

Preschool Long Term Plan

	Autumn 2 All about me	Spring Let's tell a story	Summer Down on the farm
C&L	<ul style="list-style-type: none"> • Listen to and respond to simple instruction (0-3) • Use intonation, pitch and changing volume when talking (0-3) • Understand simple instruction (0-3) • Start to develop conversation, often jumping from topic to topic (0-3) • Develop pretend play (0-3) • Listen to simple stories and understand what is happening, with help of the pictures (0-3) • Generally focus on an activity of their own choice and find it difficult to be directed by an adult (0-3) • Use a wider range of vocabulary • Understand a question or instruction that has two parts • Understand 'why' questions • Sing a large repertoire of songs • Develop their communication • Develop their pronunciation • Use talk to organise themselves and their play 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Pay attention to more than one thing at a time, which can be difficult • Use a wider range of vocabulary • Understand a question or instruction that has two parts • Understand 'why' questions • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop their communication • Develop their pronunciation • Use longer sentences of four to six words • Be able to express a viewpoint and to debate when they disagree with an adult or a friend, using words as well as actions • Start a conversation with an adult or a friend and continue it for many turns • Use talk to organise themselves and their play • 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Pay attention to more than one thing at a time, which can be difficult • Use a wider range of vocabulary • Understand a question or instruction that has two parts • Understand 'why' questions • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop their communication • Develop their pronunciation • Use longer sentences of four to six words • Be able to express a viewpoint and to debate when they disagree with an adult or a friend, using words as well as actions • Start a conversation with an adult or a friend and continue it for many turns • Use talk to organise themselves and their play
PSED	<ul style="list-style-type: none"> • Engage with others through gestures, gaze and talk (0-3) • Find ways of managing transitions (0-3) • Thrive as they develop self-assurance (0-3) • Grow in independence, rejecting help (0-3) • Begin to show 'effortful control' (0-3) 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting • Show more confidence in new social situations 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting

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	<ul style="list-style-type: none"> • Be increasingly able to talk about and manage their emotions (0-3) • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on (0-3) • Develop friendships with other children (0-3) • Safely explore emotions, beyond their normal range (0-3) • Talk about their feelings in more elaborated ways (0-3) • Learn to use the toilet with help, and then independently (0-3) • Increasingly follow rules, understanding why they are important • Develop appropriate ways of being assertive • Talk about their feelings using words like happy, sad, angry or worried • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks • Be increasingly independent in meeting their own care needs • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress • Make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> • Play with one or more other children extending and elaborating play ideas • Find solutions to conflicts and rivalries • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Talk about their feelings using words like happy, sad, angry or worried • Understand gradually how others might be feeling • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress • Start eating independently and learning how to use a knife and fork • Be increasingly independent as they get dressed and undressed • Be increasingly independent in meeting their own care needs • Make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> • Show more confidence in new social situations • Play with one or more other children extending and elaborating play ideas • Find solutions to conflicts and rivalries • Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Talk about their feelings using words like happy, sad, angry or worried • Understand gradually how others might be feeling • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress • Start eating independently and learning how to use a knife and fork • Be increasingly independent as they get dressed and undressed • Be increasingly independent in meeting their own care needs • Make healthy choices about food, drink, activity and toothbrushing
PD	<ul style="list-style-type: none"> • Gradually gain control of their whole body through continuous practice of large movements, such as waving, 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills • Skip, hop, stand on one leg and hold a pose for a game like musical statues 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills

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	<p>kicking, rolling, crawling, and walking (0-3)</p> <ul style="list-style-type: none"> • Enjoy starting to kick, throw and catch balls (0-3) • Build independently with a range of appropriate resources (0-3) • Walk, run, jump and climb – and start to use the stairs independently (0-3) • Spin, roll and independently use ropes and swings (0-3) • Sit on a push-along wheeled toy, use a scooter, or ride a tricycle (0-3) • Develop manipulation and control (0-3) • Explore different materials and tools (0-3) • Use large-muscle movements to wave flags and streamers, paint and make marks • Use one handed tools and equipment • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed 	<ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus using alternative feet • Use large-muscle movements to wave flags and streamers, paint and make marks • Start taking part in some group activities which they make up for themselves, or in teams • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting • Choose the right resources to carry out their own plan • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Use one handed tools and equipment • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Go up steps and stairs, or climb up apparatus using alternative feet • Use large-muscle movements to wave flags and streamers, paint and make marks • Start taking part in some group activities which they make up for themselves, or in teams • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting • Choose the right resources to carry out their own plan • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Use one handed tools and equipment • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed
Literacy	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention (0-3) • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo (0-3) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Listen to and appreciate and discuss, using a wide vocabulary, the difference between sounds made with instruments • To develop understanding of alliteration, how different sounds

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	<ul style="list-style-type: none"> • Say some of the words in songs and rhymes (0-3) • Sing songs and say rhymes independently (0-3) • Enjoy sharing books with an adult (0-3) • Pay attention and respond to the pictures or the words (0-3) • Have favourite books and seek the out, to share with an adult, with another child, or look at alone (0-3) • Ask questions about the book. Make comments and shares their own ideas (0-3) • Develop play around favourite stories using props. (0-3) • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo (0-3) • Add some marks to their drawings, which they give meaning to (0-3) • Make marks on their picture to stand for their name (0-3) 	<p>different parts of a book, page sequencing</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound • Engage in extended conversation about stories, learning new vocabulary • Distinguish between sounds and remember patterns; environmental sounds, instrumental sounds, body percussion • Write some or all of their name • Write some letters accurately 	<p>are articulated and extend an understating of alliteration</p> <ul style="list-style-type: none"> • To listen to the sounds at the beginning of words and hear the differences between them • Distinguish between the differences in vocal sounds, oral blending and segmenting • Explore speech sounds • Listen to phonemes within words and remember the order in which they occur • Talk about the different phonemes that make up words • Use some of their print and letter knowledge in their early writing • Write some letters accurately • Write some or all of their name
Mathematics	<ul style="list-style-type: none"> • React to changes of amount in a group of up to three items (0-3) • Compare amounts saying 'lots', 'more' or 'same' (0-3) • Recite numbers past 5 • Say one number for each item in order: 1,2,3,4,5 • Show finger numbers up to 5 • Count in everyday contexts, sometimes skipping numbers (0-3) • Build with a range of resources (0-3) • Complete inset puzzles (0-3) • Compare sizes, weights etc. using gestures and language (0-3) • Notice patterns and arrange things in patterns (0-3) 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (subitising) • Recite numbers past 5 • Say one number for each item in order: 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are on total (cardinal) • Show finger numbers up to 5 • Link numerals and amounts • Experiment with their own symbols and marks as well as numerals • Solve real world mathematical problems with numbers up to 5 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (subitising) • Recite numbers past 5 • Say one number for each item in order: 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are on total (cardinal) • Show finger numbers up to 5 • Link numerals and amounts • Experiment with their own symbols and marks as well as numerals • Solve real world mathematical problems with numbers up to 5

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	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (sides, corners, straight, flat, round') • Understand position through words alone • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 	<ul style="list-style-type: none"> • Compare quantities using language 'more than', 'fewer than' • Talk about and explore 2D and 3D shapes (sides, corners, straight, flat, round') • Understand position through words alone • Describe a familiar route • Discuss routes and locations, using words like in front of and behind • Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones • Talk about and identify the patterns around them • Extend and create ABAB patterns • Notice and correct an error in repeating pattern • Begin to describe a sequence of events, real or fictional, using words such as first, then 	<ul style="list-style-type: none"> • Compare quantities using language 'more than', 'fewer than' • Talk about and explore 2D and 3D shapes (sides, corners, straight, flat, round') • Understand position through words alone • Describe a familiar route • Discuss routes and locations, using words like in front of and behind • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones • Talk about and identify the patterns around them • Extend and create ABAB patterns • Notice and correct an error in repeating pattern • Begin to describe a sequence of events, real or fictional, using words such as first, then
UTW	<ul style="list-style-type: none"> • Explore materials with different properties (0-3) • Explore natural materials, indoors and outdoors (0-3) • Explore and respond to natural phenomena in their setting and on trips (0-3) • Make connections between the features of their family and other families (0-3) • Notice difference between people (0-3) • Use all their senses in hands-on exploration or natural materials 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration or natural materials • Explore collections of materials with similar and/or different properties • Talk about what they see using a wide vocabulary • Explore how things work • Explore and talk about different forces they can feel • Talk about the differences between materials and changes they notice • Know that there are different countries in the world and talk about 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration or natural materials • Understand the key features of the life cycle of a plant and an animal • Explore how things work • Begin to understand the need to respect and care for the natural environment and all living things • Talk about the differences between materials and changes they notice • Know that there are different countries in the world and talk

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	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Show interest in different occupations • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about differences they have experienced or seen in photos 	<p>differences they have experienced or seen in photos</p>	<p>about differences they have experienced or seen in photos</p>
EAD	<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds (0-3) • Make rhythmical and repetitive sounds (0-3) • Explore a range of sound makers and instruments and play them in different ways (0-3) • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make (0-3) • Start to develop pretend play, pretending that one object represents another (0-3) • Explore different materials, using all their senses to investigate them (0-3) • Use their imagination as they consider what they can do with different materials (0-3) • Make simple models which express their ideas (0-3) • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Explore colour and colour mixing • Remember and sing entire songs 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Explore different materials freely, to develop their ideas about how to use them and what to make • Join different materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Explore colour and colour mixing • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and constructions kits, such as a city with different buildings and a park • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing emotions in their drawings and painting • Explore colour and colour mixing • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Sing the melodic shape of familiar songs • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas

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