

**PRESCHOOL YEARLY PLANNING OVERVIEW**

Subject	Continuous Provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Focus areas</b> More detail in focus area term.		<b>Personal, Social and Emotional</b>	<b>Expressive Arts &amp; Design</b>	<b>Understanding the World</b>	<b>Communication and Language</b>	<b>Physical development</b>	<b>Physical development</b>
<b>Maths</b>  Note: As children join they will follow maths as appropriate. See termly planning.	<u>Numbers</u> <ul style="list-style-type: none"> <li>Abacus</li> <li>Number cards</li> <li>Numbers with corresponding pegs</li> </ul>	<u>Numbers</u> 30-50 months <ul style="list-style-type: none"> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Count objects up to 10.</li> </ul> 40-60+ months <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Count up to three or four objects by saying one number name for each item.</li> <li>Counts an irregular arrangement of up to ten objects.</li> </ul>	<u>Numbers</u> 30-50 months <ul style="list-style-type: none"> <li>Represent numbers using fingers, marks on paper or pictures.</li> <li>Match numeral and quantity to 5.</li> </ul> 40-60+ months <ul style="list-style-type: none"> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Finds the total number of items in two groups by counting all of them.</li> </ul>	<u>Numbers</u> 30-50 months <ul style="list-style-type: none"> <li>Recites numbers in order to 20.</li> <li>Count objects up to 20.</li> <li>Compares two groups of objects, saying when they have the same number.</li> </ul> 40-60+ months <ul style="list-style-type: none"> <li>Shows an interest in number problems.</li> <li>Shows an interest in representing numbers.</li> </ul> 40-60+ months <ul style="list-style-type: none"> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> </ul>	<u>Numbers</u> 30-50 months <ul style="list-style-type: none"> <li>Shows an interest in number problems.</li> <li>Match numbers to objects are in a set.</li> </ul> 40-60+ months <ul style="list-style-type: none"> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> </ul>	<u>Numbers</u> 30-50 months <ul style="list-style-type: none"> <li>Representing Counting, steps, claps or jumps.</li> <li>Look at numerals in the environment.</li> </ul> 40-60+ months <ul style="list-style-type: none"> <li>Counts actions or objects which cannot be moved.</li> </ul>	<u>Numbers</u> 30-50 months <ul style="list-style-type: none"> <li>Representing numbers.</li> <li>Separates a group of three or four objects in different ways, and recognise that the total is still the same.</li> </ul>
	<u>Shape, space and measure</u> <ul style="list-style-type: none"> <li>2D shapes</li> <li>Pegs and peg boards</li> <li>Polygon puzzles</li> </ul>	<u>Shape, space and measure</u> 30-50 months <ul style="list-style-type: none"> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> </ul>	<u>Shape, space and measure</u> 30-50 months <ul style="list-style-type: none"> <li>Uses positional language.</li> </ul> 40-60+ months	<u>Shape, space and measure</u> 40-60+ months <ul style="list-style-type: none"> <li>Use everyday language related to money.</li> </ul>	<u>Shape, space and measure</u> 30-50 months <ul style="list-style-type: none"> <li>Order items by weight or capacity.</li> </ul>	<u>Shape, space and measure</u> 40-60+ months <ul style="list-style-type: none"> <li>Uses everyday language related to time.</li> <li>Orders and sequences familiar events.</li> </ul>	<u>Shape, space and measure</u> 30-50 months <ul style="list-style-type: none"> <li>Play with shapes or making arrangements with objects.</li> <li>Shapes in the environment.</li> </ul>

		<p>40-60+ months</p> <ul style="list-style-type: none"> <li>Orders two or three items by length or height.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>.</li> </ul>			<ul style="list-style-type: none"> <li>Measures short periods of time in simple ways</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the shape of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> </ul>
Literacy	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>A selection of story and poem books on display in the book corner that the children can either read themselves or ask an adult to read to them.</li> </ul>	<p><u>Reading</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>	<p><u>Reading</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> </ul> <p>40-60+ months</p> <p>Continues a rhyming string.</p>	<p><u>Reading</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>Enjoys an increasing range of books.</li> </ul>	<p><u>Reading</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<p><u>Reading</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Holds books the correct way up and turns pages.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li></li> </ul>	<p><u>Reading</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Knows information can be relayed in the form of print.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>Knows that information can be retrieved from books and computers.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>

	<p><u>Writing (mark making)</u></p> <ul style="list-style-type: none"> <li>• Pen Control sheets Laminated with white board</li> <li>• Writing equipment – Pencils, Pens and Felt tips</li> <li>• Drawing utensils – Crayons, Pencil Crayons and Highlighters.</li> <li>• Paper – A4 plain white paper, sheets of wide lined paper, colouring in sheets and drawing books</li> <li>• Art easel - One side black board one side either white board or large paper. Chalk, pens and white board pens.</li> <li>• Stencils</li> <li>• Out door triangle art easel with paints two sides and crayons the other.</li> </ul>	<p><u>Writing</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> </ul>	<p><u>Writing</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>• Writes own name</li> <li>• Continues a rhyming string.</li> </ul>	<p><u>Writing</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>• Writes own name and other things such as labels,captions.</li> </ul>	<p><u>Writing</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<p><u>Writing</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> </ul>	<p><u>Writing</u></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>• Attempts to write short sentences in meaningful contexts</li> <li>• Begins to break the flow of speech into words.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>
--	---	--	---	--	---	--	--