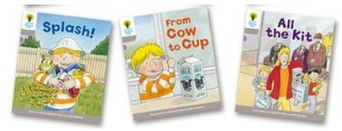
EYFS LONG TERM PLAN – Preschool
Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	***Amazing me***	***Let's celebrate***	***Once upon a time***	***Let's explore***	***Growing and planting***	***Beside the seaside***
Texts **Bold-on-Talk for writing texts**	**The Something** Only One you Good People Everywhere Marvelous Me The boy who hated toothbrushes All kinds of bodies	**Star in a Jar** Rama and Sita Kipper's Birthday The Christmas Story Little Glow Pumpkin soup	**Little Red** The Gingerbread Man Three Billy Goats Gruff Three little pigs Goldilocks The Ugly duckling	**Juniper Jupiter** The Treasure of Pirate Frank The Big Picture Atlas The Journey home On the Way home Rumble in the Jungle	Oliver's Vegetables **The Extraordinary gardener** My Bean Diary The tiny Seed Jack and the Beanstalk The Hungry Caterpillar	**The Storm Whale** Lost and Found Sharing a shell The lighthouse keepers lunch Sally and the Limpet Look what I found at the Seaside
Reading and writing	 Daily story sessions in Preschool. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision. 3x week story dough. Join in with repeated refrains in shared familiar stories about families. Express simple likes about a shared story Phase 1 activities – developing listening and attention skills. Focus on sound discrimination Rhymes and stories – discriminate between sounds Develop book handling skills **Writing** Use one-handed tools such as paintbrushes, pencils and scissors Show a preference for a dominant hand	 Daily story sessions in Preschool. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision. 3x week story dough. Join in with repeated refrains in shared familiar stories about Autumn. Express simple likes about a shared story Phase 1 activities – developing listening and attention skills. Focus on sound discrimination Rhymes and stories – discriminate between sounds Develop book handling skills. **Writing** Progress towards holding a pencil with a modified tripod grip to show increasing control Focus on movements and fine-	 Daily story sessions in Preschool. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision. 3x week story dough. Answer who and what questions linked to traditional tales. Express simple likes and dislikes about a shared story Introduce level 1 sounds Rhymes and stories – clap syllables and spot and suggest rhymes **Writing** specific letter formation taught as part of Floppy's phonics ascribe meaning to marks in play. Mark making in story dough. **Specific activities** **Story dough linked to traditional tales** **Answer questions based on Traditional stories.** **Mark making opportunities.**	 Daily story sessions in Preschool. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision. 3x week story dough. Answer who and what questions linked to stories shared about Exploration. Express simple likes and dislikes about a shared story Introduce level 1 sounds Rhymes and stories – clap syllables and spot and suggest rhymes **Writing** specific letter formation taught as part of Floppy's phonics ascribe meaning to marks in play. Mark making in story dough. **Specific activities** **Story dough linked to exploration** **Mark making linked to level 1 sounds.** **Counting claps in words.**	 Daily story sessions in Preschool. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision. 3x week story dough. Answer who and what questions linked to stories shared such as The tiny seed. Express simple likes and dislikes about a shared story Use new vocabulary in their play and in conversations. Introduce Level 1 sounds. Begin to identify initial sounds and develop oral blending skills **Writing** specific letter formation taught as part of Floppy's phonics opportunities to respond to focus texts recording letter strings and ascribing meaning to marks Beginning to record some sounds in sequence.	 Daily story sessions in Preschool. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision. 3x week story dough. Answer who and what questions linked to stories shared such as The lighthouse keepers lunch. Express simple likes and dislikes about a shared story Use new vocabulary in their play and in conversations. Introduce Level 1 sounds. Begin to identify initial sounds and develop oral blending skills **Writing** specific letter formation taught as part of Floppy's phonics opportunities to respond to focus texts recording letter strings and ascribing meaning to marks Beginning to record some sounds in sequence. Mark making in story dough.

	Focus on movements and fine-motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise motions for curved lines **<u>Specific activities</u>** **Family story dough** **Repeated refrains in paper** **dolls story**	motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise motions for curved lines **<u>Specific activities</u>** **Story dough linked to Autumn stories** **Giant mark making outdoors and inside**			Mark making in story dough. **<u>Specific activities</u>** **Story dough linked to plants** **Repeated refrains in rumble in stories.** **Level 1 mark making.**	**<u>Specific activities</u>** **Story dough linked to seaside stories.** **Level 1 mark making.** **Name writing.**

Maths – **White Rose Maths Nursery**	Baseline – first 3 weeks • Comparison Collect objects to compare amounts Make simple comparison of amounts Look for collections of large and small amounts Make collections the same • Shape space and measure Explore and play with shapes Show interest in differences between shapes Put shapes and blocks into position Select shapes for a reason Explore and describe natural shapes Find and collect for a purpose • Explore repeats Listen and join in repeats in songs Join in repeats in stories Clap along to songs Make line patterns with own sequence Choose blocks to build roads and towers • Hear and say number names Hear and join in some number names Say number names in order Join in stable order counting forwards and backwards.	• Begin to order number names Model saying 1 2 3 in play Copy the sequence 1 2 3 Copy fingers to represent 1 2 3 Say number names in order Begin to recognise that anything can be counted • I see 1, 2, 3 Notice images in books Respond and recognise 1 2 3 Copy and point 1 2 3 Recognise 1 2 3 in tales • Join in with repeats Join in repeats in actions, songs and stories Have a sense of daily routines Say what happens next Make arrangements • Explore position and space Respond to simple language of position Arrange blocks in chosen position Select shape for a space Explore and describe shapes and objects Sort shapes and objects into simple categories	• Show me 123 Copy fingers to show 1, 2,3 Show fingers for seeing 1,2,3 in stories Show 1,2,3 fingers when asked • Move and label 123 Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes Notice number symbols and labels Label amounts as 1 and not 1 Label amounts as 1,2,3 • Explore position and routes Explore shape resources and inset puzzles Talk about and move positions Move through simple positions Follow simple small world routes • Explore patterns Explain some simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations Make simple line patterns with objects Make simple pattern arrangements Show an interest in patterns and shape	• Take and give 1,2,3 Choose a group to count Take out 2 and 3 from a group Give others 2 and 3 items Count 3 objects with one to one correspondence • Match, talk, push and pull Match simple shapes Push some shapes and blocks together Make and talk about simple arrangements Follow simple routes Follow toys around a simple route • Talk about dots Become familiar with dot patterns Say when there are 1 and 2 dots Recognise 1 and 2 in different arrangements Say when there are 3 dots Recognise 1, 2 and 3 in different arrangements • Compare and sort collections Notice when two collections are the same Make collections of objects the same Recognise two collections are the same Make collections the same using large and small objects Sort and talk about their own collections	• Lead on own repeats Join in fully with sequences and songs Sing rhymes independently Lead sequences and songs Read on in familiar repeating stories Copy art based simple patterns Explore own line and repeating patterns in art • Starting to puzzle Complete jigsaws Match objects to pictures Match objects to shadows Explore objects and small world from different positions Make simple routes in small world with lines and curves • Making patterns together Sing their own songs independently Clap to a beat Make and talk about movement patterns Talk about objects in patterns and arrangements Copy and continue AB patterns • Make games and actions Match dot patterns Be introduced to subitising games Play subitising games Copy sets of sounds Listen to and represent sounds with fingers and resources	• Show me 5 Sing rhymes to 5 and join in with movements Move props back from 5 and to 5 Show fingers to 5 Begin to count with 1:1 correspondence Match numeral to quantity when acting out songs • My own pattern Continue and create AB patterns Notice and error in a pattern Build constructions with simple enclosures Copy simple repeated constructions Begin to sequence events • Stop at 1,2,3,4,5 Count up to 5 from a larger group Explore counting to 5 in different ways Verbally count to a given number Label objects with numerals Independently show fingers to 5 Begin to make marks and represent quantities • Match, sort, compare Compare up to 5 different objects Compare by matching Make the same set by matching Match by type Recognise attributes of objects Begin to sort objects by type

CL	Enjoy listening to simple stories Develop vocabulary – descriptive language Start to say how they are feeling using words as well as actions Story dough language Phase 1 listening activities **Vocabulary** **Home, different, same, family, Old, young, big, small, mum, dad, brother, sister, grandma/nan, grandad**	Listening to simple stories and understand what is happening with the help of pictures Start to develop conversation Develop vocabulary – words for time e.g. now, later Story dough language Phase 1 listening activities **Vocabulary** **Celebrate, Christmas, gift, light, birthday, Diwali, special.**	Enjoy listening to longer stories Develop vocabulary – function of an object e.g. knows a sponge is for washing Develop pretend play 'putting baby to sleep' or 'driving a car to the shops' Story dough language **Vocabulary- beginning, middle, end, character, plot, front cover, title, blurb, fairytale, traditional tale, repeated refrains from stories such as Gingerbread man.**	Enjoy listening to longer stories and remember much of what happens Understand simple questions about 'who', 'what' and 'where' Use a wider range of vocabulary Story dough language **Vocabulary- superhero, swamp, rescue, jungle, explore, discovery.**	Sing a large repertoire of songs Understand 'why' questions Using sentences of four to five words Use talk to organise play e.g. "Let's go on a bus, you sit there" Use past tense Story dough language **Vocab- grow, change, grow, stem, leaves, trunk, flower, seed, bulb, farm/er, life cycle.**	Know many rhymes, be able to talk about familiar books and be able to tell a long story Start a conversation with an adult or friend and continue it for many turns Use 'because' or 'and' in sentences Use future tense Answer simple 'why' questions Story dough language **Vocab- seaside, beach, lunch, lighthouse, picnic, whale, sea creature, seagull.**

PD	**Gross motor** • Enjoy starting to kick, throw and catch balls • Build with a range of appropriate resources • Safely move and stop on a tricycle. • Move their body to music. **Fine motor** • Explore and use different writing and mark making resources including pencils, crayons, felt tips, paint pens **Personal** • Show a desire to be independent in feeding, dressing or undressing. • Start to eat independently and learn how to use a knife and fork. **Forest school** Move in different ways e.g skipping, jumping and landing.	**Gross motor** • Develop manipulation and control • Climb up apparatus using alternate feet • Clap and stamp to music • Safely move and stop on a tricycle. **Fine motor** • Explore different materials and tools in the sand area e.g. brushes, shells. **Personal** Practise putting on and taking off own coat and shoes **Forest school** Move in different ways e.g skipping, jumping and landing.	**Gross motor** • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Explore using a balance bike • Gain confidence using alternate feet on bike • Make choice how to move across obstacles. **Fine motor** • Show preference for a dominant hand **Personal** Use large and small motor skills to do things independently e.g. manage buttons and zips. **Forest school** Make choices about how to move across obstacles e.g. logs, around branches, handling large equipment.	**Gross motor** • Skip, hop, stand on one leg and hold a pose for games like musical statues • Explore using a balance bike • Gain confidence using alternate feet on bike • Make choice how to move across obstacles. **Fine motor** • Develop use of one-handed equipment e.g. scissors to make snips in paper **Personal** • Make healthy choices about food, drink, activity and toothbrushing • Become increasingly independent in meeting own care needs e.g. using the toilet, washing and drying hands thoroughly **Forest school** Make choices about how to move across obstacles e.g. logs, around branches, handling large equipment.	**Gross motor** • Use and remember sequences and patterns of movements related to rhythm and music • Collaborate with others to manage large items such as large blocks and planks • Begin to explore space • Begin to roll and stop a ball **Fine motor** • Use a comfortable grip when holding pens and pencils **Personal** Developing the ability to put on and take off their own coat with some adult support **Forest school** Use one handed tools such as peelers, hammers, hand drills.	**Gross motor** • PE: ball skills • Begin to explore space • Begin to roll and stop a ball • Compete in a simple race for sports day **Fine motor** • Threading activities **Personal** Become increasingly independent in meeting own care needs e.g. when dressing and undressing **Forest school** Use one handed tools such as peelers, hammers, hand drills.
PSED **Kapow unit in bold**	**Self-regulation: My feelings** Manage transition from parents/carers to Preschool staff Play with increasing confidence on their own or with other children Express a range of emotions Weekly Forest school Dialogic stories	**Building relationships: Special relationships** Develop friendships with peers Notice and ask questions about differences, such as skin colour, types of hair, gender, SEN etc. Be increasingly able to talk about and mange emotions Weekly Forest school Dialogic stories	**Managing self: Taking on challenges** Begin to show effortful control – waiting for a turn and resisting to urge to grab what they want Play with one or more children, extending and elaborating play ideas Select and use activities to achieve a goal Weekly Forest school Dialogic stories	**Self-regulation: Listening and following instructions** Develop their sense of responsibility and membership of a community Do not always need an adult to remind them of a rule Weekly Forest school Dialogic stories	**Building relationships: My family and friends** Help to find solutions to conflicts and rivalries Develop appropriate ways of being assertive Weekly Forest school Dialogic stories	**Managing self: My wellbeing** Talk with others to solve conflicts Begin to understand how others might be feeling Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’, or ‘worried’. Weekly Forest school Dialogic stories

EAD	**Art** • Portraits using natural objects collected from outdoors. Look at basic features of a face and object placement. Drawing basic figures with features. Thick and thin brushes, pens and pencils. • Can use junk modelling to make different types of homes. Joining. **Music** Learn basic nursery rhymes.	**DT** Use glue sticks and other joining materials with support to design and create a collage of a winter scene. **Music** Build on nursery rhymes and learn songs with actions/ Christmas. **Performance** Learn and perform simple Christmas songs with actions	**DT** Begin to develop skills to enhance their creations e.g. snipping, folding when making a character e.g. Gingerbread man. **Music** Explore instruments and begin name them (drum, tambourine, maraca, triangle…). Explore making loud and quiet sounds – e.g. troll stomping would be a loud sound. **Performance** Participates in small world play related to traditional stories. Use instruments as an accompaniment to the stories.	**DT** Children work independently to develop basic skills including use of scissors, hole punching and joining to create a moving superhero **Music** Talks about how music makes them feel **Performance** Watches dances and performances. Shares likes and dislikes about the dances/performances	**Art** Observe picture of plants. Used pre-made paints to paint masks. Children to add features using craft/collage materials Symmetrical butterflies **Music** Talk about how music makes them feel – listen to a range of genres. **Performance** Learn and perform songs and actions.	**Art** Explores clay/makes marks in clay to recreate animal tracks Print with small blocks, small sponges, fruit, shapes and other resources to recreate seaside scenes. Chalk and paint underwater scenes. **Music** Practise playing a given instrument to a simple beat to sea movements **Performance** Uses own experiences to develop storylines in imaginative play – role play or small world.

UTW	**RE** • Special People- What makes people special? • Knows that there are differences between what people believe • Developing positive attitudes about differences between people **Science** Can identify what you need to wear for each season and why – pack a suitcase for the weather. Use weather wheel spinner. Summer and winter. Knows some healthy and unhealthy foods. Forest school-explore the changes of the season. **History** Family photos sorted by old and young. Organised by age. **Geography** Knows that there are different types of homes and is able to see the similarities and differences Talk about what they see in their own environment (school/home) using a wide vocabulary. Garden, field, road, path. Basic labelling of features.	**RE** Christmas- What is Christmas? **Science** Explore what happens on cold winter days. Chn collect natural objects relating to Autumn and describe what they see. Forest school-explore the changes of the season. **Geography** Knows that there are different places to live (city, coast, countryside) and can spot basic features of each. Knows some basic facts about the Autumn.	**RE** Celebrations - How do people celebrate? **Science** New life in Spring-taking care of the world around us. Forest school- Spring changes in the Forest. Family stories, past experiences. **History** To be able to ask questions about stories.	**RE** Easter - What is Easter? **Science** Simple life cycles. Looking at eggs linked to Easter. **History** Order an egg life cycle stages of growth **Developing historical skills – chronology.** Baby animals grow into adults – eggs grow into adult birds; puppies grow into adult dogs.	**RE** Story Time - What can we learn from stories? Real life superheroes. **Science** Understands the difference between plants and animals. Children to compare the differences and similarities. Sort and classify plant and animal. Plant bean in clear cup, chn to observe what happens **Geography** Follow/use a map for an outdoor animal hunt linked to gardens. Observe a world map and discuss where different plants live. Compare climates e.g. jungle and our garden.	**RE** Special Places - What makes places special? **Science** Observe the life cycle of a caterpillar/butterfly through a real butterfly garden net. Release into nature when ready. Other basic growth cycles linked to under the sea. Forces when gardening and planting in allotment. **Geography** Collect data (pictogram) on under the sea. **History** Discuss the changes in the life cycle of a plant. Order by time. Old seaside photographs.
Trips, visits and experiences ***Forest School/Outdoor learning***	Family visits People who help us visits *The Changing seasons*	Harvest Festival Christmas service and Nativity Whole school- pantomime *The changing seasons and harvesting*	Vicar visit- Easter Blists Hill visit *Fires and cooking*	Environment walk World book day Science week *Shelters RSPB Wild challenge* *Green tree award*	Nature walk Visit to Exotic zoo *Planting and Bugs RSPB Wild challenge* *Green tree award*	Sports day Butterflies Beach day *Animals and habitats RSPB Wild challenge* *Green tree award*
Sticky Knowledge	• I can begin to listen to longer stories and recall 2 key events • I can select my own resources • I can make large scale marks with chalk • I can subitise to 1. • I can recognise a circle. • I can build with a range of resources. • I can move and stop on a tricycle. • I can draw a basic figure. • I can sing 3 nursery rhymes. • I can name somebody	• I can pay attention to more than one thing at a time • I can follow the class rules • I can play with at least one other friend • I can count and subitise to 2. • I can sort into 2 groups. • I Can climb outdoors. • I can use glue to join. • I can sing 2 Christmas songs. • I can recall 2 facts about Christmas.	• I can understand clear 2 step instructions • I can speak in longer sentences (4 to 6 words) • I can retell a familiar Nursery and Number rhyme • I can ascribe meaning to my marks • I can count and subitise to 3. • I can recognize a triangle. • I can put on my own coat. • I can move in a range of ways outside. • I can play an instrument such as a tambourine. • I can retell a simple story.	• I can understand and answer 'why' questions • I can take turns speaking and listening • I can find a simple resolution to a problem • I can count to 4 and subitise to 4. • I can recognise a square and rectangle. • I am independent at using the toilet. • I can snip with scissors. • I can name 2 facts	• I can respond in a simple conversation • I can say if I don't like something. • I can hold my pencil in a tripod grip. • I can count 5 objects and subitise to 5. • I can begin to sequence the days of the week. I can skip, hop and stand on one leg. • I can use scissors with control. • I can move to music. • I can sort 5 plants and animals. • I can pedal a bike.	• I can listen to the adults in my class. • I can recognise simple feelings – sad, happy, angry, worried, tired, scared • I can think about how someone else might feel • I can roll and stop a ball I can write some recognisable letters. • I can count to 5 accurately • I can represent numbers 1-5. • I can say when a container is full and empty. • I can use a range of tools such as pencil and paintbrush with control.

	who is special to me. • I can name the seasons. • I know 3 healthy foods. • I can talk about my home and family.	• I can recall 2 changes that happen in Autumn. • I can talk about my birthday or own celebration at home.		about Easter. • I can recall 2 changes that happen in Spring. • I can place a simple life cycle in order. (3 parts)	• I can order the lifecycle of a plant (3 parts)	• I can draw with detail. • I can order the lifecycle of a butterfly. (3 parts) • I can use talk in my play.