Pre-school Long Term Plan 2026-2027						
	Autumn		**Spring**		**Summer**	
Our Enquiry Unit **We are Learning to….**	To say our own name. To show an interest in and talk/communicates about family photographs or familiar experiences. To points and name parts of the body. Express our likes and dislikes. Communicate our feelings through gestures, words and pictures e.g. happy sad hurt tired. The name of our trusted adults and key worker. That me and my friends have similarities and difference (e.g. notice different hair colour/clothes/boy/girl)	Notices weather-e.g. wind/rain/clouds. Explores autumn treasure and begin to name or describe by colour/texture. Know that it is getting colder and name some cooler weather clothes e.g. coat hat boots. Knows some ways that people celebrate-e.g. gifts/dancing/dressing up. To know that people have similarities and differences.	The name of farm animals. To sort farm animals from other animals. To know that farms provide food. That animals have different features. **Other learning-Winter** To know it gets colder in winter. To talk about changes they see-e.g. frost. To know that ice melts to water.	That there are different types of places in our world. That there are different types of animals in our world. That we live in Rugeley. To talk about things, they like in our world-e.g. which animal or place. That there is a sky, sun, moon and stars. That the world is made up of land and sea.	The name of some common minibeasts. Describe what they ‘notice’ about minibeasts and nature. That bees have an important job. Flowers, fruit and vegetables grown and need water and sun. That Caterpillars turn into butterflies. That it is important to care for nature.	The names of some people who help us in the community. Use simple phrases to describe what people do-e.g. she helps people. Maths people to their ‘tools’ e.g. fireman to fire engine. To show care and concern for others-and talk about the importance. To ‘pretend’ to be PWHU in play. **Other Learning** To name objects linked to summertime. To identify simple ‘places’ e.g. forest or beach.

	Our books include Zaza's Baby Brother - Lucy Cousins I love you when-Annie Baker Eyes, nose, fingers and toes - Judy Hindley Sharing time: Elizabeth Verdick Shark in the Park-Nick Sharratt **Traditional Tale**:3 Little Pigs	**Our books include** Let it fall-Marann Leffler (in reception) When we went to the park: Shirley Hughes Dear Santa-Rod Campbell Meg and Mog—Hellen Nicoll **Traditional Tale:** The Little Red Hen	**Our books include** Farmyard Beat-Lindsey Craig On the Farm: Axel Scheffler Brown Bear Brown Bear - what do you see? Eric Carle Baby Animals-John Butler Say Hello to the Snowy Animals by Ian Whybrow Jack frost-Kazuno Kahara **Traditional Tale**: Goldilocks and the Three Bears	**Our books include** We are going on a bear hunt-Michael Rosen Whatever next: Jill Murray You choose: Nick Sharratt Peppa goes around the world: Rebecca Gerings Chinese New Year-Peppa Pigs **Traditional Tale:** Gingerbread Man	**Our books include** The very hungry caterpillar-Eric Carle Are you there little bee? Essi Kimpimaki **Traditional Tale:** Jack and the Beanstalk	**Our books include** Topsy and Tim meet the firefighters Poo in the Zoo- Steve Smallman The Storm Whale-Benji Davies Shark in the park-Nick Butterworth **Traditional Tale:** Little Red Riding Hood

Skills	To separate from our family happily and take comfort from their trusted adult in preschool. To communicate basic needs e.g. hunger, toilet, tiredness. To communicate through single words and phrases. To put our drink and bag away. With support to put toys back where they belong. To join in a 5-minute singing or Storytime session. Play my turn your turn game with an adult or a peer with support. To seek comfort and share joyful moments with trusted adult.	To use simple phrases and sentences to communicate. To join in at song or Storytime using words/vocal sounds. To join in some nursery routines-e.g. joining snack table, joins in concept cat, helps to tidy up. To understand a simple sentence e.g. throw the ball. To select an object by name-e.g. get the car. To enjoy playing with other children-with their trusted adult close by. To recognises and expresses our own feelings in a variety of ways. To show an awareness of others through empathy e.g. offering a hug or getting an adult when a child s hurt.	To play with other children beginning to initiate play and communicate own ideas. To gain confidence with lesser-known adults. To have a widening vocabulary and share thoughts and needs. Joins in a range of songs and plays with sounds e.g. copying noises. Understands who/what/where questions Link own actions to how they affect others -e.g. stops themselves from hitting when frustrated. To drink from an open cup using two hands. To Hold mark making tools and begins to give meaning to marks.	Play with others, offering ideas and using their friends' names. Understands action words-e.g. go under, show me jumping. Uses and recall some taught concepts, e.g. fast, slow, noisy, big. Hold a back-and-forth conversation with an adult of friend. Share and take turns with some support from an adult. Labels a few emotions, e.g. I'm angry, I'm hurt, I'm excited. Shows some understanding of the right and wrong choice and understand these may have consequences. Begin to show awareness of having a soiled nappy and begin to communicate the need for potty or the toilet.	Seeks out special friends to play with and increasing cooperates during play. To understand more complex sentences e.g. with 2 instructions-put your drink away then come to the table. Join in and shows enjoyment of songs/rhymes/stories sitting. Has a wide vocabulary, using this to talk about their experiences and some things they have learned about. Talk about their own interests and achievements. Can label their emotions and begins to use some strategies through adult support and emotion coaching. Uses a potty or the toilet and washes own hands.	Learn new words quickly and uses them in conversations. Understands who, what, where in a variety of simple questions, e.g. who is that? Knows own name, and things we like/dislike-or special things about them, selves, e.g. likes dance, has green eyes. Show empathy and concern for people who are special to us e.g. may offer a child a toy they know they like. Use bikes/scooters with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. Help put on and take off simple clothing items such as hats, unzipped jackets, wellington boots. Recognise danger and seeks the support and comfort of significant adults.

Phonics	**We are learning…** **Phonological Awareness:** Tuning into environmental sounds Exploring voice sounds Exploring body percussion	**We are learning…** **Phonological Awareness** Drum programme**-**Keeping a steady beat, copying rhythms and following instructions Exploring instrumental sounds	**We are learning…** **Phonological Awareness** Developing an awareness of rhyme Developing an awareness of alliteration Exploring blending and segmenting words (syllables, initial sounds, sound talk)
All these phonological awareness skills are weaved throughout our daily routine, so all aspects are embedded throughout the year. We also have a 5–10-minute adult led session daily.			
Maths	**We are learning…** To develop our mathematical **vocabulary, ordinality** and **cardinality** through a range of nursery rhymes, stories and songs .	**We are learning…** **Perceptual Subitising-** Notices whole amounts, "look two daisies" "Only three here." **Conceptual Subitising**-I can see one there and one there	**We are learning…** Notice patterns and arrange things in patterns. Compare amounts, saying 'lots', 'more' or 'same' Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'
All these mathematical skills are weaved throughout our daily routine, so all aspects are embedded throughout the year. We also have a 5–10-minute adult led session daily.			

Squiggle **(Pre-handwriting programme)**		Move 1 Up Move 2 Down Move 3 Circles	Move 3 Circles Move 4 Wiggle Move 5 Shake	Move 5 Shake Move 6 Hop Move 7 Jump	Move 7 Jump Move 8 Turning Turtle	Move 9 Turning Turtle Move 10 Crawling **Squiggle Whilst you Wiggle** Dance 1: up, down, side to side, cross over

Throughout all our teaching and learning the Characteristics of effective teaching and learning are at the centre of all we do….

- Playing and exploring: Children investigate and experience things, and 'have a go'
- Active learning: Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically: Children have and develop their own ideas, make links between ideas, and develop strategies for doing things