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| **Torre C of E Academy Preschool Long Term Planner Year A** | | | | | | | | | | | | | | | | | |
| **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | | | | **Summer 2** | | |
| **Citizenship-Compassion** | | | A yellow and white compass  Description automatically generated**Leadership-Determination/**  **Integrity** | | A magnifying glass with a person in it  Description automatically generated**Exploration -Aspiration/Resilience** | | | A book with butterflies flying out of it  Description automatically generated**Expression - Confidence/Honesty** | | A group of icons with text  Description automatically generated with medium confidence**Flourishing - Responsibility/Courage** | | | | | **Citizenship-**  **Drive** | | |
| **Year Group Key Knowledge and Skills** | | | | | | | | | | | | | | | | | |
| **PSED**  **3 Weeks** | **UW**  **Science**  **3 weeks** | **UW**  **Art**  **3 weeks** | | **UW**  **RWE**  **3 weeks** | | **EAD**  **DT**  **3 weeks** | **UW**  **Science**  **3 weeks** | **UW**  **Geography**  **3 weeks** | **UW**  **Science**  **3 weeks** | **PSED**  **Geography & DT**  **3 weeks** | **EAD**  **Art**  **3 weeks** | | | | **EAD**  **Music**  **3 weeks** | **UW**  **PSED**  **3 weeks** | |
| I can become more outgoing with unfamiliar people in the safe context of the setting.  I can develop my sense of responsibility and membership of a community.  I can play with one or more children, extending and elaborating play ideas.  I can show more confidence in new social situations. | I can understand the key features of the life cycle of a tree.  I can begin to understand the need to respect and care for the natural environment and all living things.  I can talk about what I see, using a wide vocabulary. | I can explore different materials freely and develop ideas about how to use them and what to make.  I can join different materials and explore different textures.  I can develop my ideas and then decide which materials to use to express them. | | I can talk about what I see using a wide vocabulary.  I can continue to develop a positive attitude about the differences between people | | I can explore different materials to develop my own ideas about how to use them and what to make.  I can join different materials.  I can develop my own ideas and decide which materials to use to express them. | I can explore and talk about different forces that I can feel.  I can explore how different things work.  I can use all my senses in hands-on exploration of materials.  I can explore different materials to develop my own ideas about how to use them and what to make. | I am beginning to understand how to respect the natural environment and living things.  I can use my senses in hands-on exploration of natural materials. | I can plant seeds and care for growing plants.  I am beginning to understand how to respect the natural environment and living things.  I can understand the key features of the life cycle of a plant. | I know that there are different countries in the world and talk about the differences they may have experienced or seen in photos.  I can explore how things work. | I can create closed shapes with continuous lines and begin to use lines to represent objects.  I can explore colour and colour mixing.  I can talk about and explore 2 D shapes using informal mathematical language. | | | | I can play instruments with increasing control to express my feelings and ideas.  I know how to create my own song or improvise a song around one I already know.  I know a variety of songs and can sing a whole song.  I know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | | I can develop my sense of responsibility and membership of a community.  I can play with one or more child extending and elaborating play ideas.  I can the print has meaning and for different purposes e.g. invitation |
| **Enquiry Question** | | | | | | | | | | | | | | | | | |
| What makes a good friend? | What changes can I see in Autumn? | What is in Kipper’s Toybox? | | How can we use light to celebrate? | How can I join materials together to make a model? | | What different types of transport are there? | What plants and animals can I find? | What do I need to make a garden for butterflies? | Where does my snack come from? | | What shapes and colours can I see? | | What sounds can I hear around me? | | | Why is sharing caring? |
| **Outcomes and experiences** | | | | | | | | | | | | | | | | | |
| To draw a self-portrait. | To make an autumn tree. | To construct a textured picture using different materials. | | To make a Christingle. | To design and make your own box animal. | | To make our own big book of transport. | To make a woodland creature. | To make a butterfly garden. | To make banana bread. | | | To make a colourful shape painting. | | To make a sound book. | To plan a party to share together. | |
| Religious and Worldviews Education | | | | | | | | | | | | | | | | | |
| **Season – Autumn**  All about me – families and friends  Special – people and things - treasure boxes  Harvest | | **Festivals of Light**  Diwali  Birthdays  Christmas - Christingle  Nativity | | | **Season – Winter**  Tu B’shevat – the birthday of the trees Judaism  Pancake Day  Chinese New Year | | | **Season - Spring**  Lent and Easter | | **Blossom Festival**  Creation story  How can we care for our wonderful world?  Growing - link to our garden | | | | | **Season - Summer**  Caring for our environment. | | |
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| **Teaching of other subjects**  **Religion and Worldviews** – a core subject taught weekly **Computing - taught weekly** **PE/Games -** taught weekly | | | | | | | | | | | | | | | | | |

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| **Torre C of E Academy Preschool Long Term Planner Year B** | | | | | | | | | | | | | | | | | |
| **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | | | | **Summer 2** | | |
| A group of icons with text  AI-generated content may be incorrect.**Citizenship-Compassion** | | | A yellow and white compass  Description automatically generated**Leadership-Determination/**  **Integrity** | | A magnifying glass with a person in it  Description automatically generated**Exploration -Aspiration/Resilience** | | | A book with butterflies flying out of it  Description automatically generated**Expression - Confidence/Honesty** | | A group of icons with text  Description automatically generated with medium confidence**Flourishing - Responsibility/Courage** | | | | | A hands holding a yellow circle with black people  AI-generated content may be incorrect.**Citizenship-Drive** | | |
| **Year Group Key Knowledge and Skills** | | | | | | | | | | | | | | | | | |
| **PSED**  **3 Weeks** | **UW**  **Science**  **3 weeks** | **UW**  **Art**  **3 weeks** | | **UW**  **RWE**  **3 weeks** | | **UW**  **Geography and Science**  **3 weeks** | **UW**  **Geography and Music**  **3 weeks** | **UW**  **Science**  **3 weeks** | **EAD**  **DT**  **3 weeks** | **PSED**  **3 weeks** | **UW**  **History**  **3 weeks** | | | | **EAD**  **Art**  **3 weeks** | **EAD**  **DT and**  **Narrative**  **3 weeks** | |
| I can become more outgoing with unfamiliar peopl, in the safe context of the setting.  I can develop my sense of responsibility and membership of a community.  I can play with one or more children, extending and elaborating play ideas.  I can show more confidence in new social situations. | I can understand the key features of the life cycle of a tree.  I can begin to understand the need to respect and care for the natural environment and all living things.  I can talk about what I see, using a wide vocabulary. | I can explorer different materials freely and develop ideas about how to use them and what to make.  I can join different materials and explore different textures.  I can develop my ideas and then decide which materials to use to express them. | | I can talk about what I see using a wide vocabulary.  I can continue to develop a positive attitude about the differences between people | | I can use my senses in hands-on exploration of natural materials.  I can explore collections of materials with similar and/or different properties.  I can talk about what I see, using a wide vocabulary.  I can explore how things work.  I can talk about the differences between materials and the changes that I notice. | I can talk about what I see, using a wide vocabulary.  I can use my senses in hands-on exploration of natural environments.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.  I can play with one or more other children,extending and elaborating play ideas. | I can plant seeds and care for growing plants.  I can understand the key features of the life cycle of a plant or animal.  I can begin to understand the need to respect and care for the natural environment and all living things.  I can use all my senses in hands-on exploration of materials.  Talk about what they see, using a wide vocabulary. | I can take part in simple pretend play, using an object to represent something else even though they are not similar.  I can explore different materials freely, to develop my ideas about how to use them and what to make.  I can make healthy choices about food, drink and activity. | I can continue to develop positive attitudes about  the difference between people.  I can show an interest  in different occupations.  I can be more outgoing with unfamiliar people, in the safe context of the setting | I can begin to make sense of my own life story and family’s history.  I can continue to develop positive attitudes about the differences between people. | | | | I can explore colour and colour mixing.  I can draw/ paint with increasing complexity and attention to detail.  I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.  I can draw with increased complexity and detail, such as representing a face with a circle | | I can take part in simple pretend play, using an object to represent something else even though they are not similar  I can begin to develop complex stories using small world equipment.  I can enjoy listening to longer stories and can remember much of what happens. |
| **Enquiry Question** | | | | | | | | | | | | | | | | | |
| What makes me a me? | What changes can I see in Autumn? | What is in Kipper’s Toybox? | | How can we use light to celebrate? | What happens in the season of winter? | | Where does the family go on an adventure? | How do plants grow? | Why did the caterpillar have a tummy ache? | Who helps us? | | What has happened before and what is happening now? | | What colours can I see in nature? | | | How did the turnip come out of the ground? |
| **Outcomes and experiences** | | | | | | | | | | | | | | | | | |
| To draw a self portrait. | To make an autumn tree. | To construct a textured picture using different materials. | | To make a Christingle. | A frozen science experiment. | | To go on a bear hunt. | To grow a plant from a seed. | To make a healthy caterpillar snack. | To make people who help us book. | | | To talk about now and then photos. | | To make a spiral picture. | To act our our story with props. | |
| Religious and Worldviews Education | | | | | | | | | | | | | | | | | |
| **Season – Autumn**  All about me – families and friends  Special – people and things - treasure boxes  Harvest | | **Festivals of Light**  Diwali  Birthdays  Christmas - Christingle  Nativity | | | **Season – Winter**  Tu B’shevat – the birthday of the trees Judaism  Pancake Day  Chinese New Year | | | **Season - Spring**  Lent and Easter | | **Blossom Festival**  Creation story  How can we care for our wonderful world?  Growing - link to our garden | | | | | **Season - Summer**  Caring for our environment. | | |
| A group of children's books  AI-generated content may be incorrect. | | A group of children's books  AI-generated content may be incorrect. | | | A group of children's books  AI-generated content may be incorrect. | | | A group of children's books  AI-generated content may be incorrect. | | A group of children's books  AI-generated content may be incorrect. | | | | | A group of children's books  AI-generated content may be incorrect. | | |
| **Teaching of other subjects:**  **Religion and Worldviews** – a core subject taught weekly **Computing - taught weekly** **PE/Games -** taught weekly | | | | | | | | | | | | | | | | | |