

Pre School Year Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Starting points</p> <p>NB: <i>These starting points may be adapted at various points to allow for children's interests</i></p>	<p>All about me/Welcome to/back pre-school/Behaviour expectations/class rules My family / PSED focus What am I good at? How am I feeling? How do I make others feel?</p>	<p>Bonfire night celebrations Ginger bread man – Harvest The Nativity/Christmas around the world Christmas Lists Letters to Father Christmas Christmas cards Winter Different ways of celebrating the winter holidays/Celebration Days from Around the World (relevant to cohort)</p>	<p>Arts & Design focus A Starry Night Van Gogh Chinese New Year Share my winter holiday news Around the World Celebrations relevant to cohort</p>	<p>The great outdoors Plants & Flowers Planting seeds Farm Reduce, Reuse Recycle Easter</p>	<p>Sea side/beaches Summer sounds.. Transition Mini Beasts Celebrations relevant to cohort</p>	<p>Where in the world shall we go? Holidays Send me a postcard! Compare: Now and then! What can I do now? Transition</p>
<p>High quality Texts</p>	<p>The Gruffalo and other Julia Donaldson Texts (KI) Dear Zoo We're Going on a Bear Hunt Owl Babies Non fiction Nursery Rhymes</p>	<p>Father Christmas needs a wee Stick Man The Gruffalos Child The Gingerbread man The Christmas Story Funny Bones Room on the Broom Non fiction Nursery Rhymes</p>	<p>Jack frost Chinese New Year The Tiger who came to Tea Non fiction Nursery Rhymes KI Texts (relevant to cohort)</p>	<p>Farmer Duck Pig in a Pond Jasper's Beanstalk Jack and the beanstalk What the ladybird heard Nursery Rhymes</p>	<p>Down by the cool of the pool The Very Hungry Caterpillar The very busy Spider Goldilocks and the Three Bears Nursery Rhymes Eric Carle Texts</p>	<p>Sharing a Shell Blue Planet David Attenborough Little People Commotion in the Ocean Rainbow Fish 10 Little Pirates Nursery Rhymes Dinosaurs love underpants</p>

**'Wow' moments /
Enrichment**

Autumn Walk around
the village
Diwali
Celebrations relevant to
cohort

Guy Fawkes / Bonfire
Night/firefighter visit
Remembrance Day
Harvest festival
Christmas Singing
Stay and play session

Art exhibition
Chinese New Year
Valentines Day
Floating and
sinking materials
Celebrations
relevant to cohort
Parents in to read
stories from their
own cultures and
backgrounds

Spring walk around the village
Mother's Day
Food tasting – different
cultures
World Book Day
Stay and Play session
Growing sunflowers

Mini Beast Hunts around
the local area
Transition
'This is Me...NOW"
Music from Around the
World

Summer walk around the
village
Map work – find the
treasure
Father's Day
Pirate Day
Stay and Play session
Transition

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

COEL

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

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.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.” (Statutory Framework for the Early Years Foundation Stage, pub. 31 March 2021, effective 1 September 2021, 1.14)



The 7 R's

Respect, Relationships,
Risk-Taking, Resilience,
Reflective,
Resourcefulness,
Responsibility: Children
work on the '7R's
throughout the year.

Respect the Environment, resources and equipment, each other, adults/Build **Relationships** with each other and new adults/**Take Risks** in their play to build **Resilience** and solve problems independently, become **resilient** in their learning by 'having a go' and trying new things and not giving-up if they are faced with challenge, **Reflect** on own behaviour choices, become **resourceful** and independent learners, using resources appropriately, become **responsible** for their own actions and **responsible**, independent learners who problem solve, develop self-help skills.

Books:

Resourcefulness -
'Simon Sock' (Sue
Hendra and Paul Linnet)

Respect -
'Perfectly Norman' (Tom
Percival)

Responsibility -
'Up and Down' (Oliver
Jeffers)

Relationships -
'I want my hat back'
(Jon Klassen)

Risk-Taking -
'The Thing That Lou
Couldn't Do' (Ashley
Spires)

Resilience -
'Wild' - (Emily Hughes)
'Ruby's Worry' - (Tom
Percival)
'Bag Full Of Worries' -
(Virginia Ironside)

Reflective - 'Beegu'
(Alexis Deacon)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values Circle time	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	In-house - Baseline data on entry EYFS team meetings	Formative assessments: Daily interactions/observations of children during play Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments	In-house - Baseline data on entry EYFS team meetings Phase meeting and internal moderations	On going assessments Pupil progress meetings Parents evening info EYFS team meetings	In-house - Baseline data on entry EYFS team meetings	On going assessments Pupil progress meetings Reports EYFS team meetings Exit data
Parental Involvement	Coffee Morning New starter meetings? Seesaw/family involvement Parents picnic Autumn Walk	Seesaw involvement/family Christmas songs to family New children visits/stay and play	Seesaw involvement/family Art exhibition Parents in to read stories at group Parent reader mornings?	Seesaw involvement/family Parents Evening? New children visits/stay and play/home visits	New starter meetings Seesaw involvement/family	Seesaw involvement/family Parents Evening New children visits/stay and play/home visits

Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural diversity	Neurodiversity	Physical Disabilities	Different families
Today I'm Strong Not that Pet Fangs Find Fergus We're going to find the monster	All kinds of beliefs Double Trouble for Anna Hibiscus A Gift for Ama Under the same sky My Hair The Rapping Princess Handa's Surprise	The girl who thought in pictures	All kinds of bodies Bodies are cool Amazing	My pirate mums My two grandads

Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>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.</p>					
Daily story time	<p>Rhyme of the week Settling in activities Making friends Show an interest in the lives of other people</p> <ul style="list-style-type: none"> - I can respond to my name and change my activity when encouraged - I can use everyday words to talk about people I know - I can follow simple instructions with visuals - I can listen and respond to adults and peers 	<p>Rhyme of the week</p> <ul style="list-style-type: none"> - I can follow two-step simple instructions with visuals - I can concentrate for slightly longer periods - I can join in with a small group - I can remember and join in with stories and rhymes 	<p>Rhyme of the week Settling in activities</p> <ul style="list-style-type: none"> - I can speak in 2/3/4 word sentences - I can understand more simple questions and answer appropriately - I can express desires, feelings and needs - I can begin to hold two-way conversations with adults and peers 	<p>Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> - I can begin to understand and ask why and how questions - I can remember and use new words - I can engage in imaginary role-play sometimes building stories around objects and toys 	<p>Rhyme of the week Sign of the week Settling in activities</p> <ul style="list-style-type: none"> - I can explain my own thinking/ideas - I can describe the story settings and characters - I can join in the repeated lines and refrains - I can use language as a powerful means of widening contacts and sharing feelings 	<p>Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> - I can communicate effectively with my peers and adults - I can follow three-step simple instructions, sometimes without visuals - I can anticipate key events in stories - I can take turns in small groups - I can ask simple questions and wait for a response

Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 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 .					
Managing Self Self regulation Making relationships	<p>Me and My Relationships All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none"> - I can separate from my main carer with support - I can distract myself when I am upset - I know about oral hygiene 	<p>Valuing Difference I'm special you're special Same and different Same and different families Same and different homes <u>I am caring</u> Kind and caring</p> <p>Independence: selecting and putting back own belongings</p> <ul style="list-style-type: none"> - I can express my own feelings - I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings - I can demonstrate friendly behaviour and form good relationships with adults and peers 	<p>Keeping myself safe What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings <u>Keeping safe online</u> People who help to keep me safe SMART rules Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none"> - I can separate from my main carer with support - I can distract myself when I am upset - I can use an adult as a secure base - I can begin to accept the needs of others and can take turns and share resources - I can show confidence in asking adults for help 	<p>Rights and responsibilities Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)</p> <p>Healthy eating: ...make a fruit salad.</p> <ul style="list-style-type: none"> - I am beginning to understand about foods that are healthy and unhealthy - I can express my own preferences and interests - I can respond to a few appropriate boundaries 	<p>Being my best Bouncing back when things go wrong: resilience Yes I can: confidence and resilience <u>Healthy eating (2 weeks)</u> <u>Move your body</u> A good nights sleep</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p> <ul style="list-style-type: none"> - I can separate from my main carer with support - I can distract myself when I am upset - I can use an adult as a secure base - I am confident to talk to other children when playing - I can usually tolerate delay when my needs are not immediately met - I can seek out others to share experiences - I welcome value and praise for what I have done 	<p>Growing and changing Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? <u>Where do babies come from?</u> Getting bigger Me and my body, girls and boys Transition into Reception School readiness</p> <ul style="list-style-type: none"> - I enjoy the responsibility of carrying out small tasks - I can select and use activities and resources independently - I can follow rules and understand why they are important - I understand that my wishes my not always be met - I am confident and outgoing with familiar people in the safe context of my setting
	<p>PSED high quality texts Barbara throws a wobbler Chicken Licken keep clicking Feeling Angry Feeling worried Today I'm strong Nuts The Squirrels who Squabbled All you need is love Odd Dog Out Stop picking on Me</p>					

Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Physical development</p> <p>Fine motor</p> <p>Daily opportunities for Fine Motor Activities</p> <p>Gross motor</p>	<p>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.</p>					
	<ul style="list-style-type: none"> -I can hold a pencil (fisted/digital pronate grip) to make marks -I am beginning to do up my own large buttons -I can turn the pages in a book 	<ul style="list-style-type: none"> - I can fit the pieces of a puzzle together -I can pick up tiny objects using a fine pincer grasp - I can use one-handed tools and equipment, e.g. make snips in paper with child scissors 	<ul style="list-style-type: none"> - I can use tweezers - I can use tools effectively in playdough (eg: cutters/rollers) -I can take off and put on my own shoes (not laces) I am beginning to do up my own zip 	<ul style="list-style-type: none"> -I can show increasing control over tools like pencils and crayons. -I can use tools for mark making with control. -I can grip using five fingers or preferably two fingers and thumb for control. 	<ul style="list-style-type: none"> - I can use a 4 finger grip to hold my pencil - I can use pincers, tweezers and threading equipment with increasing control and confidence 	<ul style="list-style-type: none"> - I can use scissors effectively to cut straight lines in paper - I am beginning to use 3 fingers (tripod grip) to hold my pencil
	<p>Multiskills</p> <ul style="list-style-type: none"> Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills 	<p>Games</p> <ul style="list-style-type: none"> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game 	<p>Dance</p> <ul style="list-style-type: none"> Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups 	<p>Gymnastics</p> <ul style="list-style-type: none"> Balance Core muscle strength Jumping and landing Awareness of space 	<p>Cricket</p> <ul style="list-style-type: none"> Follow the rules of a game Use a racket I can join in with a game 	<p>Athletics</p> <ul style="list-style-type: none"> Running skills Agility Sports day

Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Lets celebrate!	Take one picture!	growing!	Amazing animals!	Under the sea/Our colourful world!
Literacy	<p>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)</p>					
Comprehension	<ul style="list-style-type: none"> - I can fill in missing words from well-known rhymes - I can show a preference for a book or a song or a rhyme. 	<ul style="list-style-type: none"> - I can identify myself in a story and show enjoyment for stories about familiar people - I can hold a book, turn the pages and indicate an understanding of pictures and print. 	<ul style="list-style-type: none"> - I am beginning to be aware of the way stories are structured. - I show interest in illustrations and print in books and print in the environment. 	<ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can make suggestions about what might happen next in a story 	<ul style="list-style-type: none"> - I can talk about events and characters in a book - I can suggest how a story might end 	<ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can tell a story to friends
Word Reading	<ul style="list-style-type: none"> - I can join in with rhymes and stories 	<ul style="list-style-type: none"> - I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. - I can notice and repeat sounds 	<ul style="list-style-type: none"> - I can understand that print has meaning - I can hold a book the right way up and turn pages by myself 	<ul style="list-style-type: none"> - I know that print can have different purposes - I know the names of the different parts of a book 	<ul style="list-style-type: none"> - I know that we read English text from left to right and from top to bottom - I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage. 	<ul style="list-style-type: none"> - I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
	<ul style="list-style-type: none"> - I can randomly scribble on the page, sometimes with both hands. - I can begin to balance when sitting. - I can make connections between my actions and the marks being made. 	<ul style="list-style-type: none"> - I can control the marks on the page. - I can use a range of tools to make marks and show an interest in my own marks and others marks. 	<ul style="list-style-type: none"> - I can make connections between my actions and the marks being made. - I ascribe meaning to my marks 	<ul style="list-style-type: none"> - I can distinguish between the different marks I make. - I can tell an adult what my marks mean - I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. - I can copy shapes, letter and pictures 	<ul style="list-style-type: none"> - I can identify sounds from my own name in other words. - I can write some or all of my name. 	<ul style="list-style-type: none"> - I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - I can write some letters accurately

Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>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.</p>					
	<ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes 	<ul style="list-style-type: none"> - I can recite some number names past 5 <ul style="list-style-type: none"> - I can have conversations about numbers - I can say when two small groups have the same number - I can sort objects using one simple criteria - I can share play toys with a friend when asked 	<ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes - I can bring one or two objects to and adult when asked - I can extend a simple ABABAB pattern - I can experiment with my own symbols, marks and numerals 	<ul style="list-style-type: none"> - I can create a simple ABABAB pattern - I can use number names to ten - I am beginning to count small quantities accurately <ul style="list-style-type: none"> - I can show understanding of simple comparisons - more - I can give one more object when asked - I can identify the shape of everyday objects 	<ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes - I can correct a simple pattern - I can show understanding of simple comparisons - less <ul style="list-style-type: none"> - I can take one object away when asked - I can use informal language such as 'stripy' 'pointy' when sorting objects - I know that the last number reached when counting objects is how many in total - I have fast recognition of three objects <ul style="list-style-type: none"> - I can compare quantities 	<ul style="list-style-type: none"> - I can say one number name for each item in order to five <ul style="list-style-type: none"> - I can link numerals and amounts - I can show finger numbers up to five - I can describe a sequence of events in order <ul style="list-style-type: none"> - I can use mathematical language to describe shapes - I can identify numerals in the environment <ul style="list-style-type: none"> - I can represent numbers using marks

Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	celebrations!	Take one picture!	growing!	Amazing animals!	Under the sea/Our colourful world!
Understanding the world RE/Festivals	<p>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.</p>					
	<ul style="list-style-type: none"> - I enjoy joining in with family customs and routines Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Pre school family Which stories are special and why? Diwali 	<ul style="list-style-type: none"> - I can remember and talk about significant events in my own experience What times are special and why? Which stories are special and why? Christmas Hanukkah 	<ul style="list-style-type: none"> - In pretend play I can imitate everyday actions and events from my own family and cultural background What times are special and why? Chinese new year 	<ul style="list-style-type: none"> I can recognise similarities and differences What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter Mosque Ramadan Hindu Holi Festival 8th March 2023 	<ul style="list-style-type: none"> I know that I have similarities and differences that connect me to and distinguish me from others What is special about our world? Awe and wonder: growth and change of animals 	<ul style="list-style-type: none"> I can develop my sense of responsibility and membership of a community What is special about our world? Summer Solstice
	<ul style="list-style-type: none"> - I am interested in photographs of myself and familiar people and objects - I am curious about people and show interest in stories about myself and my family - I can talk about what I was like when I was a baby 	<ul style="list-style-type: none"> - I show interest in different occupations (Eg: fire fighters/nurse/police officers) - I enjoy celebrating my birthday and that of others - I can make observations about my immediate environment - I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. 	<ul style="list-style-type: none"> - I can begin to make sense of my own life-story and family’s history - I can identify where things belong in my environment Eg: where my bottle/coat/painting goes 	<ul style="list-style-type: none"> - I can talk about environments in stories - I can talk about places I have visited (e.g.: the park/ASDA) - I can follow positional language instructions - I am beginning to notice changes in my environment 	<ul style="list-style-type: none"> - I can see my new friends have similarities and differences that connect them to, and distinguish them from, others - I can talk about places in and around school 	<ul style="list-style-type: none"> - I can use simple positional language - I am beginning to talk about and describe changes in my environment

Pre School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> - I can explore different materials freely, in order to develop my ideas about how to use them and what to make. - I can use various construction materials - I can manipulate play dough (roll, knead) 	<ul style="list-style-type: none"> - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) - I can recognise and name colours. 	<ul style="list-style-type: none"> - I can join different materials and explore different textures. - I can draw identifiable pictures - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control 	<ul style="list-style-type: none"> - I can talk about what I am creating - I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' 	<ul style="list-style-type: none"> - I can draw a person with identifiable features - I can develop my own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> - I have been exposed to a different range of artists - I can show interest and describe the texture of things