

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Suggested Topics/Themes	Traditional Tales	Why do hedgehogs hibernate?	People who help us	Can I fly to the moon?	Opposites	Animals
Educational Visits/ Cultural Capital/ Enrichment/ Stay & Play Opportunities	Stay and play: Phase 1 phonics games Introduction to Forest School	Stay and play: Christmas crafts Christmas trip – theatre/Father Christmas farm trip	Stay and play: CNY activities Visits from local police/firefighters/nurse /etc.	Stay and play: Easter games and crafts Easter hunts	Stay and play: Maths activities Increased outdoor learning across school grounds.	Stay and play: teddy bears picnic Visiting farm animals/bug man. Family trip to local park.
Festivals	Harvest festival Black History Month	Diwali Halloween Bonfire night Remembrance Day Christmas	Burns night Chinese New Year Valentine’s Day Bird Watch	Pancake Day World Book Day Mother’s Day Easter	Earth Day St. George’s Day	Father’s Day
3 prime areas of learning and development	Personal, Social and Emotional Development	Coram: Me and my relationships Settling new starters and adjusting to new routines.	Coram: Valuing differences Emotions	Coram: Keeping myself safe Settling new starters and adjusting to new routines.	Coram: Rights and Responsibilities Settling new starters and adjusting to new routines.	Coram: Growing and changing
	Physical Development	-Accessing areas and resources safely. -Gross motor activities (see mark making-writing policy). -Fine motor activities (see mark making-writing policy). -Language of movement: linked to trad tales characters in stories. - FMS: moving like characters from trad tales. -Listening skills in hall.	-Coughing and sneezing personal safety. -Gross motor activities (see mark making-writing policy). -Fine motor activities (see mark making-writing policy). -Begin to learn formation of letters in name. -Spatial awareness PE games. -Dance activities in nativity performance. -Gross motor skills outdoors.	-Food prep safety and hygiene. -Increased independence with coat/shoe dressing. -Gross motor activities (see mark making-writing policy). -Fine motor activities (see mark making-writing policy). -Name writing. -Spatial awareness/coordination PE games. -Gross motor skills outdoors.	-Personal care: toothbrushing, washing, sleeping etc. -Increased independence with coat/shoe dressing. -Gross motor activities (see mark making-writing policy). -Fine motor activities (see mark making-writing policy). -Name writing. -Using apparatus in PE. -FMS: jumping, landing, balancing.	-Healthy and unhealthy. -Practising increasing independence in dressing, using button/Velcro/zip activities. -Gross motor activities (see mark making-writing policy). -Fine motor activities (see mark making-writing policy). -Name writing. -FMS: throwing and catching.

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Throughout the year children will:

- **Listen**, attend and respond in a range of situations.
- **Experience** language for thinking to express or elaborate ideas, e.g. opportunities to talk in small groups about models, construction, painting they have done, reflecting on and talking about events they have experienced and sharing their thoughts in a small group.
 - **Respond** to and answer questions about their activities and stories.
 - **Experience** a variety of simple questions linked to different contexts, e.g. stories, events, experiences, regularly throughout the year.
- **Talk about**, and describe activities, actions, events or experiences in their lives both at home and school, including family events or celebrations, visits, favourite activities, etc.
 - **Talk about** and describe main story settings, events and principal characters in a range of contexts.
 - **Engage** in conversation with a variety of people in a range of contexts.
- **Build** up and further develop vocabulary linked to daily activities, topics, actions, places, people and objects.
 - **Engage** in language used in role play or imaginative play.

Communication and Language

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4 specific areas of learning and development	Literacy	<p>R</p> <ul style="list-style-type: none"> -Listen attentively to stories at the appropriate interest level. Joins in with repeat refrains in traditional tales. -Recite simple rhymes. Takes part in daily rhyme of the day singing. -Holds a book correctly. Shares books with adults and peers. -Act out stories through role play activities, using simple props. Three Bears puppets roleplay, creating porridge, construct three pig houses, dress as big bad wolf, create own gingerbread man characters. <p>W</p> <ul style="list-style-type: none"> -Gives meaning to marks they make. Draws pictures in adult led and independent activities. -Fine motor activities (see mark making-writing policy). 	<p>R</p> <ul style="list-style-type: none"> -Recognises familiar text. Registers with own name card daily. Joins in with logo activity. -Differentiate between text and illustrations. Explores the illustrations in Leaf Man. -Talk about settings and characters. Retell through small world Room on Broom. Create own 'leaf' character. Create own 'Stick Man'. Use geo links to explore settings in Leaf Man. Roleplay with nativity characters. <p>W</p> <ul style="list-style-type: none"> -Show awareness that writing communicates meaning. Write letter to Santa. Write Christmas Cards. -Fine motor activities (see mark making-writing policy). 	<p>R</p> <ul style="list-style-type: none"> -Sequence a simple story or event. Introduction to Helicopter stories. Textured Bear Hunt story maps. -Use gestures and actions to act out a story. Introduction to Helicopter stories. Bear Hunt journey in school grounds. Act out stories through role play activities. Helicopter stories. Independently Jolly Postman roleplay. Sensory Bear Hunt activities. Roleplay linked to Busy People character roles. <p>W</p> <ul style="list-style-type: none"> -Understand that thoughts can be written down. Observe teacher recording children's Helicopter stories. -Gives meaning to marks they make. Independent mark making in roleplay areas. -Fine motor activities (see mark making-writing policy). 	<p>R</p> <ul style="list-style-type: none"> -Recall the main points in text in the correct sequence. Use T4W to retell Whatever Next. Sequence Whatever Next. -Talk about events, settings and characters. Use story props to retell text. Recreate picnic scene. Create class rocket linked to stories. Learn space songs to aid understanding of story. PD activities of 'moon walk' 'rocket flying' 'alien walk' etc. -Respond to questions about how and why something is happening. Class discussions around story. Link with UTW and how things work (rockets). <p>W</p> <ul style="list-style-type: none"> -Copies adults writing behaviours. Use a variety of writing tools across class, modelled by adults. -Fine motor activities (see mark making-writing policy). 	<p>R</p> <ul style="list-style-type: none"> -Predict storyline. Use shadow images in F.F.Forest to aid story predictions. -Use picture clues to help read a simple text. Familiarity with H.Caterpillar to retell through illustrations. Familiarity with 'star books' in class to retell class favourites. -Hold a book correctly and turn pages from front to back and recognise front and back cover. Familiarity with 'star books' and with 'home reading' books and expectations. -Talk about the themes of simple texts. Link with 'opposites' theme to enable children to develop understanding of theme of opposites in story, or day/night themes. <p>W</p> <ul style="list-style-type: none"> -Makes marks and drawings using increasing control. Keep caterpillar diary. Continued access of writing resources. -Fine motor activities (see mark making-writing policy). 	<p>R</p> <ul style="list-style-type: none"> -Say how they feel about stories and poems. Discussions around 'star books' stories and poems. Links to Colour Monster transition to school. -Say what a character might be thinking, saying or feeling. Fergus' quest discussion. Colour Monster feelings discussion. -Use the structure of a simple story when re-enacting and re-telling. Rhythm and rhyme of Brown Bear. Repetitive refrain in Dear Zoo. <p>W</p> <ul style="list-style-type: none"> -Know there is a sound/symbol relationship. Ability to recognise when forming letters or numbers as oppose to marks making. -Use some recognisable letters and own symbols. Writing own name. -Fine motor activities (see mark making-writing policy).
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	Key Texts	Owl Babies Goldilocks and the Three Bears The Three Little Pigs The Gingerbread Man	Room on the Broom Leaf Man Dear Santa Stick Man Nativity story	We're Going on a Bear Hunt Busy People Stories The Jolly Postman	Whatever Next QPootle 5 The Dinosaur That Pooped a Planet	The Very Hungry Caterpillar Night Monkey Day Monkey The Foggy Foggy Forest Jasper's Beanstalk	Dear Zoo Fergus the Farmyard Dog Brown Bear Brown Bear The Colour Monster Goes to School Farmer Duck
	Phonics	Phase 1 <i>Aspect 1 -Env. Sounds.</i> <i>Aspect 2 – Instrumental sounds.</i> <i>Aspect 6 – Voice Sounds.</i>	Phase 1 <i>Aspect 3 – Body percussion.</i> <i>Aspect 4 – Rhythm and rhyme.</i>	Phase 1 <i>Aspect 1 -Env. Sounds.</i> <i>Aspect 2 – Instrumental sounds.</i> <i>Aspect 3 – Body percussion.</i>	Phase 1 <i>Aspect 5 – Alliteration.</i> <i>Aspect 6 – Voice sounds.</i> <i>Aspect 7 – Oral blending and segmenting.</i>	Phase 1 <i>Aspect 4 – Rhythm and Rhyme.</i> <i>Aspect 7 – Oral blending and segmenting.</i>	Phase 1 <i>Aspect 5 – Alliteration.</i> <i>Aspect 7 – Oral blending and segmenting.</i> <i>Some initial ph2 (SATPIN).</i>

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Mathematics	<ul style="list-style-type: none"> -Rote count from 1 to 10. -Rote count on from a given number between 1 and 10. Songs, games, stories, chants. -Recognise numerals 1-5. C.prov, counting caterpillar, stories, IWB games, teacher-led activities. -Order numerals 1-5. C.prov, puzzles/jigsaws, teacher-led activities, outdoor prov. -Understand that counting is to find out how many. -Count items, sounds and actions. Songs, games, stories, cont. prov. -Use one to one correspondence when counting. Daily class counting, indoor and outdoor prov. -Understand the last number said is the number in the set. Teacher-led activities. -Use everyday language to talk about 2d shape. -Name common 2d shapes. -Know that shapes can appear in different ways and be different sizes. Shape hunt, shape exploration input, guess the shape game. - Build and make models with 3d shapes Junk modelling 	<ul style="list-style-type: none"> -Rote count back from 5 to 1. -Know what number comes before, and what number comes after, up to 5. Songs, games, stories, chants. -Use the word zero to represent none. Teacher led. -Understand more, less, fewer. -Compare two sets of different items saying which set is more, less, fewer. Comparison with natural objects and counting toys, e.g. counting bears. -Partition a set of objects in different ways using the terminology part/part-whole. -Make a group of up to 5 and then up to 10 objects. Teacher-led activities with counting toys. Cont. prov. -Understand that we need to pay for goods. -Talk about things they want to spend their money on. -Talk about different ways we can pay for things. -Recognise that there are different coins. Carpet time activities, link to story, practical exploration of different coins/notes/bank cards, apply in shop roleplay. 	<ul style="list-style-type: none"> -Understand and use the conservation of number. Number of week focus, Numberblocks. -Match numerals to sets of objects. Teacher-led activities and cont.prov. -Understand and use ordinal numbers. Link to story, games and races. -Represent amounts in their own ways. Modelled representation of amounts by adults. -Represent their thinking in their own ways. Discussion with adults. -Understand and use positional language in everyday situations. Introduce with 'Where Bear', continue within cont.prov indoor and out -Understand and use ordinal numbers when describing positions. Link to story, games and races. -Understand and use the language of movement/direction. Beebots. -Recognise patterns made of objects, numbers and shapes. Physical and IWB activities. 	<ul style="list-style-type: none"> -Rote count back from 10 to 1. Chant, link to 'blast off'. -Understand and use the conservation of number. Number of week focus, Numberblocks. -Understand the concept of addition by practically combining sets of objects. -Understand the concept of subtraction by practically removing one amount from within another. Teacher-led tasks using variety of counting objects indoor and out. -Sort 2d shapes according to their own criteria. Shape matching games, dino game. -Create patterns and pictures with 2d shapes. IWB and physical activities. -Understand the measurement of weight (heavy/light). -Compare two objects if different weights. -Understand and use the language of comparison (heavier/lighter). Use variety of objects, model language and introduce into cont. prov. 	<ul style="list-style-type: none"> -Beginning to subitise quantities within 5. Dice, Numberblocks, Numicon activities. -Relate subtraction to addition in practical situations. Revisit using practical activities. -Identify one more than a given number within 10. Songs, games, stories, teacher-led activities. -Talk about significant times of the day. Class chat and images. Daily timetable. -Use the language of comparison when talking about time (e.g. faster/slower). Games of 'how long to...'. Explore what a minute feels like. - Begin to understand and use language (e.g. before, after, yesterday, today). Done daily through calendar activity. -Sequence a familiar event and describe the sequence. Sequence daily routine and stories. -Know the names of some of the days of the week. Done daily through calendar activity. 	<ul style="list-style-type: none"> -Recognise numerals 1-10. C.prov, counting caterpillar, stories, IWB games, teacher-led activities. -Order numerals 1-10. -Match numerals to sets of objects. C.prov, puzzles/jigsaws, teacher-led activities, outdoor prov. -Compare two objects of different length. -Compare two objects of different width. Compare two objects of different height. -Understand and use language of comparison (e.g. taller/shorter). -Order three objects of different length/width/height. Link with story, use of physical objects, teacher-led and cont.prov. Compare between children. -Understand the measurement of volume/capacity (empty/full). -Compare two of the same container holding different amounts. -Understand and use language of comparison (e.g. more/less). -Order three of the same container holding different amounts. Water tray, drinks, teacher-led and c.prov.
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<p>Understanding the world</p>	
<p>Cultures & Beliefs</p>	<p style="text-align: center;"><i>Throughout the year children will:</i></p> <ul style="list-style-type: none"> • Take part in show and tells of their favourite/interesting to them things. <ul style="list-style-type: none"> • Share 'magic moments' of family times/times of significance. • Discuss their work/creations/activities amongst the class. • Make choices around activities through Continuous Provision indoor and outdoor. • Make their own food choices through rolling snack and other shared food times. • Engage in whole class discussions and smaller group (key worker group) discussions. <ul style="list-style-type: none"> • Celebrate and engage with a variety of cultural and religious events and celebrations, both local and global, e.g. through events listed in the 'festivals' section of this document, as well as any events made known to us through children's families and communities, as well as more stand alone events in that years calendar. • Explore the lives of children and people similar and different to them through stories, text, video clips and visits (e.g. Christmas around the world, People Who Help Us theme, Diwali celebrations). <ul style="list-style-type: none"> • Join in with whole school events and community celebrations including Christmas production, Sports Day. <ul style="list-style-type: none"> • Class votes to decide on whole class activities/decisions. • Opportunities to recognise value of others' input and learn where compromise is useful and necessary.

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<p>Historical Development</p>	<p>-Describe: features of people at different times, making comparisons. Changing me mini-topic. Exploring how they have changed since being babies. Bring in baby pictures, play with baby roleplay.</p> <p>-Research: find out about people and objects, use different sources to find the answers. Explore photos, baby toys and clothes and equipment, watch video clips, look in books.</p> <p>-Chronology: order simple experiences in relation to themselves. Sequence life cycle from baby to child.</p> <p><i>Ongoing throughout year:</i></p> <p>-Exploring a variety of objects, including old and new, in curiosity bags.</p> <p>-Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday.</p>	<p>-Describe: features of people at different times, making comparisons.</p> <p>-Research: find out about people and objects, use different sources to find the answers. Explore Remembrance Day and it's meaning. Explore photographs and videos of soldiers in uniform, music associated with the war, photographs of 'normal people' from early 20thC. Explore the significance and symbol of the poppy.</p> <p><i>Ongoing throughout year:</i></p> <p>-Exploring a variety of objects, including old and new, in curiosity bags.</p> <p>-Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday.</p>	<p>-Research: find out about people and objects, use different sources to find the answers. Use People Who Help Us theme to learn about significant people in our school and local community who help us, e.g. police officers, teachers, doctors, dentists, grandparents, welfare staff, shop assistants, bin men, etc.</p> <p><i>Ongoing throughout year:</i></p> <p>-Exploring a variety of objects, including old and new, in curiosity bags.</p> <p>-Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday.</p>	<p>-Research: find out about people and objects, use different sources to find the answers. During space topic explore in books and online man's first visit to space. Compare equipment, e.g. suits, rockets used then compared to equipment used now for space travel.</p> <p>-Chronology: order simple experiences in relation to themselves. Sequencing of class story.</p> <p><i>Ongoing throughout year:</i></p> <p>-Exploring a variety of objects, including old and new, in curiosity bags.</p> <p>-Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday.</p>	<p>-Describe: features of people at different times, making comparisons.</p> <p>-Research: find out about people and objects, use different sources to find the answers. Old toys and new toys: Explore old fashioned toys, including toys parents/grandparents have kept from childhood. Compare to their toys. What is different, what is the same?</p> <p>-Chronology: order simple experiences in relation to themselves. Sequencing of caterpillar life cycle (science link).</p> <p>-Chronology: order simple experiences in relation to themselves. Sequencing of daily events (maths link).</p> <p><i>Ongoing throughout year:</i></p> <p>-Exploring a variety of objects, including old and new, in curiosity bags.</p> <p>-Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday.</p>	<p><i>Ongoing throughout year:</i></p> <p>-Exploring a variety of objects, including old and new, in curiosity bags.</p> <p>-Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday.</p>
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<p>Working Scientifically</p>	<p>-Describe: talk about what they notice/observe. Make salt dough gingerbread man figures, observe how the ingredients change when mixed together, and how the models changed when air dried/baked.</p> <p>-Explain: talk about how things happen/why things work. Explore and name parts of the face and body and what they are used for.</p> <p>-Record: draw pictures. Draw own face.</p> <p>-Explain: talk about how things happen/why things work. Discuss the way bodies move, fast slow etc. Understand hearts beat when faster when we move and other changes in the body after exercise.</p> <p><i>Ongoing throughout year:</i></p> <p>-Outdoor provision and Forest school, exploring weather and seasons.</p> <p>-Daily weather chart.</p> <p>-Variety of malleable materials to investigate in provision.</p> <p>-Variety of equipment to explore with in provision.</p>	<p>-Questioning: shows an interest in and is curious.</p> <p>-Research: Use books and websites to find things out.</p> <p>-Compare and classify: notice and talk about similarities and differences. Night animals found in UK. Their habitats, sounds, what they look like. Animals that hibernate in the UK, where and why. Understand how to help hibernating animals. Which animals do and don't hibernate.</p> <p>-Explore/observe: look closely at.</p> <p>-Describe: talk about what they notice/observe. Explore the season of Autumn, noticing the leaves falling of trees, exploring conkers, pine cones, pumpkins, fallen leaves. Noticing the change in weather.</p> <p><i>Ongoing throughout year:</i></p> <p>-Outdoor provision and Forest school, exploring weather and seasons.</p> <p>-Daily weather chart.</p> <p>-Variety of malleable materials to investigate in provision.</p> <p>-Variety of equipment to explore with in provision.</p>	<p>-Explore/observe: look closely at.</p> <p>-Record: take photographs, make marks.</p> <p>-Equipment and measures: Use binoculars to observe.</p> <p>-Compare and classify: identify individuals. Birdwatch. Learn about British birds we may see in our area. What do they look like/sound like? What do they eat? Where do they live? How can we help them? Make bird food. Take part in birdwatch survey.</p> <p>-Describe: talk about what they notice/observe.</p> <p>-Test: Make suggestion and work with others. Explore ice, indoor and out. Explore texture, temp. Objects trapped in ice – explore how to free them. Explore season of Winter.</p> <p><i>Ongoing throughout year:</i></p> <p>-Outdoor provision and Forest school, exploring weather and seasons.</p> <p>-Daily weather chart.</p> <p>-Variety of malleable materials to investigate in provision.</p> <p>-Variety of equipment to explore with in provision.</p>	<p>-Research: Use books and websites to find things out. Find out about space travel, the moon, the sun and planets.</p> <p>-Explain: talk about how things happen/why things work.</p> <p>-Test: Make suggestion and work with others. What happens to chocolate when it gets hot/gets cold. Make Easter Krispy cakes.</p> <p>-Explore/observe: look closely at.</p> <p>-Describe: talk about what they notice/observe. Spring focus. Observe the changes outdoors now spring is arriving. Plant growth, warmer weather, minibeasts arriving, images associated with Spring – lambs, chicks, Easter etc.</p> <p><i>Ongoing throughout year:</i></p> <p>-Outdoor provision and Forest school, exploring weather and seasons.</p> <p>-Daily weather chart.</p> <p>-Variety of malleable materials to investigate in provision.</p> <p>-Variety of equipment to explore with in provision.</p>	<p>-Explore/observe: look closely at.</p> <p>-Record: take photographs, make marks.</p> <p>-Equipment and measures: Use binoculars to observe.</p> <p>-Research: Use books and websites to find things out. Butterfly lifecycles. Caterpillars in class, observe as they grow and develop into butterflies. Growing plants – plant beans/plants and watch their growth.</p> <p>-Compare/sort/group.</p> <p>-Test: Make suggestions, work with others. Investigate opposites: light vs. dark, including shadow, smooth vs. rough surfaces, high vs. low gradients. Tests to investigate.</p> <p><i>Ongoing throughout year:</i></p> <p>-Outdoor provision and Forest school, exploring weather and seasons.</p> <p>-Daily weather chart.</p> <p>-Variety of malleable materials to investigate in provision.</p> <p>-Variety of equipment to explore with in provision.</p>	<p>-Research: Use books and websites to find things out, talk to visitors. Find out about animals and different places they live. Visit from farmer/bug man.</p> <p>- Compare/classify: identify which baby animals belong to which parent animals.</p> <p>-Describe: talk about what they notice/observe.</p> <p>-Questioning: shows an interest in and is curious. Experience animals of different types. Talk about features of different animals. Discussion around similarities and differences in animals.</p> <p>-Explore/observe: look closely at.</p> <p>-Describe: talk about what they notice/observe. Summer focus, notice changes in weather and our interactions with outdoors.</p> <p><i>Ongoing throughout year:</i></p> <p>-Outdoor provision and Forest school, exploring weather and seasons.</p> <p>-Daily weather chart.</p> <p>-Variety of malleable materials to investigate in provision.</p> <p>-Variety of equipment to explore with in provision.</p>
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<p>Geographical Development</p>	<p>-Communication: talk about the features of different places. -Mapping: recognise and talk about the features in familiar places. -Fieldwork: Look closely at similarities and differences between different places. -Enquiry: Comment and ask questions about familiar places/other places. -Use of Technology: Use technology and IT equipment to make observations or find information about different places. My school mini-theme. See knowledge organiser.</p> <p><i>Ongoing throughout year:</i> -daily activities in outdoor provision. -at least weekly visits to Forest School. -Magic Moments chats about visits children have made with families. -Daily weather chart. -Seasonal change discussions. -Images of school and local area in construction area.</p>	<p>-Communication: talk about the features of different places. -Fieldwork: Look closely at similarities and differences between different places. -Enquiry: Comment and ask questions about familiar places/other places. Christmas trip to theatre/farm. -Mapping: recognise and talk about the features in familiar places. -Enquiry: Comment and ask questions about other places. -Use of Technology: Use technology and IT equipment to find information about different places. Leaf Man link – exploration of different environments and travel there. Develop maps and explore compass points.</p> <p><i>Ongoing throughout year:</i> -daily activities in outdoor provision. -at least weekly visits to Forest School. -Magic Moments chats about visits children have made with families. -Daily weather chart. -Seasonal change discussions. -Images of school and local area in construction area.</p>	<p>-Communication: talk about the features of different places. Going on ‘A Bear Hunt Journey’, exploring different environments as explored in the story. -Mapping: recognise and talk about the features in familiar places. Using Beebots on maps (link to maths).</p> <p><i>Ongoing throughout year:</i> -daily activities in outdoor provision. -at least weekly visits to Forest School. -Magic Moments chats about visits children have made with families. -Daily weather chart. -Seasonal change discussions. -Images of school and local area in construction area.</p>	<p>-Communication: talk about the features of different places. -Mapping: recognise and talk about the features in familiar places. -Fieldwork: Look closely at similarities and differences between different places. -Enquiry: Comment and ask questions about familiar places/other places. -Use of Technology: Use technology and IT equipment to make observations or find information about different places. Space theme – understand we are on Earth, the Sun and the moon. Introduction to other planets and how they are similar/different. Introduction to how people travel to space.</p> <p><i>Ongoing throughout year:</i> -daily activities in outdoor provision. -at least weekly visits to Forest School. -Magic Moments chats about visits children have made with families. -Daily weather chart. -Seasonal change discussions. -Images of school and local area in construction area.</p>	<p><i>Ongoing throughout year:</i> -daily activities in outdoor provision. -at least weekly visits to Forest School. -Magic Moments chats about visits children have made with families. -Daily weather chart. -Seasonal change discussions. -Images of school and local area in construction area.</p>	<p>-Fieldwork: Look closely at similarities and differences between different places. -Enquiry: Comment and ask questions about familiar places/other places. Trip to explore local park and journey there. Teddy Bears Picnic in park with parents joining us. -Communication: talk about the features of different places. -Mapping: recognise and talk about the features in familiar places. -Use of Technology: Use technology and IT equipment to make observations or find information about different places. Animal theme – explore different animals and their habitats on farm v. jungle.</p> <p><i>Ongoing throughout year:</i> -daily activities in outdoor provision. -at least weekly visits to Forest School. -Magic Moments chats about visits children have made with families. -Daily weather chart. -Seasonal change discussions. -Images of school and local area in construction area.</p>
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Technology	<ul style="list-style-type: none"> -Online Safety. -Variety of toys in provision including wind up, pull back, electronic. -Use of interactive whiteboard for games, research, video clips, songs. -Exploration of digimaps. 	<ul style="list-style-type: none"> -Online Safety. -Variety of toys in provision including wind up, pull back, electronic. -Use of interactive whiteboard for games, research, video clips, songs. -Use Mini Mash to create Christmas pictures. 	<ul style="list-style-type: none"> -Online Safety. -Variety of toys in provision including wind up, pull back, electronic. -Use of interactive whiteboard for games, research, video clips, songs. -Beebot exploration. 	<ul style="list-style-type: none"> -Online Safety. -Variety of toys in provision including wind up, pull back, electronic. -Use of interactive whiteboard for games, research, video clips, songs. -Use iPads to take photographs and record. 	<ul style="list-style-type: none"> -Online Safety. -Variety of toys in provision including wind up, pull back, electronic. -Use of interactive whiteboard for games, research, video clips, songs. -Explore wider activities on Mini Mash. 	<ul style="list-style-type: none"> -Online Safety. -Variety of toys in provision including wind up, pull back, electronic. -Use of interactive whiteboard for games, research, video clips, songs. -Explore phonics and maths games on iPads.
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	<p>Expressive Arts and Design</p>	<p>-Painting and printing adults model painting with variety of brush sizes and types, mixing colours. Model printing with variety of tools/objects. Use variety of paint textures. Use images/objects to paint and paint on.</p> <p>-Construction (Kits) adults work with children to create models, using diagrams and images as guides. Use variety of constructions kits.</p> <p>-Music outdoors use of music wall/area, use natural objects to make music, sing outdoors, create wind chimes, record outdoor music journeys.</p> <p><i>Ongoing throughout year:</i></p> <ul style="list-style-type: none"> -Roleplay areas -Small world -Dress up box -Construction area -Creative area inc. open ended resources. -Malleable resources. -Sand, water, playdough areas. -Open-ended resources in garden. -Daily rhyme of the day & class songs. 	<p>-Collage adults model using a variety of paper/patterns/fabrics/ animal prints/art resources/natural resources. Model cutting and using different methods of sticking. Use skills to create Christmas cards.</p> <p>-Using tools and equipment Model using range of tools in creative area, create dens indoor and out with variety of resources, explore real tools e.g. screwdrivers.</p> <p>-Movement and dance learn dances to music and song whilst taking part in Christmas production.</p> <p><i>Ongoing throughout year:</i></p> <ul style="list-style-type: none"> -Roleplay areas -Small world -Dress up box -Construction area -Creative area inc. open ended resources. -Malleable resources. -Sand, water, playdough areas. -Open-ended resources in garden. -Daily rhyme of the day & class songs. 	<p>-Sculpture adult model creating sculptures using playdough, plasticine, clay, foam, slime, salt dough. Use images/objects as inspiration. Model using variety of associated tools. Add to sculptures using variety of open-ended resources and materials.</p> <p>-Singing Learn specific songs to perform for peers and parents.</p> <p><i>Ongoing throughout year:</i></p> <ul style="list-style-type: none"> -Roleplay areas -Small world -Dress up box -Construction area -Creative area inc. open ended resources. -Malleable resources. -Sand, water, playdough areas. -Open-ended resources in garden. -Daily rhyme of the day & class songs. 	<p>-Drawing adult model variety of writing tools available in class and some more unusual writing tools, model drawing each other and observational drawings, introduce some simple drawing skills, e.g. how to draw a face/person.</p> <p>-Food preparation Make sandwiches, no bake cake/biscuit mixes, make icing, make Krispy cakes. Use associated tools and cooking equipment with adults.</p> <p><i>Ongoing throughout year:</i></p> <ul style="list-style-type: none"> -Roleplay areas -Small world -Dress up box -Construction area -Creative area inc. open ended resources. -Malleable resources. -Sand, water, playdough areas. -Open-ended resources in garden. -Daily rhyme of the day & class songs. 	<p>-Making music Explore instruments, record children's instrumental performances. Explore instrumental activities on Mini Mash. Use fabrics to model movements to music. Create 'shows' to perform for each other. Explore cultural music.</p> <p>-Construction (junk) Model using junk modelling to create a variety of structures, utilising variety of materials to stick parts together. Use images as guide.</p> <p><i>Ongoing throughout year:</i></p> <ul style="list-style-type: none"> -Roleplay areas -Small world -Dress up box -Construction area -Small world -Dress up box -Construction area -Creative area inc. open ended resources. -Malleable resources. -Sand, water, playdough areas. -Open-ended resources in garden. -Daily rhyme of the day & class songs. 	<p>-Design, making and evaluating Introduce children to drawing a design before they create it in area of their interest/choice. Model drawing their creation before/after it is made, discuss how it is made. Encourage children to share their creations in class groups and discuss their creations.</p> <p><i>Ongoing throughout year:</i></p> <ul style="list-style-type: none"> -Roleplay areas -Small world -Dress up box -Construction area -Creative area inc. open ended resources. -Malleable resources. -Sand, water, playdough areas. -Open-ended resources in garden. -Daily rhyme of the day & class songs.
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Long Term Plan

<p>Key Vocabulary</p>	<p>Story, book, page, illustrations, turn, front cover, characters, settings, feelings. Happy, sad, angry, worried, calm, confused, sharing, talking, comfort. Classroom, playground, garden, lunch hall, field, woodland, corridor, office, school. Teacher, friends, games, toys, learning, singing, listening, joining in, lunchtimes, tables, chairs, carpet, home-time. Baby, toddler, child, grow, change, mummy, daddy, brother, sister, pram, cot, nappies, high-chair, bottle, talking, walking, playing. Head, nose, ears, eyes, mouth, hair, arms, legs, feet, hands, walk, run, jump, skip, fast, slow, heart, hot, tired.</p>	<p>Sleep, winter, gather, store, warm, nest, safe, food, hedgehog, frog, toad, bumblebee, bat, dormouse, newt. Farm, mountains, forest, river, lake, fields, ocean, desert, map, fly, birds-eye view. Leaves, trees, crisp, crunch, brown, red, yellow, falling, pumpkins, pinecones, acorns, chilly, change. Different, same, choice, likes, dislikes, clothes, places, homes, countries. Spring, Summer, Autumn, Winter, celebrations, festivals, symbols. Jesus, nativity, God, Bethlehem, stable, shepherd, snow, cold, fireplace, Father Christmas, presents, family. Bonfire, fireworks, toffee apples, crackle, boom, whizz, fizz, bang, whoosh, marshmallows, gloves.</p>	<p>Doctors, nurses, teachers, dentists, vets, police officers, fire fighters, shop assistants, bin men, community, school, home. Cold, freezing, frozen, hard, patterns, water, smooth, rough, smash, melt, puddle, blue, clear. Cold, snow, ice, freezing, coat, scarf, hat, frost, bare, quiet, skid, grey, white, blue, sleep, storm. Birds, species, fly, feather, nest, beak, wings, song, seeds, eggs, robin, blackbird, pigeon, blue tit, great tit, sparrow, magpie. China, calendar, emperor, princess, race, dragons, lanterns, year of the Ox, tradition, culture.</p>	<p>Green, warmer, sunshine, rain, grow, flowers, leaves, buds, shoots, farm, baby animals, daffodils, bulbs, planting. Square, rectangle, oblong, triangle, circle, edges, corners, curve, sides, pointy, length. Jesus, cross, chocolate eggs, hot cross buns, lambs, chicks, new life. Moon, Sun, stars, planets, twinkle, shine, bright, dark, vast, huge, solar system, alien. Rocket, moon buggy, blast off, whizz, zoom, whoosh, light speed, far, near, spaceship, astronauts. First, next, after that, in the beginning, at the end, story, order.</p>	<p>Different, hot/cold, day/night, light/dark, big/small, tall/short, heavy/light, up/down, open/closed, in/out. Seed, bulb, soil, air, space, sun, water, rain, dig, bury, plant, bud, sprout, bean, growing, taller, flower, leaves. Egg, caterpillar, chrysalis, cocoon, hatch, emerge, butterfly, lay, leaf, small, growing. Tambourine, bells, triangle, maraca, shakers, rain makers, castanets, drums, guitar, keyboard, play, listen, strings, bang, shake. Shape, outline, dark, light, object, daylight, bright. Today, yesterday, morning, afternoon, night-time, breakfast, teatime, minute, seconds, fast, slow, Monday, Tuesday....</p>	<p>Sun, rays, UV rays, strong, hot, warm, sun burn, sun lotion, heat stroke, cover, thirsty, hydrate, shade. Long, short, longer, shorter, in-between, longest, shortest, full, empty, half full, nearly full, nearly empty, fill. Compete, take part, race, run, jump, cheer, finish line, ready steady go, team. Growing up, new friends, new teacher, memories, excited, worried, classroom, goodbye. Legs, tails, fur, scales, snout, teeth, beaks, farm, jungle, water, pets, roar, squeak, moo, quack, wild, young, old. Sun, blue skies, holidays, beach, shorts, t-shirt, hats, ice-cream, paddling pools, swimming, ice-lollies, grass, flowers, green, warm, picnics, parks.</p>
<p>Role Play</p>	<p>Home corner Three Bears Cottage</p>	<p>Home corner Christmas shop Autumn den</p>	<p>Home corner Café Doctors</p>	<p>Home corner Rocket ship Space den</p>	<p>Home corner Minibeast lab Shoe shop</p>	<p>Home corner Pet shop/vets Ice cream stall</p>
<p>Teacher notes/future ideas</p>			<p>Birdwatch – Maddie’s Do You Know – birds nest episode. Independent toileting videos: eric.org.uk</p>			