

| Pre-school long term planning over-                    | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|--|--|---|---|--|--|--|
| <b>Key Events (seasonal, festivals, school events)</b> | Autumn Harvest<br>Friendships / Getting to know you<br>Emotions/ Listening and attention   | Listening week<br>Bonfire Night Remembrance Day<br>Children in Need<br>Diwali<br>Christmas  | New Year<br>Chinese New Year<br>Winter<br>Pancake Day<br>Valentine's Day (love)<br>Emotions / Listening and attention   | Book Week/World Book Day<br>Signs of Spring<br>Mother's Day<br>Easter<br>Sensory Week  | Father's Day<br>Exploring Nature Area<br>People who help us—sun safe, road safety<br>Ten Town  | Healthy Eating Week<br>Technology<br>Summer<br>Sports Day<br>Transitions   |
| <b>Activity Ideas, Possible Themes</b>                 | All about ourselves- family, likes and dislikes<br>Looking for signs of Autumn- nature walk, leaf hunts, sorting leaves, exploring leaf colours  | Light and dark<br>Fireworks- art work, link to Science/Music - pops and bangs<br>Celebrations- our own experiences, have our own, retell stories of each  | Making snowflakes, snowy art-work, investigating ice, making snowmen (Maths shapes link) 'Frozen'   | Our favourite books, traditional tales/fairy stories<br>Cards for Mother's Day, Easter<br>Baby animals, animal homes   | Planting and growing activities<br>The Very Hungry Caterpillar<br>Class caterpillars<br>Minibeasts- hunt, compare, sort  | Practising for Sports Day<br>Seasonal activities- sun safety, summer holidays, Journeys  |
| <b>Possible Hands On Experiences</b>                   | Taking part in Harvest Assembly<br>Autumn Walks  | Nativity role play<br>EYFS themed days e.g. Diwali<br>Listening games   | EYFS themed days e.g. Chinese New Year/food<br>Tasting<br>Experiencing the weather  | Easter Bonnet parade<br>Animals to visit<br>Spring walks<br>Sensory/messy hands on   | Class butterflies, growing beans, our own gardening area<br>Visits by people who help us   | Role play beach<br>Join school for sports day<br>Cooking   |
| <b>Development Matters Links</b>                       |  |   |   |  |  |  |
| <b>PSED</b>  | Start to join in play with other children<br>Separate from carer with support<br>Shows understanding and cooperate with some nursery boundaries<br>Select and use resources with help  | Support in making friendships with other children<br>Begin to show confidence in asking adults for help<br>Seek comfort from familiar adults or Key workers if needed<br>Seek out others to share experiences   | Welcomes praise for what they have done<br>Responds to feelings and wishes of others<br>Start to inhibit own behaviour and distract self when upset<br>Be aware that some actions can hurt or harm others   | Can play in a group, extending and elaborating play ideas with other children. Initiate play<br>Enjoy responsibility of carrying out small task e.g. ringing the bells for snack<br>Become aware of own feelings (30-50)                         | Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50)<br>Keep play going by responding to ideas of play-mates<br>Try to help or comfort when others are upset                                | Aware of the boundaries set, and of behavioural expectations in the setting. (40-60)<br>Confident to speak to others about own needs, wants, interests and opinions.(40-60)  |
| <b>CL</b>  | Listen with interest to stories and rhymes<br>Recognise familiar sounds<br>Learn and identify action words<br>Understand simple questions<br>Learn new words (based on topic themes : body parts and food or new experiences)<br>Use simple sentences  | Be able to play with sounds, songs and rhymes<br>Understand more complex sentences<br>Develop understanding of simple concepts e.g. big and little<br>Use a variety of questions e.g. who? What? Where?<br>Hold a conversation  | Listen to others one to one and in small groups<br>Understand the use of objects<br>Begin to use more complex sentences<br>Use a range of tenses e.g. play, playing, played<br>Retell a simple past event   | Listen to stories with increasing attention and recall<br>Show understanding of prepositions e.g. on, under, behind<br>Use talk to connect ideas<br>Use vocabulary which reflects their experiences  | Join in with repeated refrains in rhymes and songs<br>Respond to simple instructions<br>Use talk in pretend play<br>Beginning to use more complex sentences to link thoughts (e.g. using and, because).<br>Can retell a simple past event in correct order | Focus attention; follow directions<br>Begin to understand why and how questions<br>Question why things happen and give explanations<br>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (30-50)               |
| <b>PD</b>  | Develop gross motor skills such as running safely, walking up and down stairs two feet at a time and kicking a large ball.<br>Develop fine motor movement such as drawing simple shapes and develop a tripod grip for holding pencils and paint brushes.<br>Learn or continue to tell us if they need the toilet and drink their drink without spilling. | Continue developing gross motor skills particular upper body and shoulder which contribute to writing such as using large rollers to make marks, draw lines and circles using gross motor movements<br>Continue to develop fine motor skills such as cutting and having increasing control over mark making tools | Continue developing gross motor skills by practising moving freely in a range of ways<br>Continue to develop fine motor skills such as using one handed tools and equipment e.g. makes snips in paper   | Continue developing gross motor skills by practising mounting stair with alternate feet, walk downstairs two feet to each step<br>Continue to develop fine motor skills such as holding pencil between thumb and two fingers                     | Continue developing gross motor skills by practising catching large balls, balancing on one foot<br>Continue to develop fine motor skills such as holding pencil near point and use with good control  | Continue developing gross motor skills by practising running skilfully negotiating spaces and obstacles<br>Continue to develop fine motor skills such as copying some letters  |
| <b>Literacy</b>  | Has a favourite story, rhyme, poem song or jingle<br>Repeats words or phrases from familiar stories<br>Distinguishes between the different marks that they make  | Fills in the missing words or phrases from well-known stories or rhymes<br>Looks at books independently<br>Handles books carefully<br>Holds books the correct way up and turns pages<br>Sometimes gives meaning to marks as they draw write and paint   | Listens to and joins in with stories and poems, one-to-one and also in small groups. Listens to stories with increasing attention and recall<br>Show interest in illustrations and print in books and the environment<br>Ascribes meanings to marks that they see in different places | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.<br>Shows awareness of rhyme and alliteration<br>Recognises rhythm in spoken words<br>Sometimes gives meaning to marks as they draw write and paint | Describes main story settings, events and principal characters.<br>Beginning to be aware of how stories are structured<br>Recognises familiar words and signs<br>Gives meaning to marks they make as they draw, write and paint. (30-50)                   | Recognises familiar words and signs such as own name and advertising logos. Suggest how a story might end.<br>Gives meaning to marks they make as they draw, write and paint. (30-50)<br>Hears and says the initial sound in words (40-60)                         |
| <b>Maths</b>   | Uses some language of quantity<br>Recites some number names in sequence<br>Select small number of objects from a group<br>Uses some number names and number language spontaneously<br>Notice simple patterns and shapes in pictures  | Make comparisons between quantities<br>Learning to say number names in order<br>Uses some number names accurately in play<br>Learn and use language of size e.g. big/small  | Recite number names to 10<br>Show an interest in numbers in the environment<br>Know that a group changes in quantity when something is added or taken away<br>Begin to categorise objects according to properties such as shape or size   | Recites numbers in order to 10. Sometimes matches numeral and quantity correctly.<br>Realise that anything can be counted<br>Use and understand positional language e.g. next to/behind Show an interest in shapes by talking about shapes       | Knows that numbers identify how many objects are in a set.<br>Matches numeral and quantity correctly Begin to represent numbers using fingers or marks<br>Use shapes appropriately for tasks Show an awareness of similarities of shape (30-50)            | Compares two groups of objects, saying when they have the same number.<br>Shows an interest in number problems Talk about the shapes of everyday objects (30-50)   |
| <b>UW</b>  | Have a sense of own immediate family and relations<br>In pretend play imitate actions and events from family and cultural background<br>Enjoy playing with small world   | Begin to have their own friends<br>Learn they have similarities and differences<br>Notice detailed features of their environment  | Show an interest in lives of people who are familiar to them<br>Comments and asks questions of their familiar world   | Remember and talk about significant events in their own experience<br>Can talk about some of the things they have observed   | Recognise and describe special events and family occasions<br>Show care and concern for living things and the environment<br>Develop an understanding of growth, decay and changes over time   | Show an interest in different occupations and ways of life<br>Know that some things make them unique<br>Talk about why things happen and how things work   |
| <b>EAD</b>   | Join in singing favourite songs<br>Create sounds by banging, shaking and tapping<br>Beginning to use representation to communicate<br>Begins to make believe by pretending   | Shows interest in the way instruments sound<br>Experiments with blocks colours and marks<br>Beginning to be interested in and describe the texture of things<br>Engages in imaginative role play  | Enjoys joining in with dancing and ring games<br>Sings a few familiar songs<br>Understands they can use lines to enclose space  | Begin to move rhythmically<br>Initiates movement in response to music<br>Sings to self and makes up simple songs<br>Uses various construction materials<br>Uses available resources to create props to support role play                         | Begins to construct and creating spaces<br>Joins construction materials to build and balance<br>Uses movement to express feelings<br>*Builds stories around toys   | Taps out simple repeated rhymes<br>Explores and learns how sounds can be changed<br>Makes up rhythms<br>Realises tool can be used for a purpose<br>Begin to develop preference for forms of expression<br>Captures experiences and responses with a range of media |