

Waycroft Academy Preschool Long Term overview









We want children to be happy, confident and well-rounded individuals; to discover the excitement of learning, the rewards of achievement and to acquire life skills through the seven areas of learning in the EYFS. We believe in providing all children with a safe and stimulating environment that builds on each individual's needs and interests. We value the importance of both our indoor and outdoor learning environments and strive to offer children the opportunity to develop their thinking and problem-solving skills, through exploration and investigation stemming from meaningful experiences.

We believe that children should have the opportunity to learn through play, and that learning should be fun, engaging and suitably challenging. Through carefully considered provision and high-quality adult interaction based on sound knowledge and skills, wherever they are in Waycroft Academy, we encourage every child in the development of their skills, attitudes and understanding in order to help them to become confident, active members of a diverse and constantly changing society.

We want every child to look forward to coming into school and to regard it as a safe, happy and exciting place to be. Creating an effective three-way partnership between children, parents and school, we strive to create relationships that will give each child the confidence, safety and self-esteem to develop his or her talents to the full and become the best that they can be.

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Suggested/possible themes	Term 1: Autumn 1 – 7 wks. Marvellous Me 	Term 2: Autumn 2 – 7 wks. Let's celebrate! 	Term 3: Spring 1 – 6 wks. Once upon a time 	Term 4: Spring 2 – 6 wks. My world your world 	Term 5: Summer 1 – 5 wks. In the garden 	Term 6: Summer 2 – 7 wks. Oh, the places we will go! 
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Prime areas						
Communication and Language	<ul style="list-style-type: none">-Listen to each other during carpet time- Introduce rules for good listening– sitting, hands in lap, noticing eyes, lips closed, brainbox, listening ears, etc.-Follow simple instructions-Listen and respond to stories and rhymes- Join in with songs and rhymes- pay attention to more than one thing at once-Continue to develop communication and pronunciation	<ul style="list-style-type: none">Listen to short stories and understand what is happening-Understand simple questions (who/what/where)-Start developing conversations about topics that interest children/current preschool themes and events- Sing a repertoire of songs and rhymes-Develop language linked to role play for the term- pay attention to more than one thing at once	<ul style="list-style-type: none">-Enjoy listening to longer stories-Use a wider range of vocabulary-Develop conversation- -understand two-part instructions-Develop language linked to role play for the term- Sing a large repertoire of songs and rhymes	<ul style="list-style-type: none">- Talk about familiar books and tell a longer story-Use a wider range of vocabulary-Use language to identify and engage with familiar objects-Understand longer sentences and questions-Develop language linked to role play for the term- Sing a large repertoire of songs and rhymes	<ul style="list-style-type: none">-Enjoy listening to longer stories / tell a longer story-Use longer sentences-understand two-part instructions-Understand 'Why?' question-Use talk to organise themselves and their play-Develop language linked to role play for the term- Sing a large repertoire of songs and rhymes	<ul style="list-style-type: none">-Use longer sentences-Express point of view-Start a conversation with adult or peer, taking many turns to talk-Use talk to organise themselves and their play- Sing a large repertoire of songs and rhymes-Develop language linked to role play for the term-Understand 'Why?' question

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Personal, Social and Emotional Development	<ul style="list-style-type: none">-Separating from parents/carers-Develop relationship with key person-Begin to be aware of nursery/preschool and whole school rules and boundaries-Sharing and turn taking-Show an interest in other children's play	<ul style="list-style-type: none">-Develop independence in accessing provision-Participate in shared activities-Share ideas with others-Develop friendships-Explore feelings (links to The Colour Monster)- Follow rules and routines with adult support	<ul style="list-style-type: none">-Develop independence in accessing provision-Develop friendships-Where appropriate, promote and develop confidence and independence in self-care and hygiene routines- Find solutions to conflicts and rivalries	<ul style="list-style-type: none">-Talk about feelings-Access tools and activities within the learning environment with help when needed-Develop sense of responsibility-Develop confidence in new social situations-Play with other children	<ul style="list-style-type: none">-Find solution to conflict-follow setting rules-remember setting rules without an adult reminding-Talk about feelings – angry, sad, etc.-Understand gradually how others might be feeling	<ul style="list-style-type: none">-Use large and small motor skills in self-help routines (pouring drinks/doing up zips)- Become increasingly independent in self-care and making choices-Develop ways of being assertive
Physical Development	<ul style="list-style-type: none">-Practise using whole body movements to connect with learning and development opportunities-Explore equipment such as balls, building materials and climbing apparatus-Explore and use materials and tools (one handed)- Make healthy choices about tooth brushing- Be increasingly independent in meeting own care needs – hand washing / eating / toileting- Put on coat independently-Continue to develop movement to connect with scooters, trikes, bikes, climbing- Use large-muscle movements to wave flags and streamers, paint and make marks.- Use and remember sequences of movements related to music and rhythm- Eat independently and begin to use a knife and fork	<ul style="list-style-type: none">- Dress and undress independently – linked to PE in the hall using large apparatus-Choose which physical skill is best suited for a particular activity- Use one handed tools and equipment- Climb using alternate feet -large apparatus-Continue to develop gross motor movements and begin to explore fine manipulative skills	<ul style="list-style-type: none">-Show preference for dominant hand-Practise skills such as skipping, hopping and balancing-Work with others to achieve a mutually agreed task or play idea including teamwork.	<ul style="list-style-type: none">-Show preference for dominant hand- Hold pencil with comfortable grip and control-Explore and choose particular objects for particular tasks- Make healthy choices about food and drink	<ul style="list-style-type: none">- Hold pencil with comfortable grip and control- Make healthy choices about activity-Work with others to achieve a mutually agreed task or play idea including teamwork.-Join in with group games	
Specific areas						

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Bug Club Phonics	Unit A A wet walk: Lesson 1 A wet walk: Lesson 2 A wet walk: Lesson 3 A wet walk: Lesson 4	Unit B All sorts of art: Lesson 1 All sorts of art: Lesson 2 All sorts of art: Lesson 3 All sorts of art: Lesson 4 All sorts of art: Lesson 5	Unit C Nature shapes: Lesson 1 Nature shapes: Lesson 2 Nature shapes: Lesson 3 Nature shapes: Lesson 4 Nature shapes: Lesson 5	Unit D The missing button: Lesson 1 The missing button: Lesson 2 The missing button: Lesson 3	Unit E From seed to sandwich: Lesson 1 From seed to sandwich: Lesson 2 From seed to sandwich: Lesson 3 From seed to sandwich: Lesson 4 From seed to sandwich: Lesson 5	Unit F A day at the beach: Lesson 1 A day at the beach: Lesson 2 A day at the beach: Lesson 3
Literacy	<ul style="list-style-type: none"> -Join in with songs and rhymes -Sings some songs and rhymes independently -Enjoy looking at books – share with adults -Talk about a favourite book 	<ul style="list-style-type: none"> -Incorporate some narrative from books into pretend play -Explore and discuss different texts; fiction -Ask /questions about books/texts -Notice some print -Applies meaning to pictures -Make marks on their picture to stand for their name 	<ul style="list-style-type: none"> -Understand 5 key concepts about print -Develop phonological awareness – initial sounds – spot and suggest rhyme – count and clap syllables 	<ul style="list-style-type: none"> -Understand 5 key concepts about print -Develop phonological awareness – initial sounds – spot and suggest rhyme – count and clap syllables 	<ul style="list-style-type: none"> -Engage in extended conversations about stories, using new vocabulary -Use some of their print and letter knowledge in early writing -Write name -Write some letters accurately 	<ul style="list-style-type: none"> -Engage in extended conversations about stories, using new vocabulary -Use some of their print and letter knowledge in early writing -Write name -Write some letters accurately -Explore and discuss different texts; fiction/non-fiction- polar bears / penguins
Suggested Texts	<p><u>Three weeks - induction</u> <u>Me</u> Marvellous me by Lisa Bullard Kind hands and feet (powerpoints)</p> <p><u>Harvest</u> Handa's Surprise The Little Red Hen</p> <p><u>Emotions</u> The colour monster</p>	<p><u>Three weeks – induction</u> <u>November 5th</u> Busy People – firefighters Topys and Tim meet the firefighters</p> <p><u>Birthdays</u> It's my Birthday! Happy Birthday Peppa Boa's bad birthday How many sleeps till my birthday? Big bear has a birthday</p>	<p><u>Traditional Stories</u> Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs The Three Billy Goats Gruff The Tiger who came to Tea The Very Hungry Caterpillar</p> <p><u>Chinese New Year</u> Cleversticks by Bernard Ashley</p>	<p><u>My family</u> Titch My Mum My Dad My mum and dad make me laugh Owl Babies</p> <p><u>Story from another country - India</u> No Dinner</p> <p><u>Mothers' Day</u> My Mum</p> <p><u>Easter</u></p>	<p><u>Vegetables</u> Jack and the Beanstalk Jaspers Beanstalk The enormous turnip Oliver's vegetables Rosie plants a radish</p> <p><u>Flowers</u> The flower seed Mabel's magical garden</p> <p><u>Minibeasts</u> Snail trail Norman the snail</p> <p>Spiders Aargh Spider!</p>	<p><u>The moon</u> Whatever Next</p> <p><u>Arctic and Antarctic</u> Polar bears Penguins</p> <p><u>Going to the zoo</u> Dear zoo Doing the animal bop! The animal boogie Say hello to the jungle animals We're going on a bear hunt</p>

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		Hide and seek birthday treat <u>Winter</u> Spikes best nest (Forest School) One Winter's Day Christmas The Nativity story Mog's Christmas by Judith Kerr Father Christmas needs a wee! (number focus) The Christmas cat Happy Christmas Gemma	Dragon Dance by Joan Holub Lanterns and Firecrackers by Jonny Zucker	What comes out of an egg? Tap, tap, the egg cracked	Spider sandwich What the ladybird heard The very lazy ladybird	<u>Seaside</u> Toddle Waddle by J. Donaldson and N. Sharratt (Admiral) Barry the Fish with Fingers More More More! Billy's Bucket
Mathematics	-Explore building with blocks. -Join in with finger rhymes with numbers -Notice changes in the amount within a group of objects -Compare amounts (lots/more/same) -Use some number language -Say some number names for each item in order (up to 5) -Understand that the last number when counting is the total amount of objects -Compare sizes and weights (Harvest produce)	-Recognise 3 objects quickly -Say some number names for each item in order (up to 5) -Understand that the last number when counting is the total amount of objects -Show finger numbers up to 5 -Begin matching numeral and quantity (candles on cakes) -Talks about and explore 2D and 3D shapes (presents) -Make comparisons between objects relating to size, length, weight and capacity (presents)	-Recognise 3 objects quickly -Say some number names for each item in order (up to 5) -Recite numbers past 5 -Understand that the last number when counting is the total amount of objects -Show finger numbers up to 5 -Begin matching numeral and quantity -Compares quantities using language: 'more than', 'fewer than'. -Begin to describe sequence of events using words such as 'first, second, last'. -combine shapes to make a new shape	-Recognise 3 objects quickly -Show finger numbers up to 5 -Understand that the last number when counting is the total amount of objects -Begin matching numeral and quantity -Solve simple and real mathematical problems with numbers up to 5 -Compares quantities using language: 'more', 'fewer than'. -Talk about and identify patterns in the environment -Extend and create ABAB patterns	-Experiment with mark making symbols and numerals -Show finger numbers up to 5 -Compares quantities using language: 'more than', 'fewer than'. -Solve simple and real mathematical problems with numbers up to 5 -Compare sizes and weights -compare quantities -talk about and explore 2D and 3D shapes -Make comparisons between objects relating to size, length, weight and capacity -select shapes appropriately	-Experiment with mark making symbols and numerals -Solve simple and real mathematical problems with numbers up to 5 -Compares quantities using language: 'more than', 'fewer than'. -Talk about and identify patterns in the environment -Extend and create ABAB patterns -Notice and correct an error in repeating patterns -Begin to describe sequence of events using words such as 'first, second, last'. -Understand position through words alone -Describe familiar routes

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	- Make comparisons between objects relating to size, length, weight and capacity (Harvest)			-Notice and correct an error in repeating patterns -select shapes appropriately (house building)	-combine shapes to make a new shape - Understand position through words alone	- Talk about routes using words like in front of, behind, than' etc.
Understanding of the World	-Explore the indoor and outdoor learning environments -Understand their life-story - being me! -Talk about the differences between people Plant bulbs – ready for spring time Talk about what they see using a wide vocabulary Explore collections of materials with similar and/or different properties	-Make connections between celebrations at home and wider celebrations -Talk about the differences between people -Talk about different occupations – post office / amazon! (linked to Christmas) Role play occupations Firefighters (linked to Bonfire night) -Explore forces	-Explore how things work -Talk about different occupations – café (links to Tiger who came to tea / Goldilocks porridge / Gingerbread Man -Know about China – linked to Chinese New Year	- Talk about the differences between materials and changes they notice -Talk about their families and other families -Understand their life-story and that of their family -Talk about the differences between people -Notice and ask questions about differences, such as skin colour, disabilities, religion and so on. -Explore life cycle of things that come out of eggs -Know about different countries - India	-Plant seeds and know how to care for living things -Explore life cycles - seeds -Explore how things work -Talk about different occupations – garden centre	-Explore forces - Explore how things work - Continue developing positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos -Talk about different occupations – beach shop / ice-cream shop, etc. - Explore life cycle of a penguin / polar bear -Explore the life cycle of a minibeast

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	Use all senses in hands-on exploration of natural materials					
Expressive Arts and Design	<ul style="list-style-type: none"> -Explore and join in with music, dance and songs (introduce 'routine songs' – i.e. hand washing, tidy up song etc.) -Explore music and movement -Start to develop pretend play -Develop imaginative small worlds using resources –family life -Explore colour and colour mixing (hands and feet) -Listen to different sounds with increased attention -Develop own ideas and decide which materials to use to express them. -Remember and sing entire songs. -Sing the pitch of a tone sung by another person. -Sing the melodic shape of a song. 	<ul style="list-style-type: none"> -Explore different materials to manipulate and play with -Make simple models – hedgehog homes -Create closed shapes with continuous lines and begin to use these shapes to represent objects (birthday cakes) -Draw with increasing complexity and detail (Nativity story) -Engage in simple pretend play -Listen to different sounds with increased attention 	<ul style="list-style-type: none"> -Develop pretend play to incorporate props -Develop imaginative stories -Develop imaginative small worlds using resources –once upon a time stories -Explore materials and decide what purpose they could be used for in play -Create closed shapes with continuous lines and begin to use these shapes to represent objects (images from stories) -Show different emotions in their drawings and paintings (characters in stories) -Create their own songs or improvise a song around one they know (Chinese New Year) 	<ul style="list-style-type: none"> -Explore different materials freely, to develop their ideas about how to use them and what to make. -Join different materials and explore different textures -Draw with increasing complexity and detail (me / family / home) -Make simple models (homes) -Explore materials and decide what purpose they could be used for in play 	<ul style="list-style-type: none"> -Create closed shapes with continuous lines and begin to use these shapes to represent objects -Draw with increasing complexity and detail -Use drawing to represent ideas like movement or loud noises -Show different emotions in their drawings and paintings -Explore colour and colour mixing -Join different materials and explore different textures 	<ul style="list-style-type: none"> -Listen to different sounds with increased attention -Respond to what they have heard with thoughts, feelings and ideas -Create their own songs or improvise a song around one they know -Play instruments with increasing control to express their feelings and ideas. -Develop complex small worlds – arctic/antarctic

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Artist of the term	Wassily Kandinsky – triangles and circles	Mondrian – squares and rectangles	Andy Goldsworthy – links to forest school	Alma Thomas – African art	Georgia O’Keeffe – flowers and growing	Giuseppe Arcimboldo – images created with fruit / healthy foods
Additional Curriculum Information						
Special dates	Harvest Autumn	Bonfire Night/Fireworks Remembrance Day Diwali Christmas Singing around the Christmas tree	Pancake Day Winter (noticing changes in the weather / trees/ clothing) Holi	Mothering Sunday Easter	Spring noticing changes in the weather/trees/ plants/animals being born etc....?)	Move up days – transition Father’s Day Sports Day
Enrichment	Autumn walk Visit to Bluebell Gardens to deliver harvest produce	People who help us visitor e.g. fire fighter Visit from the Fire Brigade Trip to post box to post Santa letters	Cooking – gingerbread men and pancakes!	Walk around the outskirts of the boundary – observing homes	Visit from a gardener – help to maintain raised beds	Sports day Meet Reception Teachers Preschool trip – possible farm
British values	Democracy: -Learn to respect other people – we are all special -Deciding on role-play in classroom – beginning to vote and learning about democracy -Turn taking and negotiating how many children should play in a certain area at once etc.		Rule of Law: -Reflect on the positive skills we have -Recognise that we like different things and that is ‘ok.’ Learn to respect other people’s ideas -Continue to learn what is ‘right’ and ‘wrong.’	Mutual respect and tolerance of those of different faiths and beliefs: -Learn to treat others how we want to be treated -Understand that other people can feel the same or differently about something -Visit places within the wider community -Talk about home and compare and contrast different routines/celebrations – for example, birthdays. -Discuss the importance of sharing and listening to other people’s views, as well as expressing own opinions respectfully.		Individual Liberty: -Learn about how we have changed from being a baby (baby photos?) -Think about change and how it makes us feel -Think about what we are really good at -Think about what we want to improve as we move on
Forest school links with curriculum	Autumn walks Leaf rubbings Hedgehogs	Mud painting Scavenger hunt	Winter walk Stick man Playing in the snow Ice/frost		Planting Growing vegetables	Shelters Minibeast hunt Bug hotel
Parental and Community Engagement	Stay and Play Induction Harvest festival – collecting produce / links with Bluebell Gardens	Singing around the Christmas Tree Christmas Fayre	Parent reading story to children – favourite stories.	Mother’s Day presentations	Supporting gardening – mini allotment	Father’s Day presentations Summer fete Sports Day

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