



## Forest Prep School Kindergarten

### Long Term Plan

2025-2026

|                                   | Autumn 1<br>2nd Sept – 17th Oct  | Autumn 2<br>3rd Nov – 16th Dec  | Spring 1<br>6th Jan – 13th Feb  | Spring 2<br>23rd Feb – 1st April  | Summer 1<br>20th April – 22nd May                                      | Summer 2<br>8th June – 14th July                                  |
|-----------------------------------|--|---|---|---|--|---|
| Topic                             | Space  | Food and Festivals  | Seasons   | Superheroes   | People Who Help Us   | Fairytales  |
| Role Play Area                    | Space station  | Kindergarten Cafe   | Weather Station   | Superhero Headquarters  | Police Station   | Gingerbread House with Kitchen                                    |
| Ongoing Topics                    | Days of the week<br>Months of the year<br>Seasons<br>Celebrations                                | Days of the week<br>Months of the year<br>Seasons<br>Celebrations   | Days of the week<br>Months of the year<br>Seasons<br>Celebrations   | Days of the week<br>Months of the year<br>Seasons<br>Celebrations   | Days of the week<br>Months of the year<br>Seasons<br>Celebrations      | Days of the week<br>Months of the year<br>Seasons<br>Celebrations |
| Forest Explorers Topics/Themes    |  |   |   |   |  |   |
| Experiences                       | Jodrell Bank 'Space' Trip<br>Space End of Topic Party  | Christmas Trip to Hayrack Farm  |   | Superhero End of Topic Party  | Parent Volunteers to discuss their occupation<br>Public Transport Trip |   |
| Celebrations Festivals and Events | Harvest Festival<br>Rosh Hashanah<br>Black History Month<br>World Mental Health Day<br>Halloween | Diwali<br>Bonfire Night<br>Antibullying Week<br>Remembrance Day<br>Children In Need,<br>Christmas<br>Hanukkah | World Religion Day<br>Chinese New Year<br>Children's Mental Health Week<br>Valentine's Day<br>Pancake Day | Ramadan<br>Women's History Month<br>British Science Week<br>Eid Ul-Fitr<br>World Book Day<br>Mothers Day<br>Easter<br>Easter Bonnet Parade<br>Easter Egg Hunt<br>Culture Week | Earth Day<br>St George's Day<br>World Day for Cultural Diversity       | Fathers Day<br>Grandparents Tea Party<br>Sports Day               |
| PSHE (SCARF) Themes               | Rights and Responsibilities  | Rights and Responsibilities   | Keeping Safe  | Rights and Responsibilities   | Rights and Responsibilities  | Growing and Changing  |



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|                                    | Being my Best   | Valuing Difference  |  | Me and My Relationships   | Keeping Safe   |   |
|------------------------------------|---|---|--|---|--|---|
| <b>Physical Development Themes</b> | <p><i>Fine Motor Skills</i></p> <p>Independence when feeding yourself (knife, fork and spoon).<br/>Hold a pencil.<br/>Manipulating small equipment and building strength in the fingers (scissor skills, tweezers, pegs, playdough).</p> <p><i>Gross Motor Skills</i></p> <p>Balance, strength and coordination</p> |   | <p><i>Fine Motor Skills</i></p> <p>Independence when feeding yourself (knife, fork and spoon).<br/>Hold a pencil comfortably and show hand preference.<br/>Forming letters correctly in their name.<br/>Manipulating small equipment and building strength in the fingers (one-handed and refining scissor skills).</p> <p><i>Gross Motor Skills</i></p> <p>Balance, strength, personal space, coordination and teamwork</p> |   | <p><i>Fine Motor Skills</i></p> <p>Independence when feeding yourself (knife, fork and spoon- including cutting and pushing with knife)<br/>Hold a pencil comfortably and show hand preference.<br/>Continue forming letters in their name.<br/>Manipulating small equipment and continuing to build strength in the fingers (one-handed and using scissors skilfully).</p> <p><i>Gross Motor Skills</i></p> <p>Balance, strength, personal space, coordination and teamwork<br/>Pedal, push, lift</p> |   |
|                                    | <b>Communication and Language Themes</b>  | <p>Have the confidence to speak<br/>Start to develop conversation<br/>Express ideas and feelings with clarity of speech<br/>Talk about themselves and ask simple questions<br/>Identify primary colours and some secondary colours<br/>Know some rhymes and be able to talk about familiar books<br/>Understand multi-step instructions</p> |  | <p>Develop the confidence to speak in front of differing audiences<br/>Continue develop conversation, taking turns<br/>Use recently introduced vocabulary<br/>Express ideas and feelings with clarity of speech<br/>Talk about themselves and ask simple questions<br/>Participate in small group discussions<br/>Identify primary and secondary colours<br/>Know some rhymes and be able to talk about familiar books<br/>Understand multi-step instructions (two parts or more)<br/>Pay attention to more than one thing at a time<br/>Repeat and identify the initial, middle and end sounds of words<br/>Use talk to organise themselves and their play</p> |  | <p>Continue developing the confidence to speak in front of differing audiences<br/>Continue develop conversation, taking turns and using conjunctions to link two sentences<br/>Use recently introduced vocabulary<br/>Express ideas and feelings with clarity of speech<br/>Develop pronunciation<br/>Be able to express a point of view and to debate whether they disagree with an adult or friend<br/>Talk about themselves and ask simple questions<br/>Participate in small group discussions<br/>Identify primary and secondary colours<br/>Know some rhymes and be able to talk about familiar books<br/>Understand multi-step instructions (two parts or more)</p> |



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|                       |  |   |  |  | <p>Pay attention to more than one thing at a time<br/>Repeat and identify the initial, middle and end sounds of words<br/>Use talk to organise themselves and their play</p>   |  |
| <b>Phonics Topics</b> | <p>Aspect 1 Environmental Sounds<br/>Aspect 2 Instrumental Sounds</p>  | <p>Aspect 3 Body Percussion<br/>Aspect 4 Rhyme and Rhythm</p> | <p>Aspect 5 Alliteration<br/>Aspect 6 Voice Sounds</p>   | <p>Aspect 7 Oral Blending and Segmenting</p> | <p>Pre-phase 2 Phonics</p>   | <p>Pre-phase 2 and Phase 2 Phonics</p> |
| <b>Maths Topics</b>   | <p style="text-align: center;"><i>Number</i></p> <p>Take part in finger rhymes with numbers.<br/>React to changes of amount in a group of up to 3 items.<br/>Develop counting-like behaviour (pointing or saying some numbers in sequence).<br/>Count in everyday contexts, sometimes skipping numbers.<br/>Say one number for each item in order (1-5).<br/>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).<br/>Link numerals and amounts (1-3).</p> <p style="text-align: center;"><i>Numerical Patterns</i></p> <p>Rote count to 10.<br/>Compare amounts saying 'lots', 'more', 'fewer' or 'same'.<br/>Compare sizes/length/weight using language 'bigger/smaller/taller/shorter/heavier/longer/lighter'.<br/>Notice and name patterns (spotty/striped etc).</p> |   | <p style="text-align: center;"><i>Number</i></p> <p>Show finger numbers up to 5, consistently and accurately.<br/>Subitising to 3/ 5.<br/>Develop counting-like behaviour (pointing or saying some numbers in sequence).<br/>Count in everyday contexts, rarely skipping numbers<br/>Say one number for each item in order (1-5/ 1-10).<br/>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).<br/>Link numerals and amounts (1-5 or 1-10)</p> <p style="text-align: center;"><i>Numerical Patterns</i></p> <p>Rote count to 10/20.<br/>Begin experimenting with their own symbols/ marks to represent numbers.<br/>Shape: Name some 2D shapes (circles, rectangles, triangles, squares).<br/>Combine shapes to make new ones.<br/>Be able to describe a sequence of events using appropriate terms 'first/then/next).</p> |  | <p style="text-align: center;"><i>Number</i></p> <p>Show finger numbers up to 5/10, consistently and accurately.<br/>Subitising to 3/ 5.<br/>Say one number for each item in order (1-5 or 1-10).<br/>Count in everyday contexts, without skipping numbers.<br/>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).<br/>Link numerals and amounts (1-5 or 1-10 or beyond 10).<br/>Solve real world mathematical problems with numbers to 5.<br/>Shape: Name some 2D and 3D shapes, using informal mathematical language e.g. sides, corners, flat, round).<br/>Combine shapes to make new ones.<br/>Be able to describe a sequence of events using appropriate terms 'first/then/next).<br/>Begin writing numbers (tracing 1-10, forming 1-5/1-10 independently).</p> |  |



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|   | <p>Create a repeating pattern of two (ABAB).<br/>Understand position with picture prompts (in front/behind/ underneath, next to).</p>   | <p>Compare amounts saying 'lots', 'more', 'fewer' or 'same'.<br/>Compare sizes/length/weight using language 'bigger/smaller/taller/shorter/heavier/longer/lighter'<br/>Notice and name patterns (spotty/stripey etc).<br/>Create a repeating pattern of two (ABAB) or three (ABCABC).<br/>Notice and correct an error in a repeating pattern<br/>Understand position through words alone (in front/behind/ underneath, next to).</p>  | <p style="text-align: center;"><i>Numerical Patterns</i></p> <p>Rote count to 20 (and beyond).<br/>Compare amounts saying 'lots', 'more', 'fewer' or 'same'.<br/>Compare sizes/length/weight using language 'bigger/smaller/taller/shorter/heavier/longer/lighter'.<br/>Notice and name patterns (spotty/stripey etc).<br/>Create a repeating pattern of two (ABAB) or three (ABCABC).<br/>Notice and correct an error in a repeating pattern.<br/>Understand position through words alone (in front/behind/ underneath, next to).</p>  |
| <p><b>Expressive Art and Design</b></p> | <p style="text-align: center;"><i>Creating with materials:</i></p> <p>Making marks intentionally.<br/>Exploring colour mixing.<br/>Explore paint using fingers and other parts of their bodies, as well as brushes and other tools.<br/>Join different materials and explore different textures.</p> <p style="text-align: center;"><i>Being Imaginative and Expressive</i></p> <p>Listen with increased attention to sounds.<br/>Move and dance to music.<br/>Make rhythmical and repetitive sounds.<br/>Explore a range of soundmakers and instruments and play them in different ways.</p> | <p style="text-align: center;"><i>Creating with materials:</i></p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.<br/>Manipulate and play with different materials, including playdough and clay<br/>Explore paint using fingers and other parts of their bodies, as well as brushes and other tools.<br/>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art.</p> <p style="text-align: center;"><i>Being Imaginative and Expressive</i></p> <p>'Pitch match' a tune sung by another person.<br/>Respond emotionally and physically when music changes.</p> | <p style="text-align: center;"><i>Creating with materials:</i></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br/>Develop their own ideas and then decide which materials to use to express them.<br/>Create collaboratively; sharing ideas resources and skills<br/>Make natural painting tools.<br/>Select and arrange natural materials to make 3D artworks.</p> <p style="text-align: center;"><i>Being Imaginative and Expressive</i></p> <p>Sing the melodic shape of familiar songs.<br/>Create their own songs or improvise a song around one they know.</p> |



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|  | <p>Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> | <p>Join in with songs and rhymes, remembering entire songs.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face .</p> <p>Showing different emotions in their drawings and paintings e.g. happiness.</p> <p>Begin to develop complex stories using small world equipment like animals sets.</p> | <p>Take part in more topical-based pretend play, using an object to represent something else even though they are not similar.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Make imaginative and complex 'small worlds'.</p> <p>Play instruments with increasing control to express feelings/ ideas.</p> |
|--|---|--|--|