



Long Term Curriculum Overview

Our curriculum has been carefully sequenced to ensure children build secure foundations through meaningful experiences, rich interactions and purposeful play. Knowledge, skills and vocabulary are revisited and deepened throughout the year, enabling every child to become a confident, independent learner who is well prepared for Reception.

Half Term	Big Idea	Lines of Enquiry	Core Experiences	Core Texts	Vocabulary Focus	Curriculum End Points
Autumn 1 Belonging	Building relationships and developing a sense of belonging within our preschool community.	Me Family Friends Feelings Our Pre-School Daily Routines	Settling into preschool Exploring provision Family photographs Self-portraits Learning routines Building relationships	Owl Babies Bridges The Colour Monster All Are Welcome Maisy goes to Pre-school	belong family friend kind feelings safe routine welcome together	Children feel safe and secure within the setting, develop positive relationships with adults and peers, confidently follow familiar routines and communicate their needs, interests and feelings.
Autumn 2 Change	Developing curiosity about the changing world through seasonal exploration and celebrations.	Autumn Weather Seasonal Change Celebrations Light & Dark Materials	Autumn walks Pumpkin investigation Seasonal collections Exploring natural materials Celebrating together	Leaf Man Pumpkin Soup Stick Man We're Going on a Leaf Hunt	autumn season weather change celebrate light dark observe	Children notice, describe and compare seasonal change, talk confidently about the natural world and begin using increasingly precise vocabulary.
Spring 1 Discovering	Developing curiosity through investigation, enquiry and problem solving.	Journeys Maps Ice Water Transport Investigation	Ice exploration Floating & sinking Treasure hunts Mapping Problem solving	Lost and Found We're Going on a Bear Hunt The Way Back Home	Discover investigate predict journey map float sink explore	Children investigate independently, ask thoughtful questions, make predictions and explain their thinking.
Spring 2 Growing	Understanding growth, change and caring for living things.	Plants Minibeasts Life Cycles Healthy Bodies Caring for Living Things	Planting seeds Caring for plants Observing caterpillars Healthy snack preparation Outdoor investigations	The Tiny Seed The Very Hungry Caterpillar Jasper's Beanstalk	grow healthy seed roots life cycle habitat care change	Children understand growth, change and caring for living things.
Summer 1 Exploring	Applying knowledge through exploration, creativity and problem solving.	Building Forces Outdoors Local Environment Design	Den building Bridge challenges Nature walks Construction projects	Not a Box Rosie's Walk The Three Little Pigs	build design construct measure compare balance solve	Children collaborate to solve problems, test ideas and explain their thinking.
Summer 2 Connecting	Celebrating achievements and preparing for Reception.	Community Transition Memories Our World	Community walks Reception visits Celebration projects Memory books	The Rainbow Fish Handa's Surprise The Koala Who Could	community respect future remember celebrate world	Children demonstrate confidence, resilience and independence and are prepared for Reception.



PRIME AREAS PROGRESSION

The Prime Areas underpin all learning and are prioritised throughout the curriculum. They are embedded within continuous provision, adult interactions, daily routines and planned experiences. Progression reflects the principles of Establish → Deepen → Apply.

Area	Autumn – ESTABLISH	Spring – DEEPEN	Summer – APPLY
Communication & Language	Listening & Attention • Separate confidently from familiar adults. • Listen during routines and short carpet sessions. • Follow one-step instructions. Understanding • Develop vocabulary through stories, songs and first-hand experiences. • Understand familiar questions and everyday language. Speaking • Express wants, needs and feelings. • Join conversations. • Join songs and rhymes. • Begin using language to organise play.	Listening & Attention • Listen attentively during stories. • Follow two-step instructions. Understanding • Ask questions. • Understand increasingly complex vocabulary. Speaking • Retell familiar stories. • Explain ideas. • Sustain conversations. • Use recently introduced vocabulary.	Listening & Attention • Listen within larger groups. • Respond appropriately. Understanding • Understand why/how questions. • Predict and explain thinking. Speaking • Communicate confidently in full sentences. • Initiate conversations. • Justify ideas. • Use ambitious vocabulary independently.
Personal, Social & Emotional Development	Relationships • Form secure relationships. • Develop friendships. Self-Regulation • Learn routines. • Express feelings. Managing Self • Build confidence. • Develop independence. • Share with support.	Relationships • Cooperate with others. • Develop empathy. Self-Regulation • Manage feelings. • Develop resilience. Managing Self • Solve disagreements. • Take responsibility. • Become increasingly independent.	Relationships • Negotiate and collaborate. Self-Regulation • Persevere. • Reflect on achievements. Managing Self • Demonstrate independence. • Show readiness for Reception.



Pre-School

Where Individuality is Nurtured

HAVANNAH PRE SCHOOL LONG TERM PLANNING



Physical Development	Gross Motor • Develop balance, coordination and core strength. • Build shoulder stability. Fine Motor • Strengthen hands. • Explore one-handed tools. Self-Care • Develop independence in dressing, toileting and handwashing.	Gross Motor • Refine coordination. Fine Motor • Develop bilateral coordination. • Improve wrist rotation. • Develop pencil grip. Self-Care • Independently manage routines.	Gross Motor • Demonstrate agility and coordination. Fine Motor • Use tools with precision. • Develop stamina for drawing and writing. Self-Care • Independently manage personal care. • Be physically ready for Reception.
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KNOWLEDGE & UNDERSTANDING PROGRESSION-SPECIFIC AREAS

The Specific Areas broaden children's knowledge and understanding of the world. Progression reflects the principles of Establish → Deepen → Apply and prepares children to apply learning confidently across the curriculum.

Area	Autumn – ESTABLISH	Spring – DEEPEN	Summer – APPLY
Literacy	• Develop a love of books. • Handle books correctly. • Join repeated refrains. • Recognise own name. • Give meaning to marks. • Develop rhyme and rhythm. • Build vocabulary through stories.	• Retell familiar stories. • Talk about characters and events. • Develop syllables, alliteration and initial sounds. • Recognise familiar words. • Use purposeful mark making. • Represent ideas through drawing and writing.	• Sequence familiar stories. • Use story language independently. • Apply phonological awareness. • Write labels, captions and meaningful messages. • Discuss stories confidently.
Mathematics	• Explore matching, sorting and comparing. • Develop pattern. • Begin subitising. • Secure counting principles. • Compare quantities. • Explore positional language.	• Deepen number composition. • Explore part-part-whole. • Compare quantities using reasoning. • Explore measure. • Recognise and describe shapes. • Apply maths in provision.	• Apply counting to solve problems. • Explain mathematical thinking. • Recognise relationships and patterns. • Apply measures. • Demonstrate secure early number sense.
Understanding the World	• Learn about themselves, family and community. • Observe seasonal change. • Explore natural materials. • Use simple technology. • Develop curiosity.	• Investigate materials. • Explore maps and journeys. • Observe growth. • Learn about healthy lifestyles. • Ask questions and investigate.	• Compare people, places and environments. • Talk confidently about the natural world. • Use maps. • Care for living things. • Apply investigative skills independently.
Expressive Arts & Design	• Explore media and materials. • Experiment with colour, texture and sound. • Join songs and rhymes. • Develop imaginative play.	• Combine materials. • Develop narratives. • Explore rhythm. • Select resources independently. • Explain creative choices.	• Create with purpose. • Sustain imaginative play. • Perform confidently. • Refine creative work. • Collaborate creatively.



KEY SKILLS PROGRESSION

Key skills are developed progressively through continuous provision, adult interactions, direct teaching and meaningful first-hand experiences. These skills underpin children's independence, creativity, problem solving and readiness for Reception.

Key Skill	Autumn – Establish	Spring – Deepen	Summer – Apply
Building & Construction	- Explore stacking, balancing and connecting. - Build simple structures using a range of materials. - Talk about what they have made. - Explore stability through trial and error. - Begin working alongside others.	- Plan before building. - Adapt and improve structures. - Select appropriate resources for a purpose. - Solve simple construction problems. - Build collaboratively with peers.	- Design with a clear purpose. - Evaluate and modify structures. - Explain why changes have been made. - Build increasingly complex models. - Work collaboratively to solve construction challenges.
Mark Making	- Explore a wide range of mark-making tools. - Make large movements using whole-arm actions. - Give meaning to marks. - Experiment with different surfaces and media. - Develop confidence to record ideas.	- Represent people, objects and experiences through marks. - Develop greater control. - Combine drawing and early writing. - Begin using marks for a purpose. - Talk about what marks represent.	- Select appropriate tools independently. - Record ideas confidently. - Combine drawing and writing meaningfully. - Create labels, captions and messages naturally during play. - Demonstrate increasing control and precision.
Drawing	- Draw familiar people and objects. - Use whole-arm movements. - Begin adding simple features. - Observe and talk about drawings.	- Draw with increasing detail. - Represent observations more accurately. - Experiment with different drawing media. - Add detail intentionally.	- Draw from observation and imagination. - Include increasing detail and proportion. - Use drawing to communicate ideas and plans. - Explain artistic choices.
Painting & Printing	- Explore colour, texture and different painting tools. - Experiment freely. - Notice colour changes. - Enjoy large-scale painting.	- Mix colours purposefully. - Select brushes and tools independently. - Explore printing techniques. - Combine media creatively.	- Use painting and printing intentionally to achieve a desired effect. - Evaluate and refine artwork. - Select media confidently for different purposes.
Small World Play	- Re-enact familiar experiences. - Develop simple narratives. - Explore characters and environments. - Begin playing alongside others.	- Create linked storylines. - Introduce problems and solutions. - Develop characters and settings. - Extend play over longer periods.	- Sustain complex imaginative narratives. - Collaborate with others to create stories. - Adapt storylines spontaneously. - Use language from familiar texts during play.
Role Play	- Copy familiar experiences from home and preschool. - Explore everyday roles. - Join simple imaginative play. - Begin negotiating roles.	- Develop sustained narratives. - Introduce story problems. - Take on different viewpoints. - Collaborate during imaginative play.	- Lead imaginative play. - Maintain complex narratives. - Negotiate roles independently. - Extend play over several days where appropriate.
Creative Development	- Explore open-ended resources. - Investigate how materials behave. - Express ideas freely. - Enjoy experimenting.	- Combine ideas from different experiences. - Adapt creative work. - Explain choices. - Use imagination increasingly purposefully.	- Create with intention. - Refine ideas over time. - Select resources independently. - Evaluate and improve creative outcomes.



Key Skill	Autumn – Establish	Spring – Deepen	Summer – Apply
Investigation & Enquiry	- Explore using all senses. - Notice similarities and differences. - Ask simple questions. - Observe changes.	- Make predictions. - Test ideas. - Compare results. - Explain observations.	- Plan simple investigations. - Explain why things happen. - Suggest improvements. - Apply previous knowledge when investigating.
Fine Motor Development	- Build hand strength through dough, tweezers, threading, pegs and loose parts. - Develop shoulder stability. - Cross the midline. - Manipulate tools confidently.	- Refine finger isolation. - Develop wrist rotation. - Cut accurately. - Use a comfortable pencil grip. - Improve control during creative tasks.	- Demonstrate fluent pencil control. - Sustain fine motor activities for longer periods. - Manipulate small objects with precision. - Demonstrate readiness for formal handwriting.
Outdoor Learning	- Explore confidently. - Develop balance, coordination and confidence. - Investigate natural materials. - Learn boundaries and routines.	- Solve problems outdoors. - Work collaboratively. - Build and create using natural resources. - Take appropriate risks.	- Apply learning across the outdoor environment. - Lead collaborative projects. - Demonstrate resilience and perseverance during physical challenges.
Self-Care & Independence	- Wash hands independently. - Manage toileting routines. - Put on coat and shoes with support. - Tidy resources appropriately. - Develop independence during snack time.	- Dress independently. - Manage personal belongings. - Organise resources. - Show increasing responsibility for routines.	- Demonstrate independence throughout the preschool day. - Support younger or less confident peers where appropriate. - Show readiness for Reception expectations.





FINE MOTOR DEVELOPMENT PROGRESSION

Fine motor skills are explicitly taught through carefully sequenced experiences that develop children's physical readiness for writing. Children first establish the large and small muscle groups required for stability before refining control, precision and endurance. Daily opportunities are embedded across continuous provision, adult-led experiences and meaningful play to ensure children develop the strength, coordination and dexterity needed for successful writing in Reception.

Fine Motor Development	Autumn – ESTABLISH	Spring – DEEPEN	Summer – APPLY
Core Strength & Postural Control	- Develop core stability through climbing, balancing and movement - Sit with increasing stability during carpet sessions - Develop body awareness.	- Maintain posture during table activities - Move between floor and table with control - Sustain seated activities for longer.	- Demonstrate good posture during drawing and writing - Maintain stability whilst completing longer activities.
Shoulder Stability	- Push, pull, carry, climb and crawl - Develop shoulder strength through weight-bearing play - Use large vertical surfaces for mark making.	- Improve shoulder endurance during creative activities - Control larger arm movements - Develop stability when using one-handed tools.	- Demonstrate controlled shoulder movements during drawing and early writing - Maintain shoulder stability during longer tasks.
Bilateral Coordination	- Use both hands together during play - Roll dough - Thread large objects - Hold paper whilst drawing.	- Cut with scissors using both hands effectively - Open containers independently - Use construction equipment requiring two-handed control.	- Independently coordinate both hands during complex tasks - Manipulate tools efficiently and confidently.
Crossing the Midline	- Reach across the body during large movement activities - Complete large sweeping movements - Explore painting on vertical surfaces.	- Cross the midline naturally during drawing, construction and creative activities - Complete large continuous patterns.	Demonstrate automatic crossing of the midline during drawing, cutting and writing activities.
Hand Strength	- Squeeze, pinch and pull dough - Use pegs, tweezers, tongs and pipettes - Explore loose parts.	- Strengthen intrinsic hand muscles through repeated fine motor challenges - Use hole punches and staplers with support.	Demonstrate sufficient hand strength for sustained drawing, cutting and writing.
Finger Isolation & Dexterity	- Develop pincer grip - Pick up small objects - Finger rhymes - Posting activities.	- Refine individual finger movements - Manipulate small construction pieces - Fasten buttons and zips.	- Manipulate small resources with speed, control and precision - Independently manage fastening clothing.



Fine Motor Development	Autumn – ESTABLISH	Spring – DEEPEN	Summer – APPLY
Wrist Stability & Rotation	Explore painting using different directions• Stir, scoop and pour• Large circular movements.	Rotate wrists during threading, screwdriver activities and painting• Improve wrist flexibility.	Use controlled wrist movements when drawing, colouring and writing• Demonstrate smooth pencil movements.
Tool Control	Explore one-handed tools• Hold chunky crayons, chalk and paintbrushes• Snip paper with scissors.	Use scissors accurately• Control glue spreaders, paintbrushes and pencils• Begin using a dynamic grasp.	Select and use tools appropriately• Cut accurately around shapes• Draw with increasing precision.
Pencil Grip & Control	Experiment with different grips• Build confidence in making large marks• Develop whole-arm movements.	Develop an effective tripod or adapted functional grip• Control size and direction of marks• Copy simple shapes and patterns.	Maintain an efficient grip• Control pressure• Draw recognisable detail• Sustain early writing comfortably.
Pre-Writing Patterns	Create vertical, horizontal and circular marks• Explore pattern through movement.	Copy lines, zig-zags, waves, crosses and simple shapes• Complete simple pathways.	Independently use pre-writing patterns during purposeful drawing and writing• Combine shapes and patterns fluently.
Precision & Endurance	Complete short fine motor activities• Develop concentration.	Sustain fine motor tasks for increasing periods• Improve accuracy during creative work.	Sustain drawing and writing activities without fatigue• Demonstrate control and fluency appropriate for Reception.



FINE MOTOR DEVELOPMENT

Fine motor development is explicitly taught through carefully sequenced experiences that build the physical foundations required for successful writing and independent self-care. Children develop strength, stability, coordination and control through meaningful play, adult-led experiences and high-quality continuous provision. Skills are introduced progressively, revisited regularly and applied across the curriculum to ensure children become physically confident and ready for the increasing demands of Reception. This progression reflects the principles of **Establish** → **Deepen** → **Apply**, enabling children to build secure foundations before refining precision, fluency and endurance.

Continuous Thread

Fine motor development is embedded throughout every day and is not confined to adult-led activities. Alongside the weekly teaching focus, children have continuous access to carefully planned opportunities that strengthen the muscles, coordination and control required for writing. These experiences are revisited daily, allowing children to practise previously taught skills, consolidate learning and apply their developing fine motor abilities independently within meaningful contexts.

Daily opportunities include:

- Dough Disco and malleable materials
- Finger Gym activities
- Tweezers, tongs and pipettes
- Threading, weaving and lacing
- Peg boards and loose parts
- Construction and small manipulatives
- Vertical mark making on easels and large surfaces
- Cutting station with progressive scissor challenges
- Drawing and purposeful mark-making opportunities
- Junk modelling and creative tool exploration
- Self-care activities including dressing skills, fastening clothing and snack preparation

Adults model effective techniques, observe children's physical development and provide appropriate challenge through questioning, demonstration and carefully planned enhancements to the environment. This ensures every child develops the





hand strength, postural control, bilateral coordination, dexterity and precision needed to access the wider curriculum and become confident, capable writers.

Autumn 1 Building Strong Foundations

Week	Fine Motor Focus	Provision Enhancements	Adult Observation Focus
1	Hand strength	Dough Disco, playdough, squeezing sponges, spray bottles	Does the child use both hands? Can they squeeze and manipulate materials?
2	Shoulder stability	Vertical easels, chalk boards, large painting, ribbon wands	Can the child work above shoulder height without fatigue?
3	Bilateral coordination	Threading, pop beads, rolling dough, opening containers	Does the child use both hands together for different purposes?
4	Crossing the midline	Large painting, ribbon dancing, drawing large circles, washing windows	Does the child naturally cross the centre of their body?
5	Finger isolation	Finger rhymes, finger gym, pipettes, poking activities	Can the child isolate individual fingers effectively?
6	Hand strength review	Peg boards, tweezers, tongs, construction	Is grip becoming stronger and more controlled?

Autumn 2 Developing Control

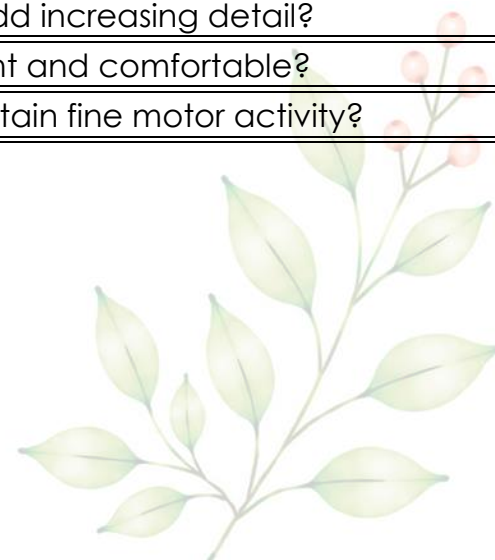
Week	Fine Motor Focus	Provision Enhancements	Adult Observation Focus
1	Pincer grip	Tweezers, loose parts, pom poms, threading	Does the child consistently use a pincer grip?
2	Wrist rotation	Screwdrivers, nuts & bolts, stirring, rolling pins	Can the child rotate their wrist independently?
3	Tool control	Paintbrushes, glue spreaders, chalks	Can the child manipulate one-handed tools confidently?



Week	Fine Motor Focus	Provision Enhancements	Adult Observation Focus
4	Scissor introduction	Snipping strips, playdough snakes, herbs	Does the child open and close scissors independently?
5	Pencil exploration	Chunky crayons, large mark making, whiteboards	Is grip becoming increasingly functional?
6	Review & retrieval	Choice stations using all previous resources	Which skills are becoming secure?

Spring 1 Refining Skills

Week	Fine Motor Focus	Provision Enhancements	Adult Observation Focus
1	Cutting accuracy	Curved lines, playdough, collage	Can the child follow simple cutting lines?
2	Precision	Beads, mosaics, peg boards	Can they manipulate increasingly smaller objects?
3	Pencil control	Pre-writing patterns, tracing roads	Are movements becoming controlled?
4	Controlled drawing	Drawing from observation	Does the child add increasing detail?
5	Grip refinement	Variety of pencils and crayons	Is the grip efficient and comfortable?
6	Endurance	Longer creative tasks	Can the child sustain fine motor activity?





Spring 2 Applying Skills

Week	Fine Motor Focus	Provision Enhancements	Adult Observation Focus
1	Pattern making	Zig-zags, waves, loops	Can the child copy simple patterns?
2	Manipulating tools	Hole punches, staplers, tweezers	Can the child select the correct tool independently?
3	Precision cutting	Shapes, collage, junk modelling	Is cutting becoming accurate?
4	Mark making with purpose	Labels, signs, maps	Does the child use marks intentionally?
5	Pencil stamina	Drawing challenges	Can the child maintain control for longer periods?
6	Retrieval	Fine motor challenge stations	Which previously taught skills are secure?

Summer 1 Preparing for Writing

Week	Fine Motor Focus	Provision Enhancements	Adult Observation Focus
1	Tripod grip	Variety of pencils, clipboards	Is the child using an effective grip?
2	Precision drawing	Botanical drawing, observational sketches	Can the child control line direction and size?
3	Tool selection	Independent creative stations	Does the child choose the most appropriate tool?
4	Dexterity	Weaving, sewing cards, fine construction	Are finger movements becoming fluent?
5	Endurance	Longer drawing and writing opportunities	Can the child sustain purposeful mark making?
6	Review	Choice challenges	Is the child physically ready for writing?



Summer 2 Reception Ready

Week	Fine Motor Focus	Provision Enhancements	Adult Observation Focus
1	Fluency	Independent fine motor stations	Are movements automatic and controlled?
2	Applying skills	Writing in role play, maps, lists	Does the child apply skills independently?
3	Precision	Small construction, threading, drawing	Can they manipulate very small objects?
4	Independence	Self-care, fastening, snack preparation	Can the child independently manage practical tasks?
5	Reception readiness	Mixed fine motor challenges	Are all prerequisite skills evident?
6	Celebration	Independent choice and observation	Can the child demonstrate sustained control, precision and confidence?

MATHEMATICS PROGRESSION (NCETM)

Mathematics is developed through meaningful play, practical experiences, rich mathematical talk and carefully sequenced teaching. Children revisit and deepen key mathematical ideas throughout the year, developing secure number sense and confidence to apply mathematics across the curriculum.

Half Term	Key Mathematical Idea (NCETM)	Teaching Sequence	Children will...	Continuous Thread
AUTUMN 1 Establishing Early Number Sense	Matching	Week 1	Match identical objects, pictures and quantities. Notice when objects are the same and different. Match objects during meaningful play.	Daily counting routines Daily subitising opportunities Mathematical story books Counting songs & rhymes
	Sorting	Week 2	Sort objects using one attribute and explain how they have sorted them. Recognise that objects can be sorted in different ways.	



Half Term	Key Mathematical Idea (NCETM)	Teaching Sequence	Children will...	Continuous Thread
	Pattern	Week 3	Copy, continue and create repeating patterns using objects, sounds, actions and natural materials. Identify the unit of repeat.	Pattern spotting Adults modelling mathematical vocabulary Retrieval of previous learning
	Subitising	Week 4	Instantly recognise quantities to three without counting. Begin noticing the structure of small numbers.	
	Counting Principles	Week 5	Count accurately using one-to-one correspondence. Understand that every object is counted once and only once.	
	Cardinality & Comparison	Week 6	Understand that the final number counted tells us how many altogether. Compare groups using more than, fewer than and the same as.	

Half Term	Key Mathematical Idea (NCETM)	Teaching Sequence	Children will...	Continuous Thread
AUTUMN 2 Deepening Number to Five	Subitising	Week 1	Instantly recognise quantities to four using familiar arrangements including dice patterns and ten frames.	Continue daily counting, subitising and retrieval. Revisit Autumn 1 concepts through provision and routines. Model mathematical vocabulary naturally throughout play. Encourage children to explain their mathematical thinking.
	Counting	Week 2	Count reliably to five, recognising that the arrangement of objects does not change the quantity.	
	Composition of Number	Week 3	Explore different ways to make four using practical equipment. Recognise that numbers can be composed in different ways.	
	Composition of Number	Week 4	Explore different ways to make five using practical resources and explain how they know.	
	Positional Language	Week 5	Use positional language including in, on, under, behind, next to, between and in front during play.	
	Shape	Week 6	Recognise, name and describe common 2D shapes using increasingly precise mathematical vocabulary.	



Half Term	Key Mathematical Idea (NCETM)	Teaching Sequence	Children will...	Continuous Thread
SPRING 1 Deepening Mathematical Thinking	Composition	Week 1	Explore part-part-whole relationships within numbers to five using practical resources.	Daily counting Daily subitising Retrieval practice Mathematical talk Problem solving through continuous provision Reasoning encouraged through adult questioning
	Comparison	Week 2	Compare quantities by matching, estimating and counting. Explain how they know which group has more or fewer.	
	One More / One Less	Week 3	Find one more and one less than numbers to five using practical resources and meaningful contexts.	
	Representing Number	Week 4	Represent numbers using objects, fingers, marks, pictures and numerals. Understand that numbers can be represented in different ways.	
	Measure	Week 5	Compare length, height and capacity using everyday mathematical language such as taller, shorter, longer and fuller.	
	Pattern & Structure	Week 6	Continue, copy and create increasingly complex repeating patterns. Explain the rule within a pattern.	

Half Term	Key Mathematical Idea (NCETM)	Teaching Sequence	Children will...	Continuous Thread
SPRING 2 Applying Number & Mathematical Thinking	Number Relationships	Week 1	Explore how numbers relate to one another by comparing, combining and separating quantities. Explain mathematical thinking using practical resources.	Daily counting Daily subitising Retrieval of previous learning Mathematical vocabulary modelled by adults Problem solving through continuous provision Reasoning encouraged through questioning Daily opportunities to compare, estimate and explain
	Problem Solving	Week 2	Solve practical mathematical problems by selecting appropriate resources and strategies independently.	
	Capacity	Week 3	Compare capacity using practical equipment. Use vocabulary including full, empty, nearly full, half full, holds more and holds less.	
	Mass	Week 4	Compare the mass of objects using balance scales. Use vocabulary including heavier, lighter and equal.	
	Time	Week 5	Develop an awareness of time through daily routines. Use vocabulary including first, next, before, after, yesterday and tomorrow.	
	Shape & Spatial Reasoning	Week 6	Explore 3D shapes, positional language and spatial relationships through construction, small world play and outdoor learning. Explain how shapes fit together.	



Half Term	Key Mathematical Idea (NCETM)	Teaching Sequence	Children will...	Continuous Thread
SUMMER 1 Securing Number to 10	Counting Beyond Five	Week 1	Count reliably beyond five, recognising quantities to ten in meaningful contexts and understanding that counting tells us 'How many'.	Continue daily counting, subitising and retrieval. Adults model mathematical vocabulary throughout the day. Children independently apply mathematics across continuous provision.
	Composition of Number to 10	Week 2	Explore different ways to compose numbers to ten using practical equipment, recognising patterns and relationships.	
	Early Number Bonds	Week 3	Investigate early number bonds through practical play, recognising that numbers can be partitioned and recombined.	
	Comparison & Ordering	Week 4	Compare and order quantities using vocabulary including greater than, fewer than, equal to, before and after.	
	Measures	Week 5	Measure and compare length, height and distance using non-standard units. Record findings through practical representations.	
	Mathematical Reasoning	Week 6	Explain mathematical thinking using full sentences and justify answers using appropriate mathematical vocabulary.	

Half Term	Key Mathematical Idea (NCETM)	Teaching Sequence	Children will...	Continuous Thread
SUMMER 2 Applying Mathematics Independently	Problem Solving	Week 1	Independently select and apply previously learned mathematical knowledge to solve practical problems encountered during play.	Daily opportunities to apply mathematics naturally through provision Retrieval of all key mathematical concepts Adults extending mathematical thinking through high-quality questioning Children encouraged to explain, justify and reason Mathematics embedded across the curriculum
	Pattern & Relationships	Week 2	Recognise, continue and create increasingly complex repeating patterns. Explain the rule and identify mistakes within patterns.	
	Position & Direction	Week 3	Follow and give simple directions using positional and directional language. Apply positional language when navigating familiar environments and simple maps.	
	Measures	Week 4	Apply understanding of length, height, capacity, mass and time during investigations and everyday experiences.	
	Mathematical Investigation	Week 5	Pose questions, make predictions and investigate mathematical ideas through exploration and collaborative problem solving.	



Half Term	Key Mathematical Idea (NCETM)	Teaching Sequence	Children will...	Continuous Thread
	Mathematical Thinking	Week 6	Confidently select, apply and explain mathematical strategies independently across continuous provision, demonstrating secure early mathematical understanding in preparation for Reception.	

LITERACY & COMMUNICATION PROGRESSION

Literacy develops through high-quality interactions, rich vocabulary, meaningful mark making, repeated story experiences and carefully sequenced teaching. Children become confident communicators before becoming confident readers and writers.

Half Term	Literacy Thread	Teaching Sequence	Children will...	Continuous Thread
 AUTUMN 1 Building the Foundations of Literacy	Communication & listening	Week 1	Develop attention during routines and short group times. Listen to familiar adults and respond appropriately.	 Daily high-quality conversations Shared story experiences Nursery rhymes and songs Vocabulary revisiting Storytelling Daily mark making Fine motor opportunities Environmental print
	Vocabulary	Week 2	Learn and use vocabulary linked to themselves, family, routines and emotions through meaningful experiences.	
	Comprehension	Week 3	Join repeated refrains and begin talking about familiar characters and events within stories.	
	Phonological Awareness	Week 4	Listen carefully to environmental sounds, instrumental sounds and body percussion. Join rhythm and rhyme activities.	
	Environmental Print	Week 5	Recognise familiar logos, photographs and symbols. Begin recognising their own name.	
	Mark Making	Week 6	Explore a wide range of mark-making materials. Give meaning to marks and begin recording ideas during play.	



Half Term	Literacy Thread	Teaching Sequence	Children will...	Continuous Thread
AUTUMN 2 Developing Early Literacy	Communication	Week 1	Listen for longer periods and contribute confidently during small-group discussions.	Continue daily storytelling Repeated reading Vocabulary modelling Songs & rhymes Fine motor opportunities Purposeful mark making throughout provision
	Vocabulary	Week 2	Use ambitious Tier 2 vocabulary introduced through stories, investigations and first-hand experiences.	
	Comprehension	Week 3	Predict what might happen next and explain simple ideas about stories.	
	Phonological Awareness	Week 4	Recognise rhyme, generate rhyming words and notice alliteration.	
	Environmental Print	Week 5	Recognise their own name confidently and identify familiar print around the setting.	
	Mark Making	Week 6	Use marks purposefully to represent people, objects and experiences. Begin attempting name writing where appropriate.	

Half Term	Literacy Thread	Teaching Sequence	Children will...	Continuous Thread
SPRING 1 Deepening Communication & Early Reading	Communication	Week 1	Explain ideas and experiences using increasingly complex sentences.	Vocabulary retrieval Repeated story experiences Oral storytelling Daily fine motor development Meaningful mark making Rich adult interaction
	Vocabulary	Week 2	Confidently use recently introduced vocabulary during play without adult prompting.	
	Comprehension	Week 3	Retell familiar stories using repeated phrases and story language.	
	Phonological Awareness	Week 4	Recognise syllables and begin identifying initial sounds in familiar words.	
	Environmental Print	Week 5	Recognise familiar words, labels and signs during play.	
	Writing	Week 6	Represent ideas through increasingly controlled drawings and purposeful marks. Begin using writing naturally within role play and small world play.	



Half Term	Literacy Thread	Teaching Sequence	Children will...	Continuous Thread
SPRING 2 Applying Early Literacy	Communication	Week 1	Use language to explain, predict and justify ideas during play and investigations.	Daily opportunities to talk, listen, tell stories, revisit vocabulary, read together, develop fine motor control and write for meaningful purposes.
	Vocabulary	Week 2	Apply newly learned vocabulary naturally across different contexts and conversations.	
	Comprehension	Week 3	Sequence familiar stories and discuss characters, settings and events confidently.	
	Phonological Awareness	Week 4	Blend and segment words orally through games, songs and practical experiences.	
	Environmental Print	Week 5	Read familiar signs, labels and names independently during play.	
	Writing	Week 6	Use writing purposefully to create labels, lists and simple messages during play.	

Half Term	Literacy Thread	Teaching Sequence	Children will...	Continuous Thread
SUMMER 1 Securing Early Literacy	Communication	Week 1	Sustain conversations, listen to others and respond appropriately during group learning.	Continue shared reading, storytelling, vocabulary development, fine motor opportunities and purposeful writing across the curriculum.
	Vocabulary	Week 2	Use increasingly precise vocabulary to describe, compare and explain ideas.	
	Comprehension	Week 3	Discuss characters' feelings and explain why events happen within stories.	
	Phonological Awareness	Week 4	Apply oral blending and segmenting confidently during literacy games.	
	Environmental Print	Week 5	Recognise familiar words, captions and simple labels in meaningful contexts.	
	Writing	Week 6	Create labels, captions and meaningful messages independently during play.	



Half Term	Literacy Thread	Teaching Sequence	Children will...	Continuous Thread
SUMMER 2 Reception Ready	Communication	Week 1	Communicate confidently with adults and peers using clear sentences. Listen attentively, respond appropriately and adapt language for different situations.	Continue daily storytelling Shared reading Vocabulary retrieval Repeated story experiences Daily mark making and writing Fine motor development Environmental print Adults modelling ambitious vocabulary throughout provision
	Vocabulary	Week 2	Use ambitious vocabulary confidently across all areas of learning, explaining ideas and experiences using increasingly precise language.	
	Comprehension	Week 3	Retell familiar stories confidently, discuss characters' feelings, explain events and make links between stories and their own experiences.	
	Phonological Awareness	Week 4	Demonstrate secure rhyme, rhythm, alliteration, syllable awareness and oral blending and segmenting, preparing for Reception phonics.	
	Reading Behaviours & Environmental Print	Week 5	Recognise their own name, familiar words, labels and signs independently. Demonstrate positive reading behaviours and talk confidently about books.	
	Purposeful Writing	Week 6	Independently create meaningful marks, labels, captions, lists and simple messages during play. Demonstrate confidence using drawing and early writing to communicate ideas and show readiness for Reception.	





MEDIUM TERM PLANNING

Autumn 1

Week	Curriculum Intent	Line of Enquiry	Core Texts	British Values	Protected Characteristics	End Point
Week 1	Children feel safe, secure and begin to develop a sense of belonging within the preschool community.	Who am I and where do I belong?	<i>Owl Babies</i>	Individual Liberty	Family, Disability	Children confidently separate from their main carer, begin to follow routines and develop positive relationships with adults.
Week 2	Children recognise themselves as unique individuals and understand that every family is different.	What makes my family special?	<i>All Are Welcome</i>	Mutual Respect	Race, Family Diversity	Children talk confidently about themselves and their family, recognising similarities and differences between others.
Week 3	Children recognise, name and begin to regulate their emotions.	How do we feel?	<i>The Colour Monster</i>	Mutual Respect	Disability (including emotional differences)	Children identify a range of feelings and begin using strategies to manage their emotions.
Week 4	Children develop friendships and learn how to work and play cooperatively with others.	What makes a good friend?	<i>Starting School</i>	Democracy	Sex, Race	Children share, take turns and begin solving simple disagreements with adult support.
Week 5	Children become increasingly independent within familiar routines.	How do we look after ourselves and our classroom?	<i>Owl Babies</i> (revisit)	Rule of Law	Individual Differences	Children independently manage simple routines including snack, tidying, handwashing and self-care.
Week 6	Children reflect on their learning and celebrate belonging within the preschool community.	What have we learned about ourselves?	Favourite class stories	Mutual Respect	Community & belonging	Children confidently talk about themselves, their learning and their place within the preschool community.



Autumn 2

Week	Curriculum Intent	Line of Enquiry	Core Texts	British Values	Protected Characteristics	End Point
Week 1	Children notice seasonal changes and begin to explore the natural world through first-hand experiences.	What happens in autumn?	<i>Leaf Man</i>	Individual Liberty	Environmental Awareness	Children observe, describe and talk about signs of autumn using new vocabulary.
Week 2	Children investigate natural materials using their senses and simple scientific enquiry.	What can we discover outdoors?	<i>We're Going on a Leaf Hunt</i>	Individual Liberty	Respect for the Environment	Children explore, compare and describe natural objects and materials.
Week 3	Children recognise that people celebrate different events and traditions.	How do people celebrate?	<i>Pumpkin Soup</i>	Mutual Respect & Tolerance	Religion & Belief	Children talk about familiar celebrations and recognise that families celebrate in different ways.
Week 4	Children explore light, dark and seasonal changes through investigation.	Why do the days get darker?	<i>Stick Man</i>	Individual Liberty	Disability (including sensory differences)	Children investigate light and dark and use simple scientific language to describe what they observe.
Week 5	Children investigate change over time through observation and exploration.	How does our world change?	<i>Leaf Man</i> (revisit)	Rule of Law	Age	Children identify changes in weather, trees and the environment and begin making simple comparisons.
Week 6	Children celebrate learning, traditions and the importance of kindness within their community.	How can we make others feel special?	Seasonal stories and poems	Mutual Respect	Religion & Belief, Race, Community	Children demonstrate kindness, respect and understanding of different traditions while confidently sharing their own experiences.



Spring 1

Week	Curriculum Intent	Line of Enquiry	Core Texts	British Values	Protected Characteristics	End Point
Week 1	Children develop curiosity by exploring journeys, maps and familiar environments.	Where can a journey take us?	<i>Lost and found</i>	Individual Liberty	Disability	Children talk about familiar journeys and use simple positional language to describe routes.
Week 2	Children investigate materials and make predictions through practical exploration.	What happens to ice?	<i>Lost and found</i>	Individual Liberty	Everyone can be a scientist	Children observe change, make simple predictions and describe what they notice using appropriate vocabulary.
Week 3	Children investigate floating, sinking and how different materials behave.	Why do some things float and others sink?	<i>Who Sank the Boat?</i>	Democracy	Individual Differences	Children test ideas, share predictions and explain simple outcomes.
Week 4	Children develop problem-solving skills through exploration and collaborative play.	How can we solve problems together?	<i>The Way Back Home</i>	Democracy	Sex, Race	Children work collaboratively to solve simple challenges and explain their thinking.
Week 5	Children develop an understanding of maps, directions and positional language.	How do maps help us?	<i>We're Going on a Bear Hunt</i>	Rule of Law	Community	Children use simple maps and positional language to follow and create routes.
Week 6	Children apply investigative skills through enquiry and exploration.	What have we discovered?	Favourite enquiry stories	Individual Liberty	Community & belonging	Children confidently ask questions, investigate and explain what they have learned.



Spring 2

Week	Curriculum Intent	Line of Enquiry	Core Texts	British Values	Protected Characteristics	End Point
Week 1	Children understand that living things grow and change over time.	How do things grow?	<i>The Tiny Seed</i>	Individual Liberty	Age	Children identify what plants need to grow and begin using new scientific vocabulary.
Week 2	Children learn to care for plants and understand their responsibilities towards living things.	How can we help plants grow?	<i>Jasper's Beanstalk</i>	Rule of Law	Environmental Responsibility	Children care for plants and explain what living things need to survive.
Week 3	Children explore life cycles and recognise that all living things change.	How do living things change?	<i>The Very Hungry Caterpillar</i>	Mutual Respect	Disability, Age	Children describe simple life cycles and identify changes over time.
Week 4	Children investigate minibeasts and their habitats through first-hand experiences.	Who lives in our garden?	<i>Mad About Minibeasts!</i>	Mutual Respect	Respect for Nature	Children observe, compare and describe different minibeasts and where they live.
Week 5	Children develop an understanding of healthy lifestyles and looking after their bodies.	How do we keep ourselves healthy?	<i>Oliver's Vegetables</i>	Individual Liberty	Disability	Children explain healthy choices relating to food, exercise and hygiene.
Week 6	Children apply their knowledge of growth and caring for living things through enquiry and reflection.	How have we grown?	Favourite growing stories	Mutual Respect	Community & belonging	Children confidently explain how plants, animals and people grow and describe how they can care for living things.



Summer 1

Week	Curriculum Intent	Line of Enquiry	Core Texts	British Values	Protected Characteristics	End Point
Week 1	Children explore how structures are built and begin to design with purpose.	What can we build?	<i>Not a Box</i>	Individual Liberty	Everyone Can Achieve	Children explore a range of materials and explain the purpose of their constructions.
Week 2	Children investigate how to make structures stronger and more stable through problem solving.	How can we make it stronger?	<i>The Three Little Pigs</i> <i>The Billy Goats Gruff</i>	Democracy	Individual Differences	Children test, adapt and improve their ideas, explaining what worked and why.
Week 3	Children explore forces through practical experiences and collaborative investigation.	How do things move?	<i>Rosie's Walk</i>	Democracy	Disability	Children investigate pushing, pulling, rolling and balancing, using simple scientific vocabulary.
Week 4	Children develop an appreciation of their local environment through exploration.	What can we discover in our local area?	<i>Rosie's Walk</i>	Mutual Respect	Community	Children observe, describe and talk about features of their local environment.
Week 5	Children work collaboratively to solve design challenges using a range of materials.	How can we solve problems together?	<i>Not a Box</i>	Democracy	Sex, Race	Children work as part of a team to plan, build and evaluate a shared project.
Week 6	Children apply their knowledge through creative design and independent exploration.	What can we create?	Favourite construction stories	Individual Liberty	Community & belonging	Children confidently design, build and explain their ideas using appropriate vocabulary.



Summer 2

Week	Curriculum Intent	Line of Enquiry	Core Texts	British Values	Protected Characteristics	End Point
Week 1	Children develop an understanding of the people who help us and the communities we belong to.	Who helps us in our community?	<i>Handa's Surprise</i>	Mutual Respect	Race, Community	Children recognise different people within their community and explain how they help others.
Week 2	Children celebrate similarities and differences within their community and the wider world.	How are we all different and the same?	<i>The Rainbow Fish</i>	Mutual Respect & Tolerance	Race, Religion & Belief, Disability	Children value diversity and demonstrate respect for others' similarities and differences.
Week 3	Children reflect on their learning journey and celebrate personal achievements.	What am I proud of?	<i>The Koala Who Could</i>	Individual Liberty	Everyone is Unique	Children confidently talk about their achievements and recognise how they have grown.
Week 4	Children prepare emotionally and socially for the move to Reception.	What will Reception be like?	<i>Starting School</i>	Rule of Law	Age	Children talk positively about transition and demonstrate increasing confidence and independence.
Week 5	Children recognise themselves as capable learners who contribute positively to their community.	How can I make a difference?	<i>The Rainbow Fish</i> (revisit)	Democracy	Community & belonging	Children work collaboratively, show kindness and take responsibility for helping others.
Week 6	Children celebrate the end of their preschool journey and demonstrate readiness for Reception.	How have I grown this year?	Favourite stories from the year	Mutual Respect	Community & belonging	Children confidently reflect on their learning, demonstrate resilience, independence and curiosity, and are ready for the next stage of their education.



Half Term	Core Texts	Recommended Additional Texts	Traditional tale focus	Why These Books?
Autumn 1 – Belonging	Owl Babies The Colour Monster All Are Welcome Starting School	Ruby's Worry The Family Book We're Going on a Bear Hunt Each Peach Pear Plum Peace at Last	Goldilocks and the 3 bears	Settling in, emotions, friendships, family, routines, belonging and confidence.
Autumn 2 – Change	Leaf Man Pumpkin Soup Stick Man We're Going on a Leaf Hunt	Fletcher and the Falling Leaves After the Storm Little Acorn The Gruffalo Room on the Broom	The Little Red Hen	Seasonal change, autumn, nature, celebrations, weather, observation and descriptive vocabulary.
Spring 1 – Discovering	Lost and Found We're Going on a Bear Hunt The Way Back Home	Whatever Next! Mr Gumpy's Outing Naughty Bus Duck in the Truck The Train Ride	Three Billy Goats Gruff	Exploration, journeys, transport, maps, investigation, problem solving and prediction.
Spring 2 – Growing	The Tiny Seed The Very Hungry Caterpillar Jasper's Beanstalk	Oliver's Vegetables Sam Plants a Sunflower Yucky Worms Mad About Minibeasts The Extraordinary Gardener	Jack and the Beanstalk	Life cycles, growth, healthy eating, caring for living things and scientific enquiry.
Summer 1 – Exploring	Not a Box Rosie's Walk	Iggy Peck, Architect The Most Magnificent Thing What We'll Build	The Three Little Pigs	Building, design, construction, engineering, creativity and perseverance.



Where Individuality is Nurtured

HAVANNAH PRE SCHOOL LONG TERM PLANNING



Half Term	Core Texts	Recommended Additional Texts	Traditional tale focus	Why These Books?
		Rosie's Hat Old Bear		
Summer 2 – Celebrating	Handa's Surprise The Koala Who Could The Rainbow Fish	The Colour of Us The Proudest Blue Coming to England You Choose Only One You	The Gingerbread Man	Community, diversity, transition, resilience, kindness, reflection and preparing for Reception.

