







Preschool/Reception Long Term Plan

Themes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p style="text-align: center;">Me and My Community</p>  <p>Learning about ourselves, our families and other important adults. Learning about similarities and differences between people. Learning about our feelings and other peoples and learning how to show kindness and empathy to others.</p>	<p style="text-align: center;">Let's Celebrate!</p>  <p>Learning about festivals such as Bonfire night, Diwali, Remembrance Day & Christmas. Exploring how Christians celebrate Christmas and looking at other religious and cultural communities. Understanding some places are special to people in our community.</p>	<p style="text-align: center;">People Who Help Us</p>  <p>Learning about different professions such as nurses, doctors, police officers and firefighters. Learning about different roles people have in society and thinking about our role models and our own futures.</p>	<p style="text-align: center;">I Wonder What Happened Before?</p>  <p>Learning about the past through stories, events, objects, people and places. Comparing the past to now a days. Learning to use timelines to show and talk about our learning.</p>	<p style="text-align: center;">Growing and Changing</p>  <p>Learning to care for the natural environment and understanding life cycles. Learning how to make observations and draw pictures of animals and plants. Comparing the world around us to different environments.</p>	<p style="text-align: center;">The Big Wide World</p>  <p>Learning about where we live and comparing it to other countries in the world. Comparing life in this country and life in other countries. Learning how to use maps.</p>

<p>Linked Texts</p>	<p>All Are Welcome Here I Like myself Ravi's roar Ruby's worry Hair Love Super Duper You Perfectly Norman Odd Dog Who Are You? You Choose All Kinds of Families The Great big book of families</p> <p><i>I Like myself</i> <i>You Choose</i> <i>Hug</i> <i>Love Makes a Family</i> <i>Find out about families</i> <i>What I like about me</i> <i>Grumpy Monkey</i> <i>Calm Down Time</i> <i>How do you feel</i></p>	<p>The Nativity story Stick Man Little Glow Let's Celebrate! Festival poems from around the world The Best Diwali Ever! Sparks in the Sky What do you Celebrate? A Day to Remember Mog's Birthday Diwali by Anita Nahta Amin A Christmas Story by Brian Wildsmith</p>	<p>People who help us series When I Grow Up When we grow up Zog Helpers in My Community Emergency! Mog and the Vee Eee Tee When you're fast asleep Doctosaurus You can't call an elephant in an emergency How a recycling truck works Life Savers: Spend a day with 12 real-life emergency service heroes</p>	<p>Peepo Major Glad, Major Dizzy Wilmer and Winnie The Naughty Knight The Knight Who Wouldn't Fight My very first Dinosaurs book Moon landing My First Heroes Scientists My First Heroes Explorers Once there were Giants When I was Young When I was little</p>	<p>Jack and the beanstalk Hungry caterpillar Jaspers beanstalk The Enormous Turnip Oliver's Vegetables The Tiny Seed Little Sunflower Superworm The Growing Story Pip and the Egg Growing Frogs Ten Seeds The Amazing Life Cycles of Plants</p>	<p>Baby goes to market Handa's surprise Handa's Hen A Ticket Around the World Home In Every House on Every Street Home around the world Last stop on Market Street From my Window Children of the World Phillips Early Atlas Lift the Flap Picture Atlas This is how we do it Welcome to our world</p>
<p>Experiences</p>	<p>Sharing family photographs Breadmaking Visit to school library Yoga/mindfulness workshop</p>	<p>Nativity performance (12th December) Post office or box to post Christmas cards (w/c 4th December) Musical workshop Launch the Brush bus scheme</p> <p><i>Christmas singing and craft parent event</i></p> <p><i>Cooking experience</i></p>	<p>Visit from fire fighter/police/doctor /hairdresser etc 'When I grow up event' Visit to Paignton Library</p>	<p>Torquay Museum visit? Berry Pomeroy castle Grandparents visit school to talk about their lives Clay workshop Historical artefacts/ objects in provision museum Visit to Paignton Library</p>	<p>Garden centre visit and planting experience Beach clean Forest school experience Visit to Paignton Library Animal visit Tadpoles</p>	<p>Shopping and then cooking foods from a different country and sharing with families Local walk following a map and looking at landmarks in Paignton town/seafront Visit to Paignton Library</p>

					Dogs trust/cats protection	
Family Engagement	Welcome to Reception Picnic Reading together afternoons	Parent performance showing Nativity (6th December) Reading together afternoons (21st November) Parents' evening (15th/18th November)	Parents invited to 'When I grow up' event Reading together afternoons	Grandparents invited in Reading together afternoons Parents' evening	Reading together afternoons	Food tasting event Reading together afternoons
Home Learning	Talk about the people in your family	Talk about the special festivals and celebrations you have in your family	Find out about people in your family and the jobs they do	Create a family timeline	Grow a plant from a seedling and measure how tall it grows	Write a recipe of your family's favourite feast!
T4W Fictions texts	The Little Red Hen	Owl babies Nativity Story (wc 25/11/23)	Come on Daisy	We're Going on a Bear Hunt	The Enormous turnip	Mr Gumpy's Outing
Poetry	All Are Welcome Monkey and Me		The Walker Book of First Rhymes Aliens love underpants		The Booktime Book of Fantastic First Poems edited by June Crebbin	
Non fiction	Pre writing shapes Name writing List writing - shopping for bread making	Pre writing shapes Name writing Information - Recount of nativity	Information - Non-fiction text about Spring	Information - Report writing on bears	Instructions - writing recipe	Letter writing Information - Recount of trip
Knowledge & skills across the curriculum	<u>Understanding of the World</u> History Talk about past and upcoming events with their immediate family	<u>Understanding of the World</u> RE - Why is Christmas special for Christians? Special Stories Comments on pictures or	<u>Understanding of the World</u> History - Tiered Vocabulary Discusses different occupations of family	<u>Understanding of the World</u> History - Tiered Vocabulary Sequence family members and explaining who they	<u>Understanding of the World</u> Geography Talk about local environments Recognise some	<u>Understanding of the World</u> Geography Uses maps to locate objects in 'real life' Explains the difference

<p>Talks about members of immediate family in more detail Discusses similarities and differences between people in their family Able to say who they live with Talk about member of their family</p> <p>RE - Being Special, where do we belong? Comments on images of familiar experiences (holidays, visiting the park, going to the dentist) Recognise that people have different beliefs and celebrate special times in different ways - Harvest celebrations Developing positive attitudes about differences between people Comments on recent pictures of experiences in their own life. "This was me at the farm..."</p> <p>Geography Talk about what they see in their own environment (school/home) using a wide vocabulary</p> <p>Talk about what they see in their own environment Knows where they live Can explain features of other homes Science Explore collections of</p>	<p>objects of a wide range of celebrations Can name different religious venues Knows why religious venues are special and who goes there Can articulate what festivals others celebrate and begin to explain them in more detail Comments on pictures of celebrations in their own life. "This was me celebrating Christmas" Diwali and Christmas</p> <p>Computing Children can independently change games or increase levels of difficulty on games</p> <p>Mark make on paint software on the Interactive Whiteboard Select brushes, colours and rubbers when drawing on paint software</p> <p>Science Understands that the weather changes and that in different countries you have different weather Can identify what you need to wear for each season and why Names and orders seasons</p>	<p>members Identifies similarities and differences between jobs Show an interest in different occupations Talk about different occupations</p> <p>Computing Children can edit photos, erases content and understand how to use technology in provision</p> <p>Computing (E-Safety Week) Children know what personal information is and know that it should not be shared online</p> <p>Children know to ask for help if needed when using technology (E Safety week)</p> <p>Science Explores how things work Explores and talks about forces (push/pull)</p>	<p>are (baby, toddler, child, teenager, adult, elderly) and the key differences between what they can/can't do Shares some similarities between characters, figures or objects Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences Sequence family members in different ways Comment on fictional characters in stories Notice similarities in characters in stories</p> <p>RE- Why is Easter Special for Christians? Special Stories Recognise that people have different beliefs and celebrate special times in different ways - Easter celebrations Knows that there are special places of worship</p> <p>Computing Can play simple games on the Interactive Whiteboard by pressing buttons Can play simple games on the Interactive Whiteboard by dragging and dropping items</p> <p>Science Uses senses in hands on exploration</p>	<p>environments that are different to the one in which they live pictures to compare and contrast environments around the world</p> <p>Science Understands the difference between plants and animals Plants seeds and cares for growing plants with support Can explain the life cycle of a plant (sunflower) and an insect (butterfly)</p> <p>Talk about the local environment Use pictures to explain what life maybe like in for children in other countries Know that we live in Paignton in a country called England Knows there are different countries in the world Knows what a map is used for Explain features on a map</p> <p>Computing Exposure to different types of technology within prevision - Beebots and maps in provision</p>	<p>between human & physical features Asks questions about the world and enjoy looking at maps and globes Names towns, cities or countries with familial links Knows that different countries have different types of homes and can identify similarities and differences between homes in our country(countries) Explains what life may be like for children in other countries and makes comparisons between life for children this country and other countries</p>	<p>between human & physical features Asks questions about the world and enjoy looking at maps and globes Names towns, cities or countries with familial links Knows that different countries have different types of homes and can identify similarities and differences between homes in our country(countries) Explains what life may be like for children in other countries and makes comparisons between life for children this country and other countries</p> <p>Talk about the local environment Use pictures to explain what life maybe like in for children in other countries Know that we live in Paignton in a country called England Knows there are different countries in the world Knows what a map is used for Explain features on a map</p> <p>Computing Exposure to different types of technology within prevision - Beebots and maps in provision</p>
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	<p>materials Explore collections of materials, identifying similar and different properties</p> <p>Computing Exposure to different types of technology within provision - drawing on IWB and tablets using various tools such as brush, pens, stamps, erasers and shapes with support</p> <p><u>Science</u> Explore collections of materials Explore collections of materials, identifying similar and different properties</p>			Can name their 5 senses		<p>RE - Special Places Talk about somewhere that is special to themselves, saying why some religious people have places which have special meaning for them things that are special and valued in a place of worship recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>Knows that there are differences between what people believe</p>
Science (Snap Science)	<p><u>Science-Snap Science</u> <u>Seasons-Aut</u></p>	<p><u>Science-Snap Science</u> <u>Weather-Winter</u> <u>Chemistry-Objects and materials</u></p>	<p><u>Science-Snap Science</u> <u>Physics- Light,space,electricity and movement</u></p>	<p><u>Science-Snap Science</u> <u>Seasons-Spring</u></p>	<p><u>Science-Snap Science</u> <u>Biology-Animals and plants</u></p>	<p><u>Science-Snap Science</u> <u>Our changing world: the local environment</u> <u>Seasons and Weather-Summer</u></p>
PSHE (Kapow)	<p><u>Self regulation-my feelings</u></p>	<p><u>Building relationships-special relationships</u></p>	<p><u>Building relationships-my family and friends</u></p>	<p><u>Self-regulation-Listening and following instructions</u></p>	<p><u>Managing self-My well being</u></p>	<p><u>Managing self-taking on challenges</u> <u>Transition-preparing for changes</u></p>
Expressive arts and	<p>Art Able to mix primary</p>	<p>Art Add white or black paint to</p>	<p>Art Independently select</p>	<p>Art Use premade paints and</p>	<p>Art Draws with detail</p>	<p>Art Children are beginning to</p>

<p>design</p>	<p>colours to make secondary colours Uses thick brushes Uses thin brushes to add detail Hold a paintbrush using a tripod grip Draws bodies of an appropriate size for what they're drawing Children are beginning to draw self-portraits</p> <p>Makes marks. Draws circles and lines Draws faces with features and draws enclosed spaces, giving meaning Draws people with a head and circular body but with little detail e.g. no neck</p> <p>DT Join items in a variety of ways – Sellotape, masking tape, string, ribbon Builds models which replicate those in real life. Can use a variety of resources – loose part play</p> <p>Explores playdough and rolls, squashes, pinches, twists Builds towers by stackings objects</p> <p>Music 'Music and Movement' Talk about how music makes them feel</p>	<p>alter tint or shade Colour matching to a specific colour and shade Create patterns or meaningful pictures when printing</p> <p>DT Knows how to improve models (scrunch, twist, fold, bend, roll) Knows how to secure boxes, toilet rolls, decorate bottles</p> <p>Use glue sticks and glue spatulas independently Join items with glue or tape</p> <p>Music 'Celebration Music' Christmas Performance Sings in a group, matching pitch and following melody Sings by themselves, matching pitch and following melody Replicates dances and performances</p> <p>Beginning to watch performances for short periods of time Watches dances and performances Knows some words when singing Sings in a small group</p>	<p>additional tools (stamps, rollers etc) to improve their painting</p> <p>DT Uses a wide range of textures - children describe as smooth, rough, bendy, hard and weaves with more fiddly materials Uses a wide variety of textures - wide vocabulary using words like rigid, flexible.</p> <p>Introduce woodworking Makes something with clear intention</p> <p>Builds walls to create enclosed spaces</p> <p>Music 'Exploring Sound' Can change the tempo and dynamics whilst playing. Knows how to use a variety of instruments Range of instruments to be expanded in provision</p> <p>Moves to music Copies basic actions</p>	<p>name colours Mix primary colours to make secondary colours Hold a paintbrush Use body parts to paint Use thick brushes to paint</p> <p>DT Clay workshop Explores clay and makes marks in clay Manipulates clay (rolls, cuts, squashes, pinches, twists...) Makes something that they give meaning to</p> <p>Uses play dough to make things that they give meaning to</p> <p>Music 'Music and Movement' Learns longer dance routines, matching pace</p> <p>Add music player and ribbons/scarves to outside provision</p> <p>Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle)</p>	<p>Print with large blocks and larger sponges Print with small blocks, small sponges, fruit, shapes and other resources Children are able to draw things that they observe Children are able to draw simple things from memory</p> <p>Music 'Musical Stories' Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'</p> <p>Explores a wide variety of instruments and can name some of them (tambourine, triangle, shaker, drum, bells)</p>	<p>draw self-portraits, landscapes and buildings/cityscapes</p> <p>DT Adds other materials to develop models (tissue paper, glitter...) Uses additional textures - children describe as smooth or bumpy and begin to weave</p> <p>Builds simple models using walls, roofs and towers</p> <p>Music 'Big Band' Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones Plays a given instrument to a simple beat Selects own instrument and plays in time to music. Beginning to write own compositions using symbols or pictures.</p>
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	Enjoys listening to music Responds to music					
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