

Long Term Objectives - Termly Map 2023-2024 - Pre-Prep 2

Pre-Prep 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations and Festivals	-Black History Month -World Space Week -Halloween	-Diwali -Bonfire Night -Remembrance Day -Children in Need -Odd Socks Day -Christmas	-Chinese New Year -Valentine's Day -Holi	-Pancake Day -World Book Day -Nowruz (Iranian New Year) -Mother's Day -Easter	-The Queen's Jubilee -Oral Hygiene Week	-Father's Day -Pre-Prep Graduation for those ready to start Reception in Sept -Healthy Eating Week
Possible WOW experiences: HOOK	-Family Photos -African Dance -Eating Jamaica Cake	-Rangoli's -Fireworks -Poppies -Own Clothes Day -Christmas Cards/Decorations -Winter Jumper Day	-Chinese Dragon Puppets / Fans -Chinese Feast -Valentine's Day Cards	-Pancake Party -World Book Day Fashion Show -Goldilocks Porridge -Mother's Day Cards -Spring Walk	-A Royal Ball -Making Crowns -Butterflies in Class -Growing Plants	-Father's Day Cards -Pirate Party - Summer Picnic
Parent Workshops & Events		-Winter Performance -Parents Evening -Reports		-Parents Evening -Reports		-Parents Evening -Reports
Literacy	-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.	-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.	-Engage in extended conversations about stories, learning new vocabulary.	-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 or all of their name.	-Write some letters accurately
Mathematics	-Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	-Experiment with their own symbols and marks as well as numerals.	-Talk about and explore 2D and 3D shapes (for example, circles, rectangles,	-Understand position through words alone – for example, "The bag is	-Make comparisons between objects relating to size, length, weight and capacity.	-Talk about and identifies the patterns around them. For example: stripes on

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	<ul style="list-style-type: none"> -Recite numbers past 5. -Say one number for each item in order: 1,2,3,4,5. -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	<ul style="list-style-type: none"> -Solve real world mathematical problems with numbers up to 5. -Compare quantities using language: 'more than', 'fewer than'. 	<p>triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>under the table," – with no pointing.</p> <ul style="list-style-type: none"> -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind' 	<ul style="list-style-type: none"> -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. -Combine shapes to make new ones – an arch, a bigger triangle etc. 	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <ul style="list-style-type: none"> -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...
PSED	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. 	<ul style="list-style-type: none"> -Play with one or more other children, extending and elaborating play ideas. -Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> -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.

Long Term Objectives - Termly Map 2023-2024 - Pre-Prep 2

Communication and Language	<p>-Enjoy listening to longer stories and can remember much of what happens.</p> <p>-Pay attention to more than one thing at a time, which can be difficult</p>	<p>-Use a wider range of vocabulary.</p> <p>-Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p>	<p>-Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>-Sing a large repertoire of songs.</p>	<p>-Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>-Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>-Use longer sentences of four to six words.</p>	<p>-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.</p> <p>-Start a conversation with an adult or a friend and continue it for many turns.</p> <p>-Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>
Physical Development	<p>-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>-Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>PE Sessions will focus on: yoga and balls skills</p>	<p>-Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>-Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>PE Sessions will focus on: games and races</p>	<p>-Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>PE Sessions will focus on: dancing and team games</p>	<p>-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>-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.</p> <p>PE Sessions will focus on: gymnastics</p>	<p>-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>-Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>-Use a comfortable grip with good control when holding pens and pencils.</p> <p>-Show a preference for a dominant hand.</p> <p>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>

Long Term Objectives - Termly Map 2023-2024 - Pre-Prep 2

					PE Sessions will focus on: health & safety	PE Sessions will focus on: games and fine/gross motor skills
Understanding the World	<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> -Begin to make sense of their own life-story and family's history. -Show interest in different occupations. 	<ul style="list-style-type: none"> -Explore how things work. 	<ul style="list-style-type: none"> -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> -Continue developing positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive Arts and Design	<ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park 	<ul style="list-style-type: none"> -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. 	<ul style="list-style-type: none"> -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like 	<ul style="list-style-type: none"> -Explore colour and colour-mixing. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> -Remember and sing entire songs. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> -Play instruments with increasing control to express their feelings and ideas.

Long Term Objectives - Termly Map 2023-2024 - Pre-Prep 2

			happiness, sadness, fear etc.			
Spanish	<ul style="list-style-type: none"> - To recognise and use greetings in Spanish - To count to ten in sequence. 	<ul style="list-style-type: none"> -Colours: To recognise and say 8 colours - To say their name and to ask others their names 	<ul style="list-style-type: none"> - To listen and respond to classroom instructions 	<ul style="list-style-type: none"> -Fruit: To recognise and say 5 fruit items -Vegetables: To recognise and say 5 vegetable items 	<ul style="list-style-type: none"> -Farm Animals: To recognise and name 5 farm animals 	<ul style="list-style-type: none"> -Days of the week. -Weather