

## Stapeley Broad Lane CE Primary Preschool Long Term Plan

Term	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Calendar Events</b>	Harvest	Remembrance Day Diwali Children in Need		Chinese NY Valentines Day Pancake day		Mothers Day March Easter – Church				Fathers Day 15 <sup>th</sup> June	
<b>Year</b>	Every Year	Red A	Yellow B	Red A	Yellow B	Red A	Yellow B	Red A	Yellow B	Red A	Yellow B
<b>Topics</b>	<a href="#">Who am I?</a> <a href="#">Gingerbread man</a> <a href="#">Little Red Hen</a>	<a href="#">Halloween / Bonfire Night</a>  <a href="#">Autumn</a> <a href="#">Hibernation / Day and Night</a>  <a href="#">Christmas!</a>	<a href="#">Halloween / Bonfire Night</a>  <a href="#">Autumn</a>  <a href="#">Bears - Goldilocks</a> <a href="#">Going on a Bear Hunt</a>  <a href="#">Christmas</a>	<a href="#">3 Little Pigs</a>  <a href="#">Winter</a>  <a href="#">Eric Carle</a>	<a href="#">3 Billy Goats Gruff</a>  <a href="#">Winter</a>  <a href="#">ARTIST weeks x 3</a>	<a href="#">Farms</a>  <a href="#">Spring</a>  <a href="#">Easter</a>	<a href="#">People Who Help Us</a>  <a href="#">Spring</a>  <a href="#">Easter</a>	<a href="#">Planting</a>  <a href="#">Jack and the Beanstalk</a>  <a href="#">Minibeasts</a>	<a href="#">Transport</a>  <a href="#">Little Red Riding Hood</a>  <a href="#">Fantasy</a>	<a href="#">Our World</a> Jungle animals  <a href="#">Holidays</a> the seaside  <a href="#">Summer</a>	<a href="#">Our World</a> looking after our planet.  <a href="#">Holidays</a> different types  <a href="#">Summer</a>
<b>Core texts</b>	Dear Zoo by Rod Campbell  Ginger Bread Man Usborne  Little Red Hen Ladybird Book  My Pet Star by Corrinne Averiss  Guess How Much I love you by Sam McBratney	Owl Babies by Martin Waddell  Peace at Last By Jill Murphy  We're Going on a Leaf Hunt by Steve Metzger  Hibernation Station by Michelle Meadows  It was a cold dark night By Tim Hopgood  Dear Santa by Rod Campbell	Room on a broom By Julia Donaldson  Foggy, foggy Forest By Nick Sharratt  Goldilocks Ladybird  Going on a Bear Hunt by Michael Rosen  The big hungry bear by Dan & Audrey Wood  Dear Santa by Rod Campbell	3 Little Pigs Ladybird Book  Jack Frost By Kazuno Kohara  Oh no Shark in the snow! By Nick Sharratt  Brown Bear By eric Carle  Busy Spider By eric Carle  I am an Artist By eric Carle	3 BillyGoats Ladybird  <a href="#">TBC</a>  <a href="#">TBC</a>  Lines that wiggle by Candace Whitman  Beautiful oops By Barney Saltzberg  Mix it up by Hervé Tullet	Rosies Walk By Pat Hutchins  Farmyard hullabaloo by Giles Andreae  The bunny who came to breakfast by Rachael Davis  Guess How much I love you in the Spring By Sam McBratney  We're going on an egg hunt by Martha Mumford	Emergency by Margret Mayo  A superhero like you by Dr Ranj  Stuck by Oliver Jeffers  Little chick No Author  I am not the Easter Bunny by Saskia Gwinn  Hattie Peck by Emma Levey	There's a spider in this book by Claire Freedman  Frans Flowers by Lisa Bruce  Jack and the beanstalk By Nick Sharratt  V.H Caterpillar by Eric Carle  Superworm by Julia Donaldson	The train ride by June Crebbin  Big Yellow Digger by Julia Jarman  Little Red Riding Hood Ladybird  Billy and the Dragon by Nadia Shireen  There's no such thing as dragons by Lucy Rowland  Car Car Truck Jeep by Book Trust	Tiger who came to tea by Judith Kerr  Handa's Surprise by Eileen Browne  Rumble in the Jungle by Giles Andreae  What the ladybird heard at the seaside by Julia Donaldson  Sharing a Shell by Julia Donaldson  Hooray for fish! By Lucy Cousins	The Odd Fish By Naomi Jones  Look After Us by Rod Campbell  What the ladybird heard on holiday by Julia Donaldson  Together we can by Caryl Hart  Rainbow Fish by Marcus Pfister  Micheal Recycle by Ellie Bethal



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<b>Curriculum Pledge Visitors In</b>	Visit from the dentist / nurse		Stay and Make session with a parent / carer		Visit from Fire fighters		Mother's Day Stay and Make session		Vistor – Mrs Bradshaw PSHE		PCSO				
			Visit from the Vicar to talk about Christmas		RSPCA visitor into school		Visit from the Vicar to talk about Easter		Mystery Reader		Father's Day tea and cake				
		Visit from Cheshire Swim		Year 5 reading buddy		Farmer – bring animals		Visit from Nantwich Vets		Mystery Reader		Year 5 reading buddy			
		Parent visitor - Diwali		Dentist		Year 5 reading buddy		Bee Keeper to come in		Year 5 reading buddy					
<b>Visits out</b>				Post a Christmas card				Visitor into school – story teller etc				Post a postcard			
		Lyceum Whole School Trip										Trip to a farm			
		Sing to the elderly at the care home													
<b>First Hand Experiences</b>		Star Helpers and celebration certificates  Forest walks		Christmas cards for care home		Go into assembly  Chinese Food Tasting		Fruit and veg tasting / smoothies  Easter Egg hunt  Mother's Day Crafts		Bug Hunt  Play out in the rain!  Stay and Play		Father's Day Crafts  A whole day outside!  Sports Day  Whole School Summer Performance  Class Assembly			
				Christmas production											
				Splash in muddy puddles											
				Chocolate / fruit Sparklers – bonfire night											
				Diwali											
				Parents / Carers Christmas Crafts											
		Make / decorate gingerbread men		Bake  Pyjama day!  Chocolate sparklers / fruit rockets  Try Indian food		Pancake Day – make and eat!  Fruit tasting  Bake		Bake  Pancake Day		Bake  Chicks  Visit from a Farmer with tractor and animals  Bake		Bake  Grow Fruit  Make smoothies  Sunflower competition  Seeds to take home for garden  Grow potatoes (veg)		Bake  Taste fruit  Make Ice cream  Bake	
<b>Awesome authors</b>				Karl Newson I am a Tiger A bear is a bear I can roar like a dinosaur I am not an elephant Be you The same but different too				Eric Carle Panda Bear Panda Bear Polar Bear Polar Bear Slowly slowly said the sloth				Jill Murphy Whatever Next			



Guided by faith, nurturing hearts and minds.

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<p><b>Terrific TEN!</b></p>	<p><a href="#">Dear Zoo</a> <a href="#">Ginger Bread Man</a> <a href="#">Little Red Hen</a> <a href="#">Guess How Much I love you</a> <a href="#">My pet star</a> Whatever Next? Pete the cat and his 4 groovy buttons Little Monkey Scarecrows secret Hairy McC</p>	<p><a href="#">Dear Zoo</a> <a href="#">Ginger Bread Man</a> <a href="#">Little Red Hen</a> <a href="#">Guess How Much I love you</a> <a href="#">My pet star</a> Zoom rocket zoom The biggest kiss There's a monster in your book Bathroom Boogie</p>	<p><a href="#">Owl Babies</a> <a href="#">We're going on a leaf hunt</a> <a href="#">It was a cold dark night</a> <a href="#">Dear Santa</a> <a href="#">Peace at Last</a> <a href="#">Hibernation Station</a> Big red bath Oliver's Wood Ketchup on your Reindeer Wow said the Owl</p>	<p><a href="#">Room on a broom</a> <a href="#">Foggy, foggy Forest</a> <a href="#">Goldilocks</a> <a href="#">Going on a Bear Hunt</a> <a href="#">the big hungry bear and red ripe strawberry</a> <a href="#">Dear Santa</a> Henry's Holiday Little Bear Bears don't share Kitchen Disco</p>	<p><a href="#">3 Little Pigs</a> <a href="#">Oh no Shark in the snow!</a> <a href="#">Jack Frost</a> <a href="#">Brown Bear</a> <a href="#">Brown Bear</a> <a href="#">The Very Busy Spider</a> <a href="#">The artist who painted a blue horse</a> I Love my Mummy Giraffes cant dance Dont put your finger in the jelly nelly Snowball</p>	<p><a href="#">3 Billy Goats</a> <a href="#">Gruff</a> TBC TBC <a href="#">Lines that Wiggle</a> <a href="#">Beautiful oops</a> <a href="#">Mix it up</a> Percy the Park Keeper one snowy night The Cave How to catch a star Gruffalo</p>	<p><a href="#">Rosies Walk</a> <a href="#">The bunny who came to breakfast</a> <a href="#">Guess How much I love you in the Spring</a> <a href="#">We're going on an egg hunt</a> Oi frog Chocolate moose for greedy goose Shark in the park Pass the Jam Jim Silly Suzy Goose Little blue truck</p>	<p><a href="#">Emergency</a> <a href="#">All Through the night</a> <a href="#">Stuck</a> <a href="#">Ed's Egg</a> <a href="#">Pip and Egg</a> <a href="#">Hattie Peck</a> Baa Moo what will we do Squash and a squeeze Never shake a rattle snake Ellyphant wellyphant</p>	<p><a href="#">Jack and the beanstalk</a> <a href="#">Theres a spider in this book</a> <a href="#">V.H Caterpillar</a> <a href="#">Frans flowers</a> <a href="#">Superworm</a> Sam plants a sunflower Jaspers beanstalk Olivers Veg Twist hop minibeast bop Farmyard Hullabaloo</p>	<p><a href="#">The train ride</a> <a href="#">Little Red Riding Hood</a> <a href="#">Billy and the dragon</a> <a href="#">All aboard the red school bus</a> <a href="#">Theres no such thing as dragons</a> Dig dig digging Duck in a Truck Driving My Tractor Big yellow digger Car Car Truck Jeep</p>	<p><a href="#">Tiger who came to tea</a> <a href="#">Handa's Surprise</a> <a href="#">Guess How much I love you in the Summer</a> <a href="#">Sharing a Shell</a> <a href="#">What the ladybird heard at the seaside</a> <a href="#">Horary for Fish!</a> Walking through the jungle Monkey puzzle Jungle jamboree On day on our blue planet</p>	<p><a href="#">Look After Us</a> <a href="#">What the ladybird hear at on holiday</a> <a href="#">Life of a plastic bottle</a> <a href="#">Rainbow Fish</a> <a href="#">Micheal recycle</a> 10 things I can do to help my world Go go pirate boat Penguin on holiday Pirates love underpants Octopusockopus</p>
<p><b>Super Songs and Rhymes</b></p>	<p>2 Little Dicky Birds Head Shoulders K &amp; T Humpty dumprty Jack and Jill Row row row Tommy Thumb Round and Round the garden The grand old duke of York Little bo peep Pat-a-cake</p>	<p>Twinkl Twinkl Hey Diddle Diddle Big Red Combine Harvester Sleeping Bunnies Wind the Bobbin up Jingle Bells We wish you a Merry All the leaves are falling down Im a little hedgehog Dingle Dangle Scarecrow</p>	<p>Incy Wincy Spider I hear thunder I'm a little tea pot Polly Put the Kettle on I'm a little snowman If you're happy and you know it Teddy bear teddy bear Snowflake snowflake 5 little snowmen standing in a line Mix a pancake</p>	<p>Hot Cross Bun Baa Baa Old mac Donald Horsery Horsey 5 current buns Little Peter Rabbit Big Green Tractor Jelly on a plate</p>	<p>5 little ducks 5 little speckled frogs 5 little men in a flying saucer Wheels on the bus Worm at the bottom of the garden Baby bumblebee 999 Emergency Song Hickory dickory dock This little piggy went to market BINGO was his name</p>	<p>1 2 3 4 5 once I ... Ring a ring a roses 5 little monkeys swinging A sailor went to sea The sun has got his hat on One finger one thumb Please and Thank you 5 little monkeys jumping NEMO song The Waves in the Sea</p>						
<p><b>Communication and Language</b></p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Use longer sentences of four to six words.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: some sounds – r/j/th/ch/sh,</p>	<p>Use longer sentences of four to six words.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver".</p>	<p>Understand 'why' questions, like "Why do you think the caterpillar got so fat?"</p> <p>Use a wider range of vocabulary.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Sing a large repertoire of songs.</p> <p>Understand 'why' questions, like "Why do you think the caterpillar got so fat?"</p> <p>Use a wider range of vocabulary.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>						

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			multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.		Can start a conversation with an adult or friend and continue it for many turns.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or friend and continue it for many turns.
<u>Concept Words</u>	Front Night back Day fast Around Next to	Quick Slow little Big Over under Through	After Before Near Between Most All	Old New Same Different loud Side	Large A bit Tall Small Long Short Noisy	Heavy Light Some Few Less First Last
<u>Physical Development Gross Motor</u>	Go up steps and stairs, or climb up apparatus, using alternate feet.  Use large-muscle movements to wave flags and streamers, paint and make marks.  <b>Imitates bilateral movements of limbs (e.g. arms up together)</b>	Use large-muscle movements to wave flags and streamers, paint and make marks.	Skip, hop, stand on one leg and hold pose for a game like musical statues.  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.  <b>Hand-eye coordination: Practice activities that involve hand-eye coordination (e.g. throwing and catching) and crossing the mid-line (e.g. reaching across the body to pick up items).</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  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.  <b>Hand-eye coordination: Practice activities that involve hand-eye coordination (e.g. throwing and catching) and crossing the mid-line</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Choose the right resources to carry out their own play. For example, choosing a spade to enlarge a small hole they dug with a trowel.  <b>Upper limb strength: Encourage play activities that develop upper limb strength (e.g. climbing ladders, wheelbarrow walking).</b>	Start taking part in some group activities which they make up for themselves, or in teams.  Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.



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<b>PE scheme</b>	<p><u>Me and Myself</u> My body On the Move Parts of the body Senses (also look at senses games)</p> <p><u>Movement Development</u> Exploring movements How to move safely How to move</p>	<p><u>Movement Development</u> Moving at different speeds Moving in different directions Moving in different ways</p> <p><u>Fun and Games</u> Parachute games Simple Games</p>	<p><u>Fitness</u> Balance and Coordination Balance and strength Fitness and strength Jumping Speed and agility Circuit relays</p>	<p><u>Ball Skills</u> 6 x lessons</p>	<p>Sports Days practice</p> <p><u>Throwing and catching</u> Rolling and sending Stopping and receiving Throwing (Throwing and catching) Catching (catching the ball)</p>	<p>Sports Day Practice</p> <p><u>Quick Games</u> Beanbag Target Rob the nest Skittles Team Catch Team work</p>
<b>Physical Development Fine Motor</b>	<p><b>Playdough skills – “piled” and stacked shapes and clumps</b> <b>Adding little detail squishing, pinching and poking</b> <b>pounding and hitting of playdough pieces with hands and tools</b> <b>The language of this play at this stage is push, poke, squish, pinch, pound,</b></p> <p><b>Lace 2-3 holes with string</b></p> <p><b>Can unbutton large buttons</b></p>	<p><b>Cuts within ½ inch of a straight line</b></p> <p><b>Hand and finger strength (e.g. scrunching, paper, using tweezers, play dough, pegs).</b></p>	<p><b>Can touch the tip of each finger to their thumb</b></p> <p><b>Cuts a circle within an inch of a line</b></p>	<p><b>Cuts a square within ½ inch of the line</b></p> <p><b>Playdough skills - simple, recognizable forms</b> <b>more detail such as mouth and eyes</b> <b>beginning of “rolling” coiled, snake-like forms</b> <b>begins to make balls</b> <b>rolling out and cutting out of forms from cookie cutters and “pretending”</b></p> <p><b>Folds a piece of paper in half, aligning edges</b></p>		
<b>Personal, Social and Emotional Self regulation</b>	<p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>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.</p> <p><b>3D PSHE</b> <b>Lesson 1 ‘Let’s Play Shops’</b> <b>Lesson 2 ‘Who’s Playing’</b> <b>Lesson 3 ‘It’s Your Turn’</b> <b>Lesson 4 ‘Good Friends’</b> <b>Lesson 5 ‘Make Your Choice’</b> <b>Lesson 8 ‘Where I Live’</b></p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p><b>3D PSHE</b> <b>Lesson 6 ‘Odd Jobs’</b> <b>Lesson 7 ‘Chatterbox!’</b> <b>Lesson 9 ‘Can You Help?’</b></p>	<p>Show more confidence in new social situations.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><b>3D PSHE</b> <b>Lesson 10 ‘Well Done!’</b> <b>Lesson 11 ‘A New Baby’</b></p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Do not always need an adult to remind them of a rule</p> <p><b>3D PSHE</b> <b>Lesson 12 ‘Deaf Girl’</b> <b>Lesson 13 ‘Fair Shares’</b></p>	<p>Begin to understand how others might be feeling.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>3D PSHE</b> <b>Lesson 14 ‘The Pantomime’</b></p> <p><b>3D PSHE</b> <b>Lesson 15 ‘You Smell!’</b> <b>Lesson 16 ‘A Waiting Game’</b></p>

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<b>Characteristics of Effective Learning</b>	<p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p>	<p>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</p> <p>Make independent choices.</p>	<p>Plan and think ahead about how they will explore or play with objects.</p> <p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p>	<p>Respond to new experiences that you bring to their attention</p> <p>Know more, so feel confident about coming up with their own ideas.</p>	<p>Keep on trying when things are difficult.</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p>Make more links between those ideas.</p>	<p>Solve real problems</p> <p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>
<b>Literacy</b>	<p>Understand the five key concepts about print: Print has meaning Print can have different purposes The names of the different parts of a book Page sequencing</p>	<p>Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and top to bottom The names of the different parts of a book Page sequencing</p> <p>Develop their phonological awareness, so that they can: Count or clap syllables in a word</p>	<p>Develop their phonological awareness, so that they can: Count or clap syllables in a word Spot and suggest rhymes</p> <p>Recognise words with the same initial sound, such as money and mother</p>	<p>Recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can: Spot and suggest rhymes</p>	<p><b>Transcription</b> Write some letters accurately.</p> <p>Write some or all of their name.</p>	
					<p><b>Composition</b> 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.</p> <p>Act out a story, use props and recall stories</p>	
					<p>Engage in extended conversations about stories, learning new vocabulary.</p>	
<b>Comprehension</b>	<p><b>Vocabulary</b> - Joins in with repeated words used in text. <b>Inference</b> - Looks at the pictures when reading a story. <b>Prediction</b> -Sharing own ideas about the texts being read to them <b>Explaining</b> - Says which stories they would like to read <b>Retrieval</b> - Looks at the pictures when reading a story. <b>Sequencing</b> – Looks at books front to front</p>		<p><b>Vocabulary</b> - Develops play around favourite stories using props, beginning to use some text related vocab. <b>Inference</b> - Beginning to look more in detail at the pictures and talk about what is happening. <b>Prediction</b> -Beginning to predict what might happen next when prompted. <b>Explaining</b> - Shares opinions of stories – likes and dislikes. <b>Retrieval</b> -Beginning to look more in detail at the pictures and talk about what is happening <b>Sequencing</b> – Knows we read front to right, top to bottom</p>		<p><b>Vocabulary</b> - Notices words they do not know the meaning of <b>Inference</b> – Beginning to understand that when answering questions about the text we have to look in the book when guided by the teacher <b>Prediction</b> – Predicting what will happen next on the basis of what has happened to far eg. To the characters or in the stories plot <b>Explaining</b> – Links what has been read to them to their own real life experiences <b>Retrieval</b> – beginning to look more in detail at the pictures and talk about what is happening <b>Sequencing</b> - Can retell a story through images such as a story map</p>	
	Familiar Sounds	Musical Sounds	Rhythm, beat and movement	Rhyme	Alliteration	Oral blending
<b>Phonics 'Super Sounds'</b>	<p>Matching familiar shape / object Copying and matching noises and sounds</p> <p>Step 1 start Step 2</p>	<p>Matching familiar shape / object Copying and matching noises and sounds</p> <p>Step 2-5</p>	<p>Copying, matching and sequencing patterns of actions and sounds matched to visual images.</p> <p>Step 6</p>	<p>Copying, matching and sequencing patterns of actions and sounds matched to visual images.</p>	<p>Reading and recognise the letters in own name and in other situations.</p> <p>Introduce L.W letter cards</p>	<p>Oral Segmenting</p>











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<u>Literacy Handwriting</u>	<p>Mark making on large scales – outside with brushes etc. inside</p> <p>Mark making with our hands, Mark make in sand, soil, paint etc.</p> <p style="text-align: center;">Traces a horizontal line</p> <p style="text-align: center;">Copy vertical and horizontal lines, and circles, without a demonstration.</p> <p style="text-align: center;">Drawing circle without a model</p> <p>Mark making with tools; brushes, scrapers, cotton buds on large sheets of paper</p>		<p>Marks in different directions, continuous marks without taking tool off the paper.</p> <p style="text-align: center;">Copies a square</p> <p style="text-align: center;">Connects 2 dots to make a horizontal line</p> <p style="text-align: center;">Colours within lines and filling it at least halfway</p>		<p>Mark on A4 or medium sized paper, control the movements in different directions including shapes.</p> <p style="text-align: center;">Control on till roll width paper, smaller movements.</p> <p style="text-align: center;">Paint and mark with a pen and pencil with some accuracy</p> <p style="text-align: center;">Smaller patterns</p> <p style="text-align: center;">Holding pencil in correct grip</p> <p style="text-align: center;">Imitating square</p> <p>Copying cross, square, right and left diagonal lines, X shape, Copy some letters and numbers</p> <p style="text-align: center;">Drawing a recognizable face with eyes, nose, mouth</p> <p style="text-align: center;">Drawing a basic stick figure with 2-4 body parts</p>	
	<u>Maths</u>	<p style="text-align: center;"><u>Comparison</u></p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p style="text-align: center;"><u>Position and Direction</u></p> <p>Understand position through words alone – for example, "The bag is under the table", - with no pointing.</p> <p>Describe a familiar route.</p>	<p style="text-align: center;"><u>Cardinality and Counting</u></p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Recite numbers past 5.</p> <p style="text-align: center;"><u>Position and Direction</u></p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p style="text-align: center;"><u>Cardinality and Counting</u></p> <p>Recite numbers past 5.</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p style="text-align: center;"><u>Shape</u></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 style="text-align: center;"><u>Measure</u></p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p style="text-align: center;"><u>Pattern</u></p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeated pattern.</p>	<p style="text-align: center;"><u>Measure</u></p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p style="text-align: center;"><u>Shape</u></p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p style="text-align: center;"><u>Pattern</u></p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeated pattern.</p> <p style="text-align: center;"><u>Position and Direction</u></p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p style="text-align: center;"><u>Number recognition</u></p> <p>Begins to recognise numbers to 5</p> <p style="text-align: center;"><u>Cardinality and Counting</u></p> <p>Link numerals and amounts: for example, showing the right</p>









# Stapeley Broad Lane CE Primary Preschool Long Term Plan

					number of objects to match the numeral, up to 5.	<u>Cardinality and Counting</u> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
<b>White Rose Hub</b>	<p><u>Comparison 1:</u> More than, fewer than, same</p> <p><u>Shape, space and measure 1:</u> explore and build with shapes and objects</p> <p><u>Pattern 1:</u> explore repeats</p> <p><u>Counting 1:</u> hear and say number names</p> <p><u>Subitising 1:</u> I can see 1, 2, 3</p>	<p><u>Comparison 2:</u> compare and sort collections</p> <p><u>Shape, space and measure 2:</u> explore position and space</p> <p><u>Pattern 2:</u> Join in with repeats</p> <p><u>Counting 2:</u> begin to order number names</p> <p><u>Subitising 2:</u> show me 1, 2, 3</p>	<p><u>Counting 3:</u> move and label 1, 2, 3</p> <p><u>Shape, space and measure 3:</u> explore position and routes</p> <p><u>Pattern 3:</u> explore patterns</p>	<p><u>Subitising 3:</u> talk about dots</p> <p><u>Counting 4:</u> take and give 1 2 3</p> <p><u>Shape, space and measure 4:</u> match, push and pull</p>	<p><u>Subitising 4:</u> Make games and actions</p> <p><u>Counting 5:</u> show me 5</p> <p><u>Comparison 3:</u> match, sort, compare</p> <p><u>Pattern 4:</u> lead on own repeats</p>	<p><u>Counting 6:</u> stop at 1, 2, 3, 4, 5</p> <p><u>Pattern 5:</u> making patterns together</p> <p><u>Pattern 6:</u> my own pattern</p> <p><u>Shape, space and measure 5:</u> start to puzzle</p>
<b>Understanding the world Past and Present</b>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the difference between people.</p>				<p>Continue to develop positive attitudes about the difference between people.</p> 	<p>Show interest in different occupations.</p>
<b>Understanding the world People, culture and communities</b>		<p style="text-align: center;"><b>Diwali</b></p>  <p>compare Diwali to Christmas, decorating the house, giving presents, wearing special clothes. Mr Men story. Visitor.</p>	<p style="text-align: center;"><b>Chinese New Year</b></p>   <p>Where is China? What is the New Year? Which animal is it this year? Craft linked to animal, collage lantern. Noodle activities with tweezers Eat rice and prawn crackers</p> <p>Show interest in different occupations.</p> 	<p>Know that there are different countries in the worlds and talk about the differences they have experienced or seen in photos.</p>  <p>Show interest in different occupations.</p>	<p>Continue to develop positive attitudes about the difference between people.</p> 	<p>Know that there are different countries in the worlds and talk about the differences they have experienced or seen in photos</p> 




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<p><u>Understanding the world</u> The natural world</p>	<p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Explore how things work.</p>	<p>Explore collections of materials with similar and/or different properties.</p>	<p>Talk about the difference between materials and changes they notice.</p> <p>Understand the key features of the life cycle of an animal.</p>	<p>Understand the key features of the life cycle of a plant.</p> <p>Plant seeds and care for growing plants.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p>
	<p><b>Autumn</b> What is Autumn? Autumn walk, what do we see in the environment?</p> <p style="text-align: center;"></p> <p>Look for Autumn objects and focus on the names of items (conkers, acorns, pine cones) Talk about the leaves changing colour and falling off the trees, sort into colours. Hibernation of UK animals (hedgehogs etc) naming animals which hibernate.</p>	<p><b>Winter</b> What is Winter? Winter walk, what do we see in the winter? Frost, ice, snow, what is it?</p> <p style="text-align: center;"></p> <p>Explore ice (make ice, leave a tray outside, freezer etc, look at it turning to water.) What do animals eat in the winter? Make bird feeders. What do we wear in the Winter?</p>	<p><b>Spring</b> What is Spring? Spring Walk, what changes do we see in the Spring?</p> <p style="text-align: center;"></p> <p>Look at leaves on tree, look for signs of new life. Life cycle of a chick. What do we do with eggs?</p>	<p><b>Summer</b> What is Summer? Summer walk, what do we see in the environment? What do we wear in the Summer?</p> <p style="text-align: center;"></p> <p>Going to the seaside and different types of holidays.</p> <p style="text-align: center;"></p> <p>Look at the sky! Aeroplane trails, clouds etc</p> <p><b>Planting</b> – plant seeds and watch them grow, seed, cress and beans (veg, plants etc) in a bag (no flowers), What do plants need to grow: sunshine and water?</p>		
<p><u>RE / Worship</u></p>	<p>Introduce the Bible to the children</p> <p>Read Bible stories</p> <p>Talk about God creating our world. What do we know about the world?</p> <p>Reflect on animals in our world, can we name any?</p> <p>Talk about Harvest Sing songs related to Harvest</p>	<p>Introduce the Church. Has anyone been to the church? Do they recognise Nantwich Church?</p> <p style="text-align: center;"></p> <p>Introduce the Christmas story. Who is Jesus? Recap the story over a few weeks.</p> <p>Talk about baby Jesus, do we know any babies? What couldn't we do as a baby which we can do now? Share our first Christmas as</p>	<p>Learn a new song – he's got the whole world in his hands</p> <p>Talk about the meaning of the song. What do we know about the world? There are lots of people in it, are we all the same? Use dolls/small world characters and puppets to explore similarities and differences of ourselves and others. Talk about how some children are Christian and other are not but it's ok, we are all different</p>	<p>Giving a receiving love in the family – I can describe why someone is special to me.</p> <p>Draw someone who is special to you</p> <p>Talk about changes over time – Create a new life display Jesus came to life again like plants</p> <p>Changes over time; baby animals, plans, sunshine, stars in nature</p>	<p>Talk about our world and the plants and animals in it, why are they special? God created our world.</p> <p>Talk about the sky, what do we see in the sky? God is watching over us, even though we can't see him he is all around us.</p> <p>Using mirrors, talk about how God made us all different. How are we the same? How are we different? We are all special and</p>	<p>Continue to read different Bible stories.</p> <p>Different buildings are used for different purposes. What is the purpose of the church compared to other spaces.</p> <p>Who goes to Church? Which day do you go? What do we do each week on different days? Swim? Etc</p>

The images part with relationship ID-101 was not found in the file.

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	<p>Introduce the Church and share any experiences</p>	<p>a baby, look at pictures and talk about.</p> <p>Sing / learn a Christmas song.</p>	<p>Talk about the role of the Church and how it is a place for everyone to go and worship God.</p> <p>Talk about what is inside a Church, show a cross and explain the meaning behind it. Draw / make a cross.</p> <p>Recap talking about the important role of a vicar, what is their job? Read a story from the bible.</p> <p>Shrove Tuesday, introduce and talk to the children about the link to Christianity.</p> <p>Recap the story and meaning behind Shrove Tuesday</p>	<p>are gifts from god. How can we look after them?</p> <p>Easter story – introduce the story to the children Easter story. Good Friday is about saying goodbye and losing (link to Dogger) Talk about feelings of people at Easter</p>	<p>God loves us all. Can we describe ourselves?</p> <p>Just like plants and the beanstalk grow, we grow. How do we grow? How do we change? God looks after us as we grow.</p> <p>Talk about how we are all different but God loves us all in the same way – chn should Continue to develop positive attitudes about the difference between people.</p> <p>Talk about how we are all different but God loves us all in the same way – chn should Continue to develop positive attitudes about the difference between people.</p>	 <p>Sing songs that are traditionally sung in church, talk about Hymes, we sing nursery rhymes!</p> <p>Different jobs, what do our mum and dad do? Recap, what is the job and role of a vicar?</p>
<p><b>Expressive Arts and Design</b> <b>Creating with materials</b></p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore colour and colour-mixing.</p> <p><b>Block Play – assess 3-block bridges</b></p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects,</p> <p>Join different materials and explore different textures.</p> <p>Use drawings to represent ideas like movement or loud noises</p> <p><b>Block Play – Enclosures</b></p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including detail.</p> <p><b>Block Play – Symmetry and Patterns</b></p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including detail.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p><b>Block Play – Early Representational – symbolic play</b></p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house, etc.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p><b>Block Play – Early Representational – symbolic play</b></p>	<p>Make imaginative and complex 'small world' with blocks and construction kits, such as a city with different building and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs, or improvise a song around on they know.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house, etc.</p>

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						<b>Block Play – Early Representational – symbolic play</b>
<b>Music</b>	Introduce instruments  Syllables in words  Instruments with nursery rhymes		Listen with increased attention to sounds.  Remember and sing entire songs	Listen with increased attention to sounds.  Remember and sing entire songs	Sing the pitch of a tune sung by another person ('pitch match').  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Play instruments with increasing control to express their feelings and ideas.	Sing the pitch of a tune sung by another person ('pitch match').  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Play instruments with increasing control to express their feelings and ideas.  Respond to what they have heard, expressing their thoughts and feelings.
<b>LM I</b>	Weather	Celebrations	Animals	Busy Bodies	Transport	Seaside
<b>Σ E J</b>	Les Salutions (Greetings)		Les Couleurs et les nombres (colours and numbers 1-10)		Sous l'ocean (under the sea)	
<b>Computing</b>	Children have experiences using Ipad / laptop Children will mark make on an Ipad / laptop Children will know how to find and select an app on an Ipad / laptop Children can play games on an Ipad / laptop which include dragging  <u>Project Evolve</u> -Self image and identity (knowing can say 'please stop') -Managing online information (how to find information on the internet and what devices can use) -Health and well being (simple rules) -Copyright and ownership (Knowing your work belongs to you)					



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