

CHERRY BLOSSOM PRESCHOOL

2024 -2025

Our long-term plan is a simple structure that we follow to ensure that we have covered the EYFS framework and 'I Can' throughout the year. Our weekly learning opportunities vary to follow the interests of our children. We assess the children regularly and personalise their learning journey for our children by identifying their next steps so we can use them in our weekly planning. Plans may be subject to change as we like to build themes around the children's interests

	AUTUMN All About Me	SPRING Building For The Future	SUMMER Healthy Habits
<p>Core Texts</p>	<p>Happy to be Me It's Okay To Be Different The Gruffalo Someone Bigger The Jolly Christmas Postman</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div> <p style="text-align: center; margin-top: 20px;">Focus author – Sophie Beer</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p>Going on a Bear Hunt Mouse Counts Polar Bear, Polar Bear The Ugly Duckling Monkey Puzzle Spring is Here</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div> <p style="text-align: center; margin-top: 20px;">Focus author – Rod Campbell</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div>	<p>Handa's Surprise The Very Hungry Caterpillar Oliver's Vegetables Michael Recycle Let's Eat Lunch Jack and the Beanstalk</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div> <p style="text-align: center; margin-top: 20px;">Focus author - Sue Hendra</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div>

Personal, social & emotional development	<p>Settling in, becoming familiar with the preschool environment and routines, learning and understanding our 'Class Rules'</p> <p>All about me, my body and what I can do</p> <p>Sharing who is in my family and who lives with me</p>	<p>Welcoming and settling new children, recapping on 'Class Rules'</p> <p>Encouraging to be independent when attending personal needs</p> <p>Looking at Superheroes and talk about the values of honesty, kindness and being helpful to others</p>	<p>Look at healthy living – healthy food, exercise and keeping clean.</p> <p>Learn about oral hygiene</p> <p>Learn about sun safety</p> <p>Talk about holidays and travelling, what I've seen or done on previous holidays</p> <p>Discuss feelings and fears of moving on to primary school</p>

Communication & Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<p>Communication & Language</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, sharing circles, stories, singing, phonics activities</p>	<p>Looking at the Christmas story and Christmas customs and traditions and the feeling of love, kindness and goodwill.</p> <p>Talking about and labelling our feelings</p> <p>Learn new words & vocab – Like, dislike, Autumn, body parts, Halloween, bonfire, Guy Fawkes, fireworks, fizz, whoosh, bang, Christmas, colour names</p> <p>Core Rhymes, Poems & Songs– Twinkle, twinkle little star, Heads, shoulders, knees & toes, 5 Little Pumpkins</p>	<p>Listening to and responding to other's views at circle time</p> <p>Learn new words and vocabulary - Winter, ice, frost, cold, hot, Arctic, blue, black, white, thaw/freeze, snow Love, kind, heart, caring China, rabbit Wales, dragon, leek, St David, daffodil Spring, Easter, Jesus, oval, eggs,</p> <p>Core Rhymes, Poems & Songs - Little Bo Peep, It's raining, it's pouring, Baa baa black sheep, Teddy bear, teddy bear, Miss Polly had a dolly.</p>	<p>Making predictions on the outcome of an activity</p> <p>Retell main characters and storyline of a familiar story, give my own ending</p> <p>Understand and follow instructions</p> <p>Learn new words & vocab - fruit names vegetable names, roots, stem, stalk bulbs, insect names, St George, knight, Summer, sun sun safety, beach, heat</p> <p>Core Rhymes, Poems & Songs Down in the bottom of the garden</p>
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	<p>Christmas songs</p> <p>Autumn 1 - Begin the Little Wandle phonics programme – ‘satpin’ sounds, oral blending, voice sound, tuning into sounds.</p>	<p>Continue Little Wandle phonics programme - ‘satpin’ sounds, oral blending, voice sounds, tuning into sounds</p>	<p>Dingle, dangle scarecrow, Old Mcdonald, Here we go round the mulberry bush, Row, row your boat, 1 2 3 4 5 once I caught a fish alive.</p> <p>Continue Little Wandle phonics programme - Satpin sounds, oral blending, voice sounds, Tuning into sounds</p>
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Physical
 Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support form adults, allow children to develop proficiency, control and confidence.

<p>Physical</p>	<p>Move in a variety of ways, under, over, balancing, throwing and catching.</p> <p>Develop fine motor skills through one handed tools such as tweezers, crayons, pencils and threading bobbins</p>	<p>Act out stories</p> <p>Move like different creatures</p> <p>Plant seeds and learn what they need to make them grow</p>	<p>Observe the effects of activity on our bodies</p> <p>Practice changing into PE clothes</p> <p>Labelling my work with my name</p>
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Literacy
 It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

<p>Literacy</p>	<p>Looking at fiction and non-fiction books on our bodies, Guy Fawkes, St Andrew & Scotland, Thanksgiving and Christmas</p>	<p>Listen to “Jack and the Beanstalk” – name and label parts of plants</p>	<p>Write shopping lists, holiday lists and postcards</p>
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		<p>Read Oliver's Vegetables – plant some vegetable seeds in our greenhouse</p> <p>Use different medias to write letters in my name</p>	<p>Look at fiction and non-fiction books on the human body, the summer season, the sea and sea creatures</p>
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Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles, shells, blocks for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. We follow the first4maths programme.

Maths	<p>Looking at the colours and how they can change when mixed together</p> <p>Collecting autumn objects and grouping them into size, colour and shapes</p> <p>Looking at numbers, shapes and patterns</p>	<p>Look at numbers and sizes through traditional tales – 3 Little Pigs</p> <p>Design Easter eggs and talk about the shape, size and colours</p> <p>Maker comparisons between quantities</p>	<p>Look at water capacity – full/empty</p> <p>Predict if things will float or sink in water and test my ideas</p> <p>Look at the number 5 through nursery rhymes – longer days, warmer weather</p>
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the World	<p>Talking about me and my family, looking at my community and people around me</p> <p>Looking at the changes in the environment in the Autumn season</p>	<p>Looking at the changes in the environment in the Winter & Spring season</p> <p>Looking at baby animals and how they change eg Spring lambs</p>	<p>Look at the changes in the environment in the Summer season– longer days, warmer weather</p> <p>Look at recycling and life cycles eg caterpillar</p>
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	<p>Learning the story of Thanksgiving in America</p> <p>Looking at Christmas and how it is celebrated around the world</p>	<p>Looking at China and sample Chinese food with chopsticks</p> <p>Encourage my curiosity by asking questions</p> <p>Learn about St David and Wales</p> <p>Learn about St Patrick and Ireland</p> <p>Talk about Easter and Easter traditions</p>	<p>Read Handra's Surprise story – look at where fruit is grown in the world</p> <p>Look at the UK map and World map to find previous holiday destinations</p>
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Expressive Arts and Design
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Expressive Arts and Design	<p>Looking at and describing the texture of different items</p> <p>Create pictures, collages of Myself and My family</p>	<p>Move to music, learning and singing new songs</p> <p>Make rhythms with musical instruments</p> <p>Design Easter eggs</p> <p>Make Chinese Lanterns</p> <p>Make Christmas cards and gifts</p>	<p>Make holiday scrapbook, tickets, postcards and drawings</p> <p>Make fruit salads</p> <p>Printing and painting using fruit and vegetables</p> <p>Making caterpillar pictures</p>
Preschool Celebrations	Diwali, Thanksgiving, Advent, Christmas, St Andrews day, Christmas	New Year, Chinese New Year, St Patrick's Day, St David's Day, Mother's Day, Easter	King's coronation, Father's Day, St Patrick's Day, St George's Day, Moving on to Primary School
British Values	Democracy Learning our Class Rules and boundaries	Individual liberty and mutual respect	Tolerance of different cultures and religions

Nursery Rhymes at Preschool
At Cherry Blossom we introduce a variety of rhymes throughout the year through a 'nursery rhyme bag' filled with rhyme related pictures or objects and nursery rhyme books and CD's. The children will learn nursery rhymes that will progress across the Foundation Stage into the Foundation 1 class and Foundation 2 class. These rhymes can be chanted at any time of the day or as part of a whole group activity.

Why is singing nursery rhymes and songs so important in preschool;

- Children learn new words
- Develop their non-verbal communications skills
- Learn early maths skills
- Children understand how words are formed
- Enables children to copy actions
- It boasts children language communication and literacy skills
- Helps develop children's social, skills
- Children learn about different beats and rhythms
- Provides the opportunity for children to value language and become confident learners.
- Creates a close relationship between adult and child

Nursery rhymes help children develop vocabulary, which helps them learn to read! The bouncy rhythm catches the child's attention. Repetition and familiarity help the child to remember and supports language development, whilst engaging a child fosters social development. :

- **Physical development**
Action songs encourage children to develop their fine and gross motor control skills and coordination, and the skills needed to follow simple instructions.
- **Numeracy**
Many rhymes contain counting, helping children to familiarise with numbers in a fun and interesting way.

Nursery Rhymes

Humpty dumpty

Ba Baa Black sheep

Row, row your boat

Incy wincy

Old Mcdonald

Hickory dickory dock

Wind the bobbin up

It's raining it's pouring

Pat-a-cake

Polly put the kettle on

Hey diddle diddle

Jack and Jill

5 little speckled frogs

Little Bo peep

Miss Polly had a dolly

12345 once I caught a fish alive

See saw

Action songs

Twinkle, twinkle

Dingle dangle scarecrow

The grand old Duke of York

Clap your hands

Teddy bear, teddy bear

If you're happy and you know it

The wheels on the bus

One finger one thumb

Open shut them

Here we go round the mulberry bush