



Saplings Class Preschool Long Term Plan 2025-2026



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvelous Me	Let's Celebrate Together	People Who Help Us	Let's Go On An Adventure	Incredible Plants	Amazing Animals
Curriculum Books					
Home books and pictures from over the summer holidays	Bonfire Night	Fireman Small	Rosie's Walk	LuLu Loves Vegetables	The Very Hungry Caterpillar
Same But Different	Busy Diwali	We're Going to the Dentist	The Groffalo	The Tiny Seed	Monkey Puzzle
What I Like About Me	Hannukah	Police Officer	We're Going on a Bear Hunt	Sam Plants a Sunflower	Ten Tiny Tadpoles
All About Me	Stick Man	Doctor	Chuffa Chuffa Choo Choo	Ten Seeds	Animal Boogie
Autumn Walk	The Snowman	Busy Vet	The Easter Story	Oliver's Vegetables	Walking Through The Jungle
Autumn is here	Christmas Story	Teacher		Once There Was a Seed	What the Ladybird Heard
	Father Christmas				Sharing a Shell
Key Vocabulary					

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Same, similar, different,	Celebrate, family, tradition, Bonfire night, Christmas, Diwali, Church, Christian	Community, emergency, service,	Journey, explore, adventure, travel, positional language	Grow, change, decay, stem, leaf, roots, flower, petals, vegetable names, fruit names	Habitat, environment, life cycle, metamorphosis, pupae, chrysalis, cocoon
Phonics					
Rhyme time focus on rhyme, alliteration and syllable in words	S, a, t, p, i, n, m	D, g, o, c, k, e	U, r, h, b, f, l	J, v, w, y, z, qu, ch	Ck, x, sh, th, ng, nk
Maths					
Baseline assessments Comparison 1: More than, fewer than, same SSM 1: Explore and build with shapes and objects Pattern 1: Explore repeats Counting 1: Hear and say number	Pattern 2: Join in with repeats SSM 2: Explore position and space Subitising 2: Show me 1, 2, 3 Counting 3: Move and label 1, 2, 3 SSM 3: Explore position and routes Pattern 3:	Counting 4: Take and give 1, 2, 3 SSM 4: Match, talk, push and pull Subitising 3: Talk about dots Comparison 2: Compare and sort collections Pattern 4: Lead on own repeats	Pattern 5: Making patterns together Subitising 4: Make games and actions Counting 5: Show me 5 Pattern 6: My own pattern Counting 6: Stop at 1, 2, 3, 4, 5	Assess children's knowledge and skills and teach to address gaps and misconceptions in knowledge. Recap previously covered topics based on the needs of the cohort.	Assess children's knowledge and skills and teach to address gaps and misconceptions in knowledge. Recap previously covered topics based on the needs of the cohort.

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names Counting 2: Begin to order number names Subitising 1: I see 1, 2, 3	Explore own first patterns	SSM 5: Start to puzzle	Comparisons 5: Match, sort and compare		
Communication and Language					
<p>Gain confidence in joining in with simple routine phrases with children and adults at preschool. For example, saying good morning and hello or goodbye.</p> <p>Talk about home and life experiences with an adult.</p> <p>Begin to listen to and follow simple instructions</p> <p>Join in with simple pair or small group discussions led by an adult.</p> <p>Join in with nursery rhymes and songs</p>	<p>Listen to and follow simple instructions with increasing accuracy.</p> <p>Engage in discussing ideas with peers during play, sometimes supported by an adult.</p> <p>Begin to engage in conversations with relevant ideas and suggestions.</p> <p>Join in with nursery rhymes and songs</p> <p>Begin to follow nonverbal cues to support routines</p>	<p>Understand and respond to simple questions such as who, where, when</p> <p>Explore and use positional language in play</p> <p>Share experiences of community and the emergency services.</p> <p>Share ideas and aspirations for the future, including possible job roles.</p> <p>Follow more complex instructions eg put your coat away and then sit down.</p>	<p>Talk about experiences of journeys, adventures and travel.</p> <p>Link knowledge of travel and journeys to play narratives and develop more complex narratives with peers.</p> <p>Ask relevant questions of others. For example, when we have visitors at preschool who come to share information about their job roles.</p>	<p>Learn and use vocabulary linked to the natural world eg plant names, parts of a plant, sensory words to describe touch, feel, taste and smell.</p> <p>Follow instructions not always linked to current activity or focus. Eg please tidy up and then sit down.</p>	<p>Enjoy humour and begin to understand and tell simple jokes with a friend or familiar adult.</p>

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Begin to share simple ideas during play with peers.	Learn new vocabulary linked to the natural world.				

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Physical Development					
<p>Focus on learning to navigate the preschool spaces, both indoors and outdoors.</p> <p>Learn how to use basic equipment such as a ball to complete an underarm throw.</p>	<p>Learn how to use the climbing frame, bikes and constructions blocks with increasing safety and independence.</p> <p>Learn how to move in simple ways such as jumping, hopping and bear crawling.</p>	<p>Refine gross motor movements and build core strength by moving in a range of ways including slithering, pushing and pulling along a surface.</p> <p>Learn about how to control speed and direction on ride on toys.</p> <p>Begin to develop fine motor strength by completing dough disco movements with a focus on scrunching the fist and pinching with fingers.</p>	<p>Develop ball skills including kicking and dribbling a ball with some accuracy in a large space.</p> <p>Begin to control movement on ride on toys with more accuracy, including directional and speed changes.</p> <p>Develop control in manipulating playdough or clay using tools for cutting, slicing or rolling.</p>	<p>Use gross motor movements to control gardening tools safely and with accuracy.</p> <p>Begin to use pencils for mark making and creating enclosed spaces and shapes.</p> <p>Copy some letters from their name using writing tools.</p>	<p>Write more letters from their name using writing tools.</p> <p>Move in a range of ways and for different purposes</p> <p>Navigate large spaces safely.</p>

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Personal, social, emotional development					
<p>Separate from main carer at the beginning of the preschool day</p> <p>Begin to recognise emotions in others facial cues and name some of these</p> <p>Form strong bonds with key person and other adults at preschool</p> <p>Have a sense of self and belonging in preschool</p> <p>Begin to understand and follow rules, routines and expectations at preschool</p>	<p>Develop a sense of pride in the preschool space, caring for our equipment and resources</p> <p>Begin to develop friendships with peers at preschool</p> <p>Begin to understand emotions in themselves and name some of these</p> <p>Understand themselves as part of a larger preschool and school community as well as having a home and family life</p>	<p>Develop close friendships</p> <p>Navigate and overcome challenges in play by sharing and using simple strategies such as a sand timer</p> <p>Understand there is a wider community of people beyond our families and school life</p> <p>Begin to talk about emotions and experiences that make them feel happy, sad, excited etc</p>	<p>Begin to recognise the impact their actions may have on others</p>	<p>Show care and respect for the wider environment</p>	<p>Show care and respect for the wider environment</p>
Understanding of the world and RE					
<p>Develop a sense of their own immediate families and discover similarities and differences between people and families.</p> <p>Talk about past events and discuss timelines including own experiences.</p>	<p>Explore a range of cultural and religious celebrations including Diwali, Hannukah, Christmas, Bonfire Night.</p> <p>Continue to develop a sense of self in relation to</p>	<p>Continue to explore temperatures including freezing and thawing.</p> <p>Develop an understanding of different ways of life and occupations in our community.</p>	<p>Look closely at the changing of seasons from winter to spring.</p> <p>Investigate similarities and differences in the natural world eg between plants, animals, flowers.</p>	<p>Look closely at plants and investigate plant life cycles. Including experiencing these first hand through sewing seeds.</p> <p>Learn how to care for living plants and why this</p>	<p>Look closely at animal life cycles including ladybirds, butterflies, frogs and mammals.</p> <p>Learn how to care for animals in our environment and why this is important.</p>

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<p>Look closely at the changing of the seasons and talk about growth, change and decay in nature.</p> <p>Use technology for different purposes eg find out information, take photos of their own or others work, programme a BeeBot to go from A to B.</p>	<p>our wider school community.</p> <p>Explore temperatures including freezing and thawing.</p> <p>Begin to explore light and dark.</p> <p>Use technology for different purposes eg find out information, take photos of their own or others work, programme a BeeBot to go from A to B.</p>	<p>Use technology for different purposes eg find out information, take photos of their own or others work, programme a BeeBot to go from A to B.</p>	<p>Develop an understanding of different celebrations which are important to Christians, including Easter.</p> <p>Use technology for different purposes eg find out information, take photos of their own or others work, programme a BeeBot to go from A to B.</p>	<p>is important.</p> <p>Use technology for different purposes eg find out information, take photos of their own or others work, programme a BeeBot to go from A to B.</p>	<p>Use technology for different purposes eg find out information, take photos of their own or others work, programme a BeeBot to go from A to B.</p>
Expressive Art and Design					
<p>Learn to use paints with care. Dipping a paint brush into water then wiping the bristles along the side before dipping the brush into the paint.</p> <p>Learn to hold a paintbrush with a comfortable grip and make marks on paper.</p> <p>Listens to and begins to join in with rhymes and songs.</p>	<p>Learn to apply simple ways of manipulating materials eg cutting with scissors or tearing with fingers and thumb.</p> <p>Learn to apply glue to artwork for the purpose of sticking materials down.</p> <p>Learn to mix colours carefully while painting.</p>	<p>Begin to use a range of media available to create openly and freely.</p> <p>Begin to mix colours for a particular purpose.</p> <p>Learns how to use a range of instruments to create sounds.</p>	<p>Begin to create with a purpose in mind, thinking and talking about what it is they wish the end product to be. Eg I want to paint a picture of a flower. I will need the yellow paint.</p> <p>Learns how to control sounds instruments make eg quiet and loud.</p> <p>Develops movement to music.</p>	<p>Begin to create observational artwork eg a picture of some flowers.</p> <p>Begins to control volume of instruments and own voice with more accuracy.</p>	<p>Show ability to use a range of skills to create artwork eg cutting, painting and glueing.</p> <p>Combines movement and music to create a show or display for others to watch.</p>

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	Joins in with familiar rhymes and songs and sometimes sings these independently.				