

Leedstown Pre-School Long term Plan 2025-2026

	 Autumn 1 – All About Me Autumn	 Autumn 2 – Space & Celebrations	 Spring 1 – Winter & Weather	 Spring 2 – Animals & Plants	 Summer 1 – People Who Help Us	 Summer 2 – Holidays & Seaside
Key Texts	<ul style="list-style-type: none"> · All About Me · Marvellous Me · Oi Frog! · Oi Dog! · Ugly Duckling · Leaf Thief · Pumpkin Soup · Hello Autumn 	<ul style="list-style-type: none"> · Sparkes in the Night Sky (Twinkl) · Whatever Next · Space Non-fiction · Gingerbread Man · Dear Santa · The Jolly Christmas Postman · Little Sparks 	<ul style="list-style-type: none"> · Hello Winter · The Snow Thief · One Snowy Night · Wally Takes a Weather Walk · Stormy weather · Weather non-fiction books · Rosie's Hat · How to catch a rainbow 	<ul style="list-style-type: none"> · Hello Spring · Noisy Farm · What the ladybird heard · Rosie's Walk · The Little Red Hen · The enormous turnip · Sam Plants a Sunflower · Jasper's beanstalk 	<ul style="list-style-type: none"> · A superhero like you · Topsy and Tim go to the dentist · Topsy and Time meet the Police · Cops and Robbers · Mr Tick the Teacher · The Jolly Postman · Mog goes to the Vet · People who help us non-fiction books 	<ul style="list-style-type: none"> · Hello Summer · What the ladybird heard at the seaside · The Lighthouse Keepsers Lunch · The Singing Mermaid · Tiddler · Commotion in the Ocean · Rainbow Fish · Sharing a Shell · Lucy and Tom at the seaside
Key Nursery Rhymes	<ul style="list-style-type: none"> · If your happy and you know it · 1,2, buckle my shoe · Head, shoulders, knees and toes · Tommy Thumb · Hokey Cokey 	<ul style="list-style-type: none"> · Twinkle Twinkle · 5 Little Men in a Flying Saucer · Zoom, zoom, zoom · Zoom, zoom little rocket · When Santa got stuck up the chimney · Rudolph the Red Nose Reindeer 	<ul style="list-style-type: none"> · Here we go round the mulberry bush. · Rain rain go away · Its raining, its pouring · I hear thunder · I'm a little snowman. · Incy Wincy Spider · I can sing a rainbow 	<ul style="list-style-type: none"> · Baa Baa Black Sheep · Old McDonald · Goosey Goosey Gander · Hey Diddle Diddle · Horsey, horsey don't you stop · Little Bo Peep · Mary had a little lamb · The Farmers in the den · Ring a ring o rose 	<ul style="list-style-type: none"> · Miss Polly had a dolly · Five Currant Buns · The Wheels on the Bus · Doctor Foster · Humpty Dumpty · Jack and Jill · The Grand Old Duke of York 	<ul style="list-style-type: none"> · A sailor went to sea · Row, row, row your boat · Down by the bay · 1,2,3,4,5, once I caught a fish alive · The big ships sail on the ally ally oh · I do like to be beside the seaside

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Communication & Language	<ul style="list-style-type: none"> · I am beginning to be able to sit and listen to short stories. · I am beginning to be able to continue a back-and-forth conversation with an adult. · I recreate familiar scenarios in my imaginary role play. · I can follow a simple 1 step instruction. · I can follow instructions using 2 information carrying words. · 	<ul style="list-style-type: none"> · I can sit and listen to stories in small groups and am able to answer questions and recall what is happening. · I am beginning to add a narrative to my play. · I can talk about what I like and dislike. · I am beginning to be able to follow 2 step instructions. · I can follow instructions using 3 information carrying words. 	<ul style="list-style-type: none"> · I can sit and listen to stories in small groups and am able to answer questions and recall what is happening. · I am beginning to add a narrative to my play. · I can talk about what I like and dislike. · I am beginning to be able to follow 2 step instructions. · I can follow instructions using 3 information carrying words. 	<ul style="list-style-type: none"> · I can sit and listen for extended periods, talk about what is happening and think about what might happen next. · I am able to add a narrative to my play, using language to serve and return conversation to keep the play going. · I can begin to express why I like and dislike different things. · I am confidently able to follow 2 step instructions. · I can follow instructions using 4 information carrying words. 	<ul style="list-style-type: none"> · I can sit and listen for extended periods, talk about what is happening and think about what might happen next. · I am able to add a narrative to my play, using language to serve and return conversation to keep the play going. · I can begin to express why I like and dislike different things. · I am confidently able to follow 2 step instructions. · I can follow instructions using 4 information carrying words. 	<ul style="list-style-type: none"> · I can sit and listen for extended periods, talk about what is happening and think about what might happen next. · I am able to add a narrative to my play, using language to serve and return conversation to keep the play going. · I can begin to express why I like and dislike different things. · I am confidently able to follow 2 step instructions. · I can follow instructions using 4 information carrying words.
	<ul style="list-style-type: none"> · To know their name and surname. · To know the colour of their eyes and hair. · To know their age · To know there are diff. kinds of families. · To use some autumn specific vocabulary · To talk about the changes they can see outside. · To know the words to at least 2 nursery rhymes. 	<ul style="list-style-type: none"> · To use space specific vocabulary. · To talk about events/ celebrations I have been to e.g. Bonfire night, Halloween, Christmas. · To know the words to at least 4 nursery rhymes. 	<ul style="list-style-type: none"> · To can talk about the changes they can see outside, using comparative vocabulary, · To use weather specific vocabulary. · To describe what the weather is like outside. · To know the words to at least 5 nursery rhymes. 	<ul style="list-style-type: none"> · To name some farm animals. · To name some vegetables grown on the farm. · To talk about the changes they observe as plants grow. · To understand where food comes from. · To know the words to at least 6 nursery rhymes. 	<ul style="list-style-type: none"> · To talk about different jobs using jobs specific vocabulary. · To talk about the jobs they would like to do when they are old. · To know the words to at least 7 nursery rhymes. 	<ul style="list-style-type: none"> · To talk about holidays or special trips I have taken. · To name different kinds of transport. · To know that cars drive on the road, trains on a track, aeroplanes in the sky and boats on the water. · To use seaside specific vocabulary when talk about thir learning. · To be able to name different sea creatures. · To know the words to at least 8 nursery rhymes.

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PSED (DM)	<ul style="list-style-type: none"> - To begin to feel settled in my new surroundings. - To separate from my carer with increasing confidence. - To enjoy exploring the environment and selecting resources independently. - To begin to seek out friends to share experiences. - To be able to ask for help when I need it. 	<ul style="list-style-type: none"> - To begin to form special friendships and seek others to share experiences. - To begin to be able to share and take turns with support. - To begin to understand the daily routines of Pre-school. 	<ul style="list-style-type: none"> - To begin to add a narrative to their play. - To resolve conflict using their voice and asking for adult support when I need it. - To share toys and resources. - To understand the school rules . - To think about how someone else might feel when prompted. - To achieve a goal set for them by someone else. 		<ul style="list-style-type: none"> - To add a more complex narrative to their play, using serve and return conversation to keep the play going, sharing and taking turns with resources. - To begin to show empathy towards their friends and their feelings. - To understand and can talk about the Pre-school promises and why they are important. - To understand the boundaries of my behaviour at Pre-school. - To begin to set their own goals to achieve in their play. 	
	<ul style="list-style-type: none"> - To know that their Mummy/Daddy/grown up will always come back. - To know that they are safe in Pre-School. - To know that they can seek comfort from adults in class. - To learn my friends' names. 	<ul style="list-style-type: none"> - To talk about how to be a good friend when prompted. - To know how to look after our toys and equipment at Pre-School. - To name and recognise some of their feelings. 	<ul style="list-style-type: none"> - To know that they are a member of Leedstown School and that we are all friends at school. - To show how to be a good friend. - To recognise when their friends are sad and take steps to help them. - I know that they have to keep trying to achieve something they previously couldn't. 		<ul style="list-style-type: none"> - To understand the term "fair" and why it is important. - To know why it is important to share. - To recognise and talk about their feelings and the feelings of their friends. - To know some ways to make their friends feel better. - To know how good it feels to achieve something new. 	

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Physical Development (DM) 	<ul style="list-style-type: none"> · To begin to use tools and equipment to manipulate materials such as spring-loaded scissors, rolling pins, cutters and tweezers. · To use an effective grip to make marks. · To begin to show a preference for a dominant hand. · To hold and fork or spoon with an effective grip. 		<ul style="list-style-type: none"> · To use equipment such as scissors, cutters, tweezers, pipettes and threading with more accuracy. · With support hold their pencil in a positive grip for more controlled mark making. · To begin to be able to trace lines and patterns and the letters in their name. 		<ul style="list-style-type: none"> · To use one handed equipment to help them create with planning and purpose. · To hold their pencil in a positive grip for effective mark making. · With support begin to form some of the letters in their name. · With support begin to make a cutting and holding motion with my knife and fork. 	
	<ul style="list-style-type: none"> · To move confidently around the space, developing their different ways of moving such as running, jumping and hopping. · To use small trikes and 3 wheeled scooters. · To balance and jump from higher equipment with support. · To move freely to music. 		<ul style="list-style-type: none"> · To go up and down stairs using alternate feet most of the time. · To begin to be able to cycle larger/tandem trikes and small bikes. · To enjoy moving to the rhythm of music and can follow a sequence of movements. · To begin to be able to balance on one leg and hold a pose. · To begin to identify the boundaries of my physical abilities. 		<ul style="list-style-type: none"> · To work together with others using gross movements to move and manipulate materials, make obstacle courses, build and play with balls. · To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. · To understand healthy choices and looking after my body. 	
Literacy	<ul style="list-style-type: none"> · To begin to be able to sit and listen to short stories. · To hold a book carefully and turn the pages from left to right. · To point at the words and pictures. · To talk about what is featured in the pictures. 		<ul style="list-style-type: none"> · To sit and listen to stories in small groups and am able to answer questions and recall what is happening. · To recall what happens in the story in the correct order with the help of a story map or pictures. · To mark make on paper to stand for writing, such as a shopping list or their name. 		<ul style="list-style-type: none"> · To sit and listen for extended periods, talk about what is happening and think about what might happen next. · To identify the sound at the start of their name and other words. · To identify the letter sounds in set 1 RWI. · To use some of my new phonetic knowledge in my mark making. · To spot sounds I know in print in the environment. · To write some of the letters in my name. 	

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Expressive Arts & Design (DM)	 <ul style="list-style-type: none"> To create closed shapes with continuous lines and begin to use these shapes to represent objects. To join different materials and explore different textures. To take part in simple pretend play, using an object to represent something else even though they are not similar. To explore different materials freely, in order to develop their ideas about how to use them and what to make. To explore colour and texture using a wide range of media and materials. To move freely to music. To name the colours red, blue, yellow, green, purple and orange. 		<ul style="list-style-type: none"> To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. To use drawing to represent ideas like movement or loud noises. To explore colour and colour-mixing. To listen with increased attention to sounds. To mimic sounds and beats using instruments. To create my own songs and tunes during play. To move with rhythm and can clap, stamp or hop along with a beat. To know the names and how to play some simple instruments such as tambourine, maracas, drum, bells, triangle. 		 <ul style="list-style-type: none"> To draw with increasing complexity and detail, such as representing a face with a circle and including details. To show different emotions in their drawings and paintings, like happiness, sadness, fear etc. To develop their own ideas and then decide which materials to use to express them. To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. To respond to what they have heard, expressing their thoughts and feelings. To play instruments with increasing control to express their feelings and ideas. To explore colour mixing. 	
	<ul style="list-style-type: none"> Explore materials. Self-portraits Ugly duckling masks 	<ul style="list-style-type: none"> Autumnal crafts Bonfire night crafts Space crafts Christmas crafts 	<ul style="list-style-type: none"> Winter art Weather dance 	<ul style="list-style-type: none"> Animals masks Nature Art 	<ul style="list-style-type: none"> People who help us junk modelling (making ambulances etc) Badge/uniform design 	<ul style="list-style-type: none"> Seaside collage Wave-inspired movement Underwater artwork