riding balance bikes Sequence movements To put on dressing up clothes</p> <p>Fine Motor Skills Apply pressure to spray bottles for watering flowers Threading cereal vertically and horizontally Holding a pencil writing letters from name To use a tripod grip To have a dominant hand To write letters from their name Using knives in the playdough Holding a pencil writing their name Pouring potion bottles and funnels Small pegs and boards Holding a pencil writing their name Smashing and crushing cereal</p>

	<p>Squeezing, squashing playdough to change its shape introduce scissors and snipping Manipulating playdough with scissors and rolling pins Threading large beads Large pegs and boards.</p> <p>Manipulating construction Kits -train trac, Wooden blocks, Klondikers, mega blocks, duplo</p>	<p>Rolling eggs with playdough Holding a pencil drawing letter shapes Mark making drawing different animals Introduce tripod grip Spreading toppings on pancakes/bread with a knives Threading vertically with the abacus Holding a pencil some writing letter shapes from their name Drawing left to right Painting/ mark making Threading pasta</p> <p>Manipulating construction Kits – Rainbow blocks and mirror blocks, Starbursts, Stickle-bricks, popoids</p>	<p>Pouring into potion bottles and funnels Small pegs and boards Cubes - making number blocks Pouring with watering cans Making beans and beanstalks with playdough, rolling different lengths</p> <p>Manipulating construction Kits – Duplo, Meccano, magnetic kits</p>
Literacy	<p>Tales Toolkit Where's Spot Pumpkin Soup Stickman</p> <p>To talk about the character, setting, problem and solution To make up stories together through props and songs.</p> <p>Early Reading Front cover, title and author. Verbally recalling familiar stories using props or pictures. Finding information in pictures. Finding their name using a picture.</p> <p>Letters and Sounds – Little Wandle Listening bingo games- indoor and outdoor sounds. Listening to animal sounds Voice sounds Name play – hear the same initial sound. Play with sounds</p>	<p>Tales Toolkit Bear Hunt Gruffalo Daisy and the Egg</p> <p>To draw the character to their story and the setting and put meaning to their marks. To develop their group stories by using new vocabulary and introducing different props and settings.</p> <p>Early Reading Recognise name by sight Front cover, title and author. Begin Noticing print in the environment- text walk in and around pre-school Find and recognise the initial sound of their name. Find their capital letter in their name.</p> <p>Letters and Sounds – Little Wandle</p>	<p>Tales Toolkit Jasper and the Beanstalk Whiffy Wilson The Three Little Pigs</p> <p>To draw the character, setting, problem and solution and put meaning to their marks. To develop their own stories by using new vocabulary and introducing different props and settings. Talk about the marks that they make Make simple story maps Write their name Use some initial phonemes to represent their writing</p> <p>Early Reading Verbally recalling familiar stories using props or pictures Understand reading left to right To identify the characters and story sequence</p>

	<p>Initial sounds s a t p l n – copy sounds. Oral blending - Blend from the box.</p> <p>Traditional Tales The Enormous Turnip Billy Goats Gruff</p> <p>Other stories Sam goes to school Spot and his dad Spot's toys Spot goes to the park Who's there spot? Spot's Birthday Party George's Dragon goes to school Goat goes to playgroup Terrible Tim Going to Playgroup Christopher Pumpkin Kipper's Rainy Day Ozzy Owl Toffee in Trouble Funnybones The very helpful hedgehog Mimi Mouse's Christmas The Jolly Christmas Postman The Snowman Polar bear, Polar bear Panda bear, Panda bear Mog's Christmas Calamity The Bear Father Christmas forgot Snow in the dark wood Little Owl and the Star Shine moon shine</p> <p>Poetry</p>	<p>Rhyming to music Instrument games- copy the rhythm Name play – identify the initial sound. Initial sounds – m d g o c k e u r h b f l j Games to distinguish different sounds – Bertha's bus What's in the box? – articulate the sound. Oral blending – blend from the box What's that noise?</p> <p>Traditional Tales Goldilocks and the three bears The Ugly Duckling The Princess and the frog Little Red Riding Hood</p> <p>Other stories Where's my teddy? Peace at last Oscar's starry night Little Owl in the snow Lost and Found The Gruffalo's child A squash and a squeeze Monkey puzzle Superworm Come on Daisy Daisy and the egg Duck in the truck Daisy and the beastie One duck stuck Lily gets lost I love you Mummy Duck Fix it Duck Dilly Duckling</p>	<p>To read and match their name to their picture.</p> <p>Letters and Sounds- Little Wandle Name play – identify the initial sound. Initial sounds – v w y z qu ch ck x sh th ng nk Games to distinguish different sounds – Bertha's bus What's in the box? Oral blending – blend from the box What's that noise? Can you do the action? Can you touch your?</p> <p>Traditional Tales Jack and the Beanstalk The Little Red Hen and the sly fox Hansel and Gretel The Pied Piper</p> <p>Other stories Just like Jasper The house that Jack built Whiffy Wilson the wolf who wouldn't go to school Smelly Bill Polar Bear, Polar Bear What the Ladybird Heard Mr Wolf and the Three bears Mr Wolf's pancakes The Queen's hat Hello London The House that Jack Built</p> <p>Poetry Wind by Shirley Hughes</p>
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Mathematics	<p>Number Counting conkers Number rhymes Sorting autumn objects Counting aloud Adding more to an amount Counting 1:1 to 3</p>	<p>Number Subitising to 2 and 3 Counting with fingers 1,2,3 Counting amounts onto 3 frames Counting songs 1,2,3,4,5 5 little monkeys, 5 little men Counting to 5 – counting snowmen, bears, buttons, coins, etc</p>	<p>Number Introduction of number 4 on five frames Number formation – tracing over numbers Counting songs – 10 green bottles – 10 sausages sizzling in a pan Counting amounts and matching to numerals 1 to 5</p>

	<p>Comparing quantities, which is more which is less Using a 1 or 2 frame 1 five frames Counting to 1:1 to 5 Subitise 1 and 2 Number fingers 1 and 2 Matching numicons to one another</p> <p>Shape, Space and Measure Compare bears, using the language of size Finding matching objects of colour, size Talking about shape of autumn objects e.g. conkers are round Positional language where is spot the dog? Simple Positional Language – on top , under, in Sequence familiar events- retelling the story. Capacity- bowls, spoons and scooping Weight – comparing weight (concept of heavy) and size of pumpkins Noticing shapes and patterns around them. Wooden jigsaws – matching shapes to inserts Comparing size of different animals. Finding and noticing circles inside and outside the classroom. Length - comparing length of sticks Shape with spatial awareness Copying repeating patterns with natural materials Making 2D shapes with lollipop sticks Shapes and sizes of different Christmas decorations.</p>	<p>Flicking frogs onto lily pad which numeral did they land on? Counting frogs on lily-pads Climbing the beanstalk game with mini me's and dot dice Magic spells – counting out the correct ingredients Concept of less Using terms more than, less than when comparing amounts Looking at the numicon and finding an amount with other materials Noticing numerals in the environment Experimenting with writing numerals</p> <p>Shape, Space and Measure Finding and notice triangles Finding 2D shapes in the environment Using vocab, straight, flat, round, curved Order the route of the Bear Hunt - sequencing. Drawing routes and maps for bear hunt. Comparing shape and size of objects, buses and other vehicles Comparing length of objects – worms Positional language of the Gruffalo – describe where the characters are, in between etc. Draw map of Mouse's trail through the woods - Order the route of the Mouse in the Gruffalo. Positional language – describe the position of the frog- behind, next to, Sequencing the life cycle of duck Sequence familiar events- retelling the story. Body percussion, movement and music patterns -subitising dot patterns</p>	<p>Subitising dot patterns and using number fans To recite number beyond 5 One more and one less. How many do you have now? If I gave you one more or took one away. Counting and sorting beans Counting amounts to 5 on five frames Count and recite numbers order beyond 5 Bunny ears 1,2,3 can you make 2 on your bunny ears? Solving real world problems based on story How many chairs? How many beds? Use language more than, fewer Make marks to represent amounts</p> <p>Shape, Space and Measure Height- comparing different heights object and plants. Using vocabulary taller/shorter. Sorting classroom objects by 2D shapes Making 2D shapes in the playdough with knives Vocabulary – times of the day – morning, afternoon, evening, night time. Today, yesterday and tomorrow Comparing length of objects which is the longest? Which is the shortest? Comparing height of objects and people. Who is the tallest? Who is the shortest? Noticing patterns and textures Three Little Pig Route and create their own route. Talk about what they saw. Sequencing words, first, next, then. Talk about 3D shapes when building Select appropriate shapes To notice mistakes in repeating patterns</p>
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Technology	<p>To switch on a torch. To operate toys by pulling levers. To press the button on the iPad to take a picture. To operate pull back toys. To begin to learn about different technologies found in the home - blender. Drawing on an IWB.</p>	<p>To press parts of a book at make a noise. To select a colour on the remote control for the light box. To select a game from the home screen on the iPad. To complete a simple jigsaw on an iPad. To explore low technology devices – water wheels, jumping frog and squeeze toys. To begin to learn about different technologies found in the home - microwave.</p>	<p>To operate a two-button remote controlled car by pushing buttons. To operate a selection of buzzers. To operate a wind-up toy. To follow a simple game on the iPad. To begin to learn about different technologies found in the home – ice-cream maker. Saving their pictures on an IWB.</p>
<p>Understanding The World</p> <p>(Including, Science, History, Geography, & RE Links)</p>	<p>To enjoy photographs of themselves and their families. To talk about who they live with. To know that they are unique and all families are different. To recognise themselves. To make sense of life story and family history. Talk about their family members and what they enjoy doing. What are their likes and dislikes. Look at their families and talk about people from the past.</p> <p>Celebrating different festivals; Halloween, Bonfire Night, Christmas. Talk about preparations for Christmas Captain Tom and Remembrance Day.</p> <p>To identify the different animals in the story. Where's spot and pumpkin soup. What do we know about these animals? Explore autumn objects – talk about changing of seasons. Go on an autumn walk- what changes do you notice? Collect objects such as acorns, conkers and leaves. To explore pumpkins, carve and scoop out seeds. Talk about Winter and the change of seasons.</p>	<p>Bears – what do they have? What do they look like where do they live? Do they live in our country? Which countries do we find them in? Canada and the Artic. Baby photos of themselves- am I the same or different? Look at how we have changed. Valentine's Day Mother's Day – why are our mums special? What do they do for us? Talk about Easter and how we celebrate it</p> <p>To explore different forces – fan, stepping on leaves and twigs, walking in wellies through mud and water. To explore ice. To get the penguins out of the ice. Penguins- how do they move? Where do they live? Eggs – life cycle of a duck The different stages of the growth of a duck. Sequencing the life cycle of the duck. Pond life/ River life – what can be found living in a pond/river? Talk about pets. How do we take care of them and keep them alive? Animal homes – name different animal homes on the farm or woodland. Talk about why it is important for them to stay safe. Animal sounds – talk about the farm animals. What other animals make sounds?</p>	<p>David Attenborough Little People Big dreams book Houses and homes in the past. Compare new and old houses in our local area</p> <p>Different types of homes around the world – looking at other countries. Bring in photos of their home – talk about the features.</p> <p>Talk about living things and how they grow. Plant a bean or a seed. Monitor its growth and changes over the weeks. Talk about the conditions it needs to grow. To sequence its life cycle. Watch videos of seeds and beans growing into plants and flowers. Come outside – Bulbs/ potatoes and carrots. Discuss the different parts of the plants.</p> <p>Senses – different smells, exploring bath bombs and what happens to them in water Smelling different herbs, fruit, perfumer Touching – textures of different materials. Naming different materials – name what objects are made of? Sorting objects according to materials Different textures – describe – rough/smooth</p>

		Spring walk – talk about what they see. To explore water beads	To explore magnets and find out what they do
Expressive Arts Links (Including Art, DT, Music, Drama Links)	<p>Artists Jackson Pollock- firework paintings – paint flicking. Banksy – Calendars spray paint from water sprays.</p> <p>2D Art To name colours they are using Exploring paint and forming enclosures Painting their own face Painting families Exploring colour- mark making with pens, chalks, pencils, crayons Painting pumpkins with faces Painting to music Mark making with their finger/tool in rice/ glitter/ sand/ foam Christmas cards – handprints. Drawing stickman and his family.</p> <p>3D Art To explore 2D and 3D structures Autumn pictures- make an arrangement or shape Structures with natural materials. Making pumpkin faces in the playdough. Potato Man faces – using different features. Making their own stickman with playdough.</p> <p>Role Play Indoors House – sink, table, chair, phone, tea pot, cup and saucers. House – pans, bowls, spoons. House- Christmas decorations, presents and parcels.</p>	<p>Artists Monet – Lilypad – using finger paints.</p> <p>2D Art Painting snowmen and bears To paint/draw shapes to form a picture To draw shapes to represent objects Drawing/ Painting Gruffalo with his features Gruffalo masks Gruffalo character stick puppets To use glue to attach materials together Drawing and painting ducks and plants Mother’s Day cards Easter Cards Painting and chalking plants and flowers Colour mixing – 2 colours</p> <p>3D Art Making a cave To start attaching 2D and 3D materials To make enclosures with construction kits Easter baskets Paper plate ducks Attaching boxes Making playdough lily pads for the frogs. Making eggs with the playdough.</p> <p>Role Play Indoors Hairdressers – talk about the equipment and the different roles.</p>	<p>Artists Yayoi Kusama – patterns polka dots</p> <p>2D Art Painting and drawing with increasing details Colour mixing- two colours talk about the changes, name the colour. Painting emotions (pigs faces) Painting/drawing to different types of music/different sounds</p> <p>3D Art Making beanstalks Building animal homes To think about how they may use materials To make imaginative and complex buildings and models Making houses for the pigs using masking tape. Making simple models and talking about them Making houses with the playdough. Making beanstalks with the playdough.</p> <p>Role Play Indoors Baby clinic – different roles – patient and doctor. Outdoors Corner shop Small World Story characters Gruffalo, Snake, Owl, Mouse Wild Animals Castle</p>

	<p>Outdoors Burger Bar – introduce milkshakes, money</p> <p>Small World Train track Dolls house and people Car track Blocks Pumpkin soup characters Stickman family</p> <p>Dance/Music Fantasia – Disney Beauty and the beast instrumental Bagpipe music – Flower of Scotland Banjo music -Bluegrass Vivaldi – Autumn (The Four Seasons) Music of the Night – Phantom of the Opera Glenn Miller band - Christmas music. Tchaikovsky – The Nutcracker</p> <p>Music Voice sounds Environmental sounds Animal sounds Musical instruments – learning how we play them and what sounds they make. Play guess the sound of the instrument.</p> <p>Nursery rhymes: Incy wincy Spider Humpty Dumpty Hey Diddle diddle Twinkle Twinkle</p>	<p>Outdoors Ice cream shop – different roles – customer and ice cream seller. Garden centre – customer and shopkeeper</p> <p>Small World Planes / Cars Farm animals Characters from the story</p> <p>Dance/Music Dancing boogie beebies Penguin bop and I wish it would snow Moving to the beat The Frog Chorus song Vivaldi – Winter (The Four Seasons) Soft to loud music I have seen the light Beethoven Symphony No 5 Holst Mars Puccini -Madam Butterfly</p> <p>Music Voice sounds – boom chic a boom in different voices Learning the names of the instruments. Playing different instruments – learning that some we have to shake and some we need a beater for. Playing instruments quietly and loudly.</p> <p>Nursery rhymes: Miss Polly had a dolly Baa Baa Black Sheep Horsie Horsie</p> <p>Songs: Going on a bear hunt chant</p>	<p>Dance/Music Movements to sounds Gross motor ribbon sticks Korsakov– Flight of the Bumblebee Jazz – Everyone wants to be a cat Steel bands – Under the Sea Fast and slow music: Zobra’s Dance – Mikis Theodorakis Grieg – The Hall of the Mountain King Brahms – Hungarian Dance No 5</p> <p>Music Play instruments to express feelings and ideas To match pitch To copy a melodic shape of a familiar shape To create their own songs Playing instruments fast and slow.</p> <p>Nursery rhymes: I’m a little teapot Mary Mary Quite Contrary London Bridge</p> <p>Songs: Begin learning new songs for Graduation on friendships Who’s afraid of the big bad wolf The Wheels on the Bus 5 Current Buns</p>
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	Songs: Five Little Pumpkins 5 Little Leaves Jingle bells When Santa got stuck up the chimney Nativity show songs	The Gruffalo song 5 Little Ducks 5 Speckled Frogs	
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