Robins Preschool - Long Term Plan 2022-23

**Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs, interests and cultures when appropriate.**

| Staff: Mrs Brooks/Mrs Macey/ Mrs Middle | | YEAR GROUP: Year B Preschool | | CLASS: Robins | |
| --- | --- | --- | --- | --- | --- |
| Our yearly planning is flexible in the Foundation Stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children do not always fit with the planned topics, with this in mind we adapt our planning to the needs and interests of the children. | | | | | |
| AUTUMN 1 (7 weeks)  GROUNDWatercolor Earth Air Fire Water Stock Illustrations – 61 Watercolor Earth  Air Fire Water Stock Illustrations, Vectors &amp; Clipart - Dreamstime  All about me, my family and home.  Autumn.  (7 Weeks - Monday 5th September - October 21st.) | AUTUMN 2 (7 week)  FIREWatercolor Earth Air Fire Water Stock Illustrations – 61 Watercolor Earth  Air Fire Water Stock Illustrations, Vectors &amp; Clipart - Dreamstime  Halloween, bonfire night, Diwali & Christmas.  (7 Weeks- 31st October - 16th December) | SPRING 1 (7 week)  WATER & ICEWatercolor Earth Air Fire Water Stock Illustrations – 61 Watercolor Earth  Air Fire Water Stock Illustrations, Vectors &amp; Clipart - Dreamstime  The World around us in Winter, Lunar New Year  (6 Weeks - 3rd January - 10th February) | SPRING 2 (6 week)  EARTH Watercolor Earth Air Fire Water Stock Illustrations – 61 Watercolor Earth  Air Fire Water Stock Illustrations, Vectors &amp; Clipart - Dreamstime  Adventures above the clouds, Holi, British Science week - Space. (10th - 19th March)  (6 Weeks - 20th February - 31st March) | SUMMER 1 (5 week)  GROWTH    Growing, Children’s gardening week.  (6 Weeks - 17th April - 26th May) | SUMMER 2 (7week)  AIR  Watercolor Earth Air Fire Water Stock Illustrations – 61 Watercolor Earth  Air Fire Water Stock Illustrations, Vectors &amp; Clipart - Dreamstime  Flying the Nest!  30 Days Wild, Celebration of achievements, moving on to school.  (7 Weeks - 5th June -21st July) |
| Celebrations: Harvest | Celebrations: Diwali & Christmas  World Nursery Rhyme week 14-18th November | Celebrations: Lunar New Year | Celebrations:Pancake Day, Mothering Sunday & Easter | Celebrations: Earth Day | Celebrations: Father’s Day |
| Focus Books:   * All Kinds of People * Home * In every house on every street * Crunch, Munch Dinosaur Lunch * Homes Around the World * Three Little Pigs | Focus Books:   * We’re going on a pumpkin hunt * Pumpkin soup * Sparks in the sky * Dipals Diwali * Mr Birthday * Lettice and the birthday party * The Christmas Story * Peppa’s Christmas wish * Topsy and Tim meet Father Christmas | Focus Books:   * Say Hello to the snowy animals * Ten ways to hear snow * Snowman in Africa * Jack Frost * Firecrackers * Dim Sum for Everyone! * The Magic Paintbrush | Focus Books:   * Whatever Next * Roaring Rockets * How to catch a star * Space Song Rocket Ride * Why I love my Mummy * We’re going on a egg hunt | Focus Books:   * Jack and the Beanstalk * Titch * Growing frogs * The Munching Caterpillar * Under your feet * Our Earth | Focus Books:   * Tidy * Beeman * Magnet Max * Oscar and the Cricket * Superworm * Starting school * Ruby’s School Walk |
| Nursery Rhymes/ Songs to learn this term:   * Welcome song * Tidy up song * Hand washing song * 1,2,3,4 ,5 Once I caught… * Tommy Thumb * 5 Cheeky Monkeys | Nursery Rhymes/ Songs to learn this term:   * Five Pretty Poppies * Five little Pumpkins sitting on a gate * Five Wicked Witches jumping on the Broom * The rockets in the sky go… * It's Diwali, It’s Diawali … * Christmas songs | Poems to learn this term:   * I’m a little snowflake * It’s winter * Winter Animals * Five little snowflakes * Firecrackers | Alliteration Tongue Twisters to learn this term:   * Five Frantic Frogs * Many Merry Mice * Betty's Bunny * Fuzzy Wuzzy * Each Easter Eddie Ears | Nursery Rhymes/ Songs to learn this term:   * Caterpillar, Caterpillar * Mary, Mary… * Five little speckled Frogs * I’m a Little Bean | Nursery Rhymes/ Songs to learn this term:   * Push and Pull song * Magnet song * Preschool leavers songs * Ickety Bickety Bumblebee * Wiggle woo * Preschool Leavers songs for leaving ceremony . |
| Letter and Sounds | Letter and Sounds | Letter and Sounds | Letter and Sounds | Letter and Sounds | Letter and Sounds |
| Environment and Instrumental sounds | Body Percussion | Rhythm and Rhyme | Alliteration | Voice Sounds | Oral blending and Segmenting |

| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT  Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | |
| --- | --- | --- |
| Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.  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.  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations. | Feel confident and enjoy exploring new places with their key person.  Feel strong enough to express a range of emotions.  Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.  Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.  Be increasingly able to talk about and manage their emotions.  Play with one or more other children, extending and elaborating play ideas.  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.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule. | Notice and ask questions about differences, such as skin colour, , special needs and disabilities etc  Develop friendships with other children.  Safely explore emotions beyond their normal range through play and stories.  Are talking about their feelings in more elaborated ways: “I’m sad because...”  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Begin to understand how others might be feeling. |

| PHYSICAL DEVELOPMENT  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | |
| --- | --- | --- |
| Explore different materials and tools  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.  Start taking part in some group activities which they make up for themselves, or in teams.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Use one-handed tools and equipment, for example, making snips in paper with scissors  Use large movements to wave flags, streamers, paint and mark making | Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  Make healthy choices about food, drink, activity and tooth brushing. | Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.  Learn to use the toilet with help, and then independently.  Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  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.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. |

| COMMUNICATION AND LANGUAGE  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. Personal, Social and Emotional Develop. | | |
| --- | --- | --- |
| Listen and respond to a simple instruction  Use gestures like waving and pointing to communicate.  Understand single words in context cup, dad  Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.  Understand simple instructions  Recognise and point to objects if asked about them.  Enjoy listening to longer stories and can remember much of what happens.  Can find it difficult to pay attention to more than one thing at a time.  Use a wider range of vocabulary.  Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  Sing a large repertoire of songs | Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people’s talk with interest, but can easily be distracted by other things.  Can become frustrated when they can’t make themselves understood  Start to say how they are feeling, using words as well as actions.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | Start to develop conversation, often jumping from topic to topic.  Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’  Use the speech sounds p, b, m, w.  Are usually still learning to pronounce:  - l/r/w/y - s/sh/ch/dz/j - f/th  - multi-syllabic words such as ‘banana’  May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  Use longer sentences of four to six words.  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 a friend and continue it for many turns.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |

| LITERACY  It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | |
| --- | --- | --- |
| Enjoy songs and rhymes, tuning in and paying attention.  Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  Say some of the words in songs and rhymes.  Copy finger movements and other gestures.  Sing songs and say rhymes independently, for example, singing whilst playing.  Enjoy sharing books with an adult.  Pay attention and responds to the pictures or the words.  Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.  Understand the five key concepts about print:  - print has meaning - the names of the different parts of a book  - print can have different purposes - page sequencing  - we read English text from left to right and from top to bottom | Ask questions about the book. Makes Repeat words and phrases from familiar stories.  comments and shares their own ideas.  Develop play around favourite stories using props  Develop their phonological awareness, so that they can:  spot and suggest rhymes  count or clap syllables in a word  recognise words with the same initial sound, such as money and mother  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.  Write some or all of their name. | Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.  Enjoy drawing freely.  Add some marks to their drawings, which they give meaning to.  Make marks on their picture to stand for their name.  Engage in extended conversations about stories, learning new vocabulary.  Write some letters accurately |

| MATHEMATICS  Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes | | |
| --- | --- | --- |
| Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  Take part in finger rhymes with numbers.  Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’  Climb and squeezing selves into different types of spaces.  Build with a range of resources.  Complete inset puzzles.  Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Show ‘finger numbers’ up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’.  Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Combine shapes to make new ones – an arch, a bigger triangle etc. | ’React to changes of amount in a group of up to three items.  Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’  Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5.  Experiment with their own symbols and marks as well as numerals.  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’.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’React to changes of amount in a group of up to three items.  Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’  Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5.  Experiment with their own symbols and marks as well as numerals.  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’.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’React to changes of amount in a group of up to three items.  Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’  Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5.  Experiment with their own symbols and marks as well as numerals.  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’.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | Notice patterns and arrange things in patterns.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Solve real world mathematical problems with numbers up to 5.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern |

| UNDERSTANDING THE WORLD  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. | | |
| --- | --- | --- |
| Repeat actions that have an effect.  Explore materials with different properties.  Explore natural materials, indoors and outside.  Make connections between the features of their family and other families.  Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.  Begin to make sense of their own life-story and family’s history. | Notice differences between people.  Show interest in different occupations.  Continue to develop positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Explore and respond to different natural phenomena in their setting and on trip  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.  Explore how things work  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  Show interest in different occupations.  Continue to develop positive attitudes about the differences between people. |

| EXPRESSIVE ARTS AND DESIGN  The development of children’s artistic and cultural awareness supports their imagination and creativity. 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, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | |
| --- | --- | --- |
| Show attention to sounds and music.  Respond emotionally and physically to music when it changes.  Move and dance to music. Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. Explore their voices and enjoy making sounds.  Join in with songs and rhymes, making some sounds.  Make rhythmical and repetitive sounds.  Explore a range of sound-makers and instruments and play them in different ways.  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Explore different materials freely, in order to develop their ideas about how to use them and what to make  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Explore colour and colour-mixing.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Listen with increased attention to sounds. | Notice patterns with strong contrasts and be attracted by patterns resembling the human face.  Start to make marks intentionally  Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.  Start to develop pretend play, pretending that one object represents another.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Develop their own ideas and then decide which materials to use to express them.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Respond to what they have heard, expressing their thoughts and feelings. | Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make**.**  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Use their imagination as they consider what they can do with different materials.  Make simple models which express their ideas.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Join different materials and explore different textures.  Use drawing to represent ideas like movement or loud noises. •  Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Create their own songs, or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas. |