



Kingsgate Community Preschool Long Term Plan 2019-2020

This long term plan is not set yearly. The topics/themes are changed and adapted based on children's interests

Term	Autumn		Spring Term	Summer Term	
Events and Celebrations (celebrations are also added to learn about what our families' celebrate)	Diwali Bonfire Night Christmas Road safety Week Season themes: Autumn		Chinese New Year Valentine's day Easter World Book day/Week Kew Gardens Trip	Eid Father's day Healthy Eating week. Trip to Aldenham/kenwood house country park	
Focus Stories And songs/rhymes	Where's Spot? The Flying Bath The Big Road race Dig, Dig , Digging Information books: Transport/ people who help us		The Hungry Caterpillar Farmer duck Walking through the Jungle The Pig In The Pond I don't like peas Variety of spoken word rhymes	How to save a superhero Super potato Duck goes to School Billy Goats Gruff	
Differentiated activities	Under 3's will be planned and assessed in only the prime areas. When planning we consider the needs of children with SEN or EAL and children working beyond their age band		Under 3's will be planned and assessed in only the prime areas. When planning we consider the needs of children with SEN or EAL and children working beyond their age band.	Under 3's will be planned and assessed in only the prime areas. When planning we consider the needs of children with SEN or EAL and children working beyond their age band.	
Topic Title	Term 1-Ourselves/ Settling In	Term 2- Transport/People who help us	Term 3/4 Our World {All creatures great and small}	Term 5: Superheroes	Term 5:Going to School
PSED Focus	<ul style="list-style-type: none"> Developing confidence Developing relationships with adults and peers. Separate from carer with support. Developing an understanding of the routines. 	<ul style="list-style-type: none"> Expressing preferences and interests/ Taking turns and sharing / Play in a group/ Understanding boundaries and safety. Tidying up. Confident to talk to other children when playing (30-50mths) 	<ul style="list-style-type: none"> Responds to the feelings and wishes of others Demonstrates friendly behaviour Forms good relationships. Helping and taking care of each other and the world we live in. 	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Demonstrates an understanding of what is right and what is wrong 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Aware of boundaries and behavioural expectations. Demonstrates friendly behaviour and can initiate conversations and can form good relationships with adults and peers Plays cooperatively as part of a group.

PHYSICAL Focus	<ul style="list-style-type: none"> Running , jumping and climbing . Kicking a large ball Using playground equipment 	<ul style="list-style-type: none"> Using a range of large wheeled equipment Able to use one handed tools. Build with a variety of bricks. 	<ul style="list-style-type: none"> Using Tools for a purpose Managing Helps with clothing including zips and buttons. Managing Beginning to be confident in self-care. 	<ul style="list-style-type: none"> Can move in a variety of ways Can use scissors (30-50mths) Helps with self care routines and manages own belongings Understands that equipment needs to be used safely. 	<ul style="list-style-type: none"> Observe the effects on the effect of activities on their bodies. Shows an understanding of good practice when it comes to healthy eating and hygiene.
COMMUNICATION AND LANGUAGE	<ul style="list-style-type: none"> Responds to simple instructions. Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' 	<ul style="list-style-type: none"> Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Use language to express themselves during play. 	<ul style="list-style-type: none"> Uses language to widen experiences and contacts. Talk about what they see at the farm- ask different questions. What makes all the animals different? -To be confident in finding things out for themselves through real-life experiences. -To understand the safety aspect when going out of nursery- discuss this during circle time. -To use 'safe toy character' when listening during our trip. 	<ul style="list-style-type: none"> Holds a conversation, jumping from topic to topic. 	<ul style="list-style-type: none"> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
Literacy	<ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. 	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. 	<ul style="list-style-type: none"> Can ascribe meaning to the marks they make/ Anticipate what might happen next/ Recognises own name. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Recognises print in the environment Talk about characters and events in familiar 	<ul style="list-style-type: none"> Can tell a story by looking at the pictures/ Makes up their own story/can retell the thread of a familiar story. 	<ul style="list-style-type: none"> Can ask a range of questions to find out about the world around them. Can talk about what might happen next in a story. Matching rhyming words Making pairs
UW	<ul style="list-style-type: none"> Has a sense of own immediate family and relations/ In pretend play, imitates everyday actions 	<ul style="list-style-type: none"> Knows how to operate simple equipment/ Talks about significant events 	<ul style="list-style-type: none"> Can talk about things they have observed/ Show concern for living things/ Develop an understanding of growth and change 	<ul style="list-style-type: none"> Talk about how things happen and how things work. 	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

	and events from own family experiences.	<ul style="list-style-type: none"> Interested in different occupations. 	<ul style="list-style-type: none"> Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. 		
Mathematics	<ul style="list-style-type: none"> Recites some number names in sequence 	<ul style="list-style-type: none"> <i>Recognises numbers in the environment</i> <i>Using numbers and shapes in their play.</i> 	<ul style="list-style-type: none"> <i>Uses language to describe shape and measures.</i> <i>Begins to make comparisons between quantities.</i> <i>Uses some language of quantities, such as 'more' and 'a lot'</i> <i>Singing number songs</i> 	<ul style="list-style-type: none"> Knows that a group of things changes in quantity when something is added or taken away. (22-36) 	<ul style="list-style-type: none"> Match numerals to quantity. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions.
EAD	Home Corner	Doctors/ Vets	<ul style="list-style-type: none"> Farm play Role play stories and rhymes Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words
Independence skills	<ul style="list-style-type: none"> Eating by myself Taking off shoes and coat Hanging up my own coat Selecting activities Washing my hands. 	<ul style="list-style-type: none"> Putting on own shoes Helping myself to my drink bottle Opening my lunch wrappers and lunch box and selecting cutlery. Putting plates into bowl and their rubbish in the bins. 	<ul style="list-style-type: none"> Carpet time skills with increased learning behaviours. Learning to regulate feelings and self distract. Full independence for child initiated activities. Full independence at lunch time Staying safe by remembering rules and boundaries 	<ul style="list-style-type: none"> Preparation for reception- using a knife and fork Pouring my own drink Taking care of my belongings. Toileting independently. Putting on and taking off my shoes and socks/sweater/jacket. Staying safe Staying safe by remembering rules and boundaries 	

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