

Long Term Plan Preschool 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Journeys and Discoveries		Time Travellers		My Planet and Me	
Spotlight	Wonderful Me	Transport/People who help us	Space	Dinosaurs	Growing/Minibeasts	Wonderful me
Bible Quote:	Joshua 1:9: Be strong and courageous. Do not be afraid or troubled. The lord your God is with you wherever you go.		Ephesians 1:11 It's in Christ that we find out who we are and what we are living for.		Genesis 2: 15 "The LORD God took the man and put him in the garden of Eden to work it and keep it."	
Traditional Tale	Bear Hunt	The Gingerbread Man	The Three Little Pigs by	Goldilocks and the three bears	Jack and the Beanstalk	Billy goats gruff
'Wow' moments Enrichment Weeks	Autumn Harvest Pumpkin Fun Black History Month	Bonfire Fun 5 th Nov Police visit Remembrance Day 11 th Nov Diwali 31 st Oct-4 th Nov Thanks giving World kindness day St Andrews Nativity	Chinese New Year Valentine's Day Road Safety	Mother's Day Shrove Tuesday Easter St David's day St Patricks day World Book day Science Week	World Bee Day Earth Day St Georges Day Sports Day	Father's Day Healthy Eating week
Curriculum – Development Matters – Revised July 2021						
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, storytelling 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.					
	Communication and language is developed throughout the year through high quality interactions, daily group discussions, snack times, intimate care times, lunch times, circle times, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions					
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					

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HeartSmart	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					
	Get Heart Smart	Don't Forget to Let Love In	Too Much Selfie Isn't Healthy	Don't hold onto what's wrong	Fake Is A Mistake	No Way through Isn't true
Physical Development Fine and Gros Motor	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.					
Literacy	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 nonfiction) 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).					
T4W Text – Fiction	Bear hunt	Mr Wiggle and Mr Waggle	Whatever next –Jill Murphy	The Little Green Dinosaur	Jasper's Beanstalk by Mick Inkpen	The Very Hungry Caterpillar by Eric Carle
Non-fiction			Transport Facts	Dinosaur Facts	Mini beast information books	Autobiography books/diary
Poetry	Familiar Rhymes	First poems to read out loud (Laurie Stansfield) Shirley Hughes – Out and About. Autumn Wind/fire	Shirley Hughes – Out and About. Winter- cold	Shirley Hughes – Out and About. Spring- Mud larks	Shirley Hughes – Out and About. Spring greens	Shirley Hughes – Out and About.

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Mathematics (Linked to First 4 Maths, White Rose Maths, NCETM, Numberblocks)	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.
Understanding the World	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.
Expressive Arts and Design	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.

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Links to other Subjects	
Geography	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. · • Use all their senses in hands-on exploration of natural materials. • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. · • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Describe a familiar route. · Discuss routes and locations, using words like ‘in front of’ and ‘behind’
History	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ • Begin to make sense of their own life-story and family’s history. · • Understand the key features of the life cycle of a plant and an animal.
Science	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. · • Explore collections of materials with similar and/or different properties. · • Talk about what they see, using a wide vocabulary. · Begin to make sense of their own life-story and family’s history. · • Explore how things work. · • Plant seeds and care for growing plants. · • Understand the key features of the life cycle of a plant and an animal. · • Begin to understand the need to respect and care for the natural environment and all living things. · • Explore and talk about different forces they can feel. · • Talk about the differences between materials and changes they notice. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Make healthy choices about food, drink, activity and toothbrushing.
RE	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Begin to understand the need to respect and care for the natural environment and all living things. · • Continue developing positive attitudes about the differences between people.
PSHE	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. · • Show more confidence in new social situations. · Play with one or more other children, extending and elaborating play ideas. · • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. · • Increasingly follow rules, understanding why they are important. · • Do not always need an adult to remind them of a rule. · • Develop appropriate ways of being assertive. ·

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	<ul style="list-style-type: none"> • Talk with others to solve conflicts. • • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • • Begin to understand how others might be feeling. • • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • • Make healthy choices about food, drink, activity and toothbrushing.
PE	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • • Go up steps and stairs, or climb up apparatus, using alternate feet. • • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • • Use large-muscle movements to wave flags and streamers, paint and make marks. • • Start taking part in some group activities which they make up for themselves, or in teams. • • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Art	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • • Develop their own ideas and then decide which materials to use to express them. • • Join different materials and explore different textures. • • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • • Use drawing to represent ideas like movement or loud noises. • • Explore colour and colour mixing. • • Show different emotions in their drawings – happiness, sadness, fear etc. • Use large-muscle movements to wave flags and streamers, paint and make marks. • • Choose the right resources to carry out their own plan. • • Use one-handed tools and equipment, for example, making snips in paper with scissors. • • Use a comfortable grip with good control when holding pens and pencils.
Music	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • • Respond to what they have heard, expressing their thoughts and feelings. • • Remember and sing entire songs. • • Sing the pitch of a tone sung by another person ('pitch match'). • • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • • Create their own songs, or improvise a song around one they know. • • Play instruments with increasing control to express their feelings and ideas. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

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DT	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • • Develop their own ideas and then decide which materials to use to express them. • • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Use large-muscle movements to wave flags and streamers, paint and make marks. • • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Explore how things work
Literacy – Reading, Writing & Comprehension	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother • Understand the five key concepts about print: • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom • Enjoy listening to longer stories and can remember much of what happens. • • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • • Write some letters accurately. • Use large-muscle movements to wave flags and streamers, paint and make marks. • • Use one-handed tools and equipment, for example, making snips in paper with scissors. • • Use a comfortable grip with good control when holding pens and pencils. • • Shows a preference for a dominant hand. • Use a wider range of vocabulary. • • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • • Sing a large repertoire of songs. • • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • • Engage in non-fiction books. • • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • • Use longer sentences of four to six words. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
Maths	<ul style="list-style-type: none"> • Recite numbers past 5 • Say one number name for each item in order: 1, 2, 3, 4, 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Fast recognition of up to 3 objects, without having to count them individually ('subitising').

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- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- 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'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'