

Pre 3 Long Term Overview Planning (Birth to Five Matters)

Nursery	Personal, Social and Emotional Development Self-regulation Managing Self Building relationships	Communication and Language Listening, attention & understanding Speaking	Physical Development DT PE <i>links</i> Fine Gross	Literacy Comprehension Word Reading Writing	Maths Number Number pattern	Understanding of the World The natural world People, Culture & Communities Past & Present	Expressive Art & Design Creating with Materials Being Imaginative & expressive.
Autumn Term PSE Autumn Christmas	Transition to new setting showing some confidence in new social situations & some knowledge of daily routines To separate happily from carer To settle to Nursery activities Use resources with help Play with one or more adults & peers Begin to take turns &	Conversation & vocabulary around stories Sing a wide range of songs/ rhymes Follow one step instructions Express a view, take turns in talk about family, staff and classmates Start to use & understand questioning, <i>who, what, when</i> moving onto <i>how, why?</i> Use 4 word simple sentences	Fine Funky Fingers fine motor strength Use a spoon & start to use a fork Start independent dressing for outdoors e.g. zips Gross Explore & match best moves, appropriate tools & follows safety rules in outdoor & indoor classrooms Creates lines & circles, shoulder/ elbow pivot <i>Forces*</i>	Nursery Rhymes <i>Oliver's Vegetables</i> <i>Oliver's Milkshake</i> <i>Incy Wincy Spider</i> <i>Leaf Man</i> <i>Owl Babies</i> <i>Gruffalo</i> <i>Percy the Park Keeper</i> collection & Christmas Stories Question, comment & share own ideas. Repeat words and phrases from stories Show awareness of letters within play, books/ environment	Counting Reciting numbers up to 3. Say one number for each item in order: 1, 2, 3 Mark Making Experiment with their own symbols and marks Shape Select shapes appropriately: flat surfaces for building, a triangular prism for roof etc. Subitising Develop fast recognition of up to 3 objects without having to count them individually	Own life story – Uniqueness. Talk of own family & of significant events Seasonal changes & autumn collections. Key features of trees' life cycle Make fruit and vegetable collections Feel & use how things work & <u>forces</u> outdoors.* Diwali Talk about & compare Indian photos & develop positive attitudes	Showing simple emotion & detail in pictures & painting paper plate portrait Explore colour & materials freely on workbench & when using malleable items - roll, squash, pinch, cut. Start to describe textures e.g. <i>rough, smooth, hard, soft</i> Pretend play (role play & small world)- house/home Shop Dark den/ post office/ Christmas workshop

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	<p>understand yours & mine</p> <p>Take part in role play</p> <p>Some self-care & hygiene skills, tooth brush role play, toileting, washing, drying and h&s</p> <p>Know about healthy foods</p>			<p>Develop play - known stories & props</p> <p>Sensory mark making with initial sound knowledge & personal letters</p>	<p>Linking Numerals and Amounts Links numerals and amounts up to 3</p> <p>Positional Language Understand position through words alone including direction and spatial words in play</p> <p>Pattern Talk about and identify patterns, using informal language</p> <p>Measure Make comparisons between objects relating to size</p> <p>Problem Solving and Composition of Numbers Solve real world mathematical problems with numbers up to 2</p>	<p>to differences in people & countries. Experience special events, birthdays, Halloween & Christmas</p>	<p>Listen with attention to instruments' sounds. Respond, express thoughts & feelings and a physical response. Remember & sing some of/ entire songs.</p>
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Spring term PSE Spring	<p>Initiating conversations & forming good relationships within the group</p> <p>Enjoys small tasks within the provision</p> <p>Continue to develop turn taking through small group work e.g. Dogum, Lola, Coffie</p> <p>Start to negotiate solutions to conflict</p> <p>Making healthy choices in snack time</p> <p>Know tooth brush routines. Oral educator visit</p> <p>Develop independent self-care &</p>	<p>Listen to longer stories</p> <p>Wider vocabulary & learnt songs</p> <p>Understanding of, and following simple two step instructions</p> <p>Prepositions</p> <p>Express a view, take turns in conversation & organise play</p> <p>Increase complexity of sentences with 4 to 6 words or adding connectives <i>and</i>, <i>because</i></p> <p>Explore plurals & past tenses</p>	<p>Fine Develop the use of one handed tools including knife & fork</p> <p>Range of funky fingers activities for strength & control</p> <p>Gross Start climbing with alternative feet in the outdoor provision</p>	<p><i>Humpty Dumpty</i> <i>Little Lumpty</i> <i>Roaring Rockets</i> <i>Alien Tea on Planet Zumzee</i> Chinese new year. Non-fiction - Farm <i>How to grow a dinosaur</i> <i>Three Little Pigs</i> <i>Goldilocks and The Three Bears</i> <i>Jack and the Jelly Beanstalk.</i></p> <p>Name parts of a book - cover, page</p> <p>Extend non-fiction understanding of meaning & purpose</p> <p>To retell & sequence most of what happens</p> <p>Awareness of rhyme & alliteration</p>	<p>Counting Reciting numbers up to 5. Say one number for each item in order: 1, 2, 3, 4, 5. Show 'finger numbers' up to 5. Cardinal Principle – know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Comparing Quantities and Numbers Compare quantities using language: 'more than', 'fewer than'</p> <p>Shape Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Linking Numerals and Amounts Link numerals and amounts up to 5</p> <p>Mark Making Experiment with their own symbols and marks</p> <p>Pattern</p>	<p>Own life story – Uniqueness. Talk about own family & make sense of human life cycle – family generations Show interest in different families & occupations</p> <p>Develop positive attitudes through Mother's day, Valentine's day & Easter</p> <p>Seasonal Spring collections</p> <p>Dinosaurs & facts, using wider vocabulary</p> <p>Animal collections & comparisons of properties</p>	<p>Choose workbench materials, tools & joining technique to develop own ideas</p> <p>Pretend play, build stories around resources. Small world & enclosing spaces</p> <p>Respond to what they hear in music from other cultures</p> <p>Notice detail, colour, line & movement in constructing animal dens. Manmade v natural instruments</p> <p>Simple melodic pattern & match voice pitch</p>



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	<p>hygiene needs & skills</p> <p>Begin to understand a healthy lifestyle, food choices, exercise & hygiene routines including dental</p>			<p>Answer why questions</p> <p>Mark make & write personal letters within play</p>	<p>Extend and create ABAB patterns e.g. stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern</p> <p>Measure</p> <p>Make comparisons between objects relating to length</p> <p>Problem solving and Composition of Numbers</p> <p>Solve real world mathematical problems with numbers up to 3</p>		
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Pre – 3 Range 4	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths	Understanding of the World	Expressive Art & Design
Spring Pre 3	<p>Making Relationships Builds relationships with special people but may show anxiety in the presence of strangers</p> <p>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety</p> <p>Sense of self</p>	<p>Listening and Attention Listens with interest to the noises adults make when they read stories</p> <p>Shows interest in play with sounds, songs and rhymes</p> <p>Understanding Identifies action words by following simple instructions e.g., <i>Show me jumping</i></p> <p>Understands who, what, where in simple questions (e.g. <i>who's that? Who can? What's that? Where is?</i>)</p> <p>Speaking Holds a conversation, jumping from topic to topic</p>	<p>Moving and Handling Moves in response to music, or rhythms played on instruments such as drums or shakers</p> <p>Begins to walk, run and climb on different levels and surfaces</p> <p>Begins to understand and choose different ways of moving</p> <p>Turns pages in a book, sometimes several at once</p> <p>Health and Self-care Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate-to vigorous – intensity physical</p>	<p>Reading Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Fills in missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty</i> sat on a ...</p> <p>Enjoys 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>Writing Distinguishes between the different marks they make</p>	<p>Spatial Awareness/ Positional Language Moves their bodies and toys around objects and explores fitting into spaces</p> <p>Begins to remember their way around familiar environments</p> <p>Shape Chooses puzzle pieces and tries to fit them in</p> <p>Counting Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p>Pattern Joins in and anticipates repeated sound and action patterns</p> <p>Measure</p>	<p>People and Communities Has a sense of own immediate family, relations and pets</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>The World Notices detailed features of objects in their environment</p>	<p>Creating with Materials Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Being Imaginative and Expressive Creates rhythmic sounds and movements</p>



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	<p>Knows their own name, their preferences and interests and is becoming aware of their unique abilities</p> <p>Shows sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>Understanding Emotions Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over stimulated</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a</p>	<p>Learns new words very rapidly and is able to use them in communicating</p>	<p>activity, spread throughout the day</p> <p>Needs to sleep for 10-13 hours in a 24 hour period which may include a nap, with regular sleep and wake-up times</p> <p>Can hold a cup with two hands and drink well without spilling</p> <p>Develops 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>Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</p>		<p>Beginning to anticipate times of the day such as mealtimes or home time</p>		
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	<p>comfort object when upset</p> <p>Responds to the feeling of others, showing concern and offering comfort</p>						
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Summer Seaside Mini beasts	<p>Confidence in communicating freely about home & community with peers & adults through small group work</p> <p>Negotiate solutions to conflict</p> <p>Take on other roles</p> <p>Children to be confident, independent learners across all areas within the school setting</p> <p>Talking about transition into new classes</p> <p>Regular visits to new teachers & classrooms</p>	<p>Listening, Attention & Understanding</p> <p>Wider vocabulary & learnt songs</p> <p>Understanding of following simple two step instructions</p> <p>Prepositions</p> <p>Speaking</p> <p>Express a view, take turns in conversation & organise play</p> <p>Increase complexity of sentences with 4 to 6 words or adding connectives <i>and, because</i></p> <p>Try to use some past tenses & plurals</p>	<p>Fine</p> <p>Funky Finger activities for a comfortable pencil control with a dominant hand Good control of a pencil</p> <p>Some independent use of knife & fork</p> <p>Gross</p> <p>Continue to develop different gross motor movements with increasing control e.g., <i>skipping, hopping, holding a pose</i></p> <p>Skilfully negotiate open space, & collaborate with others in large moves</p>	<p><i>Handa's Surprise</i> <i>The Very Hungry Caterpillar</i> <i>Mad about Mini Beasts</i> Seaside (fiction & non-fiction)</p> <p>Use non-fiction books to gather facts</p> <p>Write some, or all, of their name. Recognise their own name & logos etc.</p> <p>Name parts of books: cover, page, top, bottom, left, right</p> <p>Suggest rhymes & alliteration</p> <p>Clap syllables</p> <p>Match some initial sounds</p>	<p>Counting</p> <p>Reciting numbers up to 10. Cardinal Principle – know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Mark Making</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Comparing Quantities and Numbers</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Shape</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Partitioning and combining shapes to make new shapes.</p>	<p>Observing fruit & different properties. Develop positive attitudes & know about a different country - Africa</p> <p>– Father's Day Human life cycle – family generations</p> <p>Explore mini beasts & different habitats</p> <p>Begin to understand the need to respect & care for the natural environment & all living things Plant seeds & care for growing plants</p> <p>Offsite trip linked to topic</p> <p>Explore shell collections and sand containers</p>	<p>Explore colour mixing and features of African sunsets</p> <p>African patterns in materials & art & African huts/ clay & art.</p> <p>Notice detail, colour, line & movement in constructing animal dens</p> <p>Choose workbench materials, tools & joining technique to add texture, closed space & continual lines</p> <p>Pretend play – building stories around resources available</p> <p>Small world enclosing spaces</p> <p>Respond to what they hear in music</p>



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	<p>Mostly independent care needs</p> <p>Make healthy choices for a healthy lifestyle e.g. safety in the sun</p>			<p>Sequence events in known stories</p>	<p>Predicting, moving and rotating objects to create new shapes</p> <p>Positional Language Understand position through words alone using a sentence. Discuss routes and locations, using words like 'in front of' and 'behind'. Describe a familiar route, giving directions</p> <p>Pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' ... and predicting what comes next. Recall a sequence of events in everyday life and stories</p> <p>Measure Make comparisons between objects relating to weight and capacity</p> <p>Problem solving and Composition of Numbers Solve real world mathematical problems with numbers up to 5</p>		<p>from other cultures. Simple melodic pattern and pitch</p>
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<p>Summer Pre 3</p>	<p>Making Relationships Shows some understanding that other people have perspectives, ideas and needs that are different to theirs e.g. may turn a book to face you so you can see it</p> <p>Shows 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</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p> <p>Sense of Self</p>	<p>Listening and Attention Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus</p> <p>Understanding Beginning to understand more complex sentences, e.g. <i>put your toys away and then sit on the carpet</i></p> <p>Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)</p> <p>Speaking</p>	<p>Moving and Handling Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Sits comfortably on a chair with both feet on the ground</p> <p>Runs safely on whole foot</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p>	<p>Reading Repeats and uses actions, words or phrases from familiar stories</p> <p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</p> <p>Writing Enjoys 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>Spatial Awareness/ Positional Language Responds to some spatial and positional language</p> <p>Explores how things look from different viewpoints including things that are near or far away</p> <p>Shape Recognises that two objects have the same shape</p> <p>Makes simple constructions</p> <p>Counting Cardinality (how many) – in everyday situations, takes or gives two or three objects from a group</p> <p>Beginning to notice numerals (number symbols)</p> <p>Beginning to count on their fingers</p>	<p>People and Communities Beginning to have their own friends</p> <p>Learns that they have similarities and differences that connect them to, and distinguishes them from, others</p> <p>The World Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, walking by river or lake</p> <p>Technology Seeks to acquire basic skills in turning on and</p>	<p>Creating with Materials Shows an interest in the way sounds makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i></p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Being Imaginative and Expressive Uses everyday materials to explore, understand and represent their world-their ideas, interests and fascinations</p>
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	<p>Is developing an understanding of and interest in differences of gender, ethnicity and ability</p> <p>Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</p> <p>Is gradually learning that actions have consequences but not always the consequences the child hopes for</p> <p>Understanding Emotions Expresses the self-aware emotions of pride and embarrassment as well as a wide</p>	<p>Uses language to share feelings, experiences and thoughts</p> <p>Uses a variety of questions (e.g. <i>what, where, who</i>)</p> <p>Uses longer sentences (e.g. <i>Mummy gonna work</i>)</p> <p>Beginning to use work endings (e.g. <i>going, cats</i>)</p>	<p>Climbs up and down stairs by placing both feet on each step while holding a hand rail for support</p> <p>Uses wheeled toys with increasing skill such as peddling, balancing, holding handle bars and sitting astride</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark marking tools with thumb and all fingers</p> <p>Health and Self-Care Feeds self competently</p>		<p>Comparing Quantities and Numbers Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p>Pattern Is interested in what happens next using the pattern of everyday routines</p> <p>Measure Explores differences in size, length, weight and capacity</p> <p>Beginning to understand some talk about immediate past and future</p>	<p>operating some digital equipment</p> <p>Uses pipes, funnels and other tools to carry/transport water from one place to another</p>	<p>Begins to make believe by pretending using sounds, movements, words, objects. Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i></p>
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	<p>range of other feelings</p> <p>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</p> <p>May 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>Develops 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>Able to help with and increasingly independently put on and take off simple clothing items such hats, unzipped jackets, wellington boots</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p>				
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Pre 3 Long Term Overview Planning (Birth to Five Matters)**Planning**

Throughout the year, staff will decide how best to teach, support & extend children's learning, based on observations & assessments, using the following steps.

- Plan in specific experience/s to teach a skill or knowledge each day (class or group adult-led) linked to the Talk for Writing theme.
- Plan in generous time to extend & deepen play & for interactions & learning in partnership with children. Support meaningful interactions & back-&-forth conversations. Use this time to engage with children to co-construct next steps together. This could be enhancements in the moment (Planning-in-action). This could be observing well how they have used a prior taught skill & planning an individual or group activity in the future.
- Consider where you can use children's interests in developing the planning. (child-led) for future enhancements or widening a theme's coverage.

Observation

Staff observe children as they act & interact in their play, everyday activities & planned activities, & learn from parents about what the child does at home. Formal recorded observation on Tapestry includes a child on their own, a child with others or while engaging with the adult (Observation-in-action). These will cover wow moments & extended observations.

ABC Gap Analysis

At each data collection point the summative assessment through Tracker & Tapestry will be used to inform gap analysis. Where there are wider areas of concern, the classroom provision will be adapted to provide a deeper opportunity to learn & develop in this area.