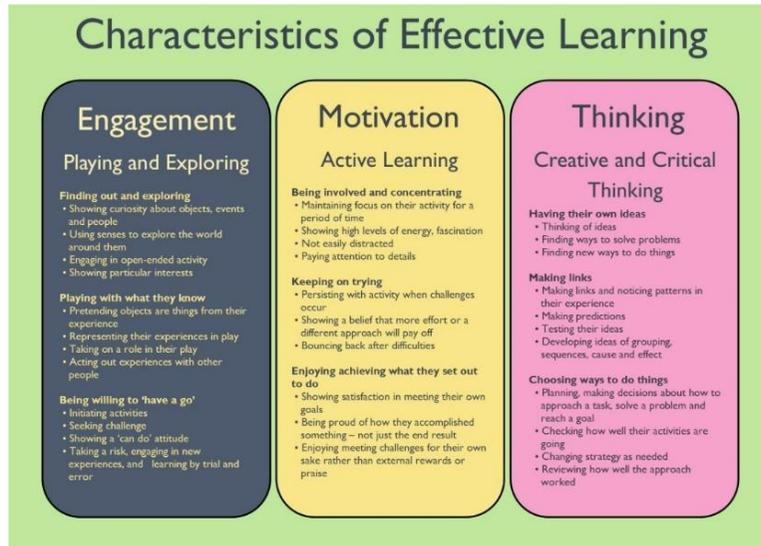
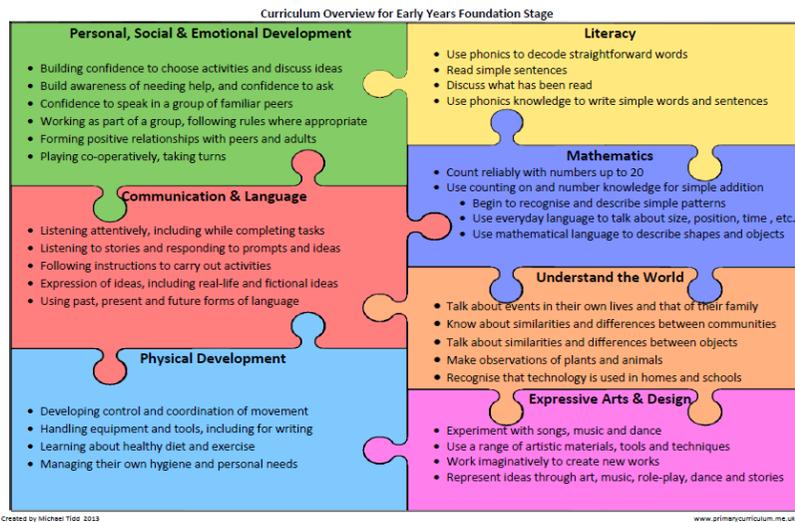


Long Term planning

School: **Low Trenchard**

Completed by: **L.Broadbridge**

Date: **2022/2023**



Overarching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Lew Trenchard Preschool/Reception Long Term Overview

Lew Trenchard Preschool/Reception Long Term Overview						
	Autumn		Spring		Summer	
Possible Themes/Interests/ Lines of Enquiry <i>Based on children's interests so may change throughout the year</i>	My family	Themes	Themes	Animals	Themes	What happens in Summer?
	Who lives with me?	Fireworks	Chinese New Year	Mini beasts	Seasons	Beach
	All about me	Seasons	Easter	Farm animals	Father's Day	Holidays
	Change of Season	Space Christmas	Mother's Day	Pets		Weather
Key Texts/core books	You choose	Stick man Christmas surprise Spaceman, spaceman	Chick and Bunny's adventure Mommy and me	Brown Bear, Brown Bear We're Going on a Lion Hunt On the Farm The Hungry Caterpillar Dear Zoo	Sunflowers yellow Daddy, Daddy	Tiddler Spot goes on holiday Sharing a shell
Communication and Language						
2-3 years <i>Listening, Attention, and Understanding Speaking</i>	Singing, rhymes, music and toys that make sounds Developing use of language during play/adult modelling.	Introducing rhythmic patterns in rhymes and stories	Start to express feelings, using appropriate words. Beginning to ask simple questions	Start to develop conversation, often jumping from topic to topic. Confidently put 2/3 words together.	Begin to understand more complex sentences Listen to simple stories and understand what is happening, with the help of the pictures.	Use language to share feelings, experiences and thoughts.

				Identifies action words by following simple instructions e.g. who is jumping?		Understanding the use of objects. - what do we use to cut
3-4+ years <i>Listening, Attention, and Understanding Speaking</i>	Listening to stories and begin to recall information Developing listening skills	Sing Songs and Talk about familiar stories	Developing vocabulary Asking and answering questions	Asking and answering questions Developing sentence length	Express a point of view Use talk to organise ideas and play	Confident in listening to others and responding Developing speaking audibly
Registration and Circle times	Develop speaking and listening skills, interactions, following instructions, explaining ideas, thoughts and feelings. Following routine, using repetition with songs, eg; days of the weeks song/months of the year song. Sound and number of the week, nursery rhyme of the week and show and tell.					
Daily routines	Practice using new vocabulary, develop social phrases, engage in communication with friends and adults, sing songs, sign, explain ideas and thoughts, engage in and talk about books, retell stories and create their own.					
Busy Learning	Learn new vocabulary, engage in singing or talk about the world around them. Learn rhymes and songs. Mark making and turn taking.					
Classroom enhancements						
	Home corner role play area	props for relating to real life experiences	Grow cress seeds into the classroom	Green grocers role play/fruit depending on season	Vocabulary extension words	Painting shells/stones from the beach
PSED						
2-3 years <i>Self-Regulation Managing Self Building Relationships</i>	Finding ways of managing transitions, for example from their parent to their key person Interested in their own and others physical characteristics e.g. pointing to features	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Beginning to express preferences and decisions.	Experiments with what their body can do by setting themselves physical challenges Developing an understanding/interest in differences e.g. in gender, ethnicity and ability	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 Begin to use 'you, me and I' in talk	Show empathy and concern for people who are special to them Knows their own name, their preferences and interests, becoming aware of unique abilities	Seeks out others to share experiences Beginning to be able to cooperate in favourable situations
3-4+ years <i>Self-Regulation</i>	Talk about feelings e.g. happy and sad	Develop a sense of community and responsibility	Developing ways to solve conflicts	Develop ways of being assertive	Develop play with others	Demonstrate developing confidence in new situations

<i>Managing Self Building Relationships</i>	Identify feelings in others Select and use resources	Show increasing confidence in social situations	Shows understanding of rules and why they are important	Develop independence in managing own care needs	Show increasing confidence in social situations	Independent dressing and self-care making healthy choices
Registration and Circle times	Develop speaking and listening skills, self-esteem, a sense of community, understanding of how their behaviour affects others, problem-solving, a sense of responsibility and improved relationships between children, and between children and their teacher.					
Daily routines	Self-registration, song and story-time, lunch choosing, book voting, tidy-up time, washing hands independently, change into wet weather gear, use toilets with support, snack time (free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules/charter, to be ready, safe and respectful					
Busy learning	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others					
<i>Gross Motor Skills</i>	<p style="text-align: center;"></p> <p style="text-align: center;">Develop movement skills- gross motor, body control and strength.</p> <p>Gross Motor Skills:</p> <ul style="list-style-type: none"> • Climbing on various equipment • Craw, walk, run, jump, matching skill to task • Use large muscle movements to wave flags and streamers • Kick, throw and catch a ball • Clap and stamp to music • Dance and hold a pose • Paint and make marks • To be able to begin to sit on a push-along wheeled toy (2-3 years) • Riding tricycles (3-4 years) • Going up and down stairs • Carrying heavy items • Washing windows and toys • Building with large construction 					
<i>Fine Motor Skills</i>	<p style="text-align: center;"></p> <p style="text-align: center;">Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand</p> <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> • Use tools and equipment like spades, spoon and fork, water jugs, scissor scoops, tweezers, large pipettes • Funky finger activities • Play-dough (dough disco) • Tearing Paper • Scissors- sniping paper progressing to moving forwards • Mark making using a variety of tools and media • Use of Clips, Clasps, zips, buttons, screwing Jars and nuts and bolts 					

	<ul style="list-style-type: none"> Finger Puppets 					
Literacy	<p>We aim to become a 'Book Worm' enthusiast, readily accessing them for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations and recognising some symbols and letters of personal interest in their environment including digital material.</p> <p>And a Phase 1 'Superhero Listener' with radar hearing, discerning, remembering, sequencing and creating dynamic sounds in everyday play, with awesome rhyme awareness and ability to segment and blend orally.</p>					
2-3 years	<p style="text-align: center;">Getting to know routines Letters and sounds phase 1</p> 					
<i>Word Reading</i>						
<i>Writing</i>						
<i>Comprehension</i>						
	<p>Enjoys songs and rhymes tuning in and paying attention</p> <p>Copy finger movements and other gestures</p> <p>Pay attention and responds to the pictures or the words in books</p> <p>Enjoy making marks freely</p>	<p>Enjoys sharing books with an adult</p> <p>Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat</p> <p>Enjoys listening or joining in with words of familiar songs and nursery rhymes</p> <p>Pay attention and responds to the pictures or the words in books</p> <p>Enjoys making marks freely</p>	<p>Has favourite books and seeks them out, to share with an adult</p> <p>Repeat words and phrases from familiar stories</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phase 1 phonic activities)</p> <p>Enjoys mark making on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</p>	<p>Ask questions about the book. Makes comments and shares their own ideas</p> <p>Join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Develop play around favourite stories using props</p> <p>Beginning to join in with conversations about stories and learn new vocabulary</p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Repeat words and phrases from familiar stories</p>

							To begin to make marks independently.
3-4+ years	Letter and sounds phase 1 RWI (summer term) 						
	<p><i>Word Reading</i></p> <p><i>Writing</i></p> <p><i>Comprehension</i></p>	<p>Enjoys making marks independently</p> <p>Joins in with a range of Nursery Rhymes, jingles and songs</p> <p>To be able to enjoy stories with adults, sometimes in a small group</p> <p>To begin to develop play around favourite stories using props</p> <p>Discriminates between different sounds. (Environmental and instrumental sounds)</p> <p>Talks about pictures in books</p>	<p>Begin to develop phonological awareness.</p> <p>Begin to count or clap syllables</p> <p>Develop use of some story language</p> <p>Learns new vocabulary from texts and topics</p> <p>Develop understanding of concepts e.g. same/different</p> <p>Join in with Dough Disco sessions</p>	<p>Develop language of direction (up down, round, and back)</p> <p>Can access a wide range of mark making materials in class and in the outdoor provision</p> <p>Makes marks using a range of materials</p> <p>Imitate writing in play situations e.g. shopping lists, parking tickets</p>	<p>Talks about the different parts of a book</p> <p>Discriminates between different sounds (animal)</p> <p>Recognises rhyming words in games, stories and poems.</p> <p>Recognises familiar logos and labels in the environment</p> <p>To know that text has meaning.</p> <p>Builds an understanding that text is read from right to left</p>	<p>Develops Understanding of the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning -Page sequencing - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book <p>Makes predictions about stories</p> <p>Can re-tell familiar stories using a story map</p> <p>Talks about different parts of a story. (Beginning, middle, end)</p> <p>Demonstrates an understanding of what has been read to them by retelling stories and</p>	<p>Joins with oral blending and segmenting games.</p> <p>Begins to blend and segment CVC words</p> <p>Joins in with shared writing experiences and contributes ideas</p> <p>Recognises rhymes and alliteration</p> <p>Recognises initial sounds in words</p> <p>Joins in with weekly RWI phonic lessons introducing 1 sound per week.</p> <p>Recognises name</p> <p>Write some or all of my name</p> <p>Write some letters accurately</p>

					narratives using their own words and recently introduced vocabulary Begin to recognise Name	
2-3 years <i>Number</i> <i>Numerical Pattern</i> <i>Shape and Space</i>	Maths: Noticing number React to changes of amount in a group of up to three items Say some number names randomly Take part in finger rhymes/counting rhymes	Maths: Comparing and combing objects Compare saying lots, more, the same Combine objects like stacking blocks and cups. Put objects inside others and take them out again Beginning to recite some number names in sequence Build with a range of resources	Maths: Counting skills and categorising Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Recites some number names in sequence Beginning to categorise objects according to properties such as shape or size	Maths: Developing understanding of language Compare saying bigger, smaller, high, low, tall, heavy Developing understanding of positional language Recites numbers in sequence 1-5	Maths: Counting skills Say one number for each item in order: 1,2,3 (maybe more) Recites numbers past five sometimes in sequence Recognise some numerals of personal significance Selects a small number of objects from a group when asked	Maths: Shape exploration, measure & pattern Counting to 5/10 Make simple comparisons between objects relating to size, length, weight and capacity Exploring shapes in play Notices simple patterns and arrange things in patterns
3-4+ years <i>Number</i> <i>Numerical Pattern</i> <i>Shape and Space</i>	Maths: Counting skills Using number language in play Counting to 5/10 Counting out objects 1-1 Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper, using informal	Maths: Counting skills and shapes Counting to 5/10 Counting out objects 1-1 Knows last number reached is the total (cardinal principle) Exploring shapes in play and beginning to name them. Showing number on fingers	Maths: Shape exploration and number recognition Compare objects and amounts Shape and number recognition Recognising amounts and groups of objects to 3 without counting (subitising) Using prepositions in their play and games Talk about routes and locations	Maths: Patterns, number and Numicon Number recognition. Link numbers to amounts Counting amounts to go with numbers. Ordering Notices shapes and combining shapes to make pictures or patterns.	Maths: Number recognition and measuring Compare saying 'more than', 'fewer than' Exploring measures Heavy/ light Number recognition Finds one more or less with objects Starting to describe shape Exploring and making patterns.	Maths: Measures, more and less Realises that not just objects can be counted Can count irregular arrangements to 10 Beginning to talk about shapes in everyday objects Say a number one more than the given number to 5 Creates patterns, notices & correct an error

	language like 'pointy', 'spotty', 'blobs' etc.					
2-3 years <i>People, culture, and Communities</i> <i>Past and Present</i> <i>The Natural World</i>	Shows interests in photographs of themselves and other familiar people and objects Learns they have similarities and differences which connect them to and distinguish them from others Repeat actions that have an effect (exploring how things work) Beginning to explore natural materials, indoors and outside. (curiosity, loose parts natural thinkers)	Demonstrates curiosity about people and shows interest in stories about people, animals or objects. Explore and respond to different natural phenomena e.g. standing in the rain with wellies and umbrellas, crunching in frost, searching for bug etc.	Notice differences between people. (culture wheels, family days/ photos) Enjoys playing with small world reconstructions building on their own experiences e.g. visiting farms, train track, beach, park etc. Talk about their own experiences	Can talk about their immediate family, relation and pets Talks about some of the things they've observed such as plants, animals, natural and found objects Explore collections of materials with similar and/or different properties.	Remembers a special event and shows interest in the lives of people who are special to them Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices) Beginning to make comments about plants, seeds and caring for growing plants.	Make connections between the features of their family and other families Notice differences between people Notices detailed features of objects in their environment Explore and respond to different natural phenomena in their setting and on trips
3-4+ years <i>People, culture, and Communities</i> <i>Past and Present</i> <i>The Natural World</i>	Begin to make sense of their own life story Notices differences and connections in people and families Show interest in different occupations Explore materials with different properties	Begin to make sense of their own life-story and family's history Develop positive attitudes to people and their differences In pretend play imitates events from own family or cultural background	Talk about why things happen and how things work using a wide vocabulary Explore collections of materials, talk about their observations Knows there are different places and countries in the world	Begin to understand the need to respect and care for the natural environment and all living things Use all their senses in hands on exploration Know that animals live in different parts of the world	Continue developing positive attitudes about the differences between people Understand the need to care for and respect the environment for example, plant seeds and care for plants Understand the key features of the life	Understand that their friends might do things differently to them e.g. eating different foods at home or celebrating events with their families at different times Knows that there are different countries in the world and talks about the differences

		Talk about the differences between materials and changes they notice. (Snow, Ice melting)	Explore and talk about different forces		cycle of a plant and animal Begins to notice changes in things e.g. when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed	they have experienced or seen in photos Talk about different environments and the animals and plants which live and grow there
Technology 2-3 years	Toys with buttons, flaps and simple mechanisms, beginning to learn to operate them.		Mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car.		Plays with water to investigate 'low technology' such as washing and cleaning. Uses pipes, funnels and other tools to carry and transport water from one place to another	
Technology 3-4+ years	Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support		Toys with knobs or pulleys, or real objects such as cameras or mobile phones. To be able to begin to acquire basic skills in turning on and operating some ICT equipment		Age-appropriate apps on the Interactive WB and iPad.	
2-3 years <i>Creating with materials</i> <i>Being Imaginative</i>	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	Notices and becomes interested in the transformative effect of their actions on materials and resources	Manipulate and play with different materials using various tools like scissors, cutters, hammers.	Make simple models which express their ideas. Makes marks intentionally. (in flour, sand, pens, crayons, paint etc.)	Explore different materials, using all their senses to investigate them. Build simple models or structures	Start to develop pretend play Enjoys and responds to playing with colour in a variety of ways
3-4+ years <i>Creating with materials</i> <i>Being Imaginative</i>	Colour awareness and mixing Make simple models which express their ideas	Listen to sounds with increasing attention Join different materials and explore different textures Develop pretend play	Develop small world imaginative play Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Develop stories using small world equipment like animal sets, dolls and dolls houses etc Develop pretend play with others Use available resources as props	Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and how colour can be changed	Develop pencil and tool control to create complex and detailed pictures. Safely use and explore lots of different tools such as hammers, scissors, hole punches and saws

						Makes up stories when playing Draws for a purpose
2-3 years	Explore their voices and enjoy making sounds. Move and dance to music	Show attention to sounds and music (when you play different cultural/genre/tempo music etc.)	Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)	Join in with songs and rhymes, making some sounds.	Explore a range of sound-makers and instruments and play them in different ways.	Make rhythmical and repetitive sounds. Enjoy and take part in action songs
3-4+ years	Creates sounds by rubbing, shaking, tapping, striking or blowing	Experiments with ways of playing sound makers e.g. fast/slow, loud/quiet	Remember and sing entire songs Pitch match songs To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.	Plays instruments with increasing control to express feelings and ideas Move in a range of ways	Create their own songs and rhythms Join in with simple songs from around the world.	Sings familiar songs e.g. pop songs, TV shows, rhymes, songs from home