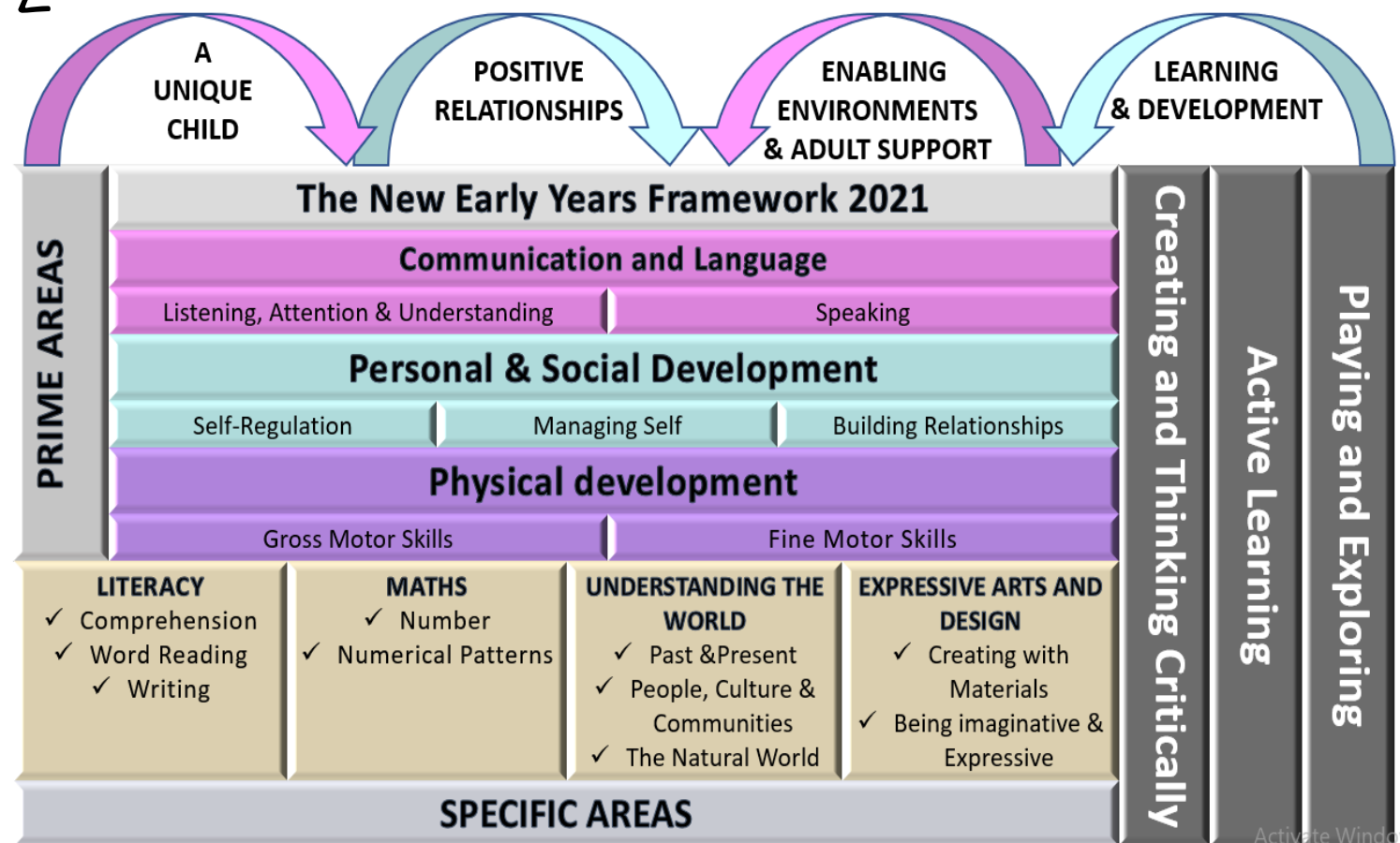





PRE-SCHOOL LONG TERM PLAN 21-22

"Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests." Springfield's First School EYFS Team

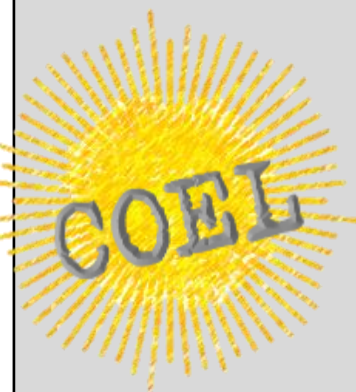

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Springfield's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." Springfield's First School EYFS Team.



PRE-SCHOOL LONG TERM PLAN 21-22

	AUTUMN 1 		AUTUMN 2	SPRING 1 		SPRING 2	SUMMER 1 	SUMMER 2
GENERAL THEMES NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	<p>SUPER ME!</p> <p>Starting school / my new class / New Beginnings</p> <p>Superheroes</p> <p>People who help us</p> <p>Staying healthy / Food / Human body</p> <p>How have I changed?</p> <p>My family / PSED focus</p> <p>What am I good at?</p> <p>How do I make others feel?</p> <p>Being kind / staying safe</p>			<p>WINTER WONDERLAND AND SPRING SUNSHINE</p> <p>New Year</p> <p>Seasonal changes</p> <p>Being kind / staying safe online</p> <p>Animals and their habitats</p> <p>Spring changes for all – humans and animals</p> <p>Wedding celebrations</p> <p>Healthy lifestyles</p>			<p>SPLISH! SPLASH! SPLISH!</p> <p>Under the sea</p> <p>Off on holiday / clothes</p> <p>Where in the world shall we go?</p> <p>Send me a postcard!</p> <p>Marine life</p> <p>Seasides in the past</p> <p>Compare: Now and then!</p> <p>Seaside art</p>	
POSSIBLE TEXTS AND 'OLD FAVOURITES'	Listen attentively to stories including Going to School, Titch, I'm Special I'm Me, Peace at Last, From Head to Toe, The Foot Book, Goodnight Moon, Goodnight World, Super Daisy, Super Duck, Super Worm, Super Tato, Eliot Jones Midnight Superhero, Traditional Tales			Worried Arthur, Cuddly Dudley, Big Bear Little Bear, Dear Polar Bear, Lost and Found, Here Comes Jack Frost, The Magic Paintbrush, jack and The Beanstalk			Rainbow Fish Brilliant boats Commotion in the Ocean Billy's Bucket Pirate George The Sand Dragon Sharing a shell	
'WOW' MOMENTS / ENRICHMENT WEEKS	Autumn Walk Remembrance Day Nurse / Dr/Dentist/Firefighter visit Harvest Time Birthdays What do I want to be when I grow up? Video for parents on Teams. Random Acts of Kindness Super Hero Day		Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week Random Acts of Kindness Maths week Visit to Santa	Chinese New Year Random Acts of Kindness Valentine's Day Online Safety Day History Day - campaigners	Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Queen's Birthday Science Week (18/3) Eater Egg Hunt World Book Day Forestry Day – Cannock Chase Tanglewood	Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid D-Day Queen's Jubilee Party Geography Day	Under the Sea – singing songs and sea shanties Father's Day Pirate Day Beach and bouncy castle party Young Enterprise Ice – Cream at end of term	

PRE-SCHOOL LONG TERM PLAN 21-22


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!		WINTER WONDERLAND AND SPRING SUNSHINE		SPLISH! SPLASH! SPLOSH!	
 	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					
	<i>PLAY: At Springfields First School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’</i> EYFS Team <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					

PRE-SCHOOL LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!		WINTER WONDERLAND AND SPRING SUNSHINE		SPLISH! SPLASH! SPLOSH!	
OUR VALUES EYFS ASSEMBLIES These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of half term Set up target tracker Neli assessments	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments Target Tracker data	Cluster moderation ? EYFS team meetings Internal moderations Target Tracker data	Pupil progress meetings Parents evening info EYFS team meetings Target Tracker data Midterm Assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Target Tracker data EOY data
PARENTAL INVOLVEMENT	Staggered Start Parents Evening Expectation meeting Home / School Agreement Wow stickers Home link book Phonics workshop with LS Observations sent home	Wow stickers Nativity Maths workshop with EA Observations sent home Wow stickers Home link book Stay and learn	Observations sent home Wow stickers Home link book Parents Evening	Observations sent home Wow stickers Home link book Share a story - WBD Stay and learn	Maths Morning – Look how far we have come! Observations sent home Wow stickers Home link book	Observations sent home Full reports Wow stickers Home link book Parents Evening Parent's Picnic -




PRE-SCHOOL LONG TERM PLAN 21-22

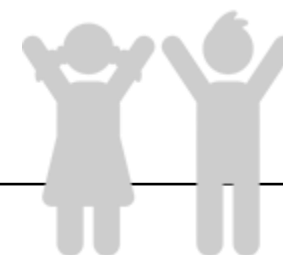
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!		WINTER WONDERLAND AND SPRING SUNSHINE		SPLISH! SPLASH! SPLOSH	
COMMUNICATION AND LANGUAGE	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children’s language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, assemblies and weekly interventions. DAILY STORY TIME	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them Familiar Print - names Chatterboxes Model talk routines through the day. For example, arriving in school: “Good morning,?”	Tell me a story! Settling in activities Develop vocabulary Tell me a story - retelling stories Story language Listening and responding to simple stories Following simple 2step instructions Begin to understand how to listen carefully and why listening is important. Use newly acquired vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Ask’s how and why questions... Retell a story with some story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Increasing focus when listening to a story Use longer sentences of 4-6 plus words	What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Take part in a conversation Express a point of view when discussing a story.	Time to share! Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures. Children to express their views about the story. Read stories of increasing length.



PRE-SCHOOL LONG TERM PLAN 21-22


PRE-SCHOOL LEARNING PROGRAMME YEAR 21-22						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!		WINTER WONDERLAND AND SPRING SUNSHINE		SPLISH! SPLASH! SPLOSH!	
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF	New Beginnings Class Rules and Routines Supporting children to build relationships Select and use activities and resources with help when needed. Being part of a class.	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Play with more than 1 child.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Talk about their own feelings Become more outgoing, showing greater confidence in new social situations	Relationships What makes a good friend? Healthy me Looking after animals Looking after our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others and developing manners Friendships Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and losing Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Finding resolutions to conflicts
SELF - REGULATION	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <ul style="list-style-type: none">✓ Controlling own feelings and behaviours✓ Applying personalised strategies to return to a state of calm✓ Being able to curb impulsive behaviours<ul style="list-style-type: none">✓ Being able to concentrate on a task✓ Being able to ignore distractions✓ Behaving in ways that are pro-social<ul style="list-style-type: none">✓ Planning✓ Thinking before acting✓ Delaying gratification✓ Persisting in the face of difficulty.			“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.		
LINK TO BEHAVIOUR FOR LEARNING						

LINK TO BEHAVIOUR FOR
LEARNING





PRE-SCHOOL LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!		WINTER WONDERLAND AND SPRING SUNSHINE		SPLISH! SPLASH! SPLOSH!	
PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Funky Fingers fine motor activities, hand/eye co-ordination threading, cutting, puzzles, small construction Mark making in role play/writing corner, painting, aqua draw, making/copying letters/patterns/marks in sensory materials Promoting and encourage independence with toileting, hand washing, coats, wellies, shoes, aprons etc. Begin to learn how to use a knife and fork Squiggle while you wiggle activities Dough Disco		Daily Funky fingers with a range of construction equipment, lacing, threading, using scissors, tracing, buttons and zips, sensory mark making, holding a pencil correctly, copying name, cutting, printing, pegs, assembling and dismantling objects, playdough manipulation, puzzles Using one handed tools eg scissors, whisks, jugs, droppers Developing independence with toileting and dressing/undressing Squiggle while you wiggle Dough Disco		Continue with Funky Fingers using more complex equipment– threading, dough gym, puzzles, cutting, mark making, manipulating small objects Handles tools, objects, construction and malleable materials safely and with increasing control Independence with toileting and dressing/undressing Squiggle while you wiggle Dough Disco	
	Different ways of moving to be explored with children – wave flags, streamers etc Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Trikes, scooters, wheelbarrows, prams and carts are all good options	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Oral health Using a parachute Going up and down stairs using alternate feet	Large Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Games Going up and down stairs using alternate feet	Obstacle activities children moving over, under, through and around equipment Learn to move equipment safely , collaborating with others to move large items Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce, skip, hop, stand on one leg etc Races / team games involving gross motor movements	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Healthy lifestyles
FINE MOTOR Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES						
GROSS MOTOR						




PRE-SCHOOL LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!		WINTER WONDERLAND AND SPRING SUNSHINE		SPLISH! SPLASH! SPLOSH	
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly WORD READING WRITING	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	<ul style="list-style-type: none">• Begin to recognise own name on name cards, self-registration board,• Copy/write own name• Enjoying books, rhymes and stories in book corner, story time, lending library• Draw and paint sometimes giving meaning to marks• Respond to simple instructions, listen and respond to others using words and gestures, ask questions, extend vocabulary• Listen attentively to stories• Join in with repeated refrains and actions in stories, rhymes and traditional tales including Goldilocks and the 3 Bears, Little Red Hen		<ul style="list-style-type: none">• Building a snowman – sequencing• Give meaning to the marks they make as they draw, write and paint• Writing their name from memory• Alliterative and rhyming names/words, stories, rhymes and poems• Begin to understand the five key concepts of print – print has meaning, names of different parts of book, Print can have different purposes, page sequencing and we read English from left to right, top to bottom• Find missing words in Nursery Rhymes• Extend repertoire of Rhymes, poems and songs• Library time, enjoying stories and changing books		<ul style="list-style-type: none">• Give meaning to marks seen in their environment and as they draw, write and paint• Handling books carefully, continue with weekly lending library• Join in and enjoy a wide range of stories, songs and rhymes• Using clearly identifiable and accurately written letters, encouraging emergent writing and mark making• Becoming more confident with recognition of words including own name• Know several of phase 2 sounds including those in their name	
	Phonic Sounds: Phase 1 Games and activities based on L&S Phase 1 Phonics eg sound games, listening walk, instruments, Nursery Rhymes		Phonic Sounds: Continue with L & S Phases 1 and start phase 2 phonics depending on child’s ability. Daily Phonics - Reinforce Phases 1 & 2 letters and sounds, hear and say the initial sound of words, sound talk – blending and segmenting phonemes		Phonic Sounds: Phase 2 Spot and suggest rhymes Count and clap syllables Recognise words with the same initial sound	Phonic Sounds: phase 2/3 Spot and suggest rhymes Count and clap syllables Recognise words with the same initial sound Begin to sound out some cvc words




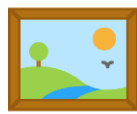
PRE-SCHOOL LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!		WINTER WONDERLAND AND SPRING SUNSHINE		SPLISH! SPLASH! SPLOSH!	
<div>MATHS</div> <div>We follow WRM for Early Years Maths and have our own bespoke scheme for Pre- school</div> <div>Mathematics Mastery</div>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<div>Colours</div> <div>Recognising, naming and matching colours</div> <div>Sorting</div> <div>Sorting by various attributes</div> <div>Pattern</div> <div>Continuing AB patterns</div> <div>Size</div> <div>Using the language of size</div> <div>Counting principles</div> <div>One to one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle</div> <div>Comparing</div> <div>Comparing amounts of objects</div>		<div>Exploring and understanding number</div> <div>Exploring numbers 1,2, 3, 4, 5 and 6</div> <div>When teaching numbers to 6 consider the counting principles at all times. Wherever possible, ensure that children are counting real-life objects. They could start by counting objects that are identical before moving onto counting objects that have slight difference e.g. different colours, different sizes, but make sure that the objects are of the same type. Encourage children to put objects in a line when counting so they have a clear start and end point. The five frame can be used to support children in lining up objects to count. It will also support children to subitise numbers within 5. Numerals may be introduced to children but they are not expected to write them at this stage. They could use drawings to represent their numbers.</div>		<div>Shapes</div> <div>Properties of shapes</div> <div>My day</div> <div>Ordering events of the day</div> <div>Length and height</div> <div>Long, short, tall, comparing heights</div> <div>Weight</div> <div>Light and heavy and comparison</div> <div>Capacity</div> <div>Full, empty, half full and comparison</div> <div>Positional language</div> <div>Using language relating to position and direction</div>	



PREF-SCHOOL LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!		WINTER WONDERLAND AND SPRING SUNSHINE		SPLISH! SPLASH! SPLOSH!	
<div>UNDERSTANDING THE WORLD RE / FESTIVALS</div> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none">○ Explore classroom and outdoor space○ Talk about themselves – likes/dislikes, family and home, creative role play○ Look at past and present in relation to themselves○ Enjoy small world play, find out about different jobs○ Operating simple equipment – microwave, kettle and telephone in role play, computer, mouse, keyboard, ipads○ Plant bulbs and care for the growing plants. Tidy the garden using rakes, brooms, exploring and discussing the natural world around them using all their senses		<ul style="list-style-type: none">○ Frosty/snowy walk. What is winter like?○ Signs of winter, observing different types of weather – snow, ice, sleet, hail, slush, observing trees. Talk about what they see using a wide range of vocabulary○ Exploring ice – How is ice made? Why does ice melt? Making ice.○ Using jets of warm water and salt to melt ice○ Exploring polar animals, how do they keep warm? Talk about the different countries in the world and the differences they have experienced or see in photos – E.g. compare polar regions with desert○ Making bird cake and feeders, identifying different types of birds using binoculars○ Plant seeds and care for them, understand the key features of the life cycle of a plant○ Observing changes in bulbs planted, flowering plants○ Growing grass, making grass heads○ Exploring woodland animals and woodland habitat○ Skill in making toys/play equipment work eg torches, buttons, flaps on toys, cameras, voice recorders, making shadows – explore how things work○ Complete short programmes on the computer to improve mouse control		<ul style="list-style-type: none">• Celebrate Father's Day and make cards – make sense of their own life story and family history• Use magnets and discuss the terms magnetic and non magnetic – exploration of forces and properties of objects• Floating and sinking experiments – moving water in different ways from one container to another – hands on exploration, properties of objects• Explore how water travels along ramps, channels, in water trays, raindrops on window etc.- exploration and experimentation practically• Exploring puddles and shadows – why do shadows move? Use torches to make shadows.	
	Harvest	Diwali Hannukah Christmas St Andrew's Day (30/11)	'Epiphany Ash Wednesday / Shrove Tuesday St David's Day (1 st March) Chinese New Year	'Palm Sunday St Patrick's Day (17 th March) Passover Easter Start of Ramadan (Ramadan Moon book)	Being special: where do we belong? Eid Shavouot Eid (The Best Eid ever book) St George's Day (23/4)	Diversity stories, developing positive attitudes about the differences between people – Suitable stories include - We all belong, Not like the Others, It's ok to be different, Happy within- just the way he is.



PRE-SCHOOL LONG TERM PLAN 21-22



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SUPER ME!		WINTER WONDERLAND AND SPRING SUNSHINE		SPLISH! SPLASH! SPLOSH!	
The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
<ul style="list-style-type: none">○ Drawing/painting/collage of themselves – observe features/colours in mirror – show emotions and encourage to add details○ Sing songs, rhymes and action songs – All By Myself CD, make up own songs○ Explore a range of percussion instruments○ Role play linked to Goldilocks and the Three Bears, taking on roles in the home corner,○ Superheroes, dressing up, creating own props○ Creative construction using range of construction materials/boxes/materials - create different homes/buildings in local area○ Explore different textures/materials using a variety of joining methods	<ul style="list-style-type: none">○ Paint with your magic paintbrush what you wish for○ Frozen hand – where did it come from? How did it get here? Why? What is it used for?○ Create Jack Frost pictures○ Winter Wonderland and Chinese New Year creative mornings with Reception○ Make melting snowman biscuit – use imagination and respond to what they have heard in stories and songs○ Create frozen music and play musical statues○ Creative dragon dancing, ribbon dancing, making music, mark making, chopstick drumming, food tasting, making hats to celebrate Chinese New Year – respond to what they have seen and heard○ Sing songs and nursery rhymes from memory, paying attention to try to sing the melodic shape○ Exploring and changing sounds on percussion instruments○ Mother’s Day Cards - Develop their own ideas and decide which materials to use to create them○ Draw Spring flowers with increasing complexity and detail being evident in their drawings		<ul style="list-style-type: none">○ Explore and experiment with colour mixing – marbelling○ Make under the sea collage – join and explore textures, explore different materials freely○ Pitch match games with seaside sounds and songs○ Create rhythmic rain and storm sounds using percussion instruments and parachute○ Develop complex stories around the ‘Under the sea/mermaids/pirate theme○ Water fun – making different flavour ice lollies○ Find out when and why we use water – washing, drinking, hydration – explore different materials in order to develop ideas about how and when to use them.		

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

