



Moggerhanger Primary School
Pre-School Long Term Plan
Year B - 2023-2024



Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ALL ABOUT ME!	SPACE!	TICKET TO RIDE!	AMAZING ANIMALS!	DOWN AT THE BOTTOM OF THE GARDEN!	FUN AT THE SEASIDE!
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"> ●What is beyond the sky ●How to get there ●What planet do we live on ●Why is earth special ●Visiting the moon ●What are stars Imagine living on other planets 	<ul style="list-style-type: none"> ●Around the Town ●How do I get there? ●Where in the world have you been? ●Vehicles past and present ●Design your own transport ●Road Safety 	<ul style="list-style-type: none"> ●Safari Jungle ●Animals Around the World ●Night and Day Animals ●Farm Animals ●Mini Beasts 	<ul style="list-style-type: none"> ●Plants and Flowers ●Mini beasts ●Animal visitors ●Hedgehogs, birds, foxes... 	<ul style="list-style-type: none"> ●Under the Sea ●Off on Holiday/what clothes to wear ●Where in the world shall we go? ●Send me a postcard ●Marine Life ●Seaside's in the past ●Seaside Art
Key books	<ul style="list-style-type: none"> ●Owl Babies ●The Big book of Families ●Rainbow Fish ●Super Duper You ●My Amazing Body ●Funny Bones ●My many Coloured Days 	<ul style="list-style-type: none"> ●How to Catch a Star ●Beegu ●Zoom, Rocket, Zoom! ●Aliens love Underpants ●Whatever Next! 	<ul style="list-style-type: none"> ●Mrs Armitage on Wheels ●Mr Gumpy's Motor Car ●Who sank the boat? I wish I were a pilot ●Naughty Bus 	<ul style="list-style-type: none"> ●Rumble in the Jungle ●Giraffes can't Dance ●Handa's Surprise ●Farmyard Hullabaloo 	<ul style="list-style-type: none"> ●A Seed in Need Jack and the Beanstalk ●A sense of science 'Exploring Plants' ●Sunflower House Super Worm 	<ul style="list-style-type: none"> ●Bright Stanley ●The Snail and The Whale ●Sharing a Shell ●Commotion in the Ocean ●The Journey ●Tiddler ●P is for Passport



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		<ul style="list-style-type: none"> ●Bringing Down the Moon ●You Choose in Space 	<ul style="list-style-type: none"> ●Oi Get Off my Train! 	<ul style="list-style-type: none"> ●Night Monkey Day Monkey ●Quiet! 	<ul style="list-style-type: none"> ●Matisse's Magical Trail 	<ul style="list-style-type: none"> ●Yo ho ho! A pirating we'll go
<p>Wow moments Start and finish</p>	<ul style="list-style-type: none"> ●Autumn trail ●Harvest ●Paramedic visit ●Halloween ●Roald Dahl Day ●Parent talk about their jobs 	<ul style="list-style-type: none"> ●Guy Fawkes/Bonfire night ●Christmas/Diwali/Hannukah ●World space week ●Children in need ●Anti-bullying week 	<ul style="list-style-type: none"> ●Posting a letter ●Food tasting-different cultures ●Map work- Find the Treasure ●Chinese New Year ●Story Telling Week ●Random Act of Kindness ●Valentine's Day 	<ul style="list-style-type: none"> ●Animal Art ●Let's Go on Safari ●Mother's Day ●Science Week ●Easter Time ●Easter Egg Hunt ●Trip to the 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 ●Trip to the Beach? ●Healthy Eating Week ●Father's Day World ●Environment Day ●Anniversary of the NHS ●Pirate Day ●Ice-cream and picnic at the park



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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>					
	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To separate from main carer and learn to adapt to the Nursery environment. ●To select and use activities and resources, with some support if needed. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To learn about daily routines and classroom rules. ●To be aware of behavioural expectations in the Nursery. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To learn how to share resources and play in a group. ●To listen to, and follow rules set. ●To take turns whilst playing and waiting patiently to have a go. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To show independence in accessing and exploring the environment. ●To independently put on coats and use the toilet. ●To learn to look after resources within the class. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To be able to initiate play with peers and keep play going by giving ideas. ●To become more outgoing with unfamiliar people. ●To show an awareness of how others may be feeling. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To gain enough confidence to talk to adults and peers. ●To begin to be assertive towards others where necessary.



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	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that they can approach adults in Nursery when needed. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know how to adapt behaviour to suit classroom routines. •To show confidence in asking adults for support. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that there are boundaries set. •To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To be aware of the different areas in Pre-School and how to explore them safely. •To approach an adult if they need support. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that to play nicely it's important to share and take turns. •To know that it is OK to engage with others, even if in a different environment. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know how to talk politely and develop an understanding of what is appropriate.
<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 recognise familiar logos and 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To talk about and retell a range of familiar stories. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To find and identify familiar letters, e.g. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To begin to form some letters correctly, 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To begin to make predictions about a story, 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Make predictions about a story using the



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	<p>labels within the environment.</p> <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that text has a meaning. •To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages. 	<p>To begin to explore initial sounds in familiar words.</p> <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To learn that stories have a sequence; beginning, middle and end. •To know that text is read from left to right and top to bottom in English. 	<p>letters in their name</p> <ul style="list-style-type: none"> •To talk about and retell a range of familiar stories. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To join in with repetition within stories and rhymes. •To be able to talk about different parts of the story. 	<p>e.g. letters in their name.</p> <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To join in with repetition within stories. 	<p>sometimes supported by an adult with vocabulary</p> <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To join in with repetition within stories. 	<p>relevant vocabulary with independence.</p> <ul style="list-style-type: none"> •To mark make for a purpose and be able to talk about the marks. <p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that letters make sounds. •To join in with repetition within stories. •To engage in extended conversations about stories.
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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, 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>					
	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To sing rhymes and look at picture books. ●To talk about themselves and their families. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To talk about celebrations at home. ●To listen to, and follow simple instructions. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To be able to identify the different types of vehicles they see on the road. ●To talk in short sentences that others can understand. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To listen to traditional stories and retain key vocabulary. ●To listen to and follow simple instructions and respond to questions appropriately. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To be able to answer questions and share opinions using the relevant vocabulary. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.



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	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To know that stories have different character which could be real and pretend. ●To know to sing words clearly so that they are audible. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To know that stories have a beginning, middle and an end. ●To be able to understand simple instructions. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To remember new words I am learning when talking to others. ●To be able to understand simple instructions, questions and commands. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To be able to answer questions related to the story. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To be able to answer questions related to the story. ●To be able to use vocabulary learnt to have a conversation with others. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To use the words they know appropriately to organise themselves and their play.
<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 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>					



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	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To take care of toileting needs independently. •To begin to show a preference for a dominant hand. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To independently put on their coats, with some support for the zipper and buttons. To use mark making resources with increasing independence. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To learn different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. •To mark make using a comfortable grip when using pencils and pens. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To begin to form numbers and familiar letters, e.g. letters in their name. •To look at books independently whilst turning pages one at a time. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. •To mark make using a comfortable grip when using pencils and pens. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To write the first letter of their name.
	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that washing hands is important after using the toilet and before we eat. •To show independence with 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know what the different tools in Pre-School are and how to use them safely, e.g. scissors, pegs, 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know the correct ways of forming letters. •To be aware of obstacles whilst running, riding a scooter/bike etc 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To successfully take part in group games with support from an adult. •To move confidently and



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	eating and drinking, e.g. being able to feed self and ask for help with opening containers	paint brush to paint	hammers and pencils. •To know what making right food choices looks like.	To know how to use one handed tools effectively.	and display some spatial awareness.	safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.
Maths	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.					
	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			



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	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●Singing a range of number songs. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To match number of objects to numeral. ●Knowing that the last number you count represents the total number of objects. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To develop fast recognition of numbers 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To independently create and talk about own patterns using a range of objects and resources. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To begin to describe a sequence of events accurately. 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> ●To name and describe 2D shapes. ●To name some common 3D shapes and properties. ●To compare and order objects according to their size and distance.
	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To count out a group of up to 5 objects. ●To show an understanding of 1:1 counting to 5 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To show an awareness and name some 2D shapes in the environment. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To say number names to 10 in order. ●To be able to say number names forwards and backwards to 10 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To be able to demonstrate through games and role play an understanding of positional language. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To remember the order in which things happen. 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> ●To be able to say number names forwards and backwards to 15.



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Understanding of the World	<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 explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (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) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •Children to talk about significant events in their life. (History Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To be able to identify similarities and differences between themselves and peers. (History Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To use senses to explore the world around them. (Geography/ Science Link) 	<p><u>Pre-School 1</u></p> <ul style="list-style-type: none"> •To explore materials which will float and which will sink. (Science Link)
	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To show an awareness of the emergency services and how they can help us. 	<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) 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •Shows an interest in technological toys. (Computing Link) 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To begin to understand the importance of looking after our environment and 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To know that there are different countries in the world, 	<p><u>Pre-School 2</u></p> <ul style="list-style-type: none"> •To begin to understand the importance of looking after our environment and



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				all living things and where we can collect natural resources from. (Science/ Geography Link)	(Geography Link)	all living things and where we can collect natural resources from.
Expressive art 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. 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>					
	<u>Pre-School 1</u> •Uses various construction materials. (DT Link)	<u>Pre-School 1</u> •To make Christmas cards and decorations for friends and family using a range of media. (DT/Art/RE Link)	<u>Pre-School 1</u> •To begin to act out different scenarios using props to enhance imaginative play. (Art Link)	<u>Pre-School 1</u> •To engage in role play by making stick puppets of different story characters. (DT/Art Link)	<u>Pre-School 1</u> •To show different emotions in pictures clearly. (Art Link)	<u>Pre-School 1</u> •Explore different materials freely, using them with a purpose. (Art Link) Beginning to be interested in and



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	<p style="text-align: center;"><u>Pre-School 2</u></p> <ul style="list-style-type: none">•To know that certain art types belong to different cultures. E.g. Africa. (Art/Geography Link)	<p style="text-align: center;"><u>Pre-School 2</u></p> <ul style="list-style-type: none">•To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (Art/RE Link)	<p style="text-align: center;"><u>Pre-School 2</u></p> <ul style="list-style-type: none">•For children to be able to construct with a purpose and safely. (DT Link) <p>To play instruments to express feelings and ideas. (Music Link)</p>	<p style="text-align: center;"><u>Pre-School 2</u></p> <ul style="list-style-type: none">•To know about the different materials and what can be created with them. (Art/DT Link)	<p style="text-align: center;"><u>Pre-School 2</u></p> <ul style="list-style-type: none">•For children to be able to construct with a purpose and safely. (DT Link)	<p style="text-align: center;"><u>Pre-School 2</u></p> <ul style="list-style-type: none">•To know that different construction toys can be used to make new things that can be used in pretend play. (Art/DT Link)•To show confidence in choice of media when creating a model or picture. (Art Link)
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