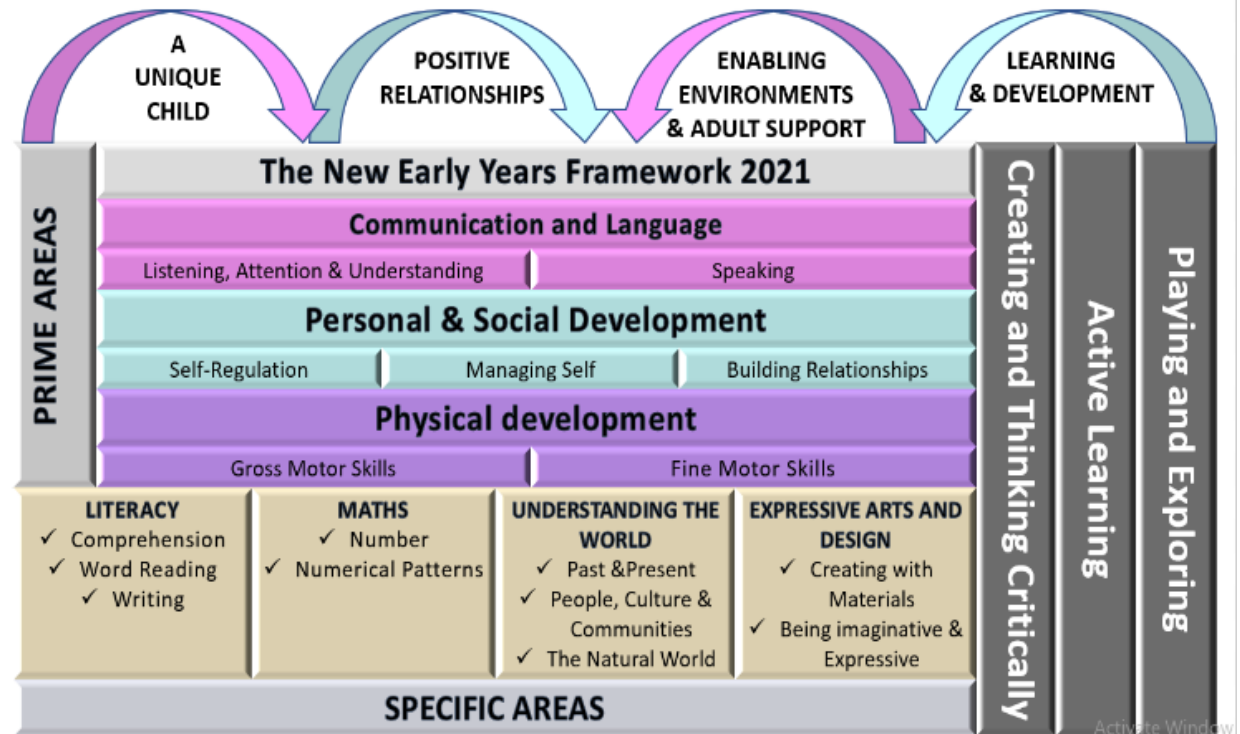


Pre School Long Term Plan

We believe that children in the Early Years deserve a curriculum that supports and extends knowledge, skills, understanding and confidence.

All children should feel included, secure and valued whilst developing a positive attitude to learning. Learning should be a rewarding and enjoyable experience in which they investigate, discover, explore, create, practise, revise and consolidate their knowledge, skills and understanding.

We believe that children should have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.



Pre School Long Term Plan

Overview of Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>General Themes</i>	<i>This is Me!</i>	<i>Festivals and Celebrations</i>	<i>Traditional Tales</i>	<i>Spring</i>	<i>On the Farm</i>	
<i>Possible Texts</i>	<i>Avocado Baby Guess How much I love You, Peace at Last, The Tiger who Came to Tea, The Gruffalo, Stick Man</i>					
<i>Enrichment Opportunities</i>	<i>Celebrate Grandparents' Day Book and a Cake sessions with parents.</i>	<i>Visit to local church Food tasting Visitors from different cultures and religions.</i>		<i>Watching caterpillars grow and change in the classroom Spring Walk</i>	<i>Trip to local Farm. Incubator and chicks Visit from local horses</i>	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p><i>Settling in activities, introducing routines using language of now and next, introducing vocabulary for routines and activities, talking about familiar routines and experiences. Following simple instructions. Introducing new vocabulary through daily vocabulary bag.</i></p> <p><i>Short rhyme or story sessions to develop attention span.</i></p> <p><i>Wellcom intervention program.</i></p>	<p><i>Exploring new vocabulary through sensory experiences. Twice daily story times. Listening to and sharing rhymes, stories and songs. Clapping rhythm and syllables in new vocabulary. Daily vocabulary bag. Following simple instructions. Daily 'talk times' during Snack Time.</i></p> <p><i>Short rhyme and story sessions to develop attention span and listening skills.</i></p> <p><i>Wellcom intervention program.</i></p>	<p><i>Retelling stories using basic structure and language of now and next. stories. Using basic story language. Adult led activities modelling vocabulary and oral communication. Answering simple questions. Following simple instructions. 'Question Time' activities - asking questions to identify the hidden object. Listening to stories for an increasing length of time.</i></p>	<p><i>Retelling and beginning to sequence stories.</i></p> <p><i>Answering questions related to a story.</i></p> <p><i>Following 2 or 3 part instructions.</i></p> <p><i>Developing vocabulary through sharing stories.</i></p> <p><i>Question Time' activities - asking questions to identify the hidden object.</i></p> <p><i>Listening to stories for an increasing length of time.</i></p>	<p><i>Retelling and sequencing stories, using story language. Exploring new vocabulary and beginning to ask questions about what is observed.</i></p> <p><i>Answering why and how questions.</i></p> <p><i>Following 2 or 3 part instructions (visual aids may be used).</i></p> <p><i>Listening with concentration and attention to stories for longer periods of time</i></p>	<p><i>Retelling and sequencing stories, using story language. Exploring new vocabulary and beginning to ask questions about what is observed.</i></p> <p><i>Answering why and how questions.</i></p> <p><i>Following 2 or 3 part instructions without visual aids.</i></p> <p><i>Listening with concentration and attention to stories for longer periods of time.</i></p>
	<p><i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, 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.</i></p> <p><i>Throughout the year children will develop these listening skills</i></p> <ul style="list-style-type: none"> <i>•Responding to questions and instructions directed to them</i> <i>•Following 2 part instructions</i> <i>•Taking part in short exchanges with others - listening and responding to adults and peers •</i> <p><i>Taking turns in conversation</i></p> <ul style="list-style-type: none"> <i>•joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories</i> 					

Pre School Long Term Plan

	<p><i>Throughout the year children will develop these speaking skills</i></p> <ul style="list-style-type: none"><i>•Articulating and speaking clearly</i><i>•Speaking in 4-6 word sentences</i><i>•Explaining feelings in simple terms i.e. I am sad because....</i><i>•Expressing wants and needs, such as asking for particular resources •Using simple conjunctions to connect ideas such as 'and' and 'because'</i><i>•Using some positional language</i><i>•Retelling a story/ event (not always in correct order)</i>
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Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	<p>. identifying features of own life and likes and dislikes. Understanding that I am unique. Understanding that others are different and that difference is good. Understanding emotions and learning vocabulary for these. Learning to take turns and share. Learning to follow routines and behaviour expectations. Plays alongside other children. Talk about and identify own family.</p> <p>Developing basic toileting and hygiene behaviours with support. Separates from carer with support.</p>	<p>Beginning to use vocabulary to express feelings. Identifying things that make us proud. Identifying and celebrating difference between people and the things we do and celebrate.</p> <p>Following routines using visual timetable. Beginning to manage own behaviour. Beginning to develop friendship groups.</p> <p>Developing basic toileting and hygiene behaviours with support. Separates from carer with support. Support given with finding and putting on clothes and equipment.</p>	<p>Developing 'can do' attitude. Becoming willing to try new things and challenges. Developing a sense of self and own uniqueness. Collaborating with others in play with adult support. Following routines and beginning to accept changes to these without upset.</p> <p>Beginning to manage own toileting and hygiene behaviours. Puts on coat and shoes with support.</p>	<p>Showing a can do attitude. Becoming willing to try new things and challenges. Developing a sense of self and own uniqueness. Collaborating with others in play with adult support. Following routines and beginning to accept changes. Developing friendship groups and engaging in cooperative play.</p> <p>Beginning to manage own toileting and hygiene behaviours. Puts on coat and shoes with support.</p>	<p>Beginning to recognise the feelings of others. Engages in cooperative and collaborative play, adapting to the play of others. Develops positive relationships with children and adults. Manages own behaviour and feelings most of the time.</p> <p>Manages own toileting and hygiene behaviours. Separates from carer easily. Beginning to fasten and unfasten own clothing and organise equipment.</p>	<p>Beginning to recognise and talk about the feelings of others. Engages in cooperative and collaborative play, adapting to the play of others. Manages own behaviour and feelings most of the time. Starting to develop an awareness that we grow and change. Talks about friends and the things they like doing with them. Manages own toileting and hygiene behaviours. Separates from carer easily. Beginning to fasten and unfasten own clothing and organise equipment.</p>
Self-regulation	<ul style="list-style-type: none"> Controlling own feelings and behaviours Applying personalised strategies to achieve a state of calm Being able to curb compulsive behaviours Being able to concentrate on a task Delaying gratification Persisting in the face of difficulty. 					

Pre School Long Term Plan

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor	<p><i>Making snips with paper :- Practise tearing paper Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs) Able to use a spoon to feed self/ cups to drink Paint brushes - large movements - circular, up and down :- large paintbrushes/ large sheets of paper/ ground Use tweezers to pick up/ move large objects i.e. pasta Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough Using glue spreaders Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc., predominantly using fist grip.</i></p>	<p><i>Making snips with paper: - Practise opening and closing blades on play dough etc. Digging, scooping, pouring: - Sand/ water (buckets, spades and jugs) Able to use a spoon to feed self/ cups to drink Paint brushes - large movements - circular, up and down :- large paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move large objects i.e. pompoms Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough Using glue spreaders Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc.</i></p>	<p><i>Making snips with paper :- Practise snipping, using foam sheets etc., moving onto lines drawn on sugar paper Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels) Able to use a spoon to feed self/ cups to drink Paint brushes / chalks - large movements - circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects Thread large beads onto lace Using a variety of tools to manipulate play dough Using glue spreaders Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines</i></p>	<p><i>Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels) Able to use a spoon to feed self/ cups to drink Paint brushes / chalks - large movements - circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects Thread large beads onto lace Using a variety of tools to manipulate play dough Using glue spreaders Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines</i></p>	<p><i>Making snips with paper: - Promote activities to strengthen bilateral coordination i.e. lacing cards Digging, scooping, pouring: - Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc.) Able to use a spoon to feed self/ cups to drink Paint brushes / chalks - large movements - circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects Pegs onto paper plates/ material Thread large beads onto lace/ lacing cards Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes</i></p>	<p><i>Cut a straight line with some accuracy Digging, scooping, pouring: - Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc.) Able to use a spoon to feed self/ cups to drink Paint brushes / chalks - large movements - circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects Pegs onto paper plates/ material Thread large beads onto lace/ lacing cards Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes</i></p>

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<h2>Gross Motor</h2>	<p>Use lower blue crates and planks of wood to build obstacle courses Use of climbing frame Practise throwing and catching large ball back and forth with bounces between the catch Practise riding the bikes and scooters Running races</p>	<p>Use lower blue crates and planks of wood to build obstacle courses Use of climbing frame Practise throwing and catching large ball back and forth with bounces between the catch Practise riding the bikes and scooters Running races</p>	<p>Use lower blue crates and higher red crates and planks of wood to build obstacle courses Use of climbing frame Practise throwing and catching large ball with one bounce between the catch Practise riding the bikes and scooters Gallop Races Balancing on one leg during Simon Says game</p>	<p>Use lower blue crates and higher red crates and planks of wood to build obstacle courses Use of climbing frame Practise throwing and catching large ball with one bounce between the catch Practise riding the bikes and scooters Gallop Races Balancing on one leg during Simon Says game</p>	<p>Use lower blue crates and higher red crates and planks of wood to build obstacle courses. Encourage children to climb and build independently Use of climbing frame Practise throwing and catching large ball Practise riding the bikes and scooters, balancing on one leg during Simon Says game Pick up small buckets of water.</p>	<p>Use lower blue crates and higher red crates and planks of wood to build obstacle courses. Encourage children to climb and build independently Use of climbing frame Practise throwing and catching large ball Practise riding the bikes and scooters Gallop Races Balancing on one leg during Simon Says Game Pick up small buckets of water/ sand using 2 hands</p>
<p>Movement (Gross Motor Skills)</p> <p>Use 2 hands to pick up heavy objects, and with support, seek assistance to move heavier objects</p> <p>Balance on one foot for a short time</p> <p>Be able to climb up/ walk across/ jump off climbing equipment with support</p> <p>Be able to throw and catch a large ball Run in a straight line</p> <p>Confidently ride the red and yellow bikes</p> <p>Sit on balance bikes and scoot self along Gallop (pre-skipping) Large up and down/ circular movements</p>						

Pre School Long Term Plan

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Retelling and recalling Vocabulary acquisition Prediction	<i>Joins in with familiar rhymes and stories: - Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books: - Story times.</i>	<i>Joins in with familiar rhymes and stories: - Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books: - Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories: - Traditional Tales topic/ Story time</i>	<i>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area</i>	<i>Joins in with familiar rhymes and stories: - Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books: - Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories: - Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right: - Reading Area</i>	<i>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen in stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area</i>	<i>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen in stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right.</i>
Sound discrimination/Phonics/ Letter recognition	<i>Pre- Phonics Environmental Sounds, weekly rhyme and song. Retelling story of the week and clapping rhythm and rhyme. Draw some marks on paper, not always distinguishable</i>	<i>Pre- Phonics Instrumental Sounds weekly rhyme and song. Retelling story of the week and clapping rhythm and rhyme Draw some marks on paper, not always distinguishable Pre- Phonics</i>	<i>weekly rhyme and song. Retelling story of the week and clapping rhythm and rhyme Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</i>	<i>weekly rhyme and song. Retelling story of the week and clapping rhythm and rhyme Alliteration Spot and suggest rhymes Recognise words with the same initial sound Hears initial sounds Identifies sounds in words Hears some initial sounds and begins to use letters to</i>	<i>Read Write Inc. Nursery program Hears initial sounds Identifies sounds in words Can orally blend/ segment simple CVC words Hears some initial sounds and begins to use</i>	<i>Read Write Inc. Nursery program Can orally blend/ segment simple CVC words Hears initial sounds in words Count or clap syllables in a word Hears some initial sounds and begins to use.</i>

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		<i>Body Percussion Follows large pattern outlines</i>		<i>identify meaning i.e. 'd' is for daddy Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</i>		<i>Can copy/ write own name Writes for a range of purposes (not always using correct letter shapes).</i>
<i>Fine motor skills</i>	<i>Pencil control: - Mark making using tools such as chunky chinks, mark makers in sand etc., predominantly using fist grip. Handles tools with increasing control.</i>	<i>Pencil control: - Mark making using tools such as chunky chinks, mark makers in sand etc., predominantly using fist grip. Handles tools with increasing control.</i>	<i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines Shows a dominant hand and can use the basis of a 3 finger pencil grip.</i>	<i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines Shows a dominant hand and can use the basis of a 3 finger pencil grip.</i>	<i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes Shows a dominant hand and can use the basis of a 3 finger pencil grip.</i>	<i>Pencil control: - Using mark makers with developing tripod grip and dominant hand to form some letter shapes. Shows a dominant hand and can use the basis of a 3 finger pencil grip.</i>
<i>Writing</i>	<i>Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chinks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable</i>	<i>Mark making using mark makers such as chunky chinks, paintbrushes, pens Following large pattern templates Draw some marks on paper</i>	<i>Mark making using pens/ pencils/ chinks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</i>	<i>Mark making using pens/ pencils/ chinks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</i>	<i>Uses pens/ pencils/ paintbrushes with developing tripod grip. Can draw some recognisable pictures and give meaning to the marks they make</i>	<i>Uses pens/ pencils/ paintbrushes with developing tripod grip. form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)</i>
<i>LINKED GROSS MOTOR MOVEMENT</i>	<i>Shoulder Pivot Mark making using large implements such as mops, brooms, streamers.</i>	<i>Shoulder Pivot Mark making using large implements such as mops, brooms, streamers.</i>	<i>Elbow pivot Mark making on large flat surfaces.</i>	<i>Elbow pivot Mark making on large flat surfaces.</i>	<i>Wrist pivot Mark making on small flat surfaces.</i>	<i>Wrist pivot Mark making on small flat surfaces.</i>

Pre School Long Term Plan

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Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>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.</i></p>						
<h1>.Understanding if the World</h1>	<p>Past and Present: - History</p> <ul style="list-style-type: none"> • Able to say who they are and who they live with. • Can talk about any pets they may have. • Can talk about some members of their family. <p>Culture and Community: -- RE/ Geography</p> <ul style="list-style-type: none"> • Comments on celebrations in their own life. <p>The Natural World: - Science and Geography</p> <ul style="list-style-type: none"> • Respect and care for the environment. • Talk about what they see in their own environment (school/ home). • Talk about and describe different types of houses, including where they live. <p>Hands on exploration using senses.</p>	<p>Past and Present: - History</p> <ul style="list-style-type: none"> • Comments on experiences in their own life (Christmas, Diwali etc.) • Comments on fictional characters in stories • Shares similarities between people, figures or objects <p>Culture and Community: - RE and Geography</p> <ul style="list-style-type: none"> • Comments on celebrations in their own life (Christmas). • Knows there are special places of worship • Knows there are differences in what we believe • Develop positive attitudes about differences between people <p>The Natural World: - Science and Geography</p> <ul style="list-style-type: none"> • Changing seasons (Christmas/ Winter) • Identify suitable clothing for different weather (Christmas/ Winter) <p>Hands on exploration using senses</p>	<p>Past and Present: - History</p> <ul style="list-style-type: none"> • Comments on fictional characters in stories and traditional tales. • Shares similarities between characters, figures or objects (different types of animal) <p>Culture and Community: - RE and Geography</p> <ul style="list-style-type: none"> • Shows an interest in different occupations • Develop positive attitudes about differences between people <p>The Natural World: - Science and Geography</p> <ul style="list-style-type: none"> • Respect and care for the environment • Explore the world around them and how things work • Understand the difference between plants and animals 	<p>Past and Present: - History</p> <ul style="list-style-type: none"> • Comments on experiences in their own life (Easter) <p>Culture and Community: - RE and Geography</p> <ul style="list-style-type: none"> • Knows there are special places of worship (Easter) • Knows there are differences between what we believe • Develop positive attitudes about differences between people (PSHE) <p>The Natural World: - Science and Geography</p> <ul style="list-style-type: none"> • Hands on exploration using senses • Changing seasons (Spring) • Identify suitable clothing for different weather (Spring) • Understand the difference between plants and animals (Spring) Plant seeds and care for growing plants with support (Spring) <p>Life cycle of a butterfly</p>	<p>Past and Present: - History</p> <ul style="list-style-type: none"> • Able to say who they are and who they live with (PSHE) • Can talk about any pets they may have (PSHE) • Can talk about some members of their family (PSHE) <ul style="list-style-type: none"> • Comments on experiences in their own life <p>Culture and Community: - RE and Geography</p> <ul style="list-style-type: none"> • Shows an interest in different occupations (People who Help us) <p>The Natural World: - Science and Geography</p> <ul style="list-style-type: none"> • Respect and care for the environment (Recycling) • Talk about what they can see in their own environment (Recycling) • Hands on exploration using senses • Explore collections of materials and identify similar and different properties (Recycling/ Vehicles) <ul style="list-style-type: none"> • Explore the world around them and explore how things work (Recycling/ Materials) <p>Life cycle of a chick.</p>	<p>Past and Present: - History</p> <ul style="list-style-type: none"> • Can talk about some members of their family • Sequence family members by size and name (baby, child, adult) • Comments on experiences in their own life (Seaside/ Summer/ Derby Project) <p>Culture and Community: - RE and Geography</p> <ul style="list-style-type: none"> • Know there are some other countries/ cities <p>The Natural World: - RE and Geography</p> <ul style="list-style-type: none"> • Talk about what they see in their own environment • Talk about and describe different types of houses, including where they live) • Changing seasons (Summer) • Identify suitable clothing for different weather (Summer/ Seaside)

Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The development of children's artistic and cultural awareness supports <i>their imagination and creativity</i> . 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, quality, and breadth of their experiences directly influences their ability to appreciate, interpret and recreate what they observe.						
EAD	<p><i>Explore: -</i></p> <ul style="list-style-type: none"> • Colour – recognise colours / choose colours for a purpose • Can use thick paint brushes • Uses glue sticks and glue independently and glue spatulas with support • Manipulates playdough in different ways - rolls, cuts, squashes, pinches, twists • (Creative table/ painting/ play dough) <p>Imaginative Play:</p> <ul style="list-style-type: none"> - • Develop storylines • Plays with familiar resources • Participates in small world play related to rhymes and stories • (Small world// story sacks. <p><i>Music: -</i></p> <ul style="list-style-type: none"> • Responds to music – verbally and using movement • Sings in a group and tries to keep in time. 	<p><i>Explore: -</i></p> <ul style="list-style-type: none"> • Colour – recognise colours / choose colours for a purpose • Can use thick paint brushes • U s e g l u e s t i c k s independently and glue spatulas with support • Manipulates playdough in different ways - (rolls, cuts, squashes, pinches, twists) • (Creative table/ painting/ play dough/ Christmas cards and decorations) <p>Imaginative Play: - •</p> <p><i>Develop storylines</i></p> <ul style="list-style-type: none"> • Plays with familiar resources • Participates in small world play related to rhymes and stories • (Small world/ sand pit/ toys / resources) <p>Music: -</p> <ul style="list-style-type: none"> • Responds to music – verbally and using movement /Sings in a group and tries to keep in time (Carpet time/ routine songs/ 	<p><i>Explore: -</i></p> <ul style="list-style-type: none"> • Draws potato people (no neck or body) • Draw simple things from memory i.e. cat • Adds other materials to develop models • Beginning to weave using large outdoor shapes and large ribbons • Adds additional textures • (Creative table/ painting/ play dough) <p>Imaginative Play: -</p> <ul style="list-style-type: none"> • Uses own experiences to develop storylines • Create and use small world set ups (small world/ sand pit/ toys/ resources) <p><i>Music: -</i></p> <ul style="list-style-type: none"> • Talks about how music makes them feel • sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs) 	<p><i>Explore: -</i></p> <ul style="list-style-type: none"> • Draws potato people (no neck or body) • Draw simple things from memory i.e. cat • Adds other materials to develop models • Beginning to weave using large outdoor shapes and large ribbons • Adds additional textures • (Creative table/ painting/ play dough) <p>Imaginative Play: -</p> <ul style="list-style-type: none"> • Uses own experiences to develop storylines • Create and use small world set ups (small world/ sand pit/ toys/ resources) <p><i>Music: -</i></p> <ul style="list-style-type: none"> • Talks about how music makes them feel • sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs) 	<p><i>Explore: -</i></p> <ul style="list-style-type: none"> • Print with blocks, sponges and fruit • Mixes colours • Draw things that they observe • Works independently to develop basic skills • Begin experiment with mixing colours • Builds walls to create enclosed spaces, beginning to add towers etc. • (creative table/ writing area/ painting area) <p>Imaginative play: -</p> <ul style="list-style-type: none"> • Creates their own piece of art and gives meaning • Begins to work with a friend, copying ideas and developing skills together <p>• (small world – starting to develop own story lines.</p> <p><i>Music: -</i></p> <ul style="list-style-type: none"> • Copies basic actions and begins to learn short dance routines • Able to name a wide variety of I n s t r u m e n t s (d r u m , tambourine, maraca, triangle) /plays and instrument and keeps a beat. 	<p><i>Explore :-</i></p> <ul style="list-style-type: none"> • Print with blocks, sponges and fruit • Mixes colours • Draw things that they observe • Works independently to develop basic skills • Begin experiment with mixing colours • Builds walls to create enclosed spaces, beginning to add towers etc. • (creative table/ writing area/ painting area) <p>Imaginative play: -</p> <ul style="list-style-type: none"> • Creates their own piece of art and gives meaning • Begins to work with a friend, copying ideas and developing skills together <p>• (small world – develops own story line.</p> <p><i>Music: -</i></p> <ul style="list-style-type: none"> • Copies basic actions and begins to learn short dance routines • Able to name a wide variety of I n s t r u m e n t s (d r u m , tambourine, maraca, triangle) /plays an instrument and keeps a beat.

Pre School Long Term Plan

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