
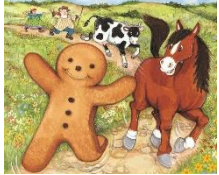








**EYFS – Long Term Planning 2022-2023**

	<b>Autumn 1 (7 weeks)</b>	<b>Autumn 2 (7 weeks)</b>	<b>Spring 1 (6 weeks)</b>	<b>Spring 2 (6 weeks)</b>	<b>Summer 1 (6 weeks)</b>	<b>Summer 2 (7 weeks)</b>
<b>PRE-SCHOOL</b>						
<b>General Theme</b>	Nursery Rhymes 	Traditional Tales 	Into the Woods 	On the Move! 	A Bugs Life 	Splash! 
<b>Key Texts</b> 	Twinkle Twinkle Old McDonald Heads, Shoulders, Knees & Toes	The Gingerbread Man  The Three Little Pigs  The Three Billy Goats  Christmas: TBC	Owl Babies  Not a Stick  Brown Bear, Brown Bear  Stuck	The Journey home from Grandpa's  You Can't take an Elephant on the Bus!  Dig, Dig, Digging  Things that go	The Hungry Caterpillar  The Very Lazy Ladybird  Arrg Spider  Oi Frog	A Hole in the Bottom of the Sea  Commotion in the Ocean  Portside Pirates  Billy's Bucket
<b>Wow Moments</b> 	Autumn Walk Diwali Day	Fire Engine visit? (BF night) Making Gingerbread men Winter Wonderland Day	Woodland school CNY Party	Vehicle visits	Caterpillars Bug Hunts	
<b>Celebrations &amp; Events</b>	Autumn Diwali – 24 <sup>th</sup> Oct	Halloween – 31 <sup>st</sup> Oct Bonfire Night – 5 <sup>th</sup> Nov Remembrance Day – 11 <sup>th</sup> Nov Christmas	Chinese New Year – 22 <sup>nd</sup> Jan	Pancake Day – 21 <sup>st</sup> Feb Holi – 8 <sup>th</sup> March Mothering Sunday – 19 <sup>th</sup> March Easter – 9 <sup>th</sup> April		Father's Day – 18 <sup>th</sup> June

**MEDIUM TERM PLAN – PRE-SCHOOL – AUTUMN 1**

**Theme: Nursery Rhymes**

<b><u>Communication &amp; Language</u></b>	<b><u>Personal, Social &amp; Emotional Development</u></b>	<b><u>Physical Development</u></b>	<b><u>Literacy</u></b>	<b><u>Mathematics</u></b>	<b><u>Understanding the World</u></b>	<b><u>Expressive Arts &amp; Design</u></b>
<p><b>Listening, Attention &amp; Understanding</b>                      -Listens &amp; responds to a simple instruction.                      -Focuses on an activity of their choice.</p> <p><b>Speaking</b>                      -Learns new words rapidly &amp; is beginning to develop conversational skills, often jumping from topic to topic.                      -Can ask some simple questions.                      - Sings a repertoire of rhymes &amp; songs.</p>	<p><b>Self-Regulation</b>                      -Expresses a range of feelings through actions, behaviours &amp; some words.</p> <p><b>Managing Self</b>                      -Shows a growing sense of self through asserting likes &amp; dislikes.                      - <i>Becomes increasingly independent in washing &amp; drying own hands.</i></p> <p><b>Building Relationships</b>                      -Explores the environment using an adult as a secure base.                      -Enjoys playing alongside other children; will begin to imitate and co-operate with others.</p>	<p><b>Gross Motor Skills</b>                      - Imitates standing on one foot                      - Imitates bilateral movements of arms &amp; legs (e.g. putting arms up in the air together.)</p> <p><b>Fine Motor Skills</b>                      - Can draw some lines and circles.                      - Can hold and pour water from jugs and cups.                      -Can balance blocks to build a small tower.</p>	<p><b>Comprehension</b>                      - Enjoys looking at a range of reading materials                      - Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p><b>Word Reading</b></p> <p><b>Writing</b>                      - Makes marks freely in their play; draws lines, dots and circles.                      - Works from left to right across the body in a range of gross motor movements; showing co-ordination &amp; balance.</p>	<p><b>Number &amp; Numerical Patterns</b>                      -Recognises, names &amp; matches colours in a variety of contexts                      -Can say when colours are the same or different                      -Sorts objects according to different attributes                      -Verbalises what is the same &amp; what is different between sets of objects                      -Develops an early awareness of pattern                      -Looks closely at an AB pattern, can talk about what they see &amp; continue a pattern.</p>	<p>-Can name &amp; talk about immediate family members &amp; pets                      -Engages in role play, imitating everyday actions from own family life                      -Can sequence family members by name &amp; size (baby, child, adult)</p>	<p><b>Creating with Materials &amp; Being Imaginative &amp; Expressive</b></p> <p>-Uses pre-made paint freely &amp; is able to name colours                      -Makes marks, drawing lines &amp; circles                      -Uses glue sticks &amp; spatulas with support                      -Builds towers by stacking objects                      -Joins in with singing a range of nursery rhymes</p>

**MEDIUM TERM PLAN – PRE-SCHOOL – AUTUMN 2**

<b>Theme: Traditional Tales</b>						
<b><u>Communication &amp; Language</u></b>	<b><u>Personal, Social &amp; Emotional Development</u></b>	<b><u>Physical Development</u></b>	<b><u>Literacy</u></b>	<b><u>Mathematics</u></b>	<b><u>Understanding the World</u></b>	<b><u>Expressive Arts &amp; Design</u></b>
<p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>-Understands simple questions about who, what &amp; where</li> <li>-Listens to simple stories, taking interest in the noises adults make</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-Learns new words rapidly &amp; is beginning to develop conversational skills, often jumping from topic to topic.</li> <li>- Can use a range of speech sounds &amp; say multi-syllabic words (e.g. banana)</li> <li>- Uses talk to organise themselves &amp; their play.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>-Begins to show empathy in response to how others are feeling.</li> <li>-Recognises that some actions can harm others &amp; there are things they should not do.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>-Begins to develop a sense of autonomy through asserting their ideas &amp; making choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>-Enjoys the company of other children &amp; wants to play with them.</li> <li>-Play with one or more children, extending &amp; elaborating play ideas.</li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Can lift an open cup to their mouth &amp; drink without spilling</li> <li>- Experiments with a range of different ways of movements (jumping, running, climbing, crawling.)</li> <li>-Experiments moving balls in different walls; rolling, kicking, hitting, bouncing etc.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Demonstrates sufficient arm and shoulder strength by showing they are able to move hands and fingers without the need to move shoulders.</li> <li>-Able to move and rotate lower arms and wrists independently</li> <li>- Can shape and mould malleable materials using hands.</li> <li>-Can accurately position puzzle pieces.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Enjoys a wide range of reading experiences.</li> <li>- Points out colours, pictures, characters, words etc. when sharing a story with an adult</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Identifies text in a book or in the environment</li> <li>- Understand that print has meaning</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Strengthens muscles in their arms – shoulders, elbows then wrists.</li> <li>- Begins to show a preference for a dominant hand.</li> </ul>	<p><b>Number &amp; Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>-Uses language of large/big &amp; small/little accurately</li> <li>-Begins to count a very small group of objects using 1:1 principle (assigning 1 number name to each object.)</li> <li>-Begins to be aware that numbers are said in a certain order (stable-order principle)</li> <li>-Begins to understand that the number name assigned to the last object in a group is the total (cardinal principle)</li> </ul>	<ul style="list-style-type: none"> <li>-Names some materials</li> <li>-Enjoys exploring the natural world using their senses</li> <li>-Enjoys joining in with customs &amp; routines</li> <li>-Comments on historical figures (Guy Fawkes)</li> </ul>	<p><b>Creating with Materials &amp; Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>-Enjoys exploring paint using hands/fingers</li> <li>-Draws enclosed spaces, giving meaning as they do</li> <li>-Adds different materials to develop creations (tissue paper, feathers, pompoms etc.)</li> <li>-Explores instruments</li> </ul>

**MEDIUM TERM PLAN – PRE-SCHOOL – SPRING 1**

**Theme: Into the Woods**

<b><u>Communication &amp; Language</u></b>	<b><u>Personal, Social &amp; Emotional Development</u></b>	<b><u>Physical Development</u></b>	<b><u>Literacy</u></b>	<b><u>Mathematics</u></b>	<b><u>Understanding the World</u></b>	<b><u>Expressive Arts &amp; Design</u></b>
<p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>- Is able to follow instructions with more than one element.</li> <li>- Listens to others 1:1 or in a small group, when conversation interests them.</li> <li>- Joins in with repeated refrains in stories.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Can talk in more detail about things which they are interested in.</li> <li>- Beginning to use more complex sentences using and &amp; because (4 to 6 words).</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>-Talks about their feelings using words like; happy, sad, worried or angry &amp; begins to elaborate on why they feel this way.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Selects &amp; uses activities and resources, with help when needed.</li> <li>- <i>Becomes increasingly independent in using the toilet.</i></li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>-Sometimes manages to share &amp; take turns with others with adult guidance to develop an understanding of yours &amp; mine.</li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Beginning to show a preference for a dominant hand/leg/foot.</li> <li>- Can use large muscle movements for tasks; painting, mark-making, dancing etc.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Developing and working towards a comfortable pencil grip.</li> <li>-Can use one-handed tools with hand-over-hand help.</li> <li>-Can use large paintbrushes to make purposeful marks.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Begins to recognise some 'book language' e.g. 'once upon a time...'</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Understand that print can have different purposes</li> <li>- Can spot words that rhyme in songs &amp; rhymes</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Enjoys drawing freely &amp; gives meaning to their drawings.</li> <li>- Develops hand &amp; finger strength to hold a chunky crayon or pencil comfortably &amp; with control</li> </ul>	<p><b>Number</b></p> <p><b>Numerical Patterns</b></p>	<ul style="list-style-type: none"> <li>- Begins to have their own friends</li> <li>-Names things that they can see in the natural world</li> <li>-Begins to understand the need to respect &amp; care for the natural environment &amp; living things</li> </ul>	<p><b>Creating with Materials &amp; Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>-Can hold a paintbrush effectively</li> <li>-Draws faces with some features</li> <li>-Uses glue sticks &amp; spatulas independently</li> <li>-Explores clay/dough</li> <li>-Beginning to name some instruments (drum, tambourine, maraca, triangle)</li> <li>-Enjoys playing with familiar domestic role play</li> </ul>

**MEDIUM TERM PLAN – PRE-SCHOOL – SPRING 2**

**Theme: On the Move!**

<b><u>Communication &amp; Language</u></b>	<b><u>Personal, Social &amp; Emotional Development</u></b>	<b><u>Physical Development</u></b>	<b><u>Literacy</u></b>	<b><u>Mathematics</u></b>	<b><u>Understanding the World</u></b>	<b><u>Expressive Arts &amp; Design</u></b>
<p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>- Shows understanding of prepositions.</li> <li>- Anticipates key events &amp; phrases in stories.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Starts a conversation with an adult or friend &amp; continues it for many turns.</li> <li>- Absorbs &amp; uses vocabulary which reflects their experiences, their community &amp; their culture.</li> <li>- Uses talk to explain what is happening &amp; anticipate what might happen next.</li> </ul>	<p><b>Self-Regulation</b></p> <p>Begins to follow rules, showing an understanding of why boundaries are important.</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Gradually learns that actions have consequences.</li> </ul> <p><b>Building Relationships</b></p> <p>Begins to understand how others may be feeling.</p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Beginning to use core muscle strength to achieve good posture when sitting for a short period of time</li> <li>- Can jump on the spot with two feet together</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Can use a spoon effectively for scooping up food.</li> <li>-Can thread large objects, such as beads onto string.</li> <li>-Can pull a zip up after an adult has started it.</li> <li>-Can open and close containers, such as tubs</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Begins to be aware of the way stories are structured</li> <li>- Begins to guess what might happen next in a simple story</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Can suggest words that rhyme in songs &amp; rhymes</li> <li>- Can count or clap syllables in a word</li> <li>- Knows that text is read from top to bottom &amp; left to right</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Imitates adults writing behaviours – wavy lines &amp; separate marks</li> <li>- Realises that marks have meaning and attempts to write for a purpose</li> </ul>	<p><b>Number &amp; Numerical Patterns</b></p>	<ul style="list-style-type: none"> <li>-Begins to be aware of &amp; is able to name some different occupations</li> <li>-Learns that they have similarities &amp; differences to others</li> <li>-Comments on historical objects (transport in the past)</li> <li>-Knows that there are places of worship</li> </ul>	<p><b>Creating with Materials &amp; Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>-Prints with large blocks/sponges</li> <li>-Draws simple representations of people (using circles &amp; lines)</li> <li>-Begins to describe textures (smooth, bumpy etc.)</li> <li>-Builds walls to create enclosed spaces</li> <li>-Moves to music</li> <li>-Enjoys playing with simple small world</li> </ul>

**MEDIUM TERM PLAN – PRE-SCHOOL – SUMMER 1**

Theme: A Bugs Life

Theme: A Bugs Life						
<u>Communication &amp; Language</u>	<u>Personal, Social &amp; Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts &amp; Design</u>
<p><b>Listening, Attention &amp; Understanding</b>                      -Understands how &amp; why questions                      -Enjoys listening to longer stories &amp; can recall key events</p> <p><b>Speaking</b>                      -Uses talk to retell a past event in the correct order.                      - Develops their communication but may still use some irregular tenses &amp; plurals.</p>	<p><b>Self-Regulation</b>                      Responds to the feelings of others, showing care &amp; offering comfort.</p> <p><b>Managing Self</b>                      - Becomes increasingly aware of the similarities &amp; differences between themselves &amp; others.</p> <p><b>Building Relationships</b>                      Notices &amp; asks questions about differences between themselves &amp; others. Begins to accept &amp; respect difference.</p>	<p><b>Gross Motor Skills</b>                      -Begins to move around obstacles &amp; negotiate space when running                      - Can pedal a tricycle</p> <p><b>Fine Motor Skills</b>                      -Beginning to use a comfortable pencil grip with good control.                      -Can shape and mould malleable materials using fingers.                      -Can draw circles using both clockwise and anticlockwise movements.</p>	<p><b>Comprehension</b>                      - Can explain why they like/don't like a certain book</p> <p><b>Word Reading</b>                      - Can match words with the same initial sound                      - Knows that letters represent different sounds</p> <p><b>Writing</b>                      - Uses gross motor movements to practise letter formation patterns (up, down, across, loop etc.)                      - Attempts to write some very familiar letters, e.g. from their name</p>	<p><b>Number &amp; Numerical Patterns</b></p>	<p>- Explores the changing seasons &amp; begins to show an awareness of differences in the natural world                      -Experiences planting seeds &amp; caring for growing plants                      -Begins to understand the life cycle of a plant                      -Begins to understand the life cycle of an animal                      -Can name some differences between plants &amp; animals</p>	<p><b>Creating with Materials &amp; Being Imaginative &amp; Expressive</b></p> <p>-Can use thick &amp; thin paintbrushes                      -Draws simple representations of things that they observe                      -Copies basic actions                      -Begins to participate in small world play related to simple stories</p>



**MEDIUM TERM PLAN – PRE-SCHOOL – SUMMER 2**

<b><u>Theme: Splash!</u></b>						
<b><u>Communication &amp; Language</u></b>	<b><u>Personal, Social &amp; Emotional Development</u></b>	<b><u>Physical Development</u></b>	<b><u>Literacy</u></b>	<b><u>Mathematics</u></b>	<b><u>Understanding the World</u></b>	<b><u>Expressive Arts &amp; Design</u></b>
<p><b>Listening, Attention &amp; Understanding</b>                      -Listens carefully within a small group                      -Understands how &amp; why questions – answers accurately by giving simple explanations                      -Enjoys listening to longer stories &amp; can recall most of what happens.</p> <p><b>Speaking</b>                      - Can express their point of view and begin to debate when they disagree with something.                      - Develops their communication but may still use some irregular tenses &amp; plurals.</p>	<p><b>Self-Regulation</b>                      -Begins to realise the impact of their choices &amp; actions on others.</p> <p><b>Managing Self</b>                      - <i>Can make healthy choices about food, drink, activity &amp; toothbrushing.</i></p> <p><b>Building Relationships</b>                      -Notices &amp; asks questions about differences between themselves &amp; others. Begins to accept &amp; respect difference.</p>	<p><b>Gross Motor Skills</b>                      - Shows some control when moving balls in different walls; rolling, kicking, hitting, bouncing etc.                      - Can push a scooter</p> <p><b>Fine Motor Skills</b>                      - Can copy some simple shapes and patterns.                      -Beginning to form some letters.</p>	<p><b>Comprehension</b>                      - Begins to tell own stories based on experiences.</p> <p><b>Word Reading</b>                      - Reads a few individual letters by saying the correct sounds for them                      - Can hear &amp; identify the first sound in CVC words</p> <p><b>Writing</b>                      - Forms some letters correctly; starting in the right place &amp; moving in the right direction                      - Can write the letters in their name</p>	<p><b>Number &amp; Numerical Patterns</b></p>	<p>- Uses a wide vocabulary to describe what they can see in the natural world                      -Explores different forces &amp; can talk about how they feel                      -Develops positive attitudes about the differences between themselves &amp; others</p>	<p><b>Creating with Materials &amp; Being Imaginative &amp; Expressive</b>                      -Is able to mix primary colours to make secondary colours                      -Draws simple things from memory                      -Builds simple models including walls, a roof, windows, a door.                      -Enjoys singing within a group</p>