

PRE-SCHOOL LONG-TERM PLAN

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Themes</p> <p>The themes can be changed/adapted at various points to allow for children's interests.</p> | <p>Ourselves</p> <p>Colours</p> | <p>Autumn</p> <p>Celebrations:</p> <p>Bonfire night and Halloween</p> <p>Winter and Christmas</p> | <p>Pets</p> <p>Farm Animals</p> | <p>Growing:</p> <p>Fruit and Vegetables</p> <p>Easter</p> | <p>Minibeasts</p> <p>Weather</p> | <p>Transport</p> <p>Summer</p> |
| <p>Key Knowledge</p> | <p>Know six parts of their body and can point to them.</p> <p>Know the name of five main colours.</p> | <p>Know that leaves change colour in Autumn.</p> <p>Know what a pinecone, conker, and pumpkin look like.</p> <p>Know some Christmas</p> | <p>Know the name of four pets.</p> <p>Know that a pet needs water to drink, food to eat and cuddles to make them happy.</p> <p>Know the name of four farm</p> | <p>Know the name of four fruits and can recognise them.</p> <p>Know the name of four vegetables and can recognise them.</p> | <p>Know the name of four minibeasts and can recognise them.</p> <p>Know a spider lives on a web.</p> <p>Know a caterpillar turns into a butterfly.</p> | <p>Know five types of transport.</p> <p>Know cars travel on roads, planes fly in the sky and boats travel on water.</p> <p>Know that in Summer we</p> |

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| | | <p>traditions e.g. presents are given, we decorate a Christmas tree, and we make cards to give to family and friends.</p> <p>Know in Winter it is cold.</p> | <p>animals and say the sound they make.</p> | <p>Know that we should eat fruit and vegetables.</p> <p>Know some Easter traditions e.g. making Easter bonnets, giving friends Easter eggs, and making Easter cards.</p> | <p>Know four different types of weather.</p> | <p>need to put on a sun hat.</p> <p>Know you can play in the sand and sea at the seaside.</p> |
| Vocabulary | <p>Eyes, ears, mouth, hands, head, feet</p> <p>Red, yellow, green, orange, blue</p> | <p>Fireworks</p> <p>Autumn</p> <p>conkers, pinecones, pumpkins,</p> <p>Christmas, presents, Santa, Christmas tree</p> <p>Winter, cold</p> | <p>Dog, cat, rabbit, fish</p> <p>Pig, cow, horse, sheep</p> | <p>Apple, orange, banana, pear</p> <p>Carrot, broccoli, potato, peas</p> <p>Chick, rabbit, egg, chocolate</p> | <p>Spider, ladybird, caterpillar, butterfly</p> <p>Sun, rain, wind, cloud</p> | <p>Car, bus, train, aeroplane, boat</p> <p>Bucket, spade, ice-cream, sea, sand, sun hat</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Key Texts | Ten Little Fingers and Ten Little Toes. | Walter's Wonderful Web. | Pop-up peekaboo baby animals. | Jasper's Beanstalk. | The Very Hungry Caterpillar. | That's not my plane. |
| Pre-School | Titch. | The Gingerbread Man. | Oh Dear! | Where's baby chick? (Easter) | Where's Mrs Ladybird? | That's not my train. |
| | Tickle Tickle. | Autumn. | Maisy's morning on the farm. | Spring. | Slow snail. | Toot Toot Beep Beep. |
| | Pop-up Peekaboo Colours. | Happy Christmas little Hippo. | Dear Zoo. | Where's Mrs Hen? | Wonderful Weather. | Spot goes to the beach. |
| | Wow said the Owl. | That's Not My Santa. | Lanterns and firecrackers. (Chinese New Year) | That's not my bunny. | What's the Weather Like? | Summer. |
| | Goldilocks and the Three Bears. | That's Not My Reindeer. | Say goodnight to sleepy animals. | | | The Very Hungry Caterpillars First Summer. |
| Communication & Language | Stage 1 0-12 months | | | | | |
| | Turn when hears own name. Communicate needs and feelings in a variety of ways including crying, gurgling, babbling, and squealing. Point and looks to make requests and to share an interest. | | | | | |
| | Stage 2 12-18 months | | | | | |
| | Move whole body to songs and music they enjoy. | | | | | |

Concentrate intently on an activity of own choice for short periods of time.

Understanding of single words in context is developing – ‘cup,’ ‘milk,’ ‘daddy.’

Respond to simple questions when in a familiar context with a special person e.g. ‘where’s your nose?’

Use sounds in play e.g. ‘brrrm’ for toy car.

Use single words.

Use words to communicate for a range of purposes e.g. bye bye, teddy, more.

Stage 3 18-24 months

Enjoy rhymes and demonstrates listening by trying to join in with action and vocalisations.

Understand simple sentences e.g. ‘throw the ball.’

Copy familiar expressions, e.g. ‘oh dear,’ ‘all gone.’

Beginning to put two words together e.g. ‘more milk,’ ‘want ball.’

Stage 4 2-3 years

Listen to simple stories and understand what is happening, with the help of the pictures.

Recognise and respond to environmental sounds.

Understand simple words in context – ‘cup,’ ‘milk.’

Understand simple instructions e.g. ‘stop.’

Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat.’

Show interest in songs and rhymes and begin to join in.

Start to develop conversation, often jumping from topic to topic.

Begin to ask simple questions.

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| | <p>Begin to talk about people and things that are not present.</p> <p>Use the speech sounds p, b, m, w.</p> <p>Pronounce: - l/r/w/y - s/sh/ch/dz/j- f/th - multi-syllabic words such as ‘banana’ and ‘computer.’</p> |
| <p>Personal, Social & Emotional Development</p> | <p>Stage 1 0-12 months</p> <p>Begin to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person.</p> <p>Respond to what carer is paying attention to, e.g. following their gaze.</p> <p>Distinguish between people, recognising the look, sound, and smell of their close carer.</p> <p>Hold up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled, and stroked.</p> <p>Become wary of unfamiliar people or people they have not seen for a while.</p> <p>Becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions.</p> <p>Express awareness of their physical self through their own movements, gestures, and expressions and by touching their own and other’s faces, eyes, and mouth in play and care events.</p> <p>Affirmed and comforted by familiar carers through voice, physical presence, and touch, for example singing, cuddles, smiles, or rocking.</p> <p>React emotionally to other people’s emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face.</p> |
| | <p>Stage 2 12-18 months</p> <p>Build relationships with special people.</p> |



Cooperate with caregiving experiences, such as dressing.

Share interest and attention by looking to where the adult is looking, pointing, and using their gaze to direct the adult's attention to something.

Closely watch others' body language to begin to understand their intentions and meaning.

Fascinated by other children, watching them, and interacting with them through offering toys, food etc, and by reaching for objects that another has.

Show an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away.

Understand that their own voice and actions causes an effect on others, e.g. clapping hands starts a game.

Show growing self-confidence through playing freely and with involvement.

Show separation anxiety as they become more aware of themselves as separate individuals.

Respond to their own name and enjoys finding own nose, eyes, or tummy as part of interactive games.

Become more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine.

Explore the boundaries of behaviours that are accepted by adults and become aware of basic rules.

Stage 3 18-24 months

Explore the environment, interact with others, and play confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations.

Play alone and alongside others and is also interested in playing with other children.

Assert their own ideas and preferences and takes notice of other people's responses.

Aware of and interested in their own and others' physical characteristics, pointing to and naming features such as nose, hair, and eyes.



Experiment with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs.

Explore their environment, interact with others, and plays confidently.

Show their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying *no*, *me do it* or *mine*.

Express positive feelings such as joy and affection and negative feelings such as anger, frustration, and distress, through actions, behaviours, and a few words.

Aware of others 'feelings and is beginning to show empathy by offering comfort objects to another child.

Stage 4 2-3 years

Build relationships with special people but may show anxiety in the presence of strangers.

Able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.

Show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.

Beginning to be able to cooperate in favourable situations, such as with familiar people and environments.

Show a sense of autonomy through asserting their ideas and preferences and making choices and decisions.

Play with a well-known/key adult.

Begin to join in others' play and seek out others to share experiences.

Has an awareness of their own name.

Gradually learning that actions have consequences but not always the consequences the child hopes for.



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| | <p>Select and use resources.</p> <p>Develop friendships with other children. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p>Recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.</p> <p>Learn to use the toilet with help, and then independently.</p> |
| <p>Physical Development</p> | <p>Stage 1 0-12 months</p> <p>Become increasingly able to communicate both expressing and responding through movement, gesture, facial expressions, and vocalisations.</p> <p>Start to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards.</p> <p>Reach out for, touches, and begins to hold objects, developing later on into being able to release grasp.</p> <hr/> <p>Stage 2 12-18 months</p> <p>Point with first finger, sharing attention with adult.</p> <p>Enjoy the sensory experience of making marks in damp sand, water, mud, paste and paint.</p> <p>Climb inside, underneath, into corners and between objects.</p> <p>Manipulate objects using hands singly and together, e.g. squeezing water out of a sponge.</p> <p>Actively cooperate with nappy changing, dressing/undressing.</p> <p>Start to communicate regarding urination and bowel movement.</p> <hr/> <p>Stage 3 18-24 months</p> |



Show interest, dance, and sing to music rhymes and songs, imitating movements of others.

When holding crayons and chalk, makes connection between their movement and the marks they make.

Can walk considerable distance with purpose, stopping, starting, and changing direction.

Change position from standing to squatting and sitting with little effort.

Participate in finger and action rhymes, songs, and games, imitating the movements and anticipating actions.

Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need.

Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing.

Develop own likes and dislikes in food and drink, willing to try new food textures and tastes.

Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges.

Help with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning.

Feed self with increasing need to be in control and holds cup with both hands, drinking without much spilling.

Uses physical expression of feelings to release stress.

Show interest in indoor and outdoor clothing and shoes/wellingtons.

Stage 4 2-3 years

Sit up from lying down, stand up from sitting and squats with steadiness to rest or play with object on the ground, and rise to feet without using hands.

Sit comfortably on a chair with both feet on the ground.

Run safely on whole foot.

Move in response to music, or rhythms played on instruments such as drums or shakers.



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| | <p>Use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars, and sitting astride.</p> <p>Beginning to show preference for dominant hand and/or leg/foot.</p> <p>Turn pages in a book, sometimes several at once.</p> <p>Show increasing control in holding, using, and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>Hold mark-making tools with thumb and all fingers.</p> <p>Confidently climb on climbing equipment.</p> <p>Kick a large ball.</p> <p>Hold a cup with two hands and drink well without spilling.</p> <p>Develop some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning, but still often needs adult support.</p> <p>Develop increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</p> <p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.</p> <p>Begin to recognise danger and seeks the support and comfort of significant adults.</p> <p>Increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.</p> |
| <p>Mathematics</p> | <p>Stage 1 0-12 months</p> <p>React to changes of amount when those amounts are significant (more than double).</p> <p>Explore space when they are free to move, roll and stretch.</p> |



Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other.

Explore differently sized and shaped objects.

Beginning to put objects of similar shapes inside others and take them out again.

Show interest in patterned songs and rhymes, perhaps with repeated actions.

Experience patterned objects and images.

Begin to predict what happens next in predictable situations.

Respond to size, reacting to very big or very small items that they see or try to pick up.

Stage 2 12-18 months

Aware of number names through their enjoyment of action rhymes and songs that relate to numbers.

Look for things which have moved out of sight.

Explore space around them and engage with position and direction, such as pointing to where they would like to go.

Stack objects using flat surfaces.

Respond to changes of shape.

Attempt, sometimes successfully, to match shapes with spaces on inset puzzles.

Join in with repeated actions in songs and stories.

Initiate and continue repeated actions.

Show an interest in objects of contrasting sizes in meaningful contexts.

Get to know and enjoys daily routine.

Show an interest in emptying containers.

Stage 3 18-24 months



Respond to words like *lots* or *more*.

Say some counting words.

Engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence.

Use number words, like *one* or *two* and sometimes responds accurately when asked to give one or two things.

Enjoy filling and emptying containers.

Investigate fitting themselves inside and moving through spaces.

Push objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles.

Beginning to select a shape for a specific space.

Enjoy using blocks to create their own simple structures and arrangements.

Becoming familiar with patterns in daily routines.

Join in with and predict what comes next in a story or rhyme.

Beginning to arrange items in their own patterns, e.g. lining up toys.

Show an interest in size and weight.

Explore capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram.

Beginning to understand that things might happen now or at another time, in routines.

Stage 4 2-3 years

Beginning to compare and recognise changes in numbers of things, using words like *more*, *lots* or *'same'*.

Begin to say numbers in order, some of which are in the right order (ordinality).

In everyday situations, takes or gives two or three objects from a group.

Noticing numerals (number symbols).



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| | <p>Beginning to count on their fingers.</p> <p>Move their bodies and toys around objects and explores fitting into spaces.</p> <p>Begin to remember their way around familiar environments.</p> <p>Respond to some spatial and positional language.</p> <p>Explore how things look from different viewpoints including things that are near or far away.</p> <p>Choose puzzle pieces and tries to fit them in.</p> <p>Recognise that two objects have the same shape.</p> <p>Make simple constructions.</p> <p>Join in and anticipate repeated sound and action patterns.</p> <p>Interested in what happens next using the pattern of everyday routines.</p> <p>Explore differences in size, length, weight, and capacity.</p> <p>Beginning to understand some talk about immediate past and future.</p> <p>Beginning to anticipate times of the day such as mealtimes or home time.</p> |
| Literacy | <p>Stage 1 0-12 months</p> <p>Enjoy looking at books with familiar people and being read to.</p> |
| | <p>Stage 2 12-18 months</p> <p>Handle books. Printed and digital reading material with interest.</p> <p>Respond to sounds in the environment such as cars, sirens, and birds.</p> <p>Notice pictures and symbols and beginning to recognise what they stand for in their familiar experiences.</p> |
| | <p>Stage 3 18-24 months</p> |



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| | <p>Show interest in and anticipates books and rhymes and may have favourites. Begin to join in with actions and sounds in familiar song and book sharing experience.</p> <p>Begin to understand the cause and effect of their actions in mark making.</p> <p>Know that the marks they make are of value.</p> <p>Enjoy the sensory experience of making marks.</p> | | |
| | <p>Stage 4 2-3 years</p> <p>Repeat and uses actions, words, or phrases from familiar stories.</p> <p>Fill in the missing word or phrase in a known rhyme, story, or game, e.g. <i>Humpty Dumpty sat on a...</i></p> <p>Begin to recognise familiar logos from children’s popular culture, commercial print, or icons for apps.</p> <p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes, and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p>Acknowledge environmental and instrumental sounds and show interest in exploring and using them.</p> <p>Distinguish between the different marks they make.</p> <p>Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p> | | |
| <p>Understanding the World</p> | <p>Recognises key people in their own lives. (Topic: Ourselves)</p> <p>Is curious about people and shows interest in stories about people, animals, or objects that they are familiar with. (Topic: Ourselves, Autumn, Winter, and Christmas)</p> | <p>Closely observes what animals, people and vehicles do. (Topic: Pets, farm animals and growing vegetables)</p> <p>Is curious and interested to explore new familiar experiences in nature e.g. grass, mud, puddles, plants,</p> | <p>Shows interest in toys with buttons, flaps, and simple mechanisms and begins to learn to operate them (Topic: Transport)</p> <p>Enjoys stories about people and nature e.g. birds, bees, snails, cats, and dogs, and is interested in</p> |



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| | Explores natural materials, indoors and outside. (Topic: Colours, Autumn, Winter, and Christmas) | animal life. (Topic: Growing Vegetables and Easter. | photographs of themselves with these. (Topic: Minibeasts) |
| Celebrations / RE | Bonfire Night Christianity - Christmas | Chinese New Year Pancake Day Mother's Day Christianity - Easter | Father's Day |
| Cultural Capital | <p>Provide musical input for an outside provider on a fortnightly basis to support the development of Communication and Language: Jo Jingles.</p> <p>Provide 'Muddy Footprint' activities, to promote Physical and Personal, Social and Emotional development.</p> <p>Provide regular cooking experiences.</p> <p>Offer regular opportunities for the children's Parents and Carers to engage in activities in School with their child.</p> <p>Organise a visit from an outsider provider, bringing animals into the Foundation Stage environment.</p> <p>Plant and grow flowers and vegetables with the children.</p> <p>Organise a Foundation Stage Seaside Day.</p> | | |
| Expressive Arts & Design | Stage 1 0-12 months & Stage 2 12-18 months | | |
| | <p>Experiment with a range of media – tools, materials, sound, and whole-body movement – through multi-sensory exploration.</p> <p>Respond to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.</p> | | |
| | Stage 3 18-24 months | | |



Move and dance to music.
Explore a range of sound makers and instruments and play them in different ways.
Pretend that one object represents another.
Create sound effects and movements e.g. creates the sound of a car, animals.

Continue to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.

Move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments.

Mirror and improvise actions they have observed, e.g. clapping or waving.

Stage 4 2-3 years

Join in singing songs.

Create sounds by rubbing, shaking, tapping, striking, or blowing.

Show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. *loud/quiet, fast/slow.*

Enjoy and respond to playing with colour in a variety of ways, for example combining colours.

Use their imagination as they consider what they can do with different materials.

Begin to make believe by pretending using sounds, movements, words, and objects.

Begin to move rhythmically or in response to music.

Engage in role-play based on own first-hand experiences.

Make simple models which express their ideas.