



Moggerhanger Primary School
Pre-School Long Term Plan
Year A - 2022-2023



Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ALL ABOUT ME!	ONCE UPON A TIME	HOME SWEET HOME	COLOURS OF THE RAINBOW	HOW DOES YOUR GARDEN GROW	A PIRATE'S LIFE FOR ME
General Themes *These themes may be adapted at various points to allow for children's interests to flow through the provision	<ul style="list-style-type: none"> ●New beginnings ●My family ●People who help us ●Staying healthy ●Being kind ●Staying safe 	<ul style="list-style-type: none"> ●Fairy tales ●Gingerbread man ●Cinderella ●Goldilocks ●Little Red Hen ●Three Little Pigs ●Superheroes 	<ul style="list-style-type: none"> ●Around the Town ●How do I get there? ●Where in the world have you been? ●Houses and home ●Where we live ●Dream house 	<ul style="list-style-type: none"> ●Mood monsters ●Red ●Orange ●Yellow ●Green ●Blue ●Purple 	<ul style="list-style-type: none"> ●Plants and flowers ●Mini beasts ●Animal visitors ●Life cycles 	<ul style="list-style-type: none"> ●Pirates ●Boats and ships ●Floating and sinking ●Under the Sea ●Marine Life ●The seaside in the past ●Seaside art
Key Texts	<ul style="list-style-type: none"> ●We've all got bellybuttons! ●Count your cookies ●See inside your body ●All kinds of people ●Whoever you are ●I can't do that YET ●Not now Bernard 	<ul style="list-style-type: none"> ●Gingerbread Man ●Cinderella ●Goldilocks and the Three Bears ●Little Red Hen ●Three Little Pigs ●Little Red Riding Hood ●The Three Billy Goats Gruff 	<ul style="list-style-type: none"> ●The House That Wanted a Family ●My New Home ●This is Our House ●Home by Carson Elis ●If I Built a House ●This is the house that Jack built 	<ul style="list-style-type: none"> ●My Many Coloured Days ●The Colour Monster ●Elmer ●The Pink Monster ●The Day the Crayons Quit ●The Dinosaur That Pooped a Rainbow 	<ul style="list-style-type: none"> ●The Tiny Seed ●Titch ●Ben Plants a Butterfly Garden ●Eddie's Garden and How to Make Things Grow ●A Seed Is Sleepy ●Little Pea 	<ul style="list-style-type: none"> ●The Night Pirates ●Pirates Love Underpants ●The Pirate Cruncher ●Giant Jelly Jaws and The Pirates ●Pirate Post a Swashbuckling Tale with Real Mail ●Plunge Into the Pirate Pool ●Ten Little Pirates



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Wow Moments	<ul style="list-style-type: none"> ●Autumn trail ●Harvest Festival ●Halloween ●Farmer Time 	<ul style="list-style-type: none"> ●Guy Fawkes and Bonfire Night ●Religious festivals: Christmas, Diwali, Hannukah ●World Space Week ●Remembrance Service ●Children in Need ●Anti-bullying week 	<ul style="list-style-type: none"> ●Food tasting- different cultures ●Chinese New Year ●Story Telling Week ●Random Act of Kindness ●Valentine’s Day 	<ul style="list-style-type: none"> ●Mother’s Day ●Kings Coronation ●Science Week ●Easter ●Time ●Easter Egg Hunt ●Trip to a local farm 	<ul style="list-style-type: none"> ●Planting Seeds ●Life cycles of plants ●Weather ●Experiments ●Start of Ramadan Eid ●D-Day 	<ul style="list-style-type: none"> ●Under the Sea- singing songs and sea shanties ●Fossil Hunting ●Summer Day Trip ●Healthy Eating Week ●Father’s Day World ●Environment Day ●Anniversary of the NHS ●Pirate Day ●Ice-cream and picnic at the park
Role Play Area	Baby area	Santa’s Grotto	Home Corner	Shop	Garden centre	Pirate ship
Personal, Social and Emotional Development	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, it 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 are 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 pre-school and in later life.</p>					



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	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • Show confidence in new social situations. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> • Talk about a range of feelings- happy, sad, angry, worried. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • Increasingly follow Pre-School rules <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> • Identify feelings in themselves and others. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • Select and use activities and resources. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> • Starting to talk to others to try to resolve conflicts as they arise. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • Starting to try and identify and describe feelings. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> • Being willing to have a go at new activities or explore new parts of the environment. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • Plays alongside other children who are engaged in similar activities. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> • Becoming more outgoing with unfamiliar people 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • To express own feelings to others <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> • Select resources and activities to achieve an end goal.
<p>Literacy</p>	<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>					
	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • To be able to mark make and identify their marks. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • To find and identify familiar letters, e.g., letters in their names. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • To begin to attempt writing familiar letters, 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • To be able to mark make and give meaning to their marks. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • Children will begin to identify some sounds 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> • Children can identify initial sounds and blend



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	<p><u>Pre-School 2</u> ●To know that text can be used as a form of identification.</p>	<p><u>Pre-School 2</u> ●To know that letters are used to make up words.</p>	<p>e.g. letters in their name. Adults will consistently model correct formation.</p> <p><u>Pre-School 2</u> ●To know that each letter makes a sound – focussing on sounds in their names.</p>	<p><u>Pre-School 2</u> ●To be able to talk about their marks with confidence.</p>	<p>during oral blending games.</p> <p><u>Pre-School 2</u> ●To know that blending sounds makes words.</p>	<p>familiar CVC words.</p> <p><u>Pre-School 2</u> ●To be able to segment sounds in CVC words</p>
<p>Communication and Language</p>	<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, 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, nonfiction, 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>					



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	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Listen to stories and songs with interest and engagement. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Listen carefully to songs, stories and rhymes and respond by joining in 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Following simple instructions <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Use language to explain, retell, describe. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Starting to use talk with familiar adults and peers creating sentences in their play. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Explain, describe, recount, and retell. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Use short sentences to explain. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Start a conversation and take it in turns to speak. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Use a wide range of words correctly and in context. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Understand and begin to respond to “why” questions. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Starting to use talk with familiar adults and peers creating sentences in their play. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Understand and respond to instructions with: *2 key words *3 key words
<p>Physical Development</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</p>					



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	<p>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>					
	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Explore a range of tools. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Use large muscle movements in making marks, waving flags and streamers-shoulder pivot. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Refine a range of movement styles e.g. walk, run, hop, jump, and crawl 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Showing preference for a dominant hand 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Holds pencil and smaller tools with thumb and whole hand. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Kicks a ball, by drawing the leg backward and then accurately pushing it forward.
	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Self- selecting movement styles e.g. crawl through a tunnel 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Negotiate large and small objects with dexterity e.g. construction materials 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Manage zips, coats, etc. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Show strength, balance and co-ordination in movement. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Uses a range of tools e.g. scissors 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Hold a pencil effectively (tripod)
<p>Maths</p>	<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>					



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Areas of Learning Covered					
Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing.		One more/less. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns.		2D and 3D shapes. Sequencing. Size. Length. Weight and Capacity. Positional Language. Review of previously taught concepts.	
<u>Pre-School 1</u>	<u>Pre-School 1</u>	<u>Pre-School 1</u>	<u>Pre-School 1</u>	<u>Pre-School 1</u>	<u>Pre-School 1</u>
<ul style="list-style-type: none"> •To talk about what happened today, yesterday, and tomorrow. 	<ul style="list-style-type: none"> •To count out a group of up to 5 objects 	<ul style="list-style-type: none"> •To count out a group of up to 10 objects 	<ul style="list-style-type: none"> •To identify, describe and compare groups of objects. 	<ul style="list-style-type: none"> •Practical problem solving with numbers up to 5. 	<ul style="list-style-type: none"> •To count, order and recognise numbers to 10, in and out of sequence.
<u>Pre-School 2</u>	<u>Pre-School 2</u>	<u>Pre-School 2</u>	<u>Pre-School 2</u>	<u>Pre-School 2</u>	<u>Pre-School 2</u>
<ul style="list-style-type: none"> •Knowing that the last number you count represents the total number of objects. 	<ul style="list-style-type: none"> •Knowing that the last number you count represents the total number of objects. 	<ul style="list-style-type: none"> •To count to 10. •To show an awareness of how numerals are formed and to experiment with own mathematical mark making. 	<ul style="list-style-type: none"> •To independently create and talk about own patterns using a range of objects and resources. 	<ul style="list-style-type: none"> •To develop fast recognition of numbers. 	<ul style="list-style-type: none"> •To compare and order objects according to their size and distance.



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<p>Understanding of the World</p>	<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>					
	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To be able to talk about their body parts (Science Link) ●To orally label body parts. (Science Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To listen to traditional stories and talk about the habitats. (Science Link) ●To know that some celebrations are specific to some cultures, (RE Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To learn about different modes of transportation, how they travel to school, local area and natural environment. (Geography Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To know that everyone has a birthday, and they are usually celebrated in a similar manner around the world. (History Link) ●Continue to use the computer to gain confidence in using the mouse. (Computing Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To listen to traditional stories and talk about plants. Plant their own seeds and check how tall the plants grow. (Science Link) ●To know that everyone has a birthday, and they are usually celebrated in a similar manner around the world. (History Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. (Science Link) ●Make comparisons between habitats of farm animals and wild animals. (Science Link)



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	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know about family structures and be able to talk about who is part of their family. (History Link) •To begin to talk about what they see using some new vocabulary. (History Link) 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To learn about the different stories related to Autumn festivals. (History/RE Link) •Shows an interest in technological toys. (Computing Link) 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To talk about what they see using new vocabulary with independence. (Science/ Geography Link) 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that living beings follow a similar growth pattern and make comparisons. (Science Link) 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles /safaris/ zoos or aquariums. (Science Link) 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. (Science/ Geography Link)
<p>Expressive art and design</p>	<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. 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>					



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	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. (Music Link) <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. (Music Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Nursery Rhymes and Nativity songs. (Music Link) •To use different colours and materials to make Rangoli Patterns. (Art Link) <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know how different colours and materials can be used to create things. (Art Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To use scissors effectively. (PE Link) •To begin to act out different scenarios using props to enhance imaginative play. (Art Link) <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know how colours can be mixed to make a new colour. (Art Link) •To use their imagination to create different works of art. (Art Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To learn about different textures and talk about them. (Art Link) •Feely bag activities with different objects for children to feel and describe. (Art Link) <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Sing songs clearly using correct words that have been learned. (Music Link) •To know how to create recognisable representations of objects. (Art Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To use puppets and props to act out different traditional stories. (Art Link) •To make masks for role play. (DT/Art Link) <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know how to use props appropriately for stories. (Art/DT Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Music Link) •To listen to music and create movements to the different beats. (Music/PE Link) <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that body movements can be changed depending on the rhythm to achieve a desired effect. (Music Link)
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