

## Long Term Objectives - Termly Map 2023-2024 - Pre-Prep 3

Pre-Prep 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Celebrations and Festivals</b>	Halloween Bonfire night	Remembrance Day Children in Need Diwali Christmas	New Year Eve Chinese New Year Holi	Easter Mother's Day	Queens Platinum Jubilee Father's Day Oral Hygiene Week	Pre-Prep Graduation Healthy Eating Week Father's Day
<b>Possible WOW experiences: HOOK</b>	Getting to know each other – Family photos		Chinese New Year -Chinese Dragon Dance -Chinese Feast	-Chicks in Class? -Trip to Farm?	-Mini beast hunt -Butterflies in class -Ugly Bug Ball -Woodland Picnic -Growing Plants	-Pirate Day -Trip to the beach?
<b>Parent Workshops &amp; Events</b>		-Christmas Production -Parents Evening -Reports		-Messy Morning -Parents Evening -Reports		-Parents Evening -Reports
<b>Literacy</b>	-Develop their phonological awareness. -Understand the 5 key concepts about print.	-Develop their phonological awareness. -Engage in extended conversations about stories, learning new vocabulary.	-Develop their phonological awareness. -Engage in extended conversations about stories, learning new vocabulary. -Write some letters accurately.	-Develop their phonological awareness. -Engage in extended conversations about stories, learning new vocabulary. -Write some letters accurately.	-Develop their phonological awareness. -Use some print and letter knowledge in their early writing.	-Develop their phonological awareness. -Use some print and letter knowledge in their early writing.
<b>Mathematics</b>	-Recite numbers past 5. -Say one number for each item in order. -Shows finger numbers to 5. -Solve mathematical problems with numbers up to 5.	- Develop fast recognition of up to 3 objects. - Say one number for each item in order. - Know the last number reached when counting a small set of objects tells you how many there are in a total. - Link numerals and amounts.	- Understand position through words alone. - Compare quantities using language: more than, fewer than. -Experiment with their own symbols and marks as well as numerals. -Begin to describe a sequence of events, real or fictional.	- Make comparisons between objects relating to size, length, weight and capacity. - Describe a familiar route. -Discuss routes and locations.	-Talk about and explore 2D and 3D shapes. -Select shapes appropriately. - Combine shapes to make new ones. -	-Talks about and identifies patterns around them. -Extend and create ABAB patterns. - Notice and correct an error in a pattern.
<b>PSED</b>	- Be increasingly independent in meeting their own care needs.	- Talk about their feelings using words like happy, sad, angry or worried. -Play with one or more children, extending and elaborating play idea.	Understand gradually how others may be feeling. - Develop appropriate ways of being assertive. - Find solutions to conflicts and rivalries.	- Show more confidence in new social situations. - Increasingly follow rules, understanding why they are important.	- Develop their sense of responsibility and membership of a community. - Select and use activities and resources.	- Make healthy choices about food, drink, activity and toothbrushing.

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		- Talk with others to solve conflict.		- Remembering rules without needing an adult to remind them.	- Become more outgoing with unfamiliar people, in the safe context of their setting.	
<b>Communication and Language</b>	-Sing a large repertoire of songs. -Pay attention to more than one thing at a time, which can be difficult. -Understand a question or instruction that has two parts.	-Use longer sentences of four to six words. -Enjoy listening to longer stories and can remember much of what happens. -Start a conversation with an adult or a friend and continue it for many turns.	-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	-Use a wider range of vocabulary. -Understand Why questions. -Develop their communication but may continue to have problems with irregular tenses and plurals. -Develop their pronunciation.	-Use a wider range of vocabulary. -Understand Why questions. -Develop their communication but may continue to have problems with irregular tenses and plurals. -Develop their pronunciation.	-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. -Use talk to organise themselves and their play.
<b>Physical Development</b>	-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Use large-muscle movements to wave flags and streamers, paint and make marks.  <b>PE Sessions will focus on:</b> Games, moving in a variety of ways i.e skipping, hopping, jumping.	-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.  <b>PE Sessions will focus on:</b> Gymnastics: different ways of jumping; pencil, tuck and star.	- 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.  <b>PE Sessions will focus on:</b> Dance and balance	-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.  <b>PE Sessions will focus on:</b> Ball skills	- 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.  <b>PE Sessions will focus on:</b> Sequencing and developing a set of gymnastics movements	-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.  <b>PE Sessions will focus on:</b> Races, team games
<b>Understanding the World</b>	-Use all their senses in hands on exploration of natural materials.	-Talk about what they see, using a wide vocabulary.		- Talk about what they see, using a wide vocabulary. -Plant seeds and care for growing plants.		- Talk about what they see, using a wide vocabulary. -Continue developing positive attitudes about

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	<ul style="list-style-type: none"> <li>-Explore collections of materials with similar / different properties.</li> <li>-Begin to make sense of their own life story and family's history.</li> </ul>			<ul style="list-style-type: none"> <li>-Understand key features of a life cycle of a plant and animal.</li> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>		<p>the differences between people.</p> <ul style="list-style-type: none"> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>-Draw with increasing complexity and detail.</li> <li>-Show different emotions in their drawings and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment.</li> <li>-Make imaginative and complex "small worlds" with blocks and construction kits.</li> <li>-Use drawing to represent ideas like movement or loud noises.</li> <li>-Remember and sing entire songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore how things work.</li> <li>- Show interest in different occupations.</li> <li>-Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>-Create their own songs or improvise a song around one they know.</li> <li>-Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour and colour mixing.</li> <li>-Listen with increased attention to sounds.</li> <li>-Sing the pitch of a tone sung by another person.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore and talk about different forces they can feel.</li> <li>-Talk about the differences between materials and changes they notice.</li> <li>-Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>-Develop their own ideas and then decide which materials to use to express them.</li> <li>-Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>-Sing the melodic shape of a familiar song.</li> </ul>