



## Hennock Community Primary School- Pre- School Long Term Plan



Pre-School	Autumn		Spring		Summer	
	Term 1 (7 weeks 2 days)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks 2 days)
<b>Topic/ Themed Learning</b>	Animals  People who help us  Little Red Hen  Wk 8: Halloween/ Harvest	Space  Senses  Christmas  Wk 1: 11 <sup>th</sup> Nov Remembrance Day	Stars/ Day and Night  Dinosaurs  Nocturnal Animals  Wk 4: Chinese New Year 29 <sup>th</sup> January  Wk 5: 3 <sup>rd</sup> - 9 <sup>th</sup> Feb Children's Mental Health Week  Wk 6: Valentines Day 14 <sup>th</sup> Feb	Life cycles  Goldilocks  Polar Regions  Wk 2: March 4 <sup>th</sup> Pancake Day/ World Book Day  Wk 3: March 7 <sup>th</sup> – 16 <sup>th</sup> World Science Week  Wk 3: March 21 <sup>st</sup> : Red Nose Day  Wk 5: March 30 <sup>th</sup> Mother's Day  Wk 6: Easter	Letter writing  Bears  Planting a seed  Wk 2: 29 <sup>th</sup> April International dance day	Fruits and Vegetables  Beach  Minibeasts  Wk 2: June 15 <sup>th</sup> - Fathers Day  Wk 3: June 21 <sup>st</sup> - World Music Day  7 <sup>th</sup> June Wk com Sports Day (Back up date 14 <sup>th</sup> )
<b>Focus Texts (Book Buds)</b>	<p><b>Main Text:</b> Dear Zoo</p> <p><b>Additional Texts:</b> Usborne Big Book of Animals</p> <p><b>Main Text:</b> People Who Help Us</p> <p><b>Additional Texts:</b> Doctorsaurus</p> <p><b>Main Text:</b> The Little Red Hen</p> <p><b>Additional Texts:</b> From Egg to Chicken</p>	<p><b>Main Text:</b> Whatever Next!</p> <p><b>Additional Texts:</b> Little Kids first book of Space</p> <p><b>Main Text:</b> Bear, Brown Bear what do you see?</p> <p><b>Additional Texts:</b> Usborne Book of Colours</p> <p><b>Main Text:</b> The Gingerbread Man</p> <p><b>Additional Texts:</b> The Stickman Cookbook</p>	<p><b>Main Text:</b> How to Catch a Star.</p> <p><b>Additional Texts:</b> Day and Night</p> <p><b>Main Text:</b> Little Kids first Book of Dinosaurs</p> <p><b>Additional Texts:</b> Dear Dinosaur</p> <p><b>Main Text:</b> Owl Babies</p> <p><b>Additional Texts:</b> Osborne Beginners Owls</p>	<p><b>Main Text:</b> From Tadpole to Frog</p> <p><b>Additional Text:</b> Oi Frog</p> <p><b>Main Text:</b> Goldilocks and the Three Bears (Axel Scheffler)</p> <p><b>Additional Text:</b> Gruffalo Crumble and other Recipes</p> <p><b>Main Text:</b> Lost and Found</p> <p><b>Additional Text:</b> (Super Readers) North Pole, South Pole</p>	<p><b>Main Text:</b> Dear Dinosaur</p> <p><b>Main Text:</b> Bears Don't Eat Egg Sandwiches</p> <p><b>Main Text:</b> Sam Plants a Sunflower</p>	<p><b>Main Text:</b> The Ugly Vegetables</p> <p><b>Main Text:</b> The Lighthouse Keepers Lunch</p> <p><b>Main Text:</b> Do You Love Bugs</p>
<p>The books that have been chosen are almost all very repetitive and rather like songs! This makes them easier for children to join in with so that the experience of reading becomes interactive and the children begin to learn the story as they are read to. In each book there will be much to discuss so that the children understand the vocabulary as well as what is happening. All of the books have pictures, which support the text</p>						

<b>Additional texts- Pie Corbett book spine</b>	but also compliment and add to it. It is important to discuss the pictures and what is happening in them as much as the text. After a while, the children will get to know each story word for word, which can give great confidence to early readers in terms of fluency when reading. We have also added a few additional traditional tales to ensure that by the end of preschool all children have been fully emersed in a range of traditional stories. These Traditional tails have been carefully selected to ensure children are hearing rhyme, alliteration and repetition, all to support those foundations for phonics. All our stories are at the heart of all our learning, but these stories aim to specifically to support communication and language and to develop children’s vocabulary. Children will focus on these books within their story time slot daily, they will then be read regularly over a period of weeks so the children become very familiar with them. They will also feed into a specific book box available for the children to access from choice and enjoy during their independent learning.					
	<b>Where’s Spot?</b>  <b>The Colour Monster</b>  <b>Little Red Riding Hood</b>	<b>Enormous Turnip</b>  <b>We’re Going on a Bear Hunt</b>  <b>The Train Ride</b>	<b>Hug</b>  <b>Come on Daisy</b>  <b>Elves and the Shoe Maker</b>	<b>Jaspers Beanstalk</b>  <b>The Very Hungry Caterpillar</b>  <b>Three Billy Goats Gruff</b>	<b>Each Peach, Pear, Plum</b>  <b>The Three Little Pigs</b>  <b>Jack and the Beanstalk</b>	<b>Hairy McLary from Donaldsons dairy</b>  <b>You Choose</b>  <b>The Ugly Duckling</b>
<b>Role Play</b>	<b>School</b>	Space Station	Deconstructed Role Play/ Dinosaur land	Beach Cafe	Safari Camp	Around the World Restaurant/ Deconstructed Role Play
<b>Jigsaw PSHE AGED 4-5</b>	<b>BM (Being Me in my World)</b>  WK 1: Develop Class charter as a class (Stand alone Non Jigsaw lesson)  WK 2: Who Me!  WK 3: How am I feeling today?  WK 4: Being at school  WK 5: Gentle Hands  WK 6: Our Rights  WK 7: Our Responsibilities  WK 8: What have we learnt Reflection. (Assessment Point)	<b>CD (Celebrating Difference)</b>  WK 1: What am I good at?  WK 2: I’m Special, I’m Me!  WK 3: Families  WK 4: Homes  WK 5: Making friends  Wk 6: Standing up for yourself (Assessment Point)	<b>DG (Dreams and Goals)</b>  WK 1: Challenge  WK2: Never Give up  WK 3: Setting a goal  WK 4: Obstacles and support  WK 5: Flight to the future  WK 6: Footprint awards (Assessment point)	<b>HM (Healthy Me)</b>  WK: Everybody’s Body  WK 2: We like to Move it, Move it  WK 3: Food Glorious Food  WK 4: Sweet Dreams  WK 5: Keeping Clean  WK 6: Safe Adults (Assessment point)	<b>RL (Relationships)</b>  WK 1: My Family and Me!  WK 2: Make Friends, never break friends part 1  WK 3: Make Friends, never break Friends part 2  WK 4: Falling out and bullying Part 1  WK 5: Falling out and bullying Part 2  (WK 6 of this term moved over to week 1 of next term)	<b>Relationships Cont..</b>  WK 1: Being the best friends we can be(Assessment point)  <b>CM (Changing Me)</b>  WK 2: My Body  WK 3: Respecting my Body  WK 4: Growing up  WK 5: Fun and fears Part 1  WK 6: Fun and Fears part 2  WK 7: Celebration(Assessment Point)  WK 8: Transition Morning and Activities (Stand alone lesson Not from Jigsaw)
<b>Educational Experiences</b>	Visit from Local police officer  Harvest Festival	Visit from Fire Brigade  National Road Safety Week  Nativity Play		World Book Day  Easter Service		Sports Day  Enrichment Activities

<b>Phonics</b>  <b>Bug Club pre-phonics activities building phonological awareness</b>	A Wet Walk  All sorts of Art	Nature shapes  The Missing Button	From Seed to Sandwich  A Day at the Beach	A Wet Walk  All sorts of Art	The Missing Button  Nature shapes	From Seed to Sandwich  Day at the Beach  Orl blending practice and oral (not grapheme) introduction to phase 2 sounds.
<b>Maths</b> <b>White Rose</b> <b>Nursery Plan</b>	More than, Fewer than, same  Explore and build shapes and objects  Explore Repeats	Hear and say Number names  Begin to order number names  I see 1,2,3	Join in repeats  Explore position and space  Show me 1,2,3  Move and label 1,2,3	Explore position and routes  Explore own first patterns  Take and give 1, 2, 3  Match talk, push and pull	Talk about dots  Compare and sort collections  Lead on repeats  Start to puzzle	Make games and actions  Show me 5  Stop at 1,2,3,4,5  Match. Sort, Compare  Making patterns together  Additional units to fit in where time allows: Make games and actions My own patterns
<b>At the end of EYFS, level expected:</b> <u>Moving and handling</u> - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively. <u>Health and self care</u> - children knowing the importance of good health which includes physical exercise and a healthy diet						
<b>P.E.</b>  <b>(Based on The Link Planning Year 1)</b>	<b>Fundamentals</b>  WK1: Baseline Assessment: Assess students' ability for first lesson of the year  WK 2: Multi-Directional Movement: Students will move in a variety of different ways and in different directions with control.  WK 3: Footwork Patterns: Students will focus on accuracy of foot placements  WK 4: Jumping and Flight: Assess students fundamental skills  WK 5: Finding Space: Moving in a safe area and beginning to evade a defender.  Week 6: Identifying and invading space.	<b>Gymnastics/Fundamentals</b>  WK1: Multi-Skills movement lesson: Move in and around space with balance and control  WK 2: Gymnastics Travels  WK 3: Rock and rolls  WK 4: Balances  WK 5: Sequencing  Week 6: Grouping  WK 7: Assessment	<b>Throw, Catch, Pass and Receive</b>  WK 1: Introduction/ Baseline Assessment  WK 2: Throwing and Catching, Throwing to a target.  WK 3: Aiming: Throwing and Rolling  WK 4: Bouncing and Catching  WK 5:  WK 6: Assessment	<b>Dance</b>  Week 1 – Introduction and travelling steps  Week 2 – Floor work  Week 3 – Rhythm & Musicality  Week 4 – Dynamics  Week 5 – Partner/group work  Week 6 – Rehearsal & Performance.	<b>Team Building/Problem Solving</b>  WK 1: Team Building introduction: Communicating and working together as a team.  WK 2: Team Building and collaboration: Working together towards a joint goal.  WK 3: Team Building and communication  WK 4: Problem solving as a team: Working together/collaborating and communicating.  WK 5: Problem Solving games: Working together towards a common team goal. Assessment	<b>Striking and Feilding</b>  WK 1: Object Control introduction  WK 2:  WK 3: Striking Safety and object control  WK 4: Aiming and Striking  WK 5: Aiming and Striking  WK 6: Aiming and Striking  WK 7, 8 Assessment and Consolidation.

	<p>WK 7: Using Movement to evade a defender. Assessment</p> <p>WK 8: Multi-skills and balance: Move in and around space using balance and control</p>					
<b>RE</b>	F4: Being Special: Where do we Belong?	F2: Why is Christmas Special for Christians?	F6: What times/stories are special and why?	F3: Why is Easter special for Christians?	F1: Why is the word 'God' so important to Christians?	F5: What places are special and why?
<b>Music</b>	<p>Children in EYFS develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in the Foundation Stage during continuous Provision. They have regular access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. Their knowledge of music and the experiences on offer throughout their early years, provides children with the confidence and knowledge to begin the next stage of their education in Reception and KS1.</p>					
<b>Independent Learning Time</b>	<p>We aim for our children to become confident, independent and inquisitive learners with a passion to improve and build on core skills. Independent Learning time is a time where children access planned and purposeful learning challenges to encourage and support children to meet their next steps. Our provision ensures that the 'unique child' is considered, taking into account their interests and choices, while exposing them to learning opportunities around traditional stories that they would not naturally come across. Our planned provision encourages children to gain a deep understanding of the stories through practical and playful activities. Our practitioners are there to model, scaffold and extend learning in this play-based learning environment. We aim for our children to want to spend a considerable amount of time engrossed in their learning, showing pride, passion and enjoyment.</p>					
<b>Themed Learning</b>	<p>Every week, the children will participate in a small group Themed Learning session that is carefully planned to provide some direct and adult-led teaching based around our traditional stories. Throughout the year, the children are exposed to a range of activities that covers all areas of learning, from Communication and Language to Understanding of the World. These activities are to inspire children to use new skills, develop and build upon their previous learning, as well as to encourage children to access different areas of learning and provision to what they are used to. We intend that the children become immersed in the story, where every activity has a core purpose to develop language, vocabulary and story understanding. Our stories are at the heart of the learning, using them as a stimulus to develop foundational skills and to ensure our children are school ready when they leave our Pre-School setting.</p>					