

## Long Term Objectives - Termly Map 2023-2024 - Pre Prep 1

Pre-Prep 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Sumer 2
<b>Celebrations and Festivals</b>	Halloween Black History Month World science day	Bonfire night Diwali Thanksgiving Christmas	Chinese new year Children’s mental health week Sport relief	Pancake day World book day St Patricks day Comic Relief Mother’s Day	Eid Ramadan Easter	Healthy eating week Father’s Day
<b>Possible WOW experiences: HOOK</b>	Getting to know each other – Family photos	-Winter Performance (Acting, singing, dancing)	Chinese New Year -Chinese Dragon Dance -Chinese Feast  Massage/ sensory toy making/ mindfulness	-Chicks in Class?	-Mini beast hunt -Butterflies in class -Ugly Bug Ball -Woodland Picnic -Growing Plants	People who help us- occupation visits to school Zoo-lab visit
<b>Parent Workshops &amp; Events</b>		-Christmas Production -Parents Evening -Reports		-Parents Evening -Reports		-Parents Evening -Reports
<b>Literacy</b>	-Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	-Engage in extended conversations about stories, learning new vocabulary.	-Develop their phonological awareness, so that they can: -spot and suggest rhymes - count or clap syllables in a word -recognise words with the same initial sound, such as money and mother	-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	-Write some letters accurately.	-Write some or all of their name.
<b>Mathematics</b>	-Recite numbers past 5. -Show ‘finger numbers’ up to 5. -Say one number for each item in order: 1,2,3,4,5. -Develop fast recognition of up to 3 objects, without having	-Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). -Link numerals and amounts: for example, showing the right number	-Solve real world mathematical problems with numbers up to 5. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:	-Understand position through words alone – for example, “The bag is under the table,” with no pointing. -Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	-Make comparisons between objects relating to size, length, weight and capacity. -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.	-Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. -Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.

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	to count them individually ('subitising').	of objects to match the numeral, up to 5. -Compare quantities using language: 'more than', 'fewer than'.	'sides', 'corners'; 'straight', 'flat', 'round'.	-Describe a familiar route.	-Combine shapes to make new ones – an arch, a bigger triangle, etc.	-Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a repeating pattern. -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
<b>PSED</b>	-Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community.	-Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations.	-Play with one or more other children, extending and elaborating play ideas. -Increasingly follow rules, understanding why they are important.	-Develop appropriate ways of being assertive. -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	-Remember rules without needing an adult to remind them. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how others might be feeling. -Talk with others to solve conflicts.	-Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink, activity and toothbrushing
<b>Communication and Language</b>	-Pay attention to more than one thing at a time, which can be difficult -Enjoy listening to longer stories and can remember much of what happens	-Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	-Sing a large repertoire of songs. -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Use longer sentences of four to six words.	-Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	-Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. -Use talk to organise themselves and their play: "Let's go on a	-Start a conversation with an adult or a friend and continue it for many turns. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

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					bus... you sit there... I'll be the driver.	
<b>Physical Development</b>	<p>-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 0Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>PE Sessions will focus on:</b> yoga and balls skills</p>	<p>-Go up steps and stairs, or climb up apparatus, using alternate feet. -Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p><b>PE Sessions will focus on:</b> games and races</p>	<p>-Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. -Start taking part in some group activities which they make up for themselves, or in teams.</p> <p><b>PE Sessions will focus on:</b> dancing and team games</p>	<p>-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p><b>PE Sessions will focus on:</b> gymnastics</p>	<p>-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Show a preference for a dominant hand. -Use a comfortable grip with good control when holding pens and pencils.</p> <p><b>PE Sessions will focus on:</b> health &amp; safety</p>	<p>-Use one-handed tools and equipment, for example, making snips in paper with scissors. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>PE Sessions will focus on:</b> games and fine/gross motor skills</p>
<b>Understanding the World</b>	<p>-Use all their senses in hands-on exploration of natural materials. -Explore how things work. -Begin to make sense of their own life-story and family's history.</p>	<p>-Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>-Talk about the differences between materials and changes they notice. -Explore and talk about different forces they can feel.</p>	<p>-Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>-Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal.</p>	<p>-Show interest in different occupations -Continue developing positive attitudes about the differences between people</p>
<b>Expressive arts and design</b>	<p>-Take part in simple pretend play, using an object to represent something else even</p>	<p>-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a</p>	<p>-Listen with increased attention to sounds.</p>	<p>-Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>-Create their own songs or improvise a song around one they know.</p>	<p>-Use drawing to represent ideas like movement or loud noises.</p>

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	<p>though they are not similar.</p> <ul style="list-style-type: none"> <li>-Explore colour and colour mixing.</li> <li>-Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> </ul>	<p>city with different buildings and a park.</p> <ul style="list-style-type: none"> <li>-Remember and sing entire songs.</li> <li>-Sing the pitch of a tone sung by another person ('pitch match').</li> <li>-Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to what they have heard, expressing their thoughts and feelings.</li> <li>-Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>-Join different materials and explore different textures.</li> <li>-Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	<ul style="list-style-type: none"> <li>-Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>- To recognise and use greetings in Spanish</li> <li>- To count to ten in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>-Colours: To recognise and say 8 colours</li> <li>-Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>- To listen and respond to classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Fruit: To recognise and say 5 fruit items</li> <li>-Vegetables: To recognise and say 5 vegetable items</li> </ul>	<ul style="list-style-type: none"> <li>-Farm Animals: To recognise and name 5 farm animals</li> </ul>	<ul style="list-style-type: none"> <li>- To say their name and to ask others their names</li> </ul>