

## Preschool Long Term Plans 2022-2023

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<p>Why Am I Special?</p> <p>How Do I celebrate Rosh Hashanah?</p> <p>Do I Like Goldilocks?</p>	<p>What is my favourite Nursery Rhyme?</p> <p>Why Do Leaves change colours?</p> <p>What is light and Dark?</p> <p>How do I celebrate Chanukah?</p>	<p>What different homes are there?</p> <p>How is Chinese New Year celebrated?</p> <p>How do I celebrate Purim?</p> <p>What can I see in Winter?</p>	<p>How do I celebrate Purim?</p> <p>Where can we Go On An Adventure?</p> <p>How do plants grow?</p> <p>How do I celebrate Pesach?</p>	<p>What is a magical creature? ( Billy Goat's Gruff, The Gingerbread Man)</p> <p>What is it like to live in India?</p>	<p>Who lives in the garden? Minibeats, owls, foxes, hedgehogs.</p> <p>What different jobs can I do when I am a grown up?</p>
<b>Personal, Social and Emotional Development</b>	<p>Settling in Nursery- beginning to be aware of the rules and routines</p> <p>Making friends- beginning to turn take and share</p> <p>Choosing own resources from the provision areas</p> <p>Introduce the Zones of Regulation and explore happy and sad</p> <p>Discussing similarities and differences between different families</p> <p>Begin to attend forest school sessions and ballet sessions</p>	<p>Becoming more familiar with and following rules and routines</p> <p>Introduce tool and fire rules in forest school</p> <p>Be able to play with one or more other children extending and elaborating play ideas</p> <p>Becoming more independent</p> <p>Discuss and model ways for the children to negotiate conflicts with others</p> <p>Continue to discuss the Zones of Regulation- introduce and discuss angry and tired</p>	<p>Extending our feelings words- scared, worried.</p> <p>Take an active role in looking after the Nursery environment- indoors and outdoors</p> <p>Participate in jobs in the Nursery- such as giving out the snack, willing to help in tidy up time</p> <p>Show care and concern for living things- such as the flora and fauna in forest school</p> <p>Understanding why rules have to be followed- fire in forest school</p>	<p>Playing cooperatively- able to negotiate conflicts independently</p> <p>Discuss feelings- surprised,</p> <p>Expressing likes and dislikes and be able to give reasons why</p> <p>Making healthy choices</p>	<p>Playing cooperatively- able to negotiate conflicts independently</p> <p>Begin understand how others may feel in different situations</p> <p>Be able to talk about which zone they are in and name how they are feeling using the correct vocabulary</p> <p>Develop confidence in new situations</p>	<p>Show care and concern for living things</p> <p>How we can stay safe</p> <p>Understand who can help in our school and wider community</p> <p>Talk about our next class</p> <p>Develop confidence in new situations</p>

<p><b>Physical Development</b></p>	<p>Becoming confident with outdoor play area. and use a range of equipment independently to develop their balancing, climbing ball and riding skills</p> <p>Moving in different ways to music-copying movements and making up their own Begin to use scissors to snip and to use tweezers Threading skills using large cotton reels</p> <p>Develop large muscle movements- using sweeping brushes, large chalk, streamers, large paintbrushes, large construction, wheelbarrows Introduce Writedance Fine Motor programme</p>	<p>Music and movement- Autumn, Bonfire Night. Moving to different Nursery Rhymes. Threading and weaving skills. Begin to use scissors to snip and to use tweezers.</p> <p>Develop large muscle movements- using sweeping brushes, large chalk, streamers, large paintbrushes, large construction, wheelbarrows</p> <p>Develop independence skills- putting on their outdoor clothing, using cutlery, taking off and putting on shoes/wellies. Forest school Group games Using cooking tools safely</p>	<p>Beginning to cut around a simple shape and different patterns Practice holding a pencil correctly Develop independence skills- putting on their outdoor clothing, using cutlery, taking off and putting on shoes/wellies</p> <p>Work with others to make a natural den in forest school- moving large branches together Moving planks, tyres, crates and mats in the outdoor area Organise their own games in forest school and the outdoor environment Chopping skills during cooking activities</p> <p>Movement – Winter action songs Traditional Chinese dance-lion/dragon Complete a simple obstacle course using a variety of movement skills such as balancing, jumping, crawling Throwing and catching skills</p>	<p>Making telescopes and binoculars- cutting and joining skills Become more confident to use scissors to cut around a simple shape</p> <p>Continue to practice holding a pencil correctly</p> <p>Using gardening/planting equipment</p> <p>Continue to develop independence skills- putting on their outdoor clothing, using cutlery, taking off and putting on shoes/wellies Work with others to make a natural den in forest school- moving large branches together Chopping skills during cooking activities</p> <p>Moving planks, tyres, crates and mats in the outdoor area Complete a simple obstacle course using a variety of movement skills such as balancing, jumping, crawling</p>	<p>Using scissors to cut out patterns such as a zigzag Holding a pencil with a tripod grasp Threading smaller beads Movement- like a monster Traditional Indian dancing Manipulating a range of games equipment- beanbags, large and small balls,- aiming at a target Rolling hoops and tyres Catching a smaller ball. Continue to organise their own games in forest school and the outdoor environment, developing complexity</p> <p>Show confidence to use equipment such as a bench- moving in different ways, jumping off and landing correctly</p>	<p>Cutting around a shape with scissors Holding a pencil with a tripod grasp Manipulating a range of games equipment- aiming at a target Rolling hoops and tyres Catching a smaller ball</p> <p>Practise and take part in a Preschool sports day</p>
<p><b>Communication and Language</b></p>	<p>Songs and vocabulary about ourselves.</p> <p>Musical instrument games- listening skill</p>	<p>Rhythm and rhyming activities. Singing a variety of Nursery Rhymes. Beginning to use and understand prepositions</p>	<p>Identify alliteration in speech Connecting ideas and explaining them Beginning to understand how and why questions</p>	<p>Begin to understand how and why questions Express a point of view and begin to debate it with a friend or an adult</p>	<p>Be confident to answer how and why questions. Begin to listen to and engage with longer stories- such as the Gingerbread Man</p>	<p>Widen vocabulary through topic discussions Develop questioning skills Answer how and why questions</p>

	<p>Listening carefully and identifying Environmental sounds.</p> <p>Count or clap syllables in words</p> <p>Use sentences to communicate with adults and other children.</p> <p>Engage in conversation through role play - Home corner.</p>	<p>Following instructions- with up to two steps</p> <p>Engage in conversation through role play- Baker's shop/ Donut shop</p> <p>Widen vocabulary through topic discussions</p>	<p>Following instructions- up to two steps</p> <p>Engage in conversation through role play</p> <p>Widen vocabulary through topic discussions</p> <p>Begin to listen to and engage with longer stories such as the Three Little Pigs</p>	<p>Widen vocabulary through topic discussions</p> <p>Begin to listen to and engage with longer stories- such as We're Going On A Bear Hunt</p> <p>Connect ideas and explain them in topic discussions</p> <p>Engage in conversation through role play – Garden Centre</p>	<p>Develop traditional story language such as 'once upon a time' and use them in their own story telling</p> <p>Widen vocabulary through topic discussions</p> <p>Sing a wide variety of songs and rhymes in preparation for the Nursery concert</p> <p>Use talk to organise their play-such as to retell familiar stories or in role play situations</p>	<p>Talk about past events in their own lives</p> <p>Use complex sentences</p> <p>Be confident to express a point of view and begin to debate it with a friend or an adult</p> <p>Use talk to organise their play-such as to retell familiar stories or in role play situations- fire station, health centre</p>
<b>Literacy: Reading</b>	<p>Key Text Fiction-Peace At Last (Jill Murphy)</p> <p>Pete the Cat and The New Shoes</p> <p>Book handling skills</p> <p>Joining in with repetitive phrases</p> <p>Name recognition</p> <p>Notice print around them. Count and clap the syllables in words.</p>	<p>Key Text Fiction-Shark in a Park On a Windy Day, We're Going On A Leaf Hunt, Goldilocks and the Three Bears, The Gruffalo, Shark in the Dark</p> <p>Non fiction- Autumn books</p> <p>Little Wandle Letters and Sounds Revised Foundation for Phonics Book handling skills.</p> <p>Using some vocabulary correctly- title, front cover, pages.</p> <p>Joining in with repetitive phrases.</p>	<p>Key Text Fiction- The Three Little Pigs.</p> <p>Non fiction- all kinds of homes.</p> <p>Begin to understand that print can have different purposes</p> <p>Book handling skills</p> <p>Using some vocabulary correctly- title, words, author, front cover, pages</p> <p>Identifying and saying the initial sound of their own name and other children whose names</p>	<p>Key Text Fiction- We're Going On A Bear Hunt, Ten Little Pirates, Walking Through the Jungle Oliver's Vegetables, Ten Seeds</p> <p>Non fiction book- Growing Vegetable Soup, recipes, spring books</p> <p>Begin to understand that print can have different purposes</p> <p>Little Wandle Letters and Sounds Revised Foundation for Phonics</p> <p>Looking at Environmental print</p>	<p>Key Text Non fiction-I Live In India.</p> <p>Fiction- The Three Billy Goat's Gruff, The Gingerbread Man</p> <p>Little Wandle Letters and Sounds Revised. Foundation for Phonics</p> <p>Print tracking skills</p> <p>Showing an awareness of sequence in a story</p> <p>Engage in extended conversations about stories</p> <p>Spot and suggest some rhymes</p>	<p>Key Text Fiction-What the Ladybird Heard, The Hungry Caterpillar, Owl Babies, Emergency</p> <p>Non fiction- mini beast books</p> <p>Little Wandle Letters and Sounds Revised Foundation for Phonics</p> <p>Showing an awareness of sequence in a story.</p> <p>Engage in extended conversations about stories</p> <p>Spot and suggest some rhymes</p>

		Spot and suggest some rhymes.  Name recognition	begin with the same sound  Little Wandle Letters and Sounds Revised. Foundation for Phonics  Print tracking skills	Print tracking skills  Engage in extended conversations about stories  Showing an awareness of sequence in a story		
<b>Literacy: Writing</b>	Begin Writedance scheme  Marks in different sensory materials with their hands  Give meaning to their marks and drawing.  Mark making opportunities in the continuous provision areas	Make marks on their pictures to stand for their names  Use some of their print and letter knowledge in their early writing  Giving meaning to marks in their drawings and paintings Mark making opportunities in the continuous provision areas. Making Chanukah cards. Model writing to children –writing an apology letter to the three bears	Show left to right orientation in their writing  Write for different purposes- cards, labels  Daily name writing	Show left to right orientation in their writing  Write for different purposes- cards, labels  Begin to join in story mapping activities  Daily name writing  Pen party activities- drawing stories	Begin to write some initial sounds  Daily name writing  Write for different purposes- including their own stories  Join in story mapping activities  Write some letters accurately  .	Begin to write some initial sounds  Daily name writing  Write for different purposes- including their own stories  Join in story mapping activities  Write some letters accurately  Draw and label minibeasts that they find  Write during emergency role play
<b>Mathematics:</b>	Use some number names in the correct order  Begin to use fingers to show number  Introduce Numicon to three  Counting songs counting forwards and backwards from five	Say number names forwards to ten  Introduce Numicon to five  Counting songs counting forwards and backwards from five and then ten  Recognise numerals up to three	Matching quantity with the correct numeral, 1-5  Show finger numbers to five  Subitise up to three objects Represent number through mark making  Recognise numerals up to five	Represent number through mark making. Begin to write the numerals 1,2,3 Recognise numerals up to five and put them in the correct order  Confident to count pictures and objects that can be moved up to five.	Practical addition and subtraction to five  Play partitioning games using five frame and part part whole method  Show an understanding of the cardinal principle up to six objects  Link numerals and objects up to six	Practical addition and subtraction Counting beyond five  Numeral recognition beyond five  Ordering the numerals to ten  Writing numbers to five

	<p>Recognise numerals up to three.</p> <p>Develop one to one correspondence up to three.</p> <p>Use some simple size words- big, small, little.</p> <p>Complete simple inset puzzles.</p> <p>Sort and match objects</p>	<p>Develop one to one correspondence up to five</p> <p>Count sounds and actions up to five</p> <p>Begin to talk about shapes and patterns that they can see. Use some 2D shapes names</p> <p>Use the words heavy and light to describe weight</p> <p>Use size words- tall and short</p> <p>Use money in role play activities</p> <p>Notice patterns in the environmental using words spotty, stripy. Book- My Mum and Dad Make Me Laugh</p>	<p>Confident to count pictures and objects that can be moved up to six</p> <p>Compare quantities using the words more, less and the same</p> <p>Be confident to use Some 2D shape names Use appropriately in pictures</p> <p>Use 3D shapes to create models</p> <p>Explore capacity and use full, empty, half full</p> <p>Understand and use prepositions</p> <p>Practical problem solving up to five- introduce five frames</p> <p>Use the words heavy and light to describe weight</p>	<p>Compare quantities using the words more, less and the same</p> <p>Begin to solve simple practical number problems. Begin to talk about the properties of 2D shapes</p> <p>Explore and talk about simple pattern</p> <p>Use size words- tall, long and short</p> <p>Be confident to use the names of the days of the week</p> <p>Subitising skills up to five</p> <p>Games using dice and dominos</p> <p>Use money in role play activities</p>	<p>Begin to use ordinal language</p> <p>Writing numbers to five</p> <p>Say the number that is one more and one fewer up to five</p> <p>Compare quantities using the words more, less and the same</p> <p>Begin to solve simple practical number problems</p> <p>Be confident to talk about the properties of 2D shapes</p> <p>Begin to talk about 3D shapes</p> <p>Create their own ABAB patterns.</p> <p>Use time words- today, last night, yesterday, tomorrow and next week</p> <p>Describe a familiar route</p> <p>Describe a sequence of events (stories)</p>	<p>Continue to solve simple practical number problems</p> <p>Be confident to talk about the properties of 2D shapes Combine shapes to make new ones</p> <p>Continue to talk about 3D shapes</p> <p>Use time words- today, last night, yesterday, tomorrow and next week</p> <p>Make their own simple patterns. Notice and correct an error in a repeating pattern</p> <p>Count actions and sounds as well as objects.</p>
<b>Understanding the World</b>	<p>Talk about their families and their experiences using photos</p> <p>Make connections between features of</p>	<p>Exploring Autumn and different types of weather</p> <p>Exploring Autumn materials and pumpkins</p>	<p>Looking at how Chinese New Year is celebrated. Making a Chinese stir fry</p>	<p>Looking at features of different environments. Using recycled materials to make telescopes and binoculars</p>	<p>Making bridges using the construction materials</p>	<p>Understand the key features of the life cycle of minibeasts</p>

	<p>their own family and other families</p> <p>Notice differences between people.</p> <p>Rosh Hashanah resources in the home corner Sensory focus exploring different materials, cornflour, dough, sand, water, spaghetti, soapflakes</p> <p>Listening walk</p> <p>Explore materials with different properties</p>	<p>Use all of their senses in hands on exploration of natural materials</p> <p>Talk about what they see using a wide vocabulary. Begin to understand the need to care for and respect the natural environment</p> <p>Introduce Forest School - discussing the features of flora and fauna in the forest. Autumn leaf kebabs, tree climbing, mud play</p> <p>Cooking activities- teddy biscuits, porridge</p> <p>Dark den- torches and coloured cellophane</p> <p>Visit to sensory room, exploring shadows</p> <p>Explore how things work</p> <p>Talk about the differences between materials and the changes they notice</p>	<p>Continue developing 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>Talking about their homes Talking about different materials and their properties. Building different homes using different construction equipment.</p> <p>Features of Winter outside Exploring ice, snow, frost. Talk about what they see using a wide vocabulary</p> <p>Caring for the birds and making bird feeders in Forest School</p> <p>Exploring tools and how they work in Forest school- hammer, small saw, hand drill</p>	<p>Pesach items in the home corner.</p> <p>Show an interest in growth and change-planting activities. Understand the key features of the life cycle of a plant- Ten Little Seeds</p> <p>Begin to understand the need to respect and care for the natural environment</p> <p>Making a salad using a variety of vegetables.</p> <p>Features of Spring. Talk about what they see, using a wide vocabulary</p> <p>Exploring tools and how they work in Forest school- hammer, small saw, hand drill. Making vegetable kebabs and cooking over the campfire</p>	<p>Making boats and exploring floating and sinking</p> <p>Talk about the different forces they can feel Making Gingerbread Men</p> <p>Looking at life in India- food, clothes and music</p> <p>Exploring Indian spices Making chapattis</p> <p>Continue developing 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>Making damper bread and cooking over the campfire</p>	<p>Begin to understand the need to respect and care for all living things</p> <p>Bug hunts outside Making spider webs using wool and canes</p> <p>Making nests Pond dipping in Forest School. Show an interest in different occupations Visits by people from known occupations.</p> <p>Using recycled materials to make emergency vehicles</p>
<b>Expressive Art and Design</b>	<p>All about me action songs</p> <p>Exploring musical instruments and how to play them in different</p>	<p>Autumn songs and Rhymes</p> <p>Making Autumn music using shakers and using</p>	<p>Learning Winter and Three Little Pigs songs</p> <p>Listening to, making and responding to Chinese music</p>	<p>Learning jungle, pirate and growing songs.</p> <p>Sing the pitch of a tone sung by another person.</p>	<p>Listening to the Hall Of The Mountain King. Responding to the different dynamics of drum, bear to move in different ways (small,</p>	<p>Representing mini beasts through a variety of different media modroc/clay</p> <p>Explore materials freely, to develop their</p>

	<p>ways- loud, quiet, fast, slow</p> <p>Start to make marks intentionally</p> <p>Drawing a self portrait. And a picture of their family</p> <p>Free exploration of creative materials- colour, paint, chalk, collage materials</p> <p>Take part in simple pretend play, using an object to represent something else, even though they are not similar</p> <p>Free exploration of construction materials. Make simple models which express their ideas</p> <p>Role play home, shoe shop</p>	<p>streamers to move to music</p> <p>Listening to Vivaldi's Autumn and Teddy Trombone</p> <p>Remember and sing entire songs Sing the melodic shape of familiar songs- Chanukah songs</p> <p>Exploring Autumn colours and light and dark through collage and paint</p> <p>Making a telescope and spiders using reclaimed materials.</p> <p>Exploring clay and natural materials- hedgehogs, Chanukiot</p> <p>Explore different materials freely, to develop ideas about how to use them and what to make</p> <p>Painting bear pictures. and Gruffalo pictures</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Show different</p>	<p>Making Winter music with instruments- choosing instruments based on their timbre</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Using cold small world resources to create stories</p> <p>Creating cold colour Winter pictures using paint and collage materials</p> <p>Explore colour and colour mixing.</p> <p>Making homes using reclaimed materials. Join different materials and explore different textures.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>Listening to Sugar Plum Fairy and responding through movement.</p> <p>Role play Chinese New Year enhancements,</p>	<p>Listening to the growing music and respond through movement.</p> <p>Using instruments to create sounds for the Bear Hunt story. Sing Bo Bo the Bear's name in different ways</p> <p>Play instruments with increasing control to express feelings and ideas</p> <p>Using small world resources to represent different places to have an adventure- eg. Jungle , using imagination in story telling</p> <p>Make imaginative and complex small worlds with blocks and construction kits</p> <p>Observational drawings of plants, showing a sense of form in their drawing</p> <p>Blossom pictures using colour mixing</p> <p>Role play Garden Centre, Bear Cave</p>	<p>middle, big Goat) Zorbas dance-drawing and moving to the changing tempo.</p> <p>Listening and responding to Indian music</p> <p>Learning the Gingerbread Man songs. Remember and sing entire songs..Sing the pitch of a tone sung by another person</p> <p>Drawing Mendhi patterns on hand templates. Draw with increasing complexity and detail</p> <p>Using clay and objects such as buttons to make a Gingerbread Man. Explore different materials freely to develop their ideas about how to use them and what to make. Join different materials and explore different textures</p> <p>Roleplay- Indian restaurant</p>	<p>ideas about how to use them and what to make</p> <p>Drawing their own musical compositions- flight of the Bumblebee</p> <p>Painting a picture of what they would like to be when they are a grown up. Draw with increasing complexity and detail. Show different emotions in their drawings and paintings</p> <p>Use emergency vehicles, blocks and other small world resources such as a fire station</p> <p>Begin to develop complex stories using small world equipment</p> <p>Make imaginative and complex small world.</p> <p>Learning and practicing songs for the concert</p> <p>Role play Vets,</p>
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		emotions in their drawings Role play Doctor's surgery and Bakery Goldilocks	Three Little Pigs builders yard			
<b>Jewish Studies</b>	Rosh Hashanah Yom Kippur Succot	Shabbat Chanukah Parasha	Shabbat Parasha Purim	Parasha Pesach	Parasha Brachot Shavuot Yom Ha'atzmaut	Parasha Mitzvot Brachot
<b>Trips and Events</b>		Early Writing Workshop Chanukah event.	Early phonics workshop.	.	Drama Workshop.	Visitors from different occupations.  Sports' Day Concert