Long Term Plan Pre-Formal Cone class 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Whatever Next Jill Murphy / Non-Fiction	Dear Zoo Rod Campbell / Non-Fiction	Peace at Last Jill Murphy / Non-Fiction Create simple fiction books	The Grufflo Julia Donaldson / Non-Fiction Create simple fiction books	Five Minutes Peace Jill Murphy / Non-Fiction Create simple fiction books	Room on the Broom Julia Donaldson / Non-Fiction Create simple fiction books
Communication and Language	PECs Making request Sharing news Telling stories Singing rhymes Role playing stories Ask/Answer Questions	PECs Making request Sharing news Telling stories Singing rhymes Role playing stories Ask/Answer Questions	PECs Making request Sharing news Telling stories Singing rhymes Role playing stories Ask/Answer Questions	PECs Making request Sharing news Telling stories Singing rhymes Role playing stories Ask/Answer Questions	PECs Making request Sharing news Telling stories Singing rhymes Role playing stories Ask/Answer Questions	PECs Making request Sharing news Telling stories Singing rhymes Role playing stories Ask/Answer Questions
PSED	Self-confidence and self-awareness Managing feelings and behaviour Making relationships Managing relationships Role Play	Self-confidence and self-awareness Managing feelings and behaviour Making relationships Managing relationships Role Play	Self-confidence and self-awareness Managing feelings and behaviour Making relationships Managing relationships Role Play	Self-confidence and self-awareness Managing feelings and behaviour Making relationships Managing relationships Role Play	Self-confidence and self-awareness Managing feelings and behaviour Making relationships Managing relationships Role Play	Self-confidence and self-awareness Managing feelings and behaviour Making relationships Managing relationships Role Play
Physical Development	*Gross motor skills* – bikes, balls, climbing and mark making, sensory room, softplay room *Fine motor skills* - pen skills, cutlery, pincer skills, manipulating playdough	*Gross motor skills* – bikes, balls, climbing and mark making, sensory room, softplay room *Fine motor skills* - pen skills, cutlery, pincer skills, manipulating playdough	*Gross motor skills* – bikes, balls, climbing and mark making, sensory room, softplay room *Fine motor skills* - pen skills, cutlery, pincer skills, manipulating playdough	*Gross motor skills* – bikes, balls, climbing and mark making, sensory room, softplay room *Fine motor skills* - pen skills, cutlery, pincer skills, manipulating playdough	*Gross motor skills* – bikes, balls, climbing and mark making, sensory room, softplay room *Fine motor skills* - pen skills, cutlery, pincer skills, manipulating playdough	*Gross motor skills* – bikes, balls, climbing and mark making, sensory room, softplay room *Fine motor skills* - pen skills, cutlery, pincer skills, manipulating playdough
Food technology skills	Kitchen Safety & Hygiene Knives – cutting, chopping and spreading. Fork- mashing, Spoons- mix, stir, scoop and chop. Rolling pins, weighing scales – pouring		Kitchen Safety & Hygiene Knives – cutting, chopping and spreading. Fork- mashing, Spoons- mix, stir, scoop and chop. Rolling pins, weighing scales – pouring		Kitchen Safety & Hygiene Knives – cutting, chopping and spreading. Fork- mashing, Spoons- mix, stir, scoop and chop. Rolling pins, weighing scales – pouring	
Literacy *Reading – band 1 – 3* *S&L – band 1- 4* *Writing - band 1 – 3* *2 children – P3ii*	STEMS sentences Retelling stories Story maps Mark making Name writing EXT addresses Phonics phase 1 / 2 / 3 Reading – words from text, describing, sequencing Tracing Labels, captions & lists	STEMS sentences Retelling stories Story maps Mark making Name writing EXT addresses Phonics phase 1 / 2 / 3 Reading – words from text, describing, sequencing Tracing Labels, captions & lists	STEMS sentences Retelling stories Story maps Mark making Name writing EXT addresses Phonics phase 1 / 2 / 3 Reading – words from text, describing, sequencing Tracing Labels, captions & lists	STEMS sentences Retelling stories Story maps Mark making Name writing EXT addresses Phonics phase 1 / 2 / 3 Reading – words from text, describing, sequencing Tracing Labels, captions & lists	STEMS sentences Retelling stories Story maps Mark making Name writing EXT addresses Phonics phase 1 / 2 / 3 Reading – words from text, describing, sequencing Tracing Labels, captions & lists	STEMS sentences Retelling stories Story maps Mark making Name writing EXT addresses Phonics phase 1 / 2 / 3 Reading – words from text, describing, sequencing Tracing Labels, captions & lists
Mathematics *Core - band 2 – 3* *Supp - band 1 – 3* *1 child – P3ii*	Number rhymes to 5/10/20 Rote counting to 3/5/10/ 20 1:1 correspondence to 2/3/5/10/20 More/less	Number rhymes to 5/10/20 Rote counting to 3/5/10/ 20 1:1 correspondence to 2/3/5/10/20 More/less	Number rhymes to 5/10/20 Rote counting to 3/5/10/ 20 1:1 correspondence to 2/3/5/10/20 More/less	Number rhymes to 5/10/20 Rote counting to 3/5/10/ 20 1:1 correspondence to 2/3/5/10/20 More/less	Number rhymes to 5/10/20 Rote counting to 3/5/10/ 20 1:1 correspondence to 2/3/5/10/20 More/less	Number rhymes to 5/10/20 Rote counting to 3/5/10/ 20 1:1 correspondence to 2/3/5/10/20 More/less
	Size position Time	2D Shapes 3D shapes Pattern	Size position Time	2D Shapes 3D shapes Pattern	Size position Time	2D Shapes 3D shapes Pattern
Religious Education	Christianity – 1 day trip to local Church Sikhism – 1 day trip to local Temple		Christianity – 1 day trip to local Church Sikhism – 1 day trip to local Temple		Christianity – 1 day trip to local Church Sikhism – 1 day trip to local Temple	
Life skills	Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, Using a spoon for spooning and mixing), communication, health and community safety	Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, Using a spoon for spooning and mixing), communication, health and community safety	Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, Using a spoon for spooning and mixing), communication, health and community safety	Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, Using a spoon for spooning and mixing), communication, health and community safety	Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, Using a spoon for spooning and mixing), communication, health and community safety	Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, Using a spoon for spooning and mixing), communication, health and community safety
Sensory	Massage, Sensory Room/Circuits, Exploring through: vision, hearing, smell, taste, touch, Balance Sensory Art, Soft play room	Massage, Sensory Room/Circuits, Exploring through: vision, hearing, smell, taste, touch, Balance Sensory Art, Soft play room	Massage, Sensory Room/Circuits, Exploring through: vision, hearing, smell, taste, touch, Balance Sensory Art, Soft play room	Massage, Sensory Room/Circuits, Exploring through: vision, hearing, smell, taste, touch, Balance Sensory Art, Soft play room	Massage, Sensory Room/Circuits, Exploring through: vision, hearing, smell, taste, touch, Balance Sensory Art, Soft play room	Massage, Sensory Room/Circuits, Exploring through: vision, hearing, smell, taste, touch, Balance Sensory Art, Soft play room