

Preschool Long-term plan 2022-2023

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
EYFS topic	All about me	Colour and Celebration	Fantastic Beasts	Marvelous Machines	It's Alive	At the seaside
Whole school events or celebrations	Diwali	Christmas	Chinese New Year	Shrove Tuesday Easter	Eid	
Key Texts / Rhymes	*Where's Spot? *Peepo *So much (Trish Cooke) *Zeki Loves Mummy (Anna McQuinn) *Zeki Loves Daddy	*Ten Little Fingers and Ten Little Toes *Heads, shoulder knees and toes nursery rhyme book. *Dear Santa *Spot's Christmas *That's not my snowman	*Brown Bear, Brown Bear what do you see? *That's not my cow *Oh Dear (Rod Campbell) *Walking through the jungle *That's not my puppy	*The Wheels on the Bus *That's not my train *That's not my car *Row Row Row Your Boat *Pop up Peekaboo *Things that Go *Let's Go Fire Truck- Fiona Galloway	*Old MacDonald *Incy Wincy Spider *Noisy Farm (Rod Campbell) *Farm 123 Rod Campbell *Spot Goes to the Farm (Eric Hill)	*Row, Row, Row your boat *1, 2, 3, 4, 5
Communication and Language	Watch someone's face as they talk. Enjoys singing, music and toys that make sounds. Recognise and be calmed by a familiar and friendly voice. Understand single words in context- cup, milk, Daddy. Develop pretend play 'putting the baby to	Copy what adults do, taking 'turns' in conversations and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Listens and responds to a simple instruction	Understand simple instructions like 'give to nanny' or 'stop'. Recognise and point to objects if asked about them. Listen to other people talk with interest but can easily be distracted by other things. Start to say how they are feeling using words as well as actions.	Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people talk with interest but can easily be distracted by other things. Listen to simple stories and understand what is happening with the help of the pictures.	Start to say how they are feeling using words as well as actions. Develop pretend play 'putting the baby to sleep' or 'driving the car to the shops'. Listen to simple stories and understand what is happening, with help of the pictures. Understand and act on longer sentences	Listen to simple stories and understand what is happening with the help of the pictures. Understand and respond to simple questions about 'Who?' Identify familiar objects when they are described e.g. 'Katie's coat' 'blue car' 'shiny apple'.

	sleep' or 'driving the car to the shops'.		<p>Listen to simple stories and understands what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'where'</p>	<p>Begin to make themselves understood when.</p> <p>Understand and respond to simple questions about 'what'.</p> <p>Identify familiar objects when they are described e.g. 'Katie's coat' 'blue car' 'shiny apple'.</p>	<p>like 'make teddy jump' or 'Find your coat'.</p> <p>Understand and respond to simple questions about 'Where'.</p>	
Personal, Social and Emotional Development	<p>Find ways to calm themselves through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and establish their autonomy.</p> <p>Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal e.g. to</p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>	<p>Thrive as they develop self-assurance.</p> <p>Play with increasing confidence on their own and with other children as they know their key-person is nearby.</p> <p>Grow in independence sometimes rejecting help and wanting to do things for themselves.</p> <p>Begin to develop friendships with other children.</p>	<p>Thrive as they develop self-assurance.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Develop friendships with other children.</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>Begin to notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Continue to build on friendships built with other children.</p> <p>Safely explore emotions beyond their normal range</p>	<p>Begin to notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, often wanting to do things for themselves.</p> <p>Talk about their feelings in more elaborated ways:</p>

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	<p>communicate that they want a drink.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p>		<p>Begin to use the toilet with help.</p>	<p>Begin to use the toilet with support from a familiar adult.</p>	<p>through play and stories.</p>	<p>'I'm sad because...' or 'I love it when...'</p> <p>Continue to develop some independence when using the toilet but with continued support from a familiar adult.</p>
Physical Development	<p>Enjoy moving when outdoors and inside.</p> <p>Gradually gain control of their whole body through continual practise of large movements.</p> <p>Clap and stamp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes and move themselves around in them.</p> <p>Walk, run, jump and climb and start to use stairs independently.</p> <p>Sit on a push along wheeled toy, use a</p>	<p>Enjoy moving when outdoors and inside.</p> <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stamp to music</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as</p>	<p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Spin, roll and independently use ropes and swings.</p> <p>Use large and small motor skills to do things independently.</p> <p>Develop manipulation and control.</p>	<p>Become more accurate when kicking, throwing and catching balls.</p> <p>Begin to use wheeled toys such as scooters and tricycles.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress independently.</p> <p>Continue to develop manipulation and control.</p>	<p>Walk, run, jump and climb confidently and start to use the stairs independently.</p> <p>Spin roll and independently use ropes and swings.</p> <p>Become more confident and independent when using wheeled toys such as scooters and tricycles, beginning to use pedals.</p> <p>Use large and small motor skills to do things independently, for example manage buttons, zips and pour drinks.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons, zips and pour drinks.</p> <p>Start eating independently and begin to learn how to use cutlery.</p> <p>Explore using different materials and tools, building independence and demonstrating good manipulation and control.</p>

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	<p>scooter or ride a tricycle.</p> <p>Explore using different materials and tools with good control.</p>	<p>wanting to feed themselves and dress or undress.</p>				
Literacy	<p>Enjoy songs, rhymes, tuning in and paying attention.</p> <p>Say some of the words in songs and rhymes.</p> <p>Enjoy sharing books with an adult.</p> <p>Enjoy drawing freely.</p>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Join in with songs and rhymes copying sounds, rhythm, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Have favourite books and seek them out, to share with an adult, with another child or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Say some of the words in songs and rhymes.</p> <p>Develop play around favourite stories using props.</p> <p>Add some marks to their drawings which they give meaning to. For example: "That says Mummy."</p>	<p>Pay attention when listening to stories and respond to the pictures or the words.</p> <p>Ask questions about the book. Make comments and share their own ideas.</p> <p>Sing well known songs independently, for example, singing whilst playing.</p> <p>Add marks to their drawings, which they give meaning to. For example: 'That says Mummy'.</p>	<p>Pay attention when listening to stories and respond to the pictures or the words.</p> <p>Ask questions about the book. Make comments and share their own ideas.</p> <p>Sing well known songs independently, for example, singing whilst playing.</p> <p>Notice some print, such as a bus or door number, familiar logo or the first letter of their name.</p> <p>Make marks on their picture to stand for their name.</p>

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<p>Maths</p>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them back out again.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>React to changes of amount in a group of up to 3 items.</p>	<p>Take part in finger rhymes with numbers.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Complete inset puzzles.</p>	<p>Take part in finger rhymes with numbers.</p> <p>Compare amounts saying 'lots', 'more' or 'same'.</p> <p>Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>Count in everyday contexts, sometimes skipping numbers e.g. 1-2-3-5.</p> <p>Complete inset puzzles.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Build with a range of resources.</p>	<p>Count in everyday contexts, sometimes skipping numbers e.g. 1-2-3-5.</p> <p>React to changes of amount in a group of up to 3 objects.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Compare sizes/weights etc. using gesture and language- bigger/little/smaller/ High/low/tall/heavy.</p>	<p>Count in everyday contexts and play.</p> <p>Compare sizes/weights etc. using gesture and language- bigger/little/smaller/ High/low/tall/heavy.</p> <p>Join in with well-known number rhymes and sing some independently.</p> <p>Recognise changes in amount in a group of up to three objects.</p> <p>Compare amounts saying 'lots' 'more' 'same'.</p>
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<p>Understanding the World</p>	<p>Explore materials with different properties.</p> <p>Explore natural materials indoors and outside using some everyday language to identify them.</p>	<p>Explore natural materials, indoors and outside.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Notice differences between people.</p>	<p>Explore and react to different natural materials inside and outside.</p> <p>Begin to talk about what they see and identify a range of different animals. Know what noises some different animals make.</p>	<p>Explore natural materials indoors and outdoors.</p> <p>Explore and respond to natural phenomena in their setting: suggestions- Looking for worms and minibeasts Exploring sand, pebbles etc.</p>	<p>Explore natural materials indoors and outdoors.</p> <p>Explore and respond to natural phenomena in their setting: suggestions- Standing in the rain with wellies and umbrellas. Splashing in puddles. Seeing the spring daffodils and cherry blossom.</p>	<p>Explore natural materials indoors and outdoors.</p> <p>Explore materials with different properties.</p> <p>Explore and respond to natural phenomena in their setting: suggestions- Walking through tall grass, mud etc. Looking for shapes etc. in the clouds. Dropping objects from a height.</p>
<p>Expressive Arts and Design</p>	<p>Show attention to sounds and music.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Start to develop pretend play, pretending that one object represents another.</p>	<p>Show attention to sounds and music.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs.</p> <p>Explore their voices and enjoy making sounds.</p>	<p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Start to make marks intentionally.</p>	<p>Move and dance to music.</p> <p>Start to make marks intentionally.</p> <p>Enjoy taking part in action songs such as 'Twinkle, Twinkle Little Star'.</p> <p>Explore different materials, using all</p>	<p>Sing a range of songs and rhymes.</p> <p>Explore a range of sound-makers and instruments and play them in different ways (loud, quiet, fast, slow, high pitch, low pitch, rhythms/patterns of sound.</p>	<p>Explore a range of sound-makers and instruments and play them in different ways (loud, quiet, fast, slow, high pitch, low pitch, rhythms/patterns of sound.</p> <p>Express ideas and feelings through making marks, and</p>

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	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p>Express feelings and ideas through making marks.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>their senses to investigate them. Manipulate and play with different materials.</p>	<p>Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</p> <p>Continue to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p>sometimes give meaning to the marks they make.</p> <p>Continue to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>Explore different materials using all their senses to investigate them. Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>
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