Early Years Long Term Plan

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Potential Topics	All About Me Autumn	Christmas Winter Dinosaurs	Traditional Tales Baking	Traditional Tales Spring	Adventures/pirates Summer Planting	Minibeasts Poetry Superheroes
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT - Self Regulation - Managing Self - Building Relationships	- Settling into the school routine. (1a, 1i, 3m) - Agreeing class rules. - Making friends. (1i, 2b) - Play with others, sharing resources with support. (1i, 2b) - Can talk about things they like or don't like. (1g, 2a, 2c) - Confident to have a go and try new things. - Can dress themselves with some support. (2g) - Talk about our feelings and how our bodies show them– link to The Colour monster. (1g, 1j, 2c)	- Stay at activities that they really like without being distracted by others. - Understand and follow school rules. - Independently use the toilet and keeps themselves clean and dry. (2g)	- Can name some foods that are healthy or unhealthy. (2g) - Knows it is important to keep their bodies healthy with exercise and eating well. (2g) - Understands the feelings of others and responds thoughtfully. (2c, 2e) - Demonstrates patience in different situations. - Plans and carries out their ideas. - Can take turns when playing with others and listens to their ideas. (2b)	- Perseveres when things are hard.(2d) - Can talk about some things they like or don't like and say why. (2a) - Copes with new routines or when plans change. - Cares about feelings of others and knows when to help them. (2c) - Can mostly dress themselves independently.(2e)	- Thinking about the perspective of others. (2f) - Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly. - Work and play cooperatively and take turns with others. -	- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately when engaged in activity, and show an ability to follow instructions involving several ideas or actions. - Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. - Explain the reasons for rules know right from wrong and try to behave accordingly. - Manage their basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.
No Outsiders **RSE**	No Outsiders: You Choose (AUT 1) RSE: Caring friendships (2b)	No Outsiders: Hello Hello (AUT 2) (2b)	No Outsiders: The family book (SPR 1) RSE: Being Kind (2c)	No Outsiders: Red Rockets & Rainbow Jelly (SPR 2) (2a)	No Outsiders: Mommy, Mama, and me (SUM 1) RSE: Families (2a)	No Outsiders: Blue Chameleon (SUM 2) (2a)
COMMUNICATION LANGUAGE - Listening & Attention & Understanding - Speaking	- Listens attentively in a range of situations. (1a) - Asks and answers questions to find out more. (1a, 1h) - Talks in clear sentences about people they know, what they see and how they are feeling. (1e) - Sometimes asks and answers questions to find out more. (1d, 1h) - Talk about ourselves, our families and home life. - Compare with others our interests and likes/dislikes. (1g, 6a, 6b) - Learn new vocab. (1b) - Develop social phrases (1i) - Engages in story time. (1j) - Listen to and talk about stories to build familiarity and understanding. (1k) - Listen carefully to rhymes and songs. (1n) - Learn rhymes, poems and songs. (1o) - Engages in non-fiction books. (1p)		- Uses language to express their imaginative ideas. (1c, 1e) - Can talk about things that have happened, are happening or are going to happen usually using the correct tense. (1e, 1h) - Shares their ideas with others expressing themselves clearly and uses conjunctions (because, and, but) correctly.(1f) - Learn new vocab. (1b) - Engages in story time (1j) - Listen to and talk about stories to build familiarity and understanding. (1k) - Retell the story with some exact repetition and some in their own words. (1l) - Using new vocab in different contexts. (1m) - Engages in non-fiction books. (1p)		- Using new vocab in different contexts. (1m) - Listen to and talk about stories to build familiarity and understanding. (1k) - Engages in non-fiction books. (1p) - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab. (1q)	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories,

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						non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
PHYSICAL DEVELOPMENT - **Gross Motor**	Indoor – PE basic skills & playground games Outdoor – Multiskills/freechoice - Can move around spaces with control and coordination. - Gives new challenges a go and is aware of their own safety. - Adjusts speed and direction. - Throws at a target and catches. (3a, 3b, 3c, 3f, 3g, 3h, 3i, 3j)	Indoor – Gymnastics/Dance Outdoor – Multiskills/freechoice - Moves forward and negotiates space when moving through tunnels, dens and obstacles. (3a, 3b, 3c, 3f, 3h, 3i, 3j)	Indoor – Gymnastics/Dance Outdoor – Multiskills/freechoice - Balances well - Throws at a target and catches. - Is adventurous and confident in their physical play. - Moves confidently in a range of ways. (3a,3b, 3c, 3h, 3i, 3j)	Indoor – Gymnastics/Dance Outdoor – Multiskills/freechoice - Balances well - Moves forwards and negotiates space safely when on bikes or scooters. (3a, 3b, 3c, 3h)	Outdoor - Games - Negotiates space and obstacles safely, with consideration for themselves and others. (3c) - Demonstrates strength, balance and coordination when playing. (3c)	Outdoor – Games - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (3a, 3l)
-Fine Motor	- Explores using a variety of tools (pencils, paint brushes, scissors) (3d, 7a) Tweezers Threading Playdough Scissors Handwriting – pre-writing shapes, letter formation (3d)	- Turns the pages in a book. (3d) - Is able to use one handed equipment with control.(3d) - Uses resources with some control (pour from a jug into a cup) (3d) Tweezers Threading Playdough Scissors Handwriting – pre-writing shapes, letter formation (3d, 3k)	- Manages zips and buttons on their clothes. (3d) - Uses the tripod pencil grip at least some of the time. (3k) Tweezers Threading Playdough Scissors Handwriting – letter formation (3d, 3k)	- Attempts to use a knife and fork correctly most of the time. (3d) - Use a variety of tools for a clear purpose. (3d) Tweezers Threading Playdough Scissors Handwriting – letter formation (3d, 3k)	- Hold a pencil effectively using the tripod grip in almost all cases.(3k) - Begin to show accuracy and care when drawing. (3d) Tweezers Threading Playdough Scissors Handwriting – letter formation (3d, 3k)	- Use a range of small tools. (3d) Tweezers Threading Playdough Scissors Handwriting – letter formation (3d, 3k)
LITERACY - Word Reading	Phonics – Level 1+ (See Floppy's Phonics plan yearly overview) (4a, 4b, 4c, 4d, 4e, 5a)	Phonics – Level 1+ (4a, 4b, 4c, 4d, 4e, 5a)	Phonics – Level 2 (4a, 4b, 4c, 4d, 4e, 4f) Guided Reading	Phonics – Level 2 (4a, 4b, 4c, 4d, 4e, 4f) Guided Reading	Phonics – Level 3 (4a, 4b, 4c, 4d, 4e, 4f) Guided Reading	Phonics – Level 3 - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Guided Reading
- Comprehension	Speaking & Listening. Rhymes & rhythms. Alphabet through initial sounds and letter names. (4a) Recognise familiar letters and names (shop signs) (4a)	Engages in story talk when in role play or in small world. (1j, 1k, 4f, 6d) Recognise similarities in words (words that rhyme or start with the same letter).	Can recall what happened in a story that is read to them. (1k) Joins in with familiar parts of a story that is being read to them. (1o, 1l)	Talks about what they have read showing some understanding and emotional engagement with the content. (1k)	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	

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-Writing		- Bonfire Night rhyme (1n, 1o)	Discusses the content and message of different texts.	Discuss the content and message of different texts using recently introduced vocabulary. (1k, 1m)		
	Mark making, initial sounds, name writing, handwriting Recognises their name. (3d, 3e, 3k, 4g)	Mark making, initial & dominant, Level 1+ cvc, lists (3d, 3e, 3k, 4g) Nativity story – retelling (1l)	- Segment cvc words and use appropriate letters to represent sounds in their writing. (4h) - Speech bubbles, instructions, captions, retelling story writing. - Spell words by identifying the sounds and then writing the sounds with letters(4h)	- Begins to write phrases. (4i) - Instructions, Recount writing. - Spell words by identifying the sounds and then writing the sounds with letters(4h)	Spell words by identifying the sounds and then writing the sounds with letters(4h) Write short sentences with words with known sound letter correspondences using a capital letter and full stop. (4i) Reread what they have written to check it makes sense. (4j)	- Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others. - Information, letter writing, non-fiction writing.
MATHEMATICS - Number - Numerical Patterns	Numbers to 5 through subitising (1b, 5a, 5b, 5c) Comparing groups within 5 (1b, 5e, 5f) Time	Change within 5 (5e, 5f) Number bonds to 5 (5h) Time	Numbers to 10 through subitising (5d) Number bonds to 10 (5g, 5h) Comparing numbers within 10 (5e, 5f) Time	Subtraction (5f) Addition to 10 (5g) Exploring pattern (5k) Shape 2D & 3D (1b, 5j, 5i) Time	Counting on and counting back (5a, 5d) Numbers to 20 (5d) Numerical patterns (5g) Time	Numerical patterns (5g) Shape (5i, 5j) Measure – volume & capacity (5l) Measure – length, height and weight (5l) Time
UNDERSTANDING THE WORLD - Past & Present - People, Culture & Communities - The Natural World	- Talks about or responds to events in their potential history and present lives. (6a, 6b, 6c) - Knows about festivals and celebrations that are marked within their own culture. (ongoing) - Looks closely at similarities, differences, patterns and change in own environment and that of others. (ongoing) (6k, 6j, 6l) - Exploring our senses and learning about our body parts. - Listening/orientation walk around the school. (6e) - Weather & Autumn (1b, 1c, 6i) - Harvest festival	- Knows about festivals and celebrations that are marked within their own culture. Exploring how our friends celebrate Christmas. (6f, 6g) - Asks questions and provides responses for why things happen in their environment (changes in weather/seasons, plants growing/dying, lifecycles of animals). (ongoing) (1b, 1c, 1d, 6i, 6j, 6l) - Bonfire Night - Remembrance Day - Diwali	- Can identify stories that are set in the past. (6d) - Knows that other children don't always enjoy the same things and are sensitive to this. (2c) - Understands that lives were different in the past. (6c) - Shrove Tuesday - Ash Wednesday – Lent	- Knows about similarities and differences in relation to places, objects, materials and living things. (6i) - Can make observations of animals and plants and explain why some things occur and talk about changes. (ongoing) (6i) - Is excited to explore why things happen and how things work in the natural and 'made' world. (ongoing) (6j) - Recognise some similarities and differences between life in this country and life in other countries (6h) - Asks questions and provides responses for why things happen in their environment (changes in weather/seasons, plants growing/dying, lifecycles of animals).	- Know that living things grow and die. - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

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- RE				(ongoing) (1b, 1c, 1d, 6i, 6j, 6l)		
	Explain the Bible is the Christian's holy book. (1b, 1l) Noah's Ark Describe how Christians describe God. The Creation Story. (1b, 6g)	-Retell a few aspects of the Christmas story. (1b, 1l) -Understand that the Bible tells stories that help Christians think about God & Jesus (6g) -Talk about who Christians say Jesus is. (6g)	The Wise man and the Foolish Man (6g)	Retell a few aspects of the Easter story (6f, 6g)	Talk about some things Christians do in church (6f)	The Parable of the Lost Sheep (6g)
EXPRESSIVE ARTS AND DESIGN - Creating with Materials	- Constructs with a purpose in mind using a variety of resources to create a model or piece of artwork. (7a) - Uses simple tools and techniques competently and appropriately to create something new. (3d) **Colour**- Experiment with different materials that make colour (pen/crayon/ink/chalk…) **Printing** – Using nature - leaves, conkers, twigs, fruit & a variety of objects. **Form-** Building, shaping, destroying form. Playdough. **Drawing** – Explore mark making using a variety of tools. Use lines to enclose space-to represent objects. **Texture** - Exploring sand / water / collage materials / cardboard/boxes/pots/tubes – manipulating and enjoying. (Ongoing every term) **Artist Study –** Georges Seurat		- Selects appropriate resources independently and adapts work where necessary to improve or change a piece of artwork, a picture or model. (7a) - Is happy to explore a variety of materials, tools and techniques for creating and making. (7a) - Talks about features of their own and others' work. (7c) - Uses props and materials in unusual and creative ways in their play. (7g) - **Colour** – Experiment with mixing colours. Non-formal – different materials. **Printing** - different colours. Block form **Texture –** Explore creating a variety of textures using materials – fork scraping / tissue paper/sand. **Drawing** – Continue mark making using a variety of tools to create different effects. Use lines to enclose space-to represent objects adding detail. **Artist study –** Wilhelmina Barns – Graham		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (7a, 7b) Share their creations, explaining the process they have used. (7c) Make use of props and materials when role playing characters in narratives and stories. (7e, 7g) Adapting artwork / constructions and talking about why. Plan/do/review. **Texture** – Simple weaving / simple collage **Printing** – Rubbings in the environment. Trees/floor patterns/brick.. **Form** – Manipulate materials / construct with purpose - clay **Pattern –** Simple symmetry **Artist study:** Piet Mondrian	
- Being Imaginative & expressive	- Uses props and materials in their play. - Explores a wide range of different instruments, noticing the different sounds that they make. (7h) - Joins in with familiar stories, saying some rhyming words or repetitive phrases. (1n) - Enjoys listening to music. (7d) - Recounts a storyline or narrative as part of their play (acting out a story in small world/role play). (1j, 1k, 1l, 7g) - Joins in with group singing. (7f)		- Joins in with familiar stories, saying most rhyming words or repetitive phrases. (1n) - Uses instruments for a purpose. (7h) - Dances to a music. (7d, 7h) - Adapts narratives and stories in their play with peers and familiar adults. (7g) - Watch and talk about dance and performance art, expressing their feelings and responses. (7e) - Perform songs and stories (1o, 7f, 7h)		- Invent, adapt and recount narratives and stories with peers and their teacher. (7g) - Sing a range of well-known nursery rhymes and songs. (7f) - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (7f)	
EVENTS	Harvest Festival Diwali Bonfire Night Remembrance Day Christmas Carols		Lunar New year World Book Day	The Gingerbread Man Play		Little Woodpeckers school trip Sports Day

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