

Building
Brighter
Futures
Together

Eastwood Community School

Long Term Planning 2023-24



Pre-School

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year in Pre-School	Theme	Marvellous Me and fantastic Families.	Food, glorious food!	It's Cold Outside!	On the Move... (travel and transport)	Growing (plants and animals)	Down on the Farm
	Books and Stories	 (Elephants/Colours/Friends) Maisy goes to preschool What I like about me! Elmer Elmer's Friends Elmer's colours Elmer's weather 5 minute peace	 Autumn Daisy Eat Your Peas The Little Red Hen Goldilocks and The three Bears. Gingerbread Man Little Robin Redbreast Spots First Christmas	 Winter Dot in the snow Iris and Isaac One Winters Day One Snowy Night Star in the jar	 Spring Maisy's Fire Engine Maisy's Train Maisy's Racing Car Maisy's Tractors Maisy's Plane Maisy's Bus	 Summer Jaspers Beanstalk The Very Hungry Caterpillar. Oliver's Vegetables Titch Lola plants a garden.	 Spot goes to the farm Who's on the farm? Noisy Farm Mrs Wishy Washy The Greedy Goat The Three Billy Goats Gruff Farmyard Beats
	Role play	Home	Cafe	Winter clothing	People who helps us	Fruit and vegetable shop	Farm shop
	Language and Communication	<ul style="list-style-type: none"> Enjoys singing, music and toys that make sounds Listen and respond to a simple instruction Develop pretend play Use multi-syllabic words (banana/finger/colour) 					

		<ul style="list-style-type: none">• Understand and act on longer sentences like ‘Clap hands’ or ‘Get your coat’• Understand simple questions (who, what, where)• Can start a conversation with an adult or a friend• Sing songs & say rhymes independently, for example, singing whilst playing• Enjoys sharing books with an adult• Repeat words & phrases from familiar stories					
	PSED	Me and My Relationships > All about me <u>Marvellous me!</u> <u>I'm special</u>	Valuing Difference > Kindness and Caring <u>Including everyone</u>	Valuing Difference > Same and Different <u>Me and my friends</u>	Being my Best > Exercise and Sleep <u>What does my body need?</u>	Rights & Responsibilities > Looking after Myself and my Friends <u>Looking after myself</u> <u>Looking after others</u>	Being my Best > Bouncing Back (growth mindset) <u>I can keep trying</u> <u>I can do it!</u>
	Physical Development Gross Motor	<ul style="list-style-type: none">• Eat finger foods and develop likes and dislikes• Clap and stamp to music• Fit themselves into spaces (tunnels, dens and large boxes)• Enjoys to kick, throw and catch balls• Walk, run, jump and climb and start to use the stairs independently• Use a scooter or a tricycle					
	Physical Development Fine Motor	<ul style="list-style-type: none">• Explore different materials and tools• Develop manipulation and control• Manage buttons and zips on coats• Learn to use the toilet with help and then independently					
	Literacy	<ul style="list-style-type: none">• Enjoys songs & rhymes, tuning in & paying attention.• Join in with songs & rhymes, copying sounds, rhythms, tunes & tempo• Says some words in songs & rhymes• Pay attention & respond to pictures or the words• Enjoys drawing freely• Repeat words & phrases from familiar stories• Copy finger movements & other gestures					
	Maths	<ul style="list-style-type: none">• Combine objects like stacking blocks & cups. Put objects inside others & take them out again• Take part in finger rhymes with numbers.• Compare amounts, saying ‘lots’, ‘more’ or ‘same’• Count in everyday contexts, sometimes skipping numbers-‘1-2-3-5’• Climb & squeeze themselves into different types of spaces					

		<ul style="list-style-type: none"> • Build with a range of resources • Complete inset puzzle • Compare sizes, weight etc...using gesture & language- ' bigger/little/smaller', high/low, tall', heavy • Notice patterns & arrange things in patterns
	Understanding the World Past and Present	<ul style="list-style-type: none"> • I react emotionally to other people's emotions, eg. smiles when smiled at. • I separate from the main carer with support and encouragement from a familiar adult. • I use a familiar adult to share feelings with • I can express my own preferences and interests. • I know which adults and children are important to me. • Enjoys pictures and stories about themselves and their families. • Has a sense of own immediate family and relations.
	Understanding the World People Culture and Communities	<ul style="list-style-type: none"> • Express preferences and decisions. They also try new things and start establishing their autonomy • Find ways of managing transitions, for example from their parent to their key person. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. Enjoys pictures and stories about themselves and their families. • Has a sense of own immediate family and relations.
	Understanding the World The Natural world	<ul style="list-style-type: none"> • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Responds to sight, sounds and smells in the environment. • Explores how objects can be combined together in heuristic play. • Explores chimes, streamers, windmills and bubbles to investigate the effects of wind.
	Expressive arts and design (Music)	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways.

		<ul style="list-style-type: none"> • Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. • Begins to build a repertoire of songs linking to half termly themes. 					
	Expressive Arts and Design (Creating)	<ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas 					
	Outdoor learning	Cliffe castle Victoria Park Low woods St Ives	Seasonal walk (Autumn) Cliffe castle Allotments Victoria Park	Seasonal walk (Winter) Cliffe castle Allotments Victoria Park	Bikes skills Allotments Victoria Park	B&Q Garden Centre Riddlesden Mud Kitchen	Ilkley Tarn Community Garden Riddlesden Mud Kitchen
	Trips	A visit to Keighley Library. B and Q (Colours/Paint)	Going to Asda to do the shopping Asda Café Jacks-(Greengrocers)	Devonshire Woods	Keighley Bus Museum Keighley Bus/Tain station	Woodbank Garden Centre	Robershaws Farm shop