



Sutton Bonington Pre-school Playgroup – Long Term Planning

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes	All about me Homes and Houses Families Senses and Emotions	Seasonal Change Bonfire Night Christmas/ Nativity	Festivals around the World Traditional Tales/ Nursery Rhymes Music around the World	Every Living Thing People who help us Transport	Seasonal Change Sowing and Growing Bugs and Minibeasts Lifecycles	Seasonal Change Holidays/ Seaside School Transition
Celebrations and festivals	Harvest Festival Diwali	Bonfire Night (5/11) Loughborough Fair Remembrance Day (11/11) Christmas (25/12)	New Year Chinese New Year Pancake Day World Book Day Mother's Day Holi	Eid-al-Fitr Earth Day	Easter Lambing visit Ramadam	Father's Day
Letters and Sounds	Aspect 1: General sounds and discrimination – environmental sounds	Aspect 2: General sound discrimination – instrumental sounds	Aspect 3: General sound discrimination – body percussion	Aspect 4: Rhythm and rhyme	Aspect 5: Alliteration	Aspect 6: Voice sounds
Mathematics Focus	Measurement – Time – My Day Number and Place value - Numbers to 5	Addition and Subtraction – Sorting Addition and Subtracting – Change within 5	Addition and Subtraction – Numbers to 5 Number and Place Value – Numbers to 10	Additional and Subtraction – Addition to 10 Geometry – Shape and space	Geometry – Exploring patterns Addition and Subtraction – Count on and back	Number and Place Value – Numbers to 20 Measurement - Measure



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<p>Focus Texts and Core Books</p>	<p>3 Little Pigs Mrs Honeys hat Goldilocks and the 3 bears</p>	<p>The scarecrow that didn't scare (story sack) Winnie the witch (story sack)</p>	<p>Handa's surprise (story sack) Do your ears hang low? (story sack)</p>	<p>The Very Hungry Caterpillar (story sack) Jasper's Beanstalk</p>	<p>Brown bear, brown bear (story sack) Mrs Honey's Hat (story sack)</p>	<p>The Snail and the Whale Rhyming (story sack)</p>
<p>Communication and Language</p>	<p>Start to say how they are feeling, using words as well as actions. Make themselves understood and can become frustrated when they cannot.</p>	<p>Start to develop conversations, often jumping from topic to topic. Generally, focus on an activity of their choice and find it difficult to be directed by an adult.</p>	<p>Listen to simple stories and understand what is happening. Develop pretend play.</p>	<p>Understand and act on longer sentences. Listen to other people's talk with interest but can be distracted by other things.</p>	<p>Understand simple questions about who, what and where. Understand simple instructions.</p>	<p>Identify familiar objects and properties. Pronounce multi-syllabic words such as banana or computer.</p>
	<p>Start a conversation with an adult or a friend and continue for many turns. Use talk to organise themselves and their play. 'Let's go on a bus... you sit there'</p>	<p>Pay attention to more than one thing at a time, which can be difficult. Sing a large repertoire of songs.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Build a wider range of vocabulary. Know many rhymes, be able to talk about familiar books and be able to tell a longer story.</p>	<p>Understand a question or instruction that has two parts. Understand 'why' questions.</p>	<p>Develop their communication but may have problems with irregular tenses and plurals. Use longer sentences of 4 to 6 words. Be able to express a point of view and to debate when they disagree.</p>	<p>Develop their pronunciation but still have problems with some sounds and multisyllabic such as hippopotamus.</p>



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	<p>Characteristics of effective learning</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> - Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. <p>Creative and thinking critically</p> <ul style="list-style-type: none"> - Know more, so feel more confident in coming up with their own ideas. - Make more links between those ideas. 					
<p>Personal, Social and Emotional Development</p>	<p>Find ways to calm themselves through being calmed and comforted.</p> <p>Fine ways of managing transitions from their parent to a practitioner.</p>	<p>Express preferences and decisions. They also try new things and start establishing autonomy.</p> <p>Play with increasing confidence on their own and with other children.</p>	<p>Notice change and ask questions about differences such as skin, colour, hair and so on.</p> <p>Grow in independence, rejecting help.</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>Develop friendships with other children.</p>	<p>Learn to use the toilet with help and then independently.</p> <p>Are talking about their feelings in more elaborated ways.</p>	<p>Begin to show 'effortful control'. For example, waiting their turn.</p> <p>Establish their sense of self.</p> <p>Thrive as they develop self-assurance.</p>
	<p>Become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Play with one or more children extending and elaborating play ideas.</p> <p>Increasingly following rules, understanding why they are important.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Understand gradually how others might be feeling.</p>	<p>Makes healthy choices about food, drink and toothbrushing.</p> <p>Talk about their feelings.</p>	<p>Find solutions to conflicts and rivalries.</p> <p>Be increasingly independent in meeting their own care needs.</p>	<p>Develop ways of being assertive.</p> <p>Remember rules without an adult needing to remind them.</p>



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	<p>Characteristics of effective learning</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> - Realise that their actions have an effect on the world, so they want to keep on repeating them. - Make independent choices. - Bring their own interests and fascinations into early years settings. This helps them to develop learning. <p>Active learning</p> <ul style="list-style-type: none"> - Participate in routines. - Begin to predict sequences because they know routines. <p>Creative and thinking critically</p> <ul style="list-style-type: none"> - Review their progress as they try to achieve a goal. Check how well they are doing. <p>Playing and thinking critically</p> <ul style="list-style-type: none"> - Use pretend play to think beyond the 'here and now' and how to understand another perspective. 					
Physical Development	<p>Sit on push along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Develop manipulation and control.</p>	<p>Explore different materials and tools.</p>	<p>Walk run and climb. Use the stairs independently.</p>	<p>Show and increasing desire to be independent.</p>	<p>Use large and small motor skills to do things independently for example pour drinks, manage buttons and zips.</p>
	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Match their developing physical skills for example to crawl, walk or run across a plank.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use one-handed tools and equipment for example making snips in paper with scissors.</p> <p>Show preference for dominant hand.</p>	<p>Choose the right resources to carry out their own plan for example choosing a spade to enlarge a hole.</p> <p>Increasingly be able to use and remember sequences and patterns of movements that a</p>	<p>Go up steps and stairs or climb up apparatus using alternative feet.</p> <p>Skip, hop and stand on one leg holding for a pose.</p>	<p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Collaborate with others to manage large items, such as moving large, long planks.</p>	<p>Use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Be increasingly independent as they get dressed and undressed.</p>



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			related to music and movement.			
	<p>Characteristics of effective learning Active learning</p> <ul style="list-style-type: none"> - Keep on trying when things are difficult 					
Literacy	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Ask questions about books.</p>	<p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently.</p>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms tunes and songs.</p>	<p>Have favourite books and seek them out to share with an adult, another child or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Ask questions about the book. Makes comments and share their own ideas.</p> <p>Develop play around favourite stories using props.</p>	<p>Notice some print such as the first letter of their name a bus or door number.</p> <p>Enjoy drawing freely.</p> <p>Make marks on their picture to stand for their name.</p> <p>Add some marks to their drawings, which they can give meaning to.</p>



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	<p>Understand key concepts about print such as print has meaning, it can have different purposes, we read English text from left to right, the names of the different parts of a book and page sequencing.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness to recognise rhymes, clap syllables and recognise words with the same initial sounds.</p>	<p>Use some print and letter knowledge in their early writing. For example writing a shopping list.</p>	<p>Write some or all of their name.</p>	<p>Write some letters accurately.</p>
	<p>Characteristics of effective learning Playing and exploring - Make independent choices</p>					
<p>Mathematics</p>	<p>Combine objects like stacking blocks and cups. Build with a range of resources.</p>	<p>Count in everyday contexts, sometimes skipping numbers – 1, 2, 3, 5.</p>	<p>Take part in finger rhymes with numbers.</p>	<p>Compare sizes, weights etc using gesture and language – bigger, little, smaller.</p>	<p>Climb and squeeze themselves into different types of spaces.</p>	<p>Notice patterns and arrange things in patterns.</p>



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	<p>Describe a familiar route.</p> <p>Discuss locations using words like 'in front of' and 'behind'.</p> <p>Select shapes appropriately: flat surface for building, a prism for a roof.</p>	<p>Say one number for each item in order – 1, 2, 3, 4, 5.</p> <p>Knows that the last number reached when counting objects tells you how many there are in total.</p> <p>Recite numbers past 5.</p>	<p>Show finger numbers up to 5.</p> <p>Link numerals and amounts for example showing the right number of objects to match the numeral.</p> <p>Begin to describe a sequence of events, real or fictional.</p>	<p>Compare quantities using language 'more than, less than'.</p> <p>Understand position through words alone – the bag is under the table.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Extend ABAB patterns.</p> <p>Talk about 2d and 3d shapes using formal and informal mathematical language – sides, corners, straight, flat.</p> <p>Notice and correct an error in a repeating pattern.</p>
	<p>Characteristics of effective learning</p> <p>Active learning</p> <ul style="list-style-type: none"> - Begin to correct their mistakes themselves. <p>Creative and thinking critically</p> <ul style="list-style-type: none"> - Sort materials - Solve real problems: for example to share nine strawberries and check at the end everyone has the same number. 					
Understanding the World	<p>Make connections between the features of their family and other families.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips</p>	<p>Repeat actions that have an effect.</p>	<p>Explore natural materials indoors and outside.</p>	<p>Notice differences between people.</p>	<p>Explore materials with different properties.</p>



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	<p>Begin to make sense of their own life-story and family's history.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore and talk about the different forces they can feel.</p>	<p>Talk about the differences between materials and changes they notice.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Show interest in different occupations.</p> <p>Explore how things work.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Explore collections of materials with similar and/or different properties.</p>
	<p>Characteristics of effective learning Playing and exploring</p> <ul style="list-style-type: none"> - Respond to new experiences that you bring to their attention. 					
Expressive Arts and Design	<p>Respond emotionally and physically to music when it changes.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Notice patterns with strong contrasts and</p>	<p>Enjoy and take part in action songs.</p> <p>Use their imagination as they consider what they can make with different materials.</p>	<p>Show attention to sound and music.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs.</p>	<p>Explore paint, using fingers and other parts of their body as well as brushes and tools.</p> <p>Start to make marks intentionally.</p>	<p>Start to develop pretend play, pretending that one object represents another.</p> <p>Make simple models which express their ideas.</p>	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p>



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	<p>be attracted by patterns resembling the human face.</p>		<p>Explore a range of sound makers and instruments and play them in different ways.</p>			
	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings like happiness, sadness and fear.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Explore colour and colour mixing.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of tone sung by another person.</p>	<p>Listen with increased attention to sounds.</p> <p>Sing the melodic shape (moving melody, such as up and down) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Create their own songs or improvise a song around one they know.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>



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Characteristics of effective learning

Playing and exploring

- Plan and think ahead about how they will explore or play with objects.

Active learning

- Show goal directed behaviour.

Creative and thinking critically

- Take part in simple pretend play.