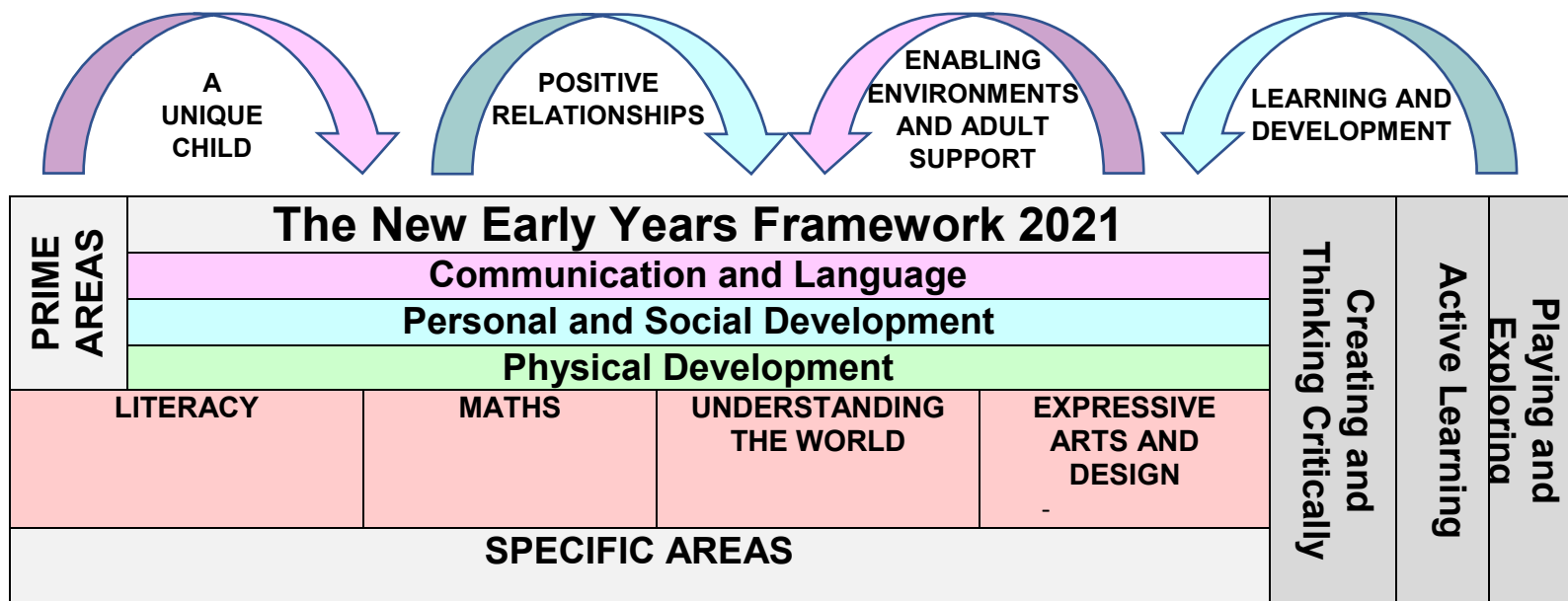


Pre-school Long Term Plan 2022-2023

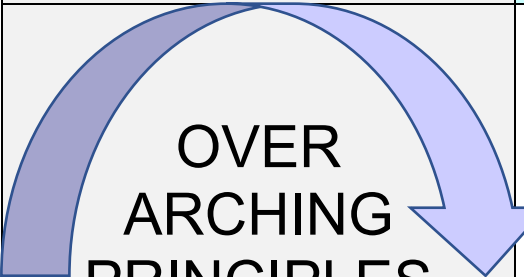


“We understand and appreciate the importance of the outdoor environment including what our local area and community can offer. Our outdoor area is a continuation of our indoor provision and will be used at every opportunity. At Whiteleigh Primary School we provide our children with opportunities to develop their gross motor skills, to learn holistically, through play, experimentation and exploration whilst making friends, developing social skills and cultural capital. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and up to date. Communication is important to us and we greatly value the relationship we develop with parents throughout this vital year.” Whiteleigh Primary EYFS Team

“An integral aspect of the curriculum is that children are prepared for the future – during their time in our Early Years Department, they become the very best version of themselves. Their individual identity is valued and our children are kind and caring while also aspiring to be the best that they can be in whatever area they choose to pursue. We believe that every child is unique – they all have the potential to achieve; and our broad, varied curriculum allows every child to excel based upon their own personal strengths, interests and core values.” Whiteleigh Primary EYFS Team



PRE-SCHOOL LONG TERM PLAN 2022-2023

	AUTUMN	SPRING	SUMMER
<p>GENERAL THEMES</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision.</p>	<p><u>WELCOME TO MY WORLD</u></p> <p>Starting school/My New Class/ New Beginnings Human Body – Naming parts of the body Me – My favourite toy, likes and dislikes, my family. Staying Healthy-Brushing Teeth My world- Exploring local area Feelings and Emotions –naming and understanding emotions Making friends & staying safe Autumn- what is it? Halloween/Bonfire Night Christmas –Carols/Christmas celebration</p>	<p><u>GOODIES AND BADDIES</u></p> <p>Traditional/Fairy tales Winter- what is it? Chinese New Year Spring- what is it? Planting Vegetables/herbs Spring – Baby animals, new life/growth Easter – Story Lifecycle- Frogs</p>	<p><u>THE GREAT OUTDOORS</u></p> <p>Summer- what is it? Summer – weather/holidays/clothes Seaside Countryside Travel Holidays</p>
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>	<p>Autumn – Ailie Busby The Colour Monster Diwali by Hannah Elliot Busy Nativity by Emma Bolam The Gingerbread Man 3 little pigs Goldilocks and the 3 bears Hansel and Gretel Elves and the shoe maker.</p>	<p>Winter/Spring – Ailie Busby Little Red Riding Hood Billy Goats Gruff The Gruffalos child Stick man Supertato- Great Eggscape Real life Super heroes Easter Story</p>	<p>Summer – Ailie Busby Sally and the Limpet Sharing a shell Barry the fish with fingers What the ladybird heard at the seaside The little Mermaid Snail and the Whale</p>
<p>'WOW' MOMENTS/EXPERIENCES</p>	<p>Autumn walk- looking at seasonal changes Halloween Bonfire Night Remembrance Day Diwali – making Barfi Black History Month Observing/feeding Birds at our bird station Singing Christmas songs Making a Christmas cake to gift to parents</p>	<p>Spring walk – new life focus Chinese New Year – making egg fried rice for snack time & shopping for the ingredients. Valentine's Day Internet Safety day Mother's Day Easter Egg Hunt Observe the lifecycle of a Frog</p>	<p>Summer Walk – mini beast hunt Father's Day Teddy Bears Picnic Making an Ant farm Making a Wormery Visit from Bug man Summer performance (dance) Make our own story</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
 <p style="text-align: center;">OVER ARCHING PRINCIPLES</p>	<p>Unique Child – Every child is unique and has the potential to be resilient, capable, confident and self assured.</p> <p>Positive Relationships – Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are not alone – embrace each community.</p> <p>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.</p> <p>Learning and Development – Children learn and develop at different rates. We must be aware of children who need greater support than others.</p> <p>PLAY: At Whiteleigh Primary 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 and events that aim to engage and involve children for sustained periods. We believe Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting follows the underlying principles of child development; ‘Learning through PLAY’. Through PLAY children develop language skills, their emotions and creativity, social and intellectual skills. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources that will inspire play and fire children’s imaginations. They observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.</p>		
	Characteristics of Effective Learning		
	<p>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.</p> <p>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.</p> <p>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.</p>		
 <p style="text-align: center;">Assemblies/Sharing Circles</p>	British Values		
<p>All the fundamental British Values are embedded implicitly in the EYFS particularly in PSED. In the EYFS at Whiteleigh Primary School we ensure that children remain the focus.</p> <p>Democracy – everyone is treated equally and has equal rights, children take turns, share, collaborate and make decisions.</p> <p>Rule of Law – children understand that rules matter, follow the class charter and they learn to manage their own feelings and behaviour.</p> <p>Individual Liberty – children develop a positive sense of themselves developing self-esteem and confidence.</p> <p>Mutual respect and tolerance – to develop relationships with others respecting own culture and the cultures of others</p>			



THE WHITLEIGH WAY

Core principles

Aspirations – We want our children and staff to have high expectations of learning. Children are encouraged to aim high and to be open to possibilities at school and beyond.

Oracy – We want our children to speak with confidence and fluency in a range of situations. We believe that helping our children find their voice is important and will work to broaden their vocabulary and encourage talk in all areas of learning.

Experiences – Children cannot aspire to things they have never encountered. We will work to broaden our children’s horizons, expanding their knowledge of the world by providing them with rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and critical thinking.

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
ASSESSMENT OPPORTUNITIES	Analyse ME2 Assessments In-house – Baseline data on entry Set up Tapestry & Target Tracker Ongoing assessments Baseline Analysis Pupil Progress Meetings Parents Evening Info EYFS Team Meetings In house Moderation Midterm Assessments	Moderation with other schools in the local area EYFS Team Meetings Internal Moderations Pupil Progress Meetings Parents Evening Info Target Tracker Data	Moderation with other schools in the local area EYFS Team Meetings Internal Moderations Pupil Progress Meetings Target Tracker Data EOY Data
PARENTAL INVOLVEMENT	Transition Meetings Parent Meetings Tapestry Online Journal Parents Evening Christmas craft day Christmas fayre	Tapestry Online Journal Parents Evening Mother’s Day cream tea Easter crafts day	Tapestry Online Journal Father’s Day hot dogs and games day Sports Day Summer picnic Summer fayre

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
<p>COMMUNICATION AND LANGUAGE</p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in the setting.</p>	<p>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 from 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 context, 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.</p>		
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, speech and language interventions, BLAST, Black Sheep Nursery narrative and weekly interventions</p> <p>DAILY STORY TIME</p>	<p>Welcome to EYFS Settling in activities Beginning to make friends Children talking about experiences that are familiar to them What are your favourite things? Rhyming Describing likes and dislikes Model talk routines through the day e.g: when arriving in school – ‘Good Morning’</p> <p>Tell me a story!</p> <p>Expose to new vocabulary Story language- repeated refrains Listen to and begin to respond to stories Follow 1 step instructions Begin to understand how to listen carefully and why listening is important. Share books that will develop their vocabulary. Introduce new vocabulary throughout the day.</p>	<p>Tell me why! Uses language to share feelings, thoughts and experiences Understands Who & What questions... Retell a familiar rhyme. Begin to talk about events Begin to talk about characters in stories. Learns rhymes and simple songs.</p> <p>Talk it through! Listen carefully and begin to understand why listening is important.</p> <p>focus when listening to a short story.</p> <p>Use colourful semantics to develop sentence structure</p>	<p>What happened? Look at a picture and talk about what they can see.</p> <p>Time to share! Show and tell Weekend News Read aloud a variety of books. Helicopter stories</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
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	<p>New Beginnings</p> <p>Understanding they are special</p> <p>Class Charter – Rights and Responsibilities</p> <p>Supporting children to make relationships</p> <p>Identifying different emotions</p> <p>Self-Confidence- being independent</p>	<p>Being a good friend</p> <p>Begin to understand why we take turns, wait politely, tidy up after ourselves.</p> <p>Encourage children to recognise and manage their own emotions.</p>	<p>Celebrating differences</p> <p>Looking after animals</p> <p>Looking after our planet</p> <p>Taking part in sports day – winning and losing</p> <p>Begin to show resilience and perseverance when things are tricky.</p> <p>Look how far I've come!</p>
BUILDING RELATIONSHIPS	<p>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.</p> <ul style="list-style-type: none"> ✓ Show more confidence in new social situations ✓ Help find solutions to conflicts and rivalries ✓ Develop appropriate ways of being assertive ✓ Talk about feelings using words like happy, sad, angry or worried ✓ Begin to understand how others might feel 		
SELF-REGULATION	<p><i>"Self regulatory skills can be defined as the ability 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 in articulating their plans and learning strategies and reviewing what they have done"</i> Education Endowment Foundation</p>		

	AUTUMN		SPRING		SUMMER	
GENERAL THEMES	WELCOME TO MY WORLD		GOODIES AND BADDIES		THE GREAT OUTDOORS	
<p>PHYSICAL DEVELOPMENT</p> <p>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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>						
<p>FINE MOTOR</p> <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality) Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p>	<p>Threading, cutting, playdough, fine motor activities</p> <p>Squiggle whilst you Wiggle – Up and down movement – vertical and horizontal lines</p> <p>Dough Gym</p> <p>Hold pencil/paintbrush using an effective grip.</p> <p>Develop muscles tone to put pencil pressure on paper.</p> <p>Making snips in paper using training scissors</p>		<p>Threading, cutting, playdough, fine motor activities</p> <p>Squiggle whilst you Wiggle – Up and down movement – vertical and horizontal lines, arches, circles</p> <p>Dough Gym</p> <p>Pre-writing shapes</p> <p>Zippping up Clothing</p> <p>Cut along a straight-line using training scissors</p> <p>Develop pencil grip</p>		<p>Threading, cutting, playdough, fine motor activities</p> <p>Squiggle whilst you Wiggle – Up and down movement – vertical and horizontal lines, arches, circles</p> <p>Dough Gym</p> <p>Begin to write the letters in their name</p> <p>Cut along wavy-line using child scissors</p>	
<p>GROSS MOTOR</p> <p>DAILY OPPORTUNITIES FOR GROSS MOTOR ACTIVITIES – OUTDOOR AREA FREE FLOW</p>	Yoga		Yoga		Yoga	

	AUTUMN	SPRING	SUMMER	
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS	
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 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).			
COMPREHENSION – DEVELOPING A PASSION FOR READING <i>Children will visit the library weekly</i>	<p>Daily story time Retell stories using Actions Stories read linked to children’s interests. Black Sheep Nursery narrative Helicopter stories Read Write Inc</p>			
WORD READING <i>As the year progresses children will be split into different groups based on their needs.</i>	<p>Read Write Inc- focus on prediction, questioning, acting out story, vocabulary, making up and acting out own stories</p> <p>Self- registration</p>	<p>Read Write Inc- focus on prediction, questioning, acting out story, vocabulary, making up and acting out own stories</p> <p>Self- registration.</p>	<p>Read Write Inc- focus on prediction, questioning, acting out story, vocabulary, making up and acting out own stories</p> <p>Self- registration</p>	<p>Set 1 and 2 sounds-naming cards/sounds/Fred talk.</p> <p>Transition work with Foundation staff</p> <p>Self- registration</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
LITERACY	<p>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).</p>		
WRITING	<p>Gross motor movements in different mediums Squiggle whilst you wiggle Doh gym Mark making opportunities in each area Message centre</p>	<p>Early writing shapes Handwriting patterns Letter formation linked to name Give meaning to their marks Squiggle whilst you wiggle Doh gym Mark making opportunities in each area Message centre</p>	<p>Developing a dominant hand Developing a tripod grip Giving meaning to their marks Hearing and writing initial sounds Labelling with initial sounds Message Centre Name Writing Writing lists/cards. Squiggle whilst you wiggle Doh gym Mark making opportunities in each area</p>

	AUTUMN		SPRING		SUMMER	
GENERAL THEMES	WELCOME TO MY WORLD		GOODIES AND BADDIES		THE GREAT OUTDOORS	
<p>MATHS</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers”</i></p> <p><i>Shakuntala Devi</i> <i>(Mathematics Mastery)</i></p> <p>Mathematics Long term plan developed with NK using Learning Trajectories and NCETM Skill Progression Charts as a tool to support teaching and learning of maths</p>	<p>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 ten-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.</p>					
	Continuing an AB pattern	Saying number names in sequence	Counting: saying number words in sequence	Developing spatial awareness: experiencing different viewpoints	Developing spatial awareness: experiencing different viewpoints	Recognising attributes
Copying an AB pattern Make their own AB pattern	Tagging each object with a number word	Counting: tagging each object with one number word	Developing spatial vocabulary	Shape awareness: developing shape awareness through construction	Comparing amounts of continuous quantities	
Spot mistakes in an AB pattern	Knowing the last number counted gives the total so far	Counting: knowing the last number counted gives the total so far	Representing spatial relationships	Identifying similarities between shapes	Showing awareness of comparison in estimating and predicting	
	More than/less than	Subitising: recognising small quantities without needing to count them all		Showing awareness of properties of shape	Comparing indirectly	
		Numeral meaning		Describing properties of shape	Beginning to use time to sequence events	
		More than/less than		Developing an awareness of relationships between shapes		
		Identifying groups with the same number of things				
		Comparing numbers and reasoning.				

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
UNDERSTANDING THE WORLD	<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>		
	<p>Talk about their family – comment on photos naming who they can see - <u>History-Sources/significance</u></p> <p>Talk about past experiences- what did they do in the Summer? <u>Histoy-Significance</u></p> <p>Can talk about what they like doing with their family</p> <p>Navigate around our unit, and outdoor area. <u>Geography- Location</u></p> <p>Walk around Local woods looking at Seasonal changes. Geography- <u>Environment/Location/Change</u> <u>Science- Environment/cause and effect</u></p> <p>Autumnal investigation <u>Geography- Change</u> <u>Science- Cause and effect/organisation</u></p> <p>Diwali - RE</p> <p>Halloween</p> <p>Bonfire Night</p>	<p>Talk about what they did with their families at Christmas. <u>History- Significance/Sources</u></p> <p>Walk around our local community – shop for ingredients from local supermarket <u>Geography- Environment</u></p> <p>Changes in living things – Seasonal walk – woodlands <u>Geography- Environment/Location/Change</u> <u>Science- Environment/cause and effect</u></p> <p>Growing herbs and vegetables to use in playdoh station and for snack <u>Geography- Environment/Change</u> <u>Science- Cause and effect</u></p> <p>Spring- Baby animals <u>Science – similarities and difference</u></p> <p>Listen to children talk about the things they have seen whilst outside, <u>Science- similarities and difference</u></p> <p>Stranger danger linked to Goldilocks and the Three Bears</p> <p>Goodies/Baddies from traditional tales</p>	<p>Queens Jubilee- look at the changes of queen from birth to now <u>History- Sources/change/chronology/ Similarities and differences</u></p> <p>Look at our local area -woodland, parks, shopping centre <u>Geography- Location</u></p> <p>Visit to local aquarium or in school visit from aquarium. <u>Geography- Location</u></p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. <u>Geography- location/change</u> <u>Science- Environment</u></p> <p>Can children comment on Weather/clothing? <u>Geography- Change</u> <u>Science- cause and effect</u></p> <p>Wild animals- what are they, where do they live how are they different to pets? <u>Geography-Location</u> <u>Science- similarities and differences</u></p>

	ICT- programs for children to use during busy bee time	Chinese New Year Easter -RE Mother's Day celebration	Summer seasonal walk to woods Geography- Location/Change/Environment Science-Environment/cause and effect Under the sea- what creatures live there? How are they different? Science- similarities and difference Father's Day celebration
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Pre-school Geography Skills

Locational Knowledge	Geographical Skills and Fieldwork Begin to use geographical skills, including first-hand observation, to enhance their locational awareness	Place Knowledge	Manmade and Natural Geography
<p>Identify and describe my local environment using knowledge from observation & discussion</p> <p>Identify the area in which the school is located</p>	<p>Identify and describe a range of data gathered through experiences of fieldwork.</p> <p>Identify and describe a range of sources of geographical information including simple floor maps and photographs.</p> <p>Identify and describe Geographical information through drawings (fish live in the sea, Lions live in jungles, Birds fly in the air)</p>	<p>Identify and describe similarities and differences between places in my local environment.</p>	<p>Identify and describe the effect of the changing seasons on the natural world around me.</p>

Pre-school Geography Knowledge

<p>I know about the features of my local environment</p> <p>I know the name of the area in which my school is located</p>	<p>I know some features on a floor map.</p>	<p>I know about similarities and differences between places eg park, shops, woodland etc</p>	<p>I know about the signs of Spring/Summer/Autumn & Winter and the associated weather.</p>
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Pre-school Science Skills

Working Scientifically	Plants	Animals (including Humans) PSHE link	Everyday Materials
<p>Identify and describe aspects of their familiar world such as the natural world, making observations and drawing pictures of animals and plants. · Identify and describe why things happen.</p> <p>Describe some important processes and changes in the natural world around them such as seasons and changing states of matter</p> <p>Observe and describe different forces I can feel such as push and pull toys</p>	<p>Describe the features of the lifecycle of a plant</p> <p>Observe and describe growth and decay over time</p> <p>Identify and describe similarities and differences in living things.</p>	<p>Identify and describe lifecycles</p> <p>Identify and describe the need to respect and care for the natural environment and all living things</p> <p>Identify and describe features of their local environment and how they may vary from one another</p>	<p>Identify and describe similarities and differences in relation to materials</p>

Pre-school Science knowledge

<p>I know about aspects of my familiar world such as the natural world, making observations and drawing pictures.</p> <p>I know why things happen</p> <p>I know some similarities, patterns and change.</p> <p>I know and can talk about the forces I can feel</p>	<p>I know about the lifecycle of a plant</p> <p>I know how to care for growing plants</p> <p>I know about growth and decay over time</p> <p>I know some similarities and differences in relation to living things</p>	<p>I know about the lifecycle of a Frog</p> <p>I know I need to respect and care for all living things</p> <p>I know some of the features of my own local environment and how they are different</p>	<p>I know some similarities in relation to materials</p>
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Pre-school History Skills

Changes within living memory

Identify & describe their own life's story & immediate families.

Identify and describe the ways that objects they used have changed

Identify and describe changes that have happened in their immediate family

Identify and describe the lives of their immediate family

Pre-school History Knowledge

I know about my own life-story and immediate family's history

I know the objects I use have changed

I know about changes that happen within my family.

I know about the lives of the people who live with me.

Pre-school RE Skills

Identify and **describe** why Easter/Christmas is a special time for Christians

Identify and **describe** connections with personal experiences

Identify and **describe** things which have made them feel special

Identify and **describe** people who are special to them

Identify some of their own feelings in stories they hear

Identify and **describe** ideas about new life in nature

Pre-school RE Knowledge

I know why Easter/Christmas is a special time for Christians

I know about my own personal experiences

I know about events in my life that make me feel special

I know people who are special to me

I know about my own feelings

I know about new life in nature

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
<p>EXPRESSIVE ARTS AND DESIGN</p> <p>Painting, 3D modelling, messy play, collage, cutting, role-play, threading, moving to music, following music patterns with instruments, singing songs, percussion</p> <p>Children to produce a drawing each half term to show how fine motor skills and drawings have developed.</p>	<p>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.</p> <p>Poster paints <u>Materiality & Techniques</u> Firework splatter pictures <u>Materiality & Techniques</u> Printing with veg/fruit Begin to create collages Begin to join in with role play based on own experiences Exploring how to make sounds Familiar nursery rhymes and songs Make models with different materials Listen to music and make own dances. Christmas Craft day Christmas Cards Christmas Carols/Songs</p>	<p>Poster paints – mixing colours Adding texture to paint Collages with natural objects Role play based on own experiences Familiar nursery rhymes and songs Following a beat Use tools and techniques to join materials they are using Making egg fried rice for Chinese New Year Mother's Day Cards/ Easter crafts day Transient art patterns/pictures</p>	<p>chalk drawings Dressing up in traditional costumes Role play based on own experiences Familiar nursery rhymes and songs Puppet making – linked to Summer Add texture to paint Junk modelling Paint seashells Story pebbles Draw pictures of the natural world, including animals and plants.</p>
	Pre-school Art and Design Skills		

Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, pencils, crayon, pastels)	Texture (textiles, clay, sand, stone)	Form (3D work, clay, dough, boxes, paper sculpture)	Printing (found materials, fruit/veg, wood blocks, string)
Begins to select a variety of drawing tools	Identify colours Observe what happens to colours when they are mixed together	Identify and describes different textures	Observe what happens when I manipulate materials Selects different joining materials Selects construction materials to make small world models	Identify and begin to describe different surfaces for rubbings Selects different resources for printing

Pre-school- Art and Design Knowledge

I know how to use a range of drawing tools	I know about colours and can create new ones	I know the difference between textures	I know how to shape and mould materials I know how to combine materials I know how to build imaginatively	I know things have different surface textures I know how to print using a variety of objects
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Pre-School Music Skills

Listening	Improvising and Composing	Playing tuned and untuned instruments	Pulse and Rhythm	Singing
Identify and describe different sounds they hear		I can identify and describe the sounds of instruments		I can select a range of songs and rhymes independently

Pre-School Music Knowledge

I know that things make different sounds		I know that sounds can be loud, quiet, fast, slow		I know how to choose and sing a range of songs and rhymes
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