

Pre School LTP

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|--|--|--|--|--|---|
| Topic | All About Me | People Who Help Us | Changes & Weather | Fairy Tales/Familiar Stories | Growing | Moving On |
| Role-play | Home | Home | Home | Home | Home | Home |
| Key Events | Halloween Bonfire night | World Nursery Rhyme Week Christmas Children in need | Valentine's day Pancake day | World book day Easter | | Sports day Transition |
| Pathways to Write | Pathways not taught- Settling in | Peace at last – Jill Murphy The Three Little Pigs – Mara Alperin | Let's all creep through crocodile creek! – Jonny Lambert | The Pirates are coming! – John Condon | The See Saw – Tom Percival | Gigantosaurus – Jonny Duddle |
| Supporting Books | You Choose The Paper Dolls Going to Nursery The Rainbow Fish Penguin The Tiger Who Came to Tea The Gruffolo Owl Babies | Day Monkey, Night Monkey Busy People Supertato Stickman The Gruffalo's Child Mog's Christmas | Alan's big, scary teeth The Selfish Crocodile The Crocodile who didn't like water The Hungry Caterpillar | Ten Little Pirates The Pirates Next Door Captain Flinn & Pirate Dinosaur Goldilocks & The Three Bears Jack & The Beanstalk | Lost & Found Sharing a Shell What the Ladybird Heard Barry the Fish with Fingers The Tiny Seed Oliver's Vegetables | Harry & the Bucketful of Dinosaurs Tyrannosaurus Drip Dinosaurs Love Underpants Whiffy Wilson- The Wolf who wouldn't go to school Franklin Goes to School |
| Maths- Number | Know number names, initially to five, then ten. | Tagging each object with one number word up to 5. | Knowing the last number counted gives the total. | Subitising up to 3. recognising how many things are in a group without | Numeral meanings, matching a number symbol with a number of things 1-5. | Knowing that the number does not change if things are rearranged (so long |
| Shape | Shows an interest in shape by playing with shapes or making arrangements. | Shows awareness of similarities of shape in the environment. | Shows interest in shape by sustained construction activity. | having to count them one by one. Use positional language. | Beginning to talk about shape of everyday objects. | as none have been added or taken away) Uses shape appropriately for tasks. |



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