

Hunloke Park Pre-school Long Term Plan – Rotation 2 of 2 Year Cycle

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	General Themes NB: These themes may be adapted at various points to allow for children's interests	Magical me! Is there anyone else like me?	Let's celebrate! Are all celebrations the same?	Night time/Day time! Where does the day go at night?	Down at the farm! Who lives on a farm like this?	MINI BEASTS AND MIGHTY BEASTS! Who is the mightiest?	SPLISH,SPLASH, SPLOSH! Are we nearly there yet?
	Texts	Rainbow fish Colour monster It's ok to be different Maisie goes to nursery Hooray It's our First Day Colour me happy (alongside CM) In every house on every street Super Duper You Little Glow (Poem - Smiling Spike Milligan)	We're going on a leaf hunt Don't hog the hedge Little Acorn The Christmas Story What the Ladybird Heard at Christmas Festival of colours Nursery rhyme books Kippers Birthday Topsy and Tim – Bonfire Night You Must Bring a Hat (Poem- The Dragon's Birthday Party - Ian McMillan)	Jack frost Wow said the Owl I don't want to go to bed Chinese New Year – Festival of colours The Tiger who came to Tea Night monkey day monkey Can't you sleep little bear? Whatever next (Poem – The Dancing Tiger – Malachy Doyle)	The Little Yellow Chicken Pig in a Pond Who's on the farm Little Red Hen Wake up time on Bumble Farm Conjuror Cow Puss in Boots (Poem – Down at the Farm- Twinkl)	Down by the cool of the pool What the ladybird heard The very hungry caterpillar The very lazy ladybird Harry and the bucketful of dinosaurs Ten little dinosaurs Dinosaurs love underpants The little caterpillar (Poem) The Dinosaur's Dinner – June Crebbin (Poem – Zanzibar – Jeanne Willis)	We're going on a bear hunt Naughty bus Rosie's Walk On the Way Home Mr Gumpy's Outing Lost and Found Mrs Pirate (Poem) Summer Days – Ann English (Poem) Diggedy-Do – Michael Rosen
	'Wow' moments and special dates	Teddy Bears Picnic - Invite parents Cauliflower Cards Diwali – 20 th October	Remembrance Day – 11 th November Guy Fawkes / Bonfire Night- 5 th November Christmas Time/Nativity/Santa Christmas Stay and Play	Valentine's day – 14 th February Chinese New Year – 17 th February Set up a campsite Childs mental wellbeing week – Wk com 9 ^h Feb	World Book Day 5 th March Easter bonnet Competition Easter 3rd April Spring Stay and Play Mother's day-15 th March Visit from a Farmer / Tractor	Caterpillars in school Mini – beast hunt Visit from the dentist – recap healthy teeth (new starters) Trip	Father's Day – 21st June Wet and wild day (beach day) Transition into full time school New children visits Sports Day Local walk

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			Nursery rhyme week – 10-14 th November					
Communication and Language	Pre-school	Development Matters (3-4 years)	<u>Listening, Attention and Understanding</u> Children will point out objects/pictures in a story. <u>Speaking</u> Children will know and be able to retell the ‘story of the week.’ Children will know and use vocabulary linked to their theme ‘Magical Me!’ including family, home, and friends.	<u>Listening, Attention and Understanding</u> Children will understand ‘what’ questions. <u>Speaking</u> Children will know and be able to retell the ‘story of the week.’ Children will know and use vocabulary linked to their theme ‘Let’s Celebrate!’ including celebrate, decoration, Diwali, Christmas.	<u>Listening, Attention and Understanding</u> Children will understand ‘where’ questions. <u>Speaking</u> Children will know and be able to retell the ‘story of the week.’ Children will know and use vocabulary linked to their theme ‘Night time, day time’!’ including Autumn, Winter, Spring, Summer.	<u>Listening, Attention and Understanding</u> Children will understand ‘when’ questions. <u>Speaking</u> Children will know and be able to retell the ‘story of the week.’ Children will know and use vocabulary linked to their theme ‘Down at the farm’” including, pet, habitat, farm.	<u>Listening, Attention and Understanding</u> Children will understand ‘who’ questions. <u>Speaking</u> Children will know and be able to retell the ‘story of the week.’ Children will know and use vocabulary linked to their theme ‘Mini beasts and Mighty beasts including dinosaurs, wildlife, jungle animals	<u>Listening, Attention and Understanding</u> Children will understand and answer ‘why’ questions. <u>Speaking</u> Children will know and be able to retell the ‘story of the week.’ Children will know and use vocabulary linked to their theme ‘Splish,splash splosh” including transport, holidays, water
			<u>Observational Checkpoint:</u> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using ‘because’, ‘or’, ‘and’. Can children use future and past tense? Can children answer a simple ‘why’ question?					

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Personal, Social and Emotional	Pre-school	Development Matters (3-4 years)	<u>Self-Regulation</u> Children will separate from main carer to come into nursery.	<u>Self-Regulation</u> Children will know what adults can help them in nursery.	<u>Self-Regulation</u> Children will become confident with visitors in Pre-school.(other teaching staff)	<u>Self-Regulation</u> Children will show confidence walking around our school – library / PE/ Assembly	<u>Self-Regulation</u> Children will show confidence in walking around the local area	<u>Self-Regulation</u> Children will show confidence in visiting the local church.
			<u>Managing Self</u> Children will know the class rules: - Looking eyes - Listening ears - Sensible sitting - Hands in lap Children will know to wash and dry their hands before eating and after using the toilet. Children will know to brush their teeth to be healthy. <u>Building Relationships</u> Children will know how to play alongside each other.	<u>Managing Self</u> Children will know how to look after resources using the rhyme ‘Choose it, use it, and put it away’. Children will know to drink water to be healthy. <u>Building Relationships</u> Children will know how to play partner games.	<u>Managing Self</u> Children will know examples of healthy food. <u>Building Relationships</u> Children will share resources and play in a group. Children will consider the feelings of others in stories	<u>Managing Self</u> Children will know to exercise to be healthy. <u>Building Relationships</u> Children will take turns whilst playing and waiting patiently to have a go. Children will know how to play partner games.	<u>Managing Self</u> Children will know how to calm themselves by stopping and taking deep breaths. Children will know to brush their teeth to be healthy. <u>Building Relationships</u> Children will consider the feelings of others in stories	<u>Managing Self</u> Children will know how to independently use the toilet. <u>Building Relationships</u> Children will know how to listen to a friend and agree a compromise.
Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles? Can children negotiate solutions to conflicts in their play?								

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Physical	Pre-school	Development Matters (3-4 years)	<u>Gross Motor</u> Children will know how to ride a scooter. Children will know how to ride a tricycle. <u>Fine Motor</u> Children will explore large mark making to develop cross the mid-line movements.	<u>Gross Motor</u> Children will know how to ride a scooter. Children will know how to ride a tricycle. <u>Fine Motor</u> Children will use one-handed tools and equipment, for example, making snips in paper with scissors.	<u>Gross Motor</u> Children will know how to throw a ball. Children will know how to kick a ball <u>Fine Motor</u> Children will be increasingly independent as they get dressed and undressed, for example, putting coats on	<u>Gross Motor</u> Children will know how to climb using alternate feet. Children will 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. <u>Fine Motor</u> Children will start to know how to zip up their coat.	<u>Gross Motor</u> Children will know how to skip, hop and stand on one leg. Children will start taking part in some group activities which they make up for themselves, or in teams. <u>Fine Motor</u> Children will know how to use a comfortable grip when holding a pencil.	<u>Gross Motor</u> Children will know how to work together to carry large items such as planks of wood. Children will increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <u>Fine Motor</u> Children will show preference for a dominant hand.
			<u>Observational Checkpoint:</u> Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?					

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Literacy	Pre-school	Development Matters (3-4 years)	<u>Comprehension</u> Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will spot and suggest rhymes. <u>Writing</u> Children will know how to draw horizontal lines.	<u>Comprehension</u> Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will clap syllables in a word. <u>Writing</u> Children will know how to draw vertical lines.	<u>Comprehension</u> Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will know familiar words with the same initial sound such as mum and milk. <u>Writing</u> Children will know how to draw circles.	<u>Comprehension</u> Children will know the names of different parts of a book including the cover, title, and author. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will know familiar words with the same initial sound <u>Writing</u> Children will know how to draw diagonal lines.	<u>Comprehension</u> Children will know how to turn the pages of a book carefully. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will recognise rhyming words and match them <u>Writing</u> Children will write the initial sound in their name.	<u>Comprehension</u> Children will know how to read from left to right and top to bottom. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will begin to recognise the sounds s,a,t,p,i,n <u>Writing</u> Children will write their name.
			<u>Observational Checkpoint:</u> Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?					

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Maths	Pre-school	Development Matters (3-4 years)	<u>Number</u> Children will rote count to 5. <u>Numerical Patterns</u> Children will sort by colour, size and object. Children will sequence events using language including first, then and after. Children will identify patterns around them such as stripes on clothes.	<u>Number</u> Children will count to in correspondence to 5. <u>Numerical Patterns</u> Children will compare big and small. Children will identify a circle, square and triangle. Children will use language including sides, corners, straight, flat and round.	<u>Number</u> Children will count in correspondence to 5, knowing that the total is 5. Children will show 'finger numbers' up to 5. <u>Numerical Patterns</u> Children will use language including tall, long, short. Children will identify a cube.	<u>Number</u> Children will rote count to 10. Children will identify more/less. <u>Numerical Patterns</u> Children will use positional language including on top, under, next to and behind. Children will match objects that are the same.	<u>Number</u> Children will count in correspondence to 10. Children will subitise to 3. <u>Numerical Patterns</u> Children will use language including light, heavy, full and empty. Children will make shape pictures using a tangram. Children will solve real world mathematical problems with numbers up to 5.	<u>Number</u> Children will count recognise numbers 1, 2 and 3. <u>Numerical Patterns</u> Children will make an AB repeating pattern. Children will notice and correct an error in a repeating pattern. Children will discuss routes and locations using words such as 'in front of' and 'behind'.
			<u>Observational Checkpoint:</u> Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?					

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Understanding the World	Pre-school- Development Matters (3-4 years)	History	<u>Past and Present</u> Children will know they were a baby.	<u>Past and Present</u> Children will know about Poppy Day and Bonfire Night.	<u>Past and Present</u> Children will find out about Winter and know before it was Autumn. Children find out about Chinese New Year. The Year of the Tiger.	<u>Past and Present</u> Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.	<u>Past and Present</u> Children will find out about St. George's day and how we celebrate.	<u>Past and Present</u> Children will begin to understand that at the moment they attend Pre-school but soon they will go to 'big school.'
		Geography	<u>People, Culture and Communities</u> Children will talk about differences and similarities between themselves and people in their local community.	<u>People, Culture and Communities</u> Children will find out about the celebrations happening around the world Children will know that a globe represents the world.	<u>People, Culture and Communities</u> Children will understand day and night	<u>People, Culture and Communities</u> Children will learn about people who helps us – farmer, vet Children can say where farms are and what is at a farm.	<u>People, Culture and Communities</u> Children will know about hot and cold places in our world – different animals	<u>People, Culture and Communities</u> Children will know the name of the town that our school is in. Children will know where 'big school' is and other school's they may be going to
		Science	<u>The Natural World</u> Children will know the names of body parts: heads, arms, hands, legs, feet, neck. Children will make collections of natural materials to investigate and talk about.	<u>The Natural World</u> Children will know how materials change when cooking, cooling and heating. Children will know how materials change when melting	<u>The Natural World</u> Children will investigate light, dark and shadows.	<u>The Natural World</u> Children will know how to respect and care for living things.	<u>The Natural World</u> Children will know that a butterfly comes from an egg. Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables. Children will plant and grow a fruit/vegetable/herb.	<u>The Natural World</u> Children will explore and talk about forces including magnets, floating/sinking and stretching.

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	RE	<u>People, Culture and Communities</u> Children will know how and why we celebrate Harvest Festival.	<u>People, Culture and Communities</u> Children will know that some people celebrate Diwali. Children will know that some people celebrate Christmas.	<u>People, Culture and Communities</u> Children will listen to a selection of bible stories.	<u>People, Culture and Communities</u> Children will find out about Palm Sunday. Children will know some people celebrate Easter.	<u>People, Culture and Communities</u> Children will listen to a selection of bible stories.	<u>People, Culture and Communities</u> Children will look at photos of different churches from around our local area
	Computing	Children will know how to use the Interactive white board.	Children will know how to make a piece of art on the IWB.	Children will know how to play interactive games on the IWB.	Children will know how to use a camera to take photos.	Children will know how to select an app on an iPad.	Children will learn how to operate wind-up toys and pulleys.
Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?							

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Expressive Arts and Design	Pre-school- Development Matters (3-4 years)	Music	Being Imaginative Children will know the nursery rhymes/songs: - Humpty Dumpty - If You're Happy and You Know It - Miss Polly Had a Dolly - 5 little monkeys jumping on the bed - Head, shoulders, knees and toes Children will play a range of instruments to express their feelings and ideas.	Being Imaginative Children will know the nursery rhymes/songs for Christmas sing along and Nursery rhyme week. - 5 Little Men in a Flying Saucer - Twinkle, Twinkle little star - 5 little monkeys Children will play a range of instruments to express their feelings and ideas.	Being Imaginative Children will know the nursery rhymes/songs: - Three Blind Mice - Old Macdonald Had a Farm - 5 little ducks - Jumping up and down on the tractor - Little Peter Rabbit Children will play a range of instruments to express their feelings and ideas.	Being Imaginative Children will know the nursery rhymes/songs: - Incy wincy spider - Animal fair - 5 little speckled frogs - Baa Baa black sheep - Worm at the bottom of the garden Children will play a range of instruments to express their feelings and ideas.	Being Imaginative Children will know the nursery rhymes/songs: - Jack and Jill - The Wheels on the Bus - A sailor went to sea - Row, Row Children will play a range of instruments to express their feelings and ideas.
		Art and Design	Creating with Materials Children will do large scale drawings/paintings. Children will use pencils to free draw.	Creating with Materials Children will paint on a flat surface and an easel. Children will makes cards, calendars and craft to take home.	Creating with Materials Children will explore colour mixing. Children will use pencils to draw closed shapes such as squares and rectangles.	Creating with Materials Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Children will do observational drawings.	Creating with Materials Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc. Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.
	Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?						