



# Preschool Room Spring 1 - 2026 Planning - People Who Help us

## Spring 1 - statements from birth - 3 - Progression document - Chicks

Communication and Language	Physical Development	PSED	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"><li>Identify familiar objects and properties for practitioners when they are described.</li><li>For example: 'Katie's coat', 'blue car', 'shiny apple'.</li><li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</li><li>Understand simple instructions like 'give to nanny' or 'stop'.</li><li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li><li>Listen to simple stories and understand what is happening, with the help of the pictures.</li><li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li><li>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</li><li>Start to say how they are feeling, using words as well as actions</li><li>Use simple sentences to communicate</li></ul>	<ul style="list-style-type: none"><li>Walk, run, jump and climb - and start to use the stairs independently.</li><li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li><li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently.</li><li>Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li><li>Start eating independently and learning how to use a knife and fork.</li></ul>	<ul style="list-style-type: none"><li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li><li>Begin to talk about their emotions</li><li>Be increasingly able to talk about and manage their emotions</li><li>Safely explore emotions beyond their normal range through play and stories.</li><li>Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.`</li><li>Learn to use the Toilet or potty with help, and then independently.</li><li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li><li>Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations</li></ul>	<ul style="list-style-type: none"><li>React to changes of amount in a group of up to three items.</li><li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li><li>Complete inset puzzles.</li><li>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. •</li><li>Notice patterns and arrange things in patterns</li></ul>	<ul style="list-style-type: none"><li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li><li>Pay attention and respond to the pictures or the words.</li><li>Sing songs and say rhymes independently, for example, singing whilst playing.</li><li>Enjoys mark making freely.</li><li>Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. •</li><li>Develop play around favourite stories using props.</li></ul>	<ul style="list-style-type: none"><li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</li><li>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li><li>Make connections between the features of their family and other families</li><li>Notice differences between people</li><li>Explore and respond to different natural phenomena in their setting and on trips</li></ul>	<ul style="list-style-type: none"><li>Make simple models which express their ideas.</li><li>Use their imagination as they consider what they can do with different materials.</li><li>Anticipate phrases and actions in rhymes and songs,</li><li>Explore a range of sound-makers and instruments and play them in different ways</li><li>Respond emotionally and physically to music when it changes .</li><li>Make rhythmical and repetitive sounds</li><li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li></ul>

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## Focus areas - 3-4-year-olds - taken from Progression document spring 1 and 2

<u>PSED</u>	<u>C + L</u>	<u>PD</u>	<u>Lit</u>	<u>Maths</u>	<u>UTW</u>	<u>EAD</u>
<ul style="list-style-type: none"> <li>Begin to name and understand a wider range of emotions - scared, worried, nervous, excited, angry etc</li> <li>Begin to understand the feelings of others</li> <li>Follow a simple 2 step instruction.</li> <li>Be able to say the golden rules</li> <li>Develop ways of being assertive.</li> <li>Make healthy choices about food, drink, activity</li> <li>Be able to sit during short circle time in a larger group for an a longer period</li> <li>Name the golden rules and begin to understand why we have golden rules</li> <li>Increasingly able to manage turn taking with modelled strategies</li> <li>Begin to Understand why rules are important</li> <li>Begin to find solutions to conflict</li> <li>Able to choose resources to achieve goals from a wider range of activities</li> <li>Play with one child extending and contributing during play.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to pay attention to more than one thing at a time.</li> <li>Understand 2 step simple instructions.</li> <li>Be able to speak usin 4 - 6 word sentences.</li> <li>Retell many song familiar nursery rhymes</li> <li>Retell many number rhymes</li> <li>Begin to Take turns speaking and listening during a conversation independently</li> <li>Respond appropriately during a conversation</li> <li>I am learning to remember and enjoy telling long stories or singing songs</li> <li>Use talk to organise their play</li> <li>Begin to Start conversations with an adult or friend which continues for many turns</li> <li>Understand many why questions</li> <li>I am learning to use learned vocabulary</li> <li>I am learning to speak clearly so adults and peers can understand me</li> <li>I am learning to say multisyllabic words such as pterodactyl</li> <li>I am learning to use past and future tenses</li> <li>I am learning to use connectives like because</li> </ul>	<ul style="list-style-type: none"> <li>To be able to control a ball in different ways, balance on a variety of equipment and climb</li> <li>I am learning to balance on one leg with no preference</li> <li>I am learning to hop and skip on alternative feet</li> <li>Child shows a preference for a dominant hand.</li> <li>Begin to hold a pencil with a modified tripod grip to show control.</li> <li>Use a knife and fork.</li> <li>Begin to use a pencil with an effective grip independently</li> <li>Begin to copy and remember sequences of movement modelled by an adult.</li> <li>I am beginning to choose the right resources to carry out a task.</li> <li>I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper</li> <li>I am able to attempt to pull my zip up</li> <li>I am able to attempt to dress and undress myself</li> <li>I am learning to name all of my body parts</li> <li>I am learning to demonstrate my understanding why it is important to wash my hands</li> <li>I am learning to try new food and recognise healthy and unhealthy food</li> <li>I am learning to recognise when I am tired or hungry</li> <li>I am learning to use a knife and fork together at the same time</li> <li>I am learning to make simple healthy choices with food and drinks</li> </ul>	<p><u>Spring 1 and 2</u></p> <ul style="list-style-type: none"> <li>Uses new vocabulary in conversations.</li> <li>Able to develop oral blending skills.</li> <li>Beginning to record some sounds in sequence.</li> <li>I am learning to orally blend when an adult segments</li> <li>I am learning to recognise the initial sounds in words</li> <li>I am beginning to write some recognisable letters in my name</li> <li>I am learning to write some letters accurately</li> <li>I am beginning to use some of my letter knowledge in early writing</li> <li>I am beginning to use learnt vocabulary</li> <li>I can name some parts of a book</li> <li>I can recognise my name from a selection of names</li> <li>I am able to engage in conversations about familiar stories</li> <li>I am learning to predict what might happen next and sequence simple stories</li> <li>I am learning to infer what might happen based on my knowledge of key stories so far</li> <li>I am learning to make up stories based on my knowledge of stories</li> </ul>	<ul style="list-style-type: none"> <li>Can count 5 objects from a larger group.</li> <li>Begins to compare quantities within 10.</li> <li>Counts accurately to 10.</li> <li>Uses more or less, comparing numbers within 5.</li> <li>I am learning to assign a number name to each object of up to four items in a set</li> <li>I am learning to recite in sequence from 0 to 10</li> <li>I am learning to recognise the numerals 0-5 and some numbers beyond 5</li> <li>I am learning to make mathematical marks</li> <li>I am learning compare quantities in my play independently</li> <li>I am learning to recognise dice patterns up to 5</li> <li>I am learning to copy and make my own AB pattern independently</li> <li>I am learning to correct an error in an AB pattern with support</li> <li>I can talk about and explore 2d shapes and some 3d shapes</li> <li>I am learning to follow a map or directions with an adult</li> <li>I am learning to complete a more complex puzzle</li> <li>I am learning to compare length, width, weight and capacity</li> <li>I can explain and compare object</li> <li>I am beginning to be able to order objects by weight, size, capacity</li> </ul>	<ul style="list-style-type: none"> <li>Know why we celebrate Easter.</li> <li>Talk about taking care of the world around us.</li> <li>Know simple plant life cycles.</li> <li>Know how to take care of plants and plant sees</li> <li>Explore the change in plants over rime</li> <li>Explore forces</li> <li>Explore different occupations</li> <li>Know that there are different countries in the world</li> <li>Begin to understand the need to respect and care for the natural environment</li> <li>Know about how Chinese new year is celebrated</li> <li>I am learning to investigate and discuss light and dark</li> <li>I can use simple technology for a purpose and understand what it is used for</li> <li>Explore changes in Winter/Spring</li> </ul>	<ul style="list-style-type: none"> <li>Create closed shapes with continuous lines and begin to use these to represent objects e.g circles for a face.</li> <li>Begin to include details on drawings .</li> <li>Develop complex stories using small world and create complex small worlds using different types of construction.</li> <li>Explore sounds that can be made from percussion.</li> <li>Follows teachers signals/instructions when playing instruments (play and stop)</li> <li>Experiment with lightening and darkening shades as well as colouring mixing and discuss the changes</li> <li>Choose colour for a purpose</li> <li>Share likes and dislikes about a piece of music.</li> <li>I am learning to make fast sounds with my instrument</li> <li>I am learning to make slow sounds with my instrument</li> <li>I am learning to clap or tap to the beat of the music</li> <li>I am learning to use props, loose parts and objects to represent ideas in my imaginative play</li> <li>I am learning to invite others into my imaginative play</li> </ul>

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Week	Theme	Learning Opportunities (Implementation)	3-4 year olds will be learning to: (intent)	2 - 3 year old will be learning to (intent)
<p><u>Week 1 and 2</u></p> <p><u>Maths week 1 - shape</u></p> <p><u>Week 2 - numeral and quantity</u></p> <p><u>Sounds - week 1 - m</u></p> <p><u>Week 2 - a</u></p> <p><u>Maths champion</u></p> <p><u>Numeral of the week Week 1 - 0</u></p> <p><u>Week 2 - 1</u></p> <p><u>Letters and sounds Week 1 - voice sounds</u></p> <p><u>Week 2 - body percussion</u></p>	<p><u>Space/ Astronauts</u></p>	<p><b>Enhance role play and small world with space resources and artefacts</b></p> <p><u>Small world space vehicles and astronauts</u></p> <p><u>Put space photos in the different areas to inspire awe and wonder</u></p> <p><u>Junk model rockets – provide a variety of resources and different methods of joining. Encourage children to be independent in their ideas. Provide photos as stimulus</u></p> <p><u>Rockets with construction</u> - Use different construction resources to build rockets – enhance with pictures of rockets, Model 3d shape language, encourage children to combine shapes to make new ones.</p> <p><b>Planets</b> – introduce the planet names and the planet songs, show non fiction books and pictures – introduce vocabulary, enhance small world with photos of the planets.</p> <p><b>Mark making</b> –Draw the outline of a planet onto paper foil blanket/. Allow the children to make marks using different resources to create their own collaborative art</p> <p>Allow children to create individual planets using different techniques – allow children to chose what resources they want to use from a range to create their planet.</p> <p>Invite children to explore colour mixing to create alien pictures. Provide red, blue and yellow paint for children to mix together in different ways to make green, orange and purple and paint alien pictures.</p> <p>Provide pictures of space, such as constellations and black holes. Offer pieces of black material and a range of transient art materials for children to create their own space-themed pictures. For example, metal curtain rings and large silver buttons.</p> <p>Invite children to draw their own planets and liens – model using shapes for a purpose and to enclose. Model adding details</p> <p><b>Enhance book corner with fiction and non fiction boks about space</b></p> <p><b>Circle time</b> -Encourage children to wait for their turn as you play a space-themed circle-time game. Pass a toy rocket around the circle. Whoever is holding the rocket says something they would take with them on a trip to the Moon</p> <p><b>Star tuff tray</b> -Hide stars of differing sizes in a tray of black shredded paper. You could use star sequins, foam stars and felt stars. Children can use child-friendly tweezers to collect the hidden stars.</p> <p><b>Stories and rhymes</b></p> <p>Enjoy stories based around a space theme and sing rhymes such as zoom zoom zoom</p> <p><b>Playdough</b> – Invite children to create modelling dough aliens. Provide modelling dough and enhancements, such as googly eyes, pipe cleaners and lolly sticks. Challenge children to create a planet for the aliens to live on.</p> <p><b>Name rockets</b> –Cut out triangle and square shapes and strips of red and yellow paper (flames). Encourage the children to write or copy the letters of their name onto the squares and build a name rocket.</p> <p><b>Space themed maths activities and puzzles – subutising – numeral and quantity</b></p>	<p>PSED</p> <ul style="list-style-type: none"><li>Begin to name and understand a wider range of emotions – scared, worried, nervous, excited, angry etc</li><li>Be able to sit during short circle time in a larger group for an a longer period</li><li>Able to choose resources to achieve goals from a wider range of activities</li><li>Play with one child extending and contributing during play</li></ul> <p>C +L</p> <ul style="list-style-type: none"><li>Be able to speak using 4 – 6 word sentences.</li><li>Retell many song familiar nursery rhymes/number rhymes</li><li>Begin to Take turns speaking and listening during a conversation independently</li><li>Respond appropriately during a conversation</li><li>I am learning to remember and enjoy telling long stories or singing songs</li><li>Use talk to organise their play</li><li>I am learning to use learned vocabulary</li><li>I am learning to say multisyllabic words such as pterodactyl</li></ul> <p>PD</p> <ul style="list-style-type: none"><li>Child shows a preference for a dominant hand.</li><li>Begin to hold a pencil with a modified tripod grip to show control.</li><li>Begin to use a pencil with an effective grip independently</li><li>Begin to copy and remember sequences of movement modelled by an adult.</li><li>I am beginning to choose the right resources to carry out a task.</li><li>I am able to attempt to pull my zip up</li><li>I am able to attempt to dress and undress myself</li><li>I am learning to name all of my body parts</li></ul> <p>Lit</p> <ul style="list-style-type: none"><li>Uses new vocabulary in conversations.</li><li>Able to develop oral blending skills.</li><li>Beginning to record some sounds in sequence.</li><li>I am learning to orally blend when an adult segments</li><li>I am learning to recognise the initial sounds in words</li><li>I am beginning to write some recognisable letters in my name</li><li>I am learning to write some letters accurately</li><li>I am beginning to use some of my letter knowledge in early writing</li><li>I am beginning to use learnt vocabulary</li><li>I am able to engage in conversations about familiar stories</li><li>I am learning to predict what might happen next and sequence simple stories</li><li>I am learning to infer what might happen based on my knowledge of key stories so far</li><li>I am learning to make up stories based on my knowledge of stories</li></ul> <p>Maths</p> <ul style="list-style-type: none"><li>Begins to compare quantities within 10.</li><li>I am learning to assign a number name to each object of up to four items in a set</li><li>I am learning to recite in sequence from 0 to 10</li><li>I am learning to recognise the numerals 0-5 and some numbers beyond 5</li><li>I am learning compare quantities in my play independently</li><li>I can talk about and explore 2d shapes and some 3d shapes</li><li>I am learning to complete a more complex puzzle</li><li>I am beginning to be able to compare/ order objects by weight, size, capacity</li></ul> <p>UTW Explore force</p> <ul style="list-style-type: none"><li>Explore different occupations</li><li>Know that there are different countries in the world</li><li>Begin to understand the need to respect and care for the natural environment</li><li>I am learning to investigate and discuss light and dark</li></ul> <p>EAD</p> <ul style="list-style-type: none"><li>Create closed shapes with continuous lines and begin to use these to represent objects e.g circles for a face.</li><li>Begin to include details on drawings .</li><li>Develop complex stories using small world and create complex small worlds using different types of construction.</li><li>Experiment with lightening and darkening shades as well as colouring mixing and discuss the changes</li><li>Choose colour for a purpose</li><li>I am learning to use props, loose parts and objects to represent ideas in my imaginative play</li><li>I am learning to invite others into my imaginative play</li></ul>	<p>PSED</p> <ul style="list-style-type: none"><li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li><li>Begin to talk about their emotions</li><li>Be increasingly able to talk about and manage their emotions</li><li>Safely explore emotions beyond their normal range through play and stories.</li><li>Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.'</li><li>Learn to use the Toilet or potty with help, and then independently.</li><li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when</li><li>Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations</li></ul> <p>C+L</p> <ul style="list-style-type: none"><li>Identify familiar objects and properties for practitioners when they are described.</li><li>For example: 'Katie's coat', 'blue car', 'shiny apple'.</li><li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</li><li>Understand simple instructions like "give to nanny" or "stop".</li><li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li><li>Listen to simple stories and understand what is happening, with the help of the pictures.</li><li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li><li>Understand and act on longer sentences like "make teddy jump" or 'find your coat'</li><li>Start to say how they are feeling, using words as well as actions</li><li>Use simple sentences to communicate</li></ul> <p>PD</p> <ul style="list-style-type: none"><li>Walk, run, jump and climb – and start to use the stairs independently.</li><li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li><li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently.</li><li>Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li><li>Start eating independently and learning how to use a knife and fork.</li></ul> <p>Literacy</p> <ul style="list-style-type: none"><li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li><li>Pay attention and respond to the pictures or the words.</li><li>Sing songs and say rhymes independently, for example, singing whilst playing.</li></ul> <p>UTW</p> <ul style="list-style-type: none"><li>Enjoys mark making freely.</li><li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</li><li>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li><li>Make connections between the features of their family and other families</li><li>Notice differences between people</li><li>Explore and respond to different natural phenomena in their setting and on trips</li></ul> <p>EAD</p> <ul style="list-style-type: none"><li>Make simple models which express their ideas.</li><li>Use their imagination as they consider what they can do with different materials.</li><li>Anticipate phrases and actions in rhymes and songs,</li><li>Explore a range of sound-makers and instruments and play them in different ways</li><li>Respond emotionally and physically to music when it changes .</li><li>Make rhythmical and repetitive sounds</li><li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li></ul> <p>Maths</p> <ul style="list-style-type: none"><li>React to changes of amount in a group of up to three items.</li><li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li><li>Complete inset puzzles.</li><li>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. .</li><li>Notice patterns and arrange things in patterns</li></ul>

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Week	Theme	Learning Opportunities (Implementation)	3-4 year olds will be (intent)	2-2.5 year old will be learning to (intent)
<p><b><u>Week 3</u></b></p> <p><b><u>Maths</u></b></p> <p><b><u>pattern</u></b></p> <p><b><u>Sounds - s</u></b></p> <p><b><u>Maths champion</u></b></p> <p><b><u>Numeral of the week</u></b></p> <p><b><u>- 2</u></b></p> <p><b><u>Letters and sounds</u></b></p> <p><b><u>Environmental sounds</u></b></p>	<p><b><u>Doctors/nurses</u></b></p>	<p><b>Small world and Role play</b> – provide dressing up, first aid kits and medical instruments for the children to role play with. Adults to join in this play and model interactions. Provide the children with a selection of soft toys/dolls as patients waiting to be seen at the doctor's surgery. How many poorly patients are waiting? Model counting the soft toys and encouraging the children to copy and point as they count. Add vocabulary to the area.</p> <p><b>Writing</b> – add clipboards and prescription/xray sheets to the role play to encourage children to mark make for a purpose <b>Mark making</b> – draw pictures of doctors/nurses – encourage use of shapes and adding details</p> <p><b>Scissor skills</b> – offer doctor themed cutting activity for children to develop their scissor skills with adult support <b>Share books</b> about visiting the doctor. hospitals – include books with repeated refrains and rhymes <b>Talk about your body parts and being healthy with exercise/practise independence skills to take care of ourselves – getting dressed, washing hands etc sort healthy and unhealthy food, cutting our food up discuss hygiene, washing hands, toileting etc</b> <b>Small world tray</b> with animals/dolls in and medical equipment – add a phone, key vocab etc <b>Medicine making</b> water themed tray – different sized bottles, coloured water <b>Visit from nurse/doctor</b> <b>Circle time</b> – share experiences of visiting the dr/nurse</p>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity</li> <li>Begin to name and understand a wider range of emotions – scared, worried, nervous, excited, angry etc</li> <li>Be able to sit during short circle time in a larger group for an a longer period</li> <li>Able to choose resources to achieve goals from a wider range of activities</li> <li>Play with one child extending and contributing during play</li> </ul> <p><b>C+L</b></p> <ul style="list-style-type: none"> <li>Understand 2 step simple instructions.</li> <li>Be able to speak usin 4 – 6 word sentences.</li> <li>Begin to Take turns speaking and listening during a conversation independently</li> <li>Respond appropriately during a conversation</li> <li>I am learning to remember and enjoy telling long stories or singing songs</li> <li>Use talk to organise their play</li> <li>Begin to Start conversations with an adult or friend which continues for many turns</li> <li>Understand many why questions</li> <li>I am learning to use learned vocabulary</li> <li>I am learning to say multisyllabic words such as pterodactyl</li> <li>I am learning to use past and future tenses</li> <li>I am learning to use connectives like because</li> </ul> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Use a knife and fork.</li> <li>Begin to use a pencil with an effective grip independently</li> <li>Begin to copy and remember sequences of movement modelled by an adult.</li> <li>I am beginning to choose the right resources to carry out a task.</li> <li>I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper</li> <li>I am able to attempt to pull my zip up</li> <li>I am able to attempt to dress and undress myself</li> <li>I am learning to name all of my body parts</li> <li>I am learning to demonstrate my understanding why it is important to wash my hands</li> <li>I am learning to try new food and recognise healthy and unhealthy food</li> <li>I am learning to recognise when I am tired or hungry</li> <li>I am learning to use a knife and fork together at the same time</li> <li>I am learning to make simple healthy choices with food and drinks</li> </ul> <p><b>LIT</b></p> <ul style="list-style-type: none"> <li>Uses new vocabulary in conversations.</li> <li>Able to develop oral blending skills.</li> <li>Beginning to record some sounds in sequence.</li> <li>I am learning to orally blend when an adult segments</li> <li>I am learning to recognise the initial sounds in words</li> <li>I am beginning to use some of my letter knowledge in early writing</li> <li>I am beginning to use learnt vocabulary</li> <li>I am able to engage in conversations about familiar stories</li> <li>I am learning to predict what might happen next and sequence simple stories</li> <li>I am learning to infer what might happen based on my knowledge of key stories so far</li> <li>I am learning to make up stories based on my knowledge of stories</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>I am learning to copy and make my own AB pattern independently</li> <li>I am learning to correct an error in an AB pattern with support</li> </ul> <p><b>UTW</b> – Explore different occupations      Use simple technology for a purpose</p> <p><b>EAD</b> –</p> <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines and begin to use these to represent objects e.g circles for a face.</li> <li>Begin to include details on drawings .</li> <li>Develop complex stories using small world and create complex small worlds using different types of construction.</li> <li>I am learning to use props, loose parts and objects to represent ideas in my imaginative play</li> <li>I am learning to invite others into my imaginative play</li> </ul>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Begin to talk about their emotions</li> <li>Be increasingly able to talk about and manage their emotions</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.'</li> <li>Learn to use the Toilet or potty with help, and then independently.</li> <li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when</li> <li>Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations</li> </ul> <p><b>C+L</b></p> <ul style="list-style-type: none"> <li>Identify familiar objects and properties for practitioners when they are described.</li> <li>For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</li> <li>Understand simple instructions like "give to nanny" or "stop".</li> <li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> <li>Understand and act on longer sentences like "make teddy jump" or 'find your coat'</li> <li>Start to say how they are feeling, using words as well as actions</li> <li>Use simple sentences to communicate</li> </ul> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Walk, run, jump and climb – and start to use the stairs independently.</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently.</li> <li>Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Start eating independently and learning how to use a knife and fork.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>Pay attention and respond to the pictures or the words.</li> <li>Sing songs and say rhymes independently, for example, singing</li> <li>whilst playing.</li> <li>Enjoys mark making freely.</li> </ul> <p><b>UTW</b></p> <ul style="list-style-type: none"> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</li> <li>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> <li>Make connections between the features of their family and other families</li> <li>Notice differences between people</li> <li>Explore and respond to different natural phenomena in their setting and on trips</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>Make simple models which express their ideas.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Anticipate phrases and actions in rhymes and songs,</li> <li>Explore a range of sound-makers and instruments and play them in different ways</li> <li>Respond emotionally and physically to music when it changes .</li> <li>Make rhythmical and repetitive sounds</li> <li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>React to changes of amount in a group of up to three items.</li> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>Complete inset puzzles.</li> <li>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>Notice patterns and arrange things in patterns</li> </ul>

Preschool Room Spring 1 - 2026 Planning - People Who Help us

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Week	Theme	Learning Opportunities (Implementation)	3-4 year olds will be learning to: (intent)	2-2.5 year old will be learning to (intent)
<p><b><u>Week 4</u></b></p> <p><u>Maths</u> Length,weight and capacity</p> <p><u>Sounds - d</u></p> <p><u>Maths champion</u></p> <p><u>Numeral of the week</u> - 3</p> <p>Letters and sounds</p> <p>Instrumental</p>	<p><b><u>Dentists</u></b></p>	<p><b>Small world and Role play</b> – enhance doctors area with dental equipment and pictures of the dentist. Add mirror, toothpaste boxes,masks, gloves</p> <p><b>Share books</b> about visiting the dentist - try to include fiction and non fiction books</p> <p><b>Circle time</b> -Talk about your mouth and the body parts in your mouth – talk about the importance of dental hygiene – why we brush our teeth, how we brush them, what happens if we don't brush them</p> <p><b>Playdough</b> – use playdough mats to make teeth, enhance with toothbrushes as a tool- model vocabulary during play</p> <p><b><u>How to brush your teeth sequencing activity</u></b> – link with scissor skills – adult to support</p> <p>Use toothbrushes to mark make, practice different moves which may help with brushing – up down, rouond in circles etc – explore colour mixing</p> <p><b><u>Healthy food</u></b> – talk about healthy food – try different healthy foods, talk about unhealthy foods – what can this do our teeth, sort healthy and unhealthy foods.</p> <p><b><u>Visit from dental nurse</u></b></p> <p><b><u>Tuff tray</u></b> – create a tuff tray with teeth or laminated teeth for children to practice their brushing techniques on and act out experiences</p> <p><b><u>Circle time</u></b> – Carry out toothbrushing practice during circle times – play the toothbrush song and explore and practice our brushing techniques</p>	<p>PSED</p> <ul style="list-style-type: none"><li>• Make healthy choices about food, drink, activity</li><li>• Begin to name and understand a wider range of emotions – scared, worried, nervous, excited, angry etc</li><li>• Be able to sit during short circle time in a larger group for an a longer period</li><li>• Able to choose resources to achieve goals from a wider range of activities</li><li>• Play with one child extending and contributing during play</li></ul> <p>C+L</p> <ul style="list-style-type: none"><li>• Understand 2 step simple instructions.</li><li>• Be able to speak usin 4 – 6 word sentences.</li><li>• Begin to Take turns speaking and listening during a conversation independently</li><li>• Respond appropriately during a conversation</li><li>• I am learning to remember and enjoy telling long stories or singing songs</li><li>• Use talk to organise their play</li><li>• Begin to Start conversations with an adult or friend which continues for many turns</li><li>• Understand many why questions</li><li>• I am learning to use learned vocabulary</li><li>• I am learning to say multisyllabic words such as pterodactyl</li><li>• I am learning to use past and future tenses</li><li>• I am learning to use connectives like because</li></ul> <p>PD</p> <ul style="list-style-type: none"><li>• Use a knife and fork.</li><li>• I am beginning to choose the right resources to carry out a task.</li><li>• I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper</li><li>• I am able to attempt to pull my zip up</li><li>• I am able to attempt to dress and undress myself</li><li>• I am learning to name all of my body parts</li><li>• I am learning to try new food and recognise healthy and unhealthy food</li><li>• I am learning to use a knife and fork together at the same time</li><li>• I am learning to make simple healthy choices with food and drinks</li></ul> <p>LIT</p> <ul style="list-style-type: none"><li>• Uses new vocabulary in conversations.</li><li>• Able to develop oral blending skills.</li><li>• Beginning to record some sounds in sequence.</li><li>• I am learning to orally blend when an adult segments</li><li>• I am learning to recognise the initial sounds in words</li><li>• I am beginning to use some of my letter knowledge in early writing</li><li>• I am beginning to use learnt vocabulary</li><li>• I am able to engage in conversations about familiar stories</li><li>• I am learning to predict what might happen next and sequence simple stories</li><li>• I am learning to infer what might happen based on my knowledge of key stories so far</li><li>• I am learning to make up stories based on my knowledge of stories</li></ul> <p>Maths</p> <ul style="list-style-type: none"><li>• I am learning to compare length, width, weight and capacity</li><li>• I can explain and compare object</li><li>• I am beginning to be able to order objects by weight, size, capacity</li></ul> <p>UTW –</p> <ul style="list-style-type: none"><li>• Explore different occupations</li><li>• Use simple technology for a purpose</li></ul> <p>EAD –</p> <ul style="list-style-type: none"><li>• Develop complex stories using small world and create complex small worlds using different types of construction.</li><li>• I am learning to use props, loose parts and objects to represent ideas in my imaginative play</li><li>• Experiment with lightening and darkening shades as well as colouring mixing and discuss the changes</li><li>• Choose colour for a purpose</li><li>• I am learning to invite others into my imaginative play</li></ul>	<p>PSED</p> <ul style="list-style-type: none"><li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li><li>• Begin to talk about their emotions</li><li>• Be increasingly able to talk about and manage their emotions</li><li>• Safely explore emotions beyond their normal range through play and stories.</li><li>• Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.`</li><li>• Learn to use the Toilet or potty with help, and then independently.</li><li>• Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when</li><li>• Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations</li></ul> <p>C+L</p> <ul style="list-style-type: none"><li>• Identify familiar objects and properties for practitioners when they are described.</li><li>• For example: 'Katie's coat', 'blue car', 'shiny apple'.</li><li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</li><li>• Understand simple instructions like "give to nanny" or "stop".</li><li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li><li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li><li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li><li>• Understand and act on longer sentences like "make teddy jump" or 'find your coat'</li><li>• Start to say how they are feeling, using words as well as actions</li><li>• Use simple sentences to communicate</li></ul> <p>PD</p> <ul style="list-style-type: none"><li>• Walk, run, jump and climb – and start to use the stairs independently.</li><li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li><li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently.</li><li>• Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li><li>• Start eating independently and learning how to use a knife and fork.</li></ul> <p>Literacy</p> <ul style="list-style-type: none"><li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li><li>• Pay attention and respond to the pictures or the words.</li></ul> <ul style="list-style-type: none"><li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li><li>• Enjoys mark making freely.</li></ul> <p>UTW</p> <ul style="list-style-type: none"><li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</li><li>• Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li><li>• Make connections between the features of their family and other families</li><li>• Notice differences between people</li><li>• Explore and respond to different natural phenomena in their setting and on trips</li></ul> <p>EAD</p> <ul style="list-style-type: none"><li>• Make simple models which express their ideas.</li><li>• Use their imagination as they consider what they can do with different materials.</li><li>• Anticipate phrases and actions in rhymes and songs,</li><li>• Explore a range of sound-makers and instruments and play them in different ways</li><li>• Respond emotionally and physically to music when it changes .</li><li>• Make rhythmical and repetitive sounds</li><li>• Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li></ul> <p>Maths</p> <ul style="list-style-type: none"><li>• React to changes of amount in a group of up to three items.</li><li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li><li>• Complete inset puzzles.</li><li>• Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. •</li></ul> <p>Notice patterns and arrange things in patterns</p>

## Preschool Room Spring 1 - 2026 Planning - People Who Help us

Week	Theme	Learning Opportunities (Implementation)	3-4 year olds will be learning to: (intent)	2-2.5 year old will be learning to (intent)
<p><b>Week 5</b></p> <p><u>Maths</u> subutising</p> <p><u>Sounds -</u> †</p> <p><u>Maths champion</u></p> <p><u>Numeral of the week</u></p> <p>- 4</p> <p>Letters and sounds</p> <p>Rhythm and rhyme</p>	<p><b>Emergency services</b></p> <p><b>National story telling week</b> – focus on story sacks and create tuff trays inspired by favourite stories – repeated refrains, rhyme and story sequencing, create own story map of a chosen story, Create story stones/props so children in small groups can create their own stories, add puppets, characters to book corner.</p>	<p><b>Small world and Role play</b> – create a firestation and/or police station – add emergency vehcles to provision and any people who help us characters, create a water activity with coastguard boats in. Add phones to the role play area – print out 999 posters. Add <b>mark making equipment</b> on clipboards, add key vocabulary, logos</p> <p><b>Share books</b> about the different emergency services</p> <p><b>Mark making</b> – add pictures of emergency vehicles and emergency vehicle personnel – encourage children to choose shapes for a purpose and to enclose to create artwork inspired by what they see.</p> <p><b>Junk model</b> – Use boxes to create different emergency vehicles as collaborative art – use these in role play and small world. <b>Encourage preschool children to copy recognisable letters on to the vehicles.</b></p> <p><b>Visit from police officer/ walk to fire station and police station</b></p> <p><b>Fire artwork</b> – explore colour mixing and adding white to lighten and darken to support children to create their own fire artwork</p> <p><b>Fire! Fire!</b> Using coloured chalks/ powder paint draw some flames onto an upright surface outside, such as a large activity tray. Use pipettes with water and invite the children to spray the flames with water to put the 'fire' out</p> <p><b>Police badges</b> – support children to make their own police badge writing letters from their name and using different resources from the mark making trolley to support their artwork.</p> <p><b>Fingerprints</b> – encourage children to take finger prints for each of their fingers, talk about the different sizes of the prints and explore similarities and differences.</p>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Begin to name and understand a wider range of emotions – scared, worried, nervous, excited, angry etc</li> <li>Be able to sit during short circle time in a larger group for an a longer period</li> <li>Able to choose resources to achieve goals from a wider range of activities</li> <li>Play with one child extending and contributing during play</li> <li>Begin to Understand why rules are important</li> </ul> <p><b>C+L</b></p> <ul style="list-style-type: none"> <li>Understand 2 step simple instructions.</li> <li>Be able to speak using 4 – 6 word sentences.</li> <li>Begin to Take turns speaking and listening during a conversation independently</li> <li>Respond appropriately during a conversation</li> <li>I am learning to remember and enjoy telling long stories or singing songs</li> <li>Use talk to organise their play</li> <li>Begin to Start conversations with an adult or friend which continues for many turns</li> <li>Understand many why questions</li> <li>I am learning to use learned vocabulary</li> <li>I am learning to say multisyllabic words such as pterodactyl</li> <li>I am learning to use past and future tenses</li> <li>I am learning to use connectives like because</li> </ul> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Use a knife and fork.</li> <li>I am beginning to choose the right resources to carry out a task.</li> <li>I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper</li> <li>I am able to attempt to pull my zip up</li> <li>I am able to attempt to dress and undress myself</li> <li>I am learning to name all of my body parts</li> <li>I am learning to try new food and recognise healthy and unhealthy food</li> <li>I am learning to use a knife and fork together at the same time</li> <li>I am learning to make simple healthy choices with food and drinks</li> </ul> <p><b>LIT</b></p> <ul style="list-style-type: none"> <li>Uses new vocabulary in conversations.</li> <li>I am beginning to use some of my letter knowledge in early writing</li> <li>I am beginning to use learnt vocabulary</li> <li>I am able to engage in conversations about familiar stories</li> <li>I am learning to predict what might happen next and sequence simple stories</li> <li>I am learning to infer what might happen based on my knowledge of key stories so far</li> <li>I am learning to make up stories based on my knowledge of stories</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>I am learning to compare length, width, weight and capacity</li> <li>I can explain and compare object</li> <li>I am beginning to be able to order objects by weight, size, capacity</li> </ul> <p><b>UTW -</b></p> <ul style="list-style-type: none"> <li>Explore different occupations</li> <li>Use simple technology for a purpose</li> </ul> <p><b>EAD -</b></p> <ul style="list-style-type: none"> <li>Develop complex stories using small world and create complex small worlds using different types of construction.</li> <li>I am learning to use props, loose parts and objects to represent ideas in my imaginative play</li> <li>Experiment with lightening and darkening shades as well as colouring mixing and discuss the changes</li> <li>Choose colour for a purpose</li> <li>I am learning to invite others into my imaginative play</li> <li>Create closed shapes with continuous lines and begin to use these to represent objects e.g circles for a face.</li> <li>Begin to include details on drawings</li> </ul>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Begin to show 'effortful control'. 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# Preschool Room Spring 1 - 2026 Planning - People Who Help us

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<p><b><u>Week 6</u></b></p> <p><u>Maths</u> <u>Numeral formation</u></p> <p><u>Sounds - i</u></p> <p><u>Maths champion</u></p> <p><u>Numeral of the week</u></p> <p>5</p> <p>Letters and sounds</p> <p>Instrumental</p>	<p><b><u>Shop keepers</u></b></p> <p><b><u>Valentines</u></b> day - create tuff tray inspired by valtnienes for sensory exploration, create valentines biscuits, playdough theme inspired by valentines day with heart cutters, valentines hearts to be decorated by children with different medians - paint, pens, collage</p> <p><b><u>Mental health week</u></b> - focus on emotions and books related to emotions -</p>	<p><b>Small world and Role play</b> - Add tills, shopping bags and real objects to the role play area - add price tags with numbers 0-3 on. Create a small world area with different small world houses and people Add catalogues from shops such as argos and aldi. Add logos from different shops to the area to inspire connections to be made <b>Share books</b> about shops and shopping - shopping basket book <b>Price tags</b> - provide numerals 0-5 - encourage children to make price tags copying numerals <b>Sensory trays</b> Add small world people and shops to tray with oats, rice , cereals etc Add spaghetti with snappy scissors for children to experiment with cutting - link with hairdressers - needs to be adult led with supervision. <b>Mark making</b> Boxes - Use boxes to create different shops, Catalogues - have catalogues for children to collage with. And to cut with scissors Have photos of shops and different things we can but in shops - children to use these to inspire drawing using shapes to enclose and for a purpose</p> <p><b>Hairdressing role play</b> - create a hair dressing role play area - enhance with photos and different tools</p> <p><b>Construction area</b> - children to be encouraged to build shops from a variety of contrcution resources - enhance ara with photos of the high street</p> <p><b>Logos</b> - print off shop logos and use these to play games with children - see if they can guess the logos.</p> <p><b>Orchard toy -shopping game</b> - support children in small groups to take turns and follow the rules of the game</p> <p><b>Walk</b> - go into the community and visit some different shops - buy some things ot bring back so children get the experience of using coins to pay.</p>	<p>PSED</p> <ul style="list-style-type: none"> <li>Begin to name and understand a wider range of emotions - scared, worried, nervous, excited, angry etc</li> <li>Be able to sit during short circle time in a larger group for an a longer period</li> <li>Able to choose resources to achieve goals from a wider range of activities</li> <li>Play with one child extending and contributing during play</li> <li>Increasingly able to manage turn taking with modelled strategies</li> </ul> <p>C+L</p> <ul style="list-style-type: none"> <li>Understand 2 step simple instructions.</li> <li>Be able to speak usin 4 - 6 word sentences.</li> <li>Begin to Take turns speaking and listening during a conversation independently</li> <li>Respond appropriately during a conversation</li> <li>I am learning to remember and enjoy telling long stories or singing songs</li> <li>Use talk to organise their play</li> <li>Begin to Start conversations with an adult or friend which continues for many turns</li> <li>Understand many why questions</li> <li>I am learning to use learned vocabulary</li> <li>I am learning to say multisyllabic words such as pterodactyl</li> <li>I am learning to use past and future tenses</li> <li>I am learning to use connectives like because</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>Use a knife and fork.</li> <li>I am beginning to choose the right resources to carry out a task.</li> <li>I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper</li> <li>I am able to attempt to pull my zip up</li> <li>I am able to attempt to dress and undress myself</li> <li>I am learning to name all of my body parts</li> <li>I am learning to try new food and recognise healthy and unhealthy food</li> <li>I am learning to use a knife and fork together at the same time</li> <li>I am learning to make simple healthy choices with food and drinks</li> </ul> <p>LIT</p> <ul style="list-style-type: none"> <li>Uses new vocabulary in conversations.</li> <li>I am beginning to use some of my letter knowledge in early writing</li> <li>I am beginning to use learnt vocabulary</li> <li>I am able to engage in conversations about familiar stories</li> <li>I am learning to predict what might happen next and sequence simple stories</li> <li>I am learning to infer what might happen based on my knowledge of key stories so far</li> <li>I am learning to make up stories based on my knowledge of stories</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>I am learning to compare length, width, weight and capacity</li> <li>I can explain and compare object</li> <li>I am beginning to be able to order objects by weight, size, capacity</li> </ul> <p>UTW -</p> <ul style="list-style-type: none"> <li>Explore different occupations</li> <li>Use simple technology for a purpose</li> </ul> <p>EAD -</p> <ul style="list-style-type: none"> <li>Develop complex stories using small world and create complex small worlds using different types of construction.</li> <li>I am learning to use props, loose parts and objects to represent ideas in my imaginative play</li> <li>Experiment with lightening and darkening shades as well as colouring mixing and discuss the changes</li> <li>Choose colour for a purpose</li> <li>I am learning to invite others into my imaginative play</li> <li>Create closed shapes with continuous lines and begin to use these to represent objects e.g circles for a face.</li> <li>Begin to include details on drawings</li> </ul>	<p>PSED</p> <ul style="list-style-type: none"> <li>Begin to show 'effortful control'. 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Use gross motor skills to do things independently.</li> <li>Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Start eating independently and learning how to use a knife and fork.</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>Pay attention and respond to the pictures or the words.</li> </ul> <ul style="list-style-type: none"> <li>Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>Enjoys mark making freely.</li> </ul> <p>UTW</p> <ul style="list-style-type: none"> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</li> <li>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> <li>Make connections between the features of their family and other families</li> <li>Notice differences between people</li> <li>Explore and respond to different natural phenomena in their setting and on trips</li> </ul> <p>EAD</p> <ul style="list-style-type: none"> <li>Make simple models which express their ideas.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Anticipate phrases and actions in rhymes and songs,</li> <li>Explore a range of sound-makers and instruments and play them in different ways</li> <li>Respond emotionally and physically to music when it changes .</li> <li>Make rhythmical and repetitive sounds</li> <li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>React to changes of amount in a group of up to three items.</li> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>Complete inset puzzles.</li> <li>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. -</li> </ul> <p>Notice patterns and arrange things in patterns</p>

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<div>Week 7</div> <div>Consolidation week</div> <div>Numerals 0-5</div> <div>Sounds m,a,s,d,t,i</div> <div>All aspects of letters and sounds</div> <div>Maths - choose favourite activities or areas needed for children's next steps</div>	<div>Chinese new year - year of the horse</div> <div>Shrove Tuesday</div> <div>cook and taste pancakes with different fillings, explore pancakes in a tuff tray - sensory experience</div>	<div>Small world and Role play - add Chinese new year enhancements to home corner and add photos/artifacts to inspire awe and wonder..</div> <div>Share books about Chinese new year and the great race story - order the animals in the race</div> <div>Cbeebies video -chinese new year</div> <div>Golden coins - Write numbers one to five on some lucky red envelopes. Provide children with a bowl of gold coins and invite them to count the matching number of coins into each envelope</div> <div>Dancing -Traditionally, fireworks are lit during Chinese New Year celebrations. Provide children with colourful ribbons, streamers and sensory scarves and play firework sound and Chinese music</div> <div>PARADE -Instruments - create a Chinese parade with children dressing up and using instruments.</div> <div>EAD</div> <div>Firework artwork using different resources</div> <div>Junk model Dragon - use boxes to create a collaborative piece of artwork to create a dragon hear - children to mix paint colours and use brushes/sponges to paint the boxes</div> <div>Chinese fans using half a paper plate to paint red and decorate with glitter and sparkly collage. Use lollypop sticks for the handle</div> <div>Chinese lanterns</div> <div>Chinese symbols - encourage children to copy these</div> <div>New year Animals - ask children to choose one and draw their favourite animal</div> <div>Food tasting - try new Chinese foods</div> <div>Noodles alongside some bowls and knives, forks and spoons. Invite children to develop their fine motor skills as they use utensils to add the noodles to the bowls.</div> <div>Dragon dance - encourage children to make up moves and learn a simple sequence</div> <div>Globe- find where China is located</div>	<div>PSED</div> <div><ul style="list-style-type: none"><li>Begin to name and understand a wider range of emotions - scared, worried, nervous, excited, angry etc</li><li>Begin to understand the feelings of others</li><li>Follow a simple 2 step instruction.</li><li>Make healthy choices about food, drink, activity</li><li>Be able to sit during short circle time in a larger group for an a longer period</li><li>Increasingly able to manage turn taking with modelled strategies</li><li>Begin to Understand why rules are important</li><li>Begin to find solutions to conflict</li><li>Able to choose resources to achieve goals from a wider range of activities</li><li>Play with one child extending and contributing during play.</li></ul></div> <div>C + L</div> <div><ul style="list-style-type: none"><li>Begin to pay attention to more than one thing at a time.</li><li>Understand 2 step simple instructions.</li><li>Be able to speak usin 4 - 6 word sentences.</li><li>Begin to Take turns speaking and listening during a conversation independently</li><li>Respond appropriately during a conversation</li><li>I am learning to remember and enjoy telling long stories or singing songs</li><li>Use talk to organise their play</li><li>Begin to Start conversations with an adult or friend which continues for many turns</li><li>Understand many why questions</li><li>I am learning to use learned vocabulary</li></ul></div> <div>PD</div> <div><ul style="list-style-type: none"><li>I am learning to balance on one leg with no preference</li><li>I am learning to hop and skip on alternative feet</li><li>Child shows a preference for a dominant hand.</li><li>Begin to use a pencil with an effective grip independently</li><li>Begin to copy and remember sequences of movement modelled by an adult.</li><li>I am beginning to choose the right resources to carry out a task.</li><li>I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper</li><li>I am able to attempt to pull my zip up</li><li>I am able to attempt to dress and undress myself</li><li>I am learning to name all of my body parts</li><li>I am learning to demonstrate my understanding why it is important to wash my hands</li><li>I am learning to try new food and recognise healthy and unhealthy food</li><li>I am learning to recognise when I am tired or hungry</li><li>I am learning to use a knife and fork together at the same time</li><li>I am learning to make simple healthy choices with food and drinks</li></ul></div>	<div>PSED</div> <div><ul style="list-style-type: none"><li>Begin to show 'effortful control'. 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I'm a Firefighter Song (Sing to the tune of 'I'm a Little Teapot') I'm a firefighter, Brave and strong. Climb up the ladders, They're so long! When I see the fire, Hear me shout! Use the hose and put it out!	Five little firefighters standing in a row, 1, 2, 3, 4, 5, let's go. Jump on the engine with a shout, As quick as a wink the fire is out.	London's burning, London's burning. Fetch the engines, fetch the engines. Fire fire, Fire Fire! Pour on water, pour on water.	Here we go around the big toy shop, big toy shop, big toy shop, here we go around the big toy shop, lots of toys to see.  Here we see the pretty dolls, pretty dolls, here we see the pretty dolls lots of dolls to see.  Change toy types	
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