

Woodland Grange Pre-school Long Term Overview 2025-26

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<p>I am special and an individual</p> <p>Routines & expectations - First two weeks</p> <p>Our School</p> <p>Respect for each other and our preschool environment.</p> <p>Keeping Healthy: exploring different fruits.</p> <p>Diversity - families</p>	<p>Celebrations</p> <p>Autumn</p>	<p>We Love Books - familiar stories</p> <p>Winter</p>	<p>New Life - Growth/Spring</p> <p>Hatching chicks</p>	<p>Superheroes</p> <p>Emergency Services / People who help us</p> <p>Visit from the Emergency Services.</p> <p>Pets</p>	<p>Summer.</p> <p>By the seaside.</p> <p>Transitions to school</p>
Texts linked to Themes	<p>Our first day at school</p> <p>Hugless Douglas Goes to Little school</p> <p>Elmer</p> <p>Super Duper You</p> <p>My Hair</p> <p>You Choose</p> <p>Non-fiction - My family</p> <p>Kitchen Disco</p>	<p>Little Glow</p> <p>Peppa's Diwali</p> <p>Pick a Pumpkin</p> <p>What can you tell me about Autumn?</p> <p>Stickman</p> <p>Owl Babies</p> <p>Christmas songs/poems</p> <p>We're Going on a Leaf Hunt</p>	<p>What can you see in Winter?</p> <p>Little Rabbit Foo Foo</p> <p>The Gingerbread Man</p> <p>Maisy's Chinese New Year.</p> <p>We're going on a bear hunt.</p> <p>Shark in the park.</p>	<p>Little Bear's spring</p> <p>The Lifecycle of a Chick</p> <p>Eggs and chicks</p> <p>That's not my Chick</p> <p>Jasper's Beanstalk</p> <p>We're going on an egg hunt.</p> <p>What can we see in spring?</p>	<p>An exciting Eid</p> <p>A super power like mine</p> <p>Firefighter - non fiction</p> <p>Police Officer</p> <p>Real Superheroes: A collection of keyworkers</p> <p>Alan's Scary Teeth</p> <p>Mog and the Vet</p> <p>I want to be a vet</p>	<p>What can you see in Summer?</p> <p>Kipper's sunny day</p> <p>Summer: days and nights</p> <p>Maisy Goes on Holiday</p> <p>The Colour Monster goes to School</p>

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Important Dates covered within the curriculum	*Navatri - 22 nd September-2 nd October 2025 *Diwali - 20 th October	*Halloween - 31 st October *Bonfire Night Safety - 5 th November *Remembrance Day 11 th November *Christmas/ Christmas story	*Valentine's Day - 14 th February *Ramadan - Starts 17 th February *Pancake Day 17 th February	*Chinese New Year 17 th Feb-3 rd March. *Mother's Day 15 th March *Holi - 4 th March *Easter 3 rd April (Good Friday) and 5 th April (Easter Sunday) *Eid - 19 th /20 th March *World book day 5 th March	*Father's Day - 21 st June *The Chick Company: egg incubation and chick handling	*Sport's Day: June/July *Transitions to FS (at Woodland Grange and other schools)
Communication and Language	Sing a large repertoire of songs. Enjoy listening to longer stories and can remember much of what happens.	Identify familiar objects and properties for practitioners when described. Use longer sentences of four to six words. Understand simple questions about 'who', 'what', and 'where' (but not generally 'why')	Understand 'why' questions. Understand a question or instruction that has two parts.	Use a wider range of vocabulary. Know many rhymes and be able to talk about familiar books and tell a long story.	Use talk to organise themselves and their play. Develop their communication but may continue to have problems with irregular tenses and plurals.	Start a conversation with an adult or friend and continue it for many turns. Be able to express a point of view and debate when they agree or disagree with a friend or adult,

	using words as well as actions.		
Personal, Social and Emotional Development	Happy to be away from their parent/Carer Follow a simple instruction Make simple choices in their early writing Confident to try new activities inside and out. Explore new activities and environments Know when to wash their hands Ask for help with tasks.	Know when to wash their hands Have a bedtime routine so not to tired during the day Wipe own nose Wash and dry hands without help. Enjoy interacting with other adults and children. Begin to carry out simple tasks to help Enjoy playing games with others. Ask for help if unwell Happily, tidy away belongings and look after their own things Able to sit still and listen for a short while.	Can talk about myself, my needs and feelings Share toys and take turns Put on own shoes and socks Use a knife and fork Understand the need to follow rules Confident to open wrappers and packaging Go to the toilet on own, wipe self properly and flush. Button and unbutton clothing and use a zip Feel confident about starting school.
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the preschool year.			

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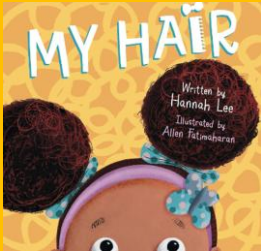

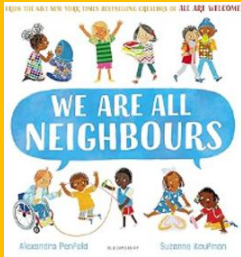
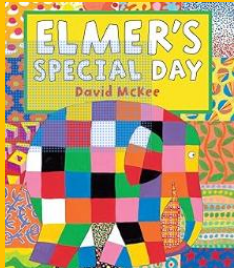
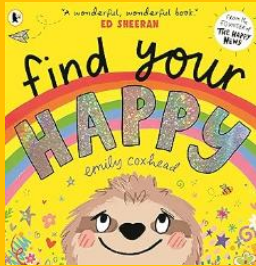
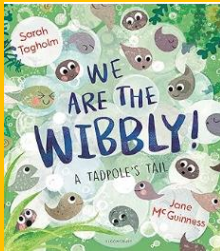
Physical Development SEE PE skills and progression.	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
	<p>Scissor skills Gross motor activities</p>	<p>*Scissor skills *Dough disco *Gross motor activities *Meaningful movement *Parachute games</p>	<p>*Scissor skills *Dough disco *Squiggle whilst you wiggle *Sticky kids</p>	<p>*Scissor skills *Dough disco *Squiggle whilst you wiggle *Small apparatus</p>	<p>*Scissor skills *Sports day games *Sports day</p>	<p>*Scissor skills *Cosmic Yoga *Gymnastics *Parachute games</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>						
Literacy -- Writing	<p>Enjoy drawing freely</p>	<p>Add some marks to paper that they give meaning to.</p> <p>Gross motor directed sessions: Link to PD</p>	<p>Use some of their print and letter knowledge in their early writing.</p>	<p>Opportunities to write the graphemes of those that have been taught in the provision.</p>	<p>Write some letters accurately.</p> <p>Write some or all of their name</p>	<p>Use a comfortable grip with good control, when holding pens and pencils. PD</p>
	<p>Literacy - Phonics/Reading</p> <p>October: start 'Rocket phonics: first steps' (Nursery scheme)</p>	<p>Phase one Phonics Give meaning to marks. Notice some print e.g. that's the first letter of my name.</p> <p>Rocket Phonics Scheme Look at familiar logos/signs in school and local area.</p>	<p>Phase one phonics Repeat words and phrases from familiar stories Has favourite books and seeks them to share with an adult or look at alone. Rocket Phonics Scheme</p>	<p>Phase two phonics if appropriate Pays attention and responds to the pictures or the words.</p>	<p>Phase two phonics Engage in extended conversation about stories and learning new vocabulary.</p> <p>Phase 2 Blending and segmenting simple CVC words</p>	<p>Phase 2 Blending and segmenting simple CVC words. Recognise words with the same initial sound.</p>

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				Can hear words that rhyme e.g.in a story or song.	
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			Ask questions about the book and makes comments and shares their ideas. Rocket Phonics scheme	Understand print has meaning, print can have different purposes, we read English text from left to right and from top to bottom Rocket Phonics scheme	Counts or clap's syllables in a word. Rocket Phonics scheme	Rocket Phonics scheme
Mathematics	Show finger numbers up to 5. Develop recognition of up to 3 objects	Experiment with numerals and their own symbols and marks. Recite numbers passed 5.	Link numerals and amounts. Say one number for each item 1,2,3,4,5 Understands position through words alone.	Know that the last number reached when counting a small set of objects tells you how many there are in total. Talk about 2D and 3D shapes Talk about and identify patterns around them e.g. Pointy, spotty, blobs etc.	Describe a familiar route Begin to describe a sequence of events.	Compare quantities of fewer than and more than. To make comparisons between size, length, weight and capacity. Sole real-world mathematical problems with numbers up to five.
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. To understand routines and visual timetables of our day. To taste different fruits and verbalise likes/dislikes and preferences. How to keep ourselves healthy: hand washing, healthy eating and exercise.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Identify some signs of Autumn. How to keep ourselves healthy: hand washing, healthy eating and exercise.	Recognise some environments that are different to the one in which they live. Exploring ice Explore floating/sinking	Explore the natural world around them. To observe eggs in an incubator To discuss the lifecycle of a chick.	Understand that some places are special to members of their community. Draw information from a simple map. To identify some signs of Summer.	Compare and contrast characters from stories, including figures from the past. To identify features of a seaside. Look for Tadpoles at the pond. Discuss the changes to the tadpoles.

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	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
Cooking (D&T)	Fruit Kebabs	Coconut Burfee/ chocolate apples/ breadstick sparklers for Diwali	Pancakes	Different types of eggs	Junk modelling	Ice lollies/ smoothies
		Pumpkin cakes/soup	Gingerbread biscuits	Spring Rolls- Chinese New Year. Chocolate nests		
Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					
Art focus:	Drawing Colour mixing: linked to the Text Mouse Paint Painting Sculpture: Loose parts play and natural resources: Andy Goldsworthy Piet Mondrian	Drawing Sculpture Clay and salt dough Painting Collage	Drawing Collage	Drawing Printing 3d models- Simple junk modelling	Drawing Colour mixing Process art	Drawing: Closed shapes Hannah Hoch
'Everyone's welcome' PSHE						
	<u>Learning Intention:</u> To celebrate differences.	<u>Learning Intention:</u> I know who is part of my family	<u>Learning Intention:</u> To learn about different cultures	<u>Learning Intention:</u> I know it is important to be kind.	<u>Learning Intention:</u> To identify different feelings	<u>Learning Intention:</u> To identify changes in our lives.

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