



### Early Years Curriculum Long Term Plan

Area of Learning/Theme	Autumn 1 - What is marvellous about me? (7 weeks)	Autumn 2 - Isn't It Amazing (7 weeks)	Spring 1 - Shall we explore the wonders of our world? (6weeks)	Spring 2 - How does your garden grow? (6 weeks)	Summer 1 - Can you tell me a tale? (6 weeks)	Summer 2 - What's your superpower? (7weeks)
<b>Other Possible Themes to explore</b>	Pets Looking after ourselves People Who Help Us Our Local Area Our Families Houses and Homes	Night and day Nocturnal Animals Animal habitats Science experiments	Space Recycling Looking after the planet Chinese New Year	Plants Minibeasts Growth and Decay	Parts of a story Authors Storytelling	Charities Local Heros
<b>Key Figures</b>	Darwin Malala Picasso	Albert Einstein David Attenborough Andy Goldsworthy - natures artist	Neil Armstrong Recycled art - Michelle Reader	Matisse - snail Van Gogh - sunflowers	Roal Dahl Aesop Julia Donaldson Paul Klee - castle and sun	Nelson Mandela Martin Luther King Yayoi Kusama - dots
<b>Key Texts</b>	Hedgehog book All Are Welcome – Alexandra Penford How Did I Get Here? - Philip Bunting	Daylight Starlight Wildlife Little Owl's Night - Divya Srinivasan  The Christmas Story	Here We Are – Oliver Jeffers Someone Swallowed Stanley	The Very Hungry Caterpillar Mad About Minibeasts	Goldilocks and 3 Bears Three little Pigs Hare and the Tortoise	Supertato A superhero like me
<b>Book Vote/Circle Time/Provision texts</b>	Topsy and Tim start School. Kippers Birthday Elmer Rubys Worry Nursery Rhymes Julián Is a Mermaid Once they were giants Percy the Park Keeper	Owl Who was afraid of the dark Night Monkey Day Monkey Whatever Next The Christmas Story Arctic Facts	Lost and Found Facts RNLI The Fish Who Could Wish Sharing a shell The Troll Pirates Love Underpants Commotion in the Ocean	Olivers Vegetables Superworm The Bad Tempered Lady Bird  Jaspers Beanstalk Rosie's Walk	Sugarlump and The Singing Mermaid Small Knight and George and the Royal Chocolate Cake Dinosaur facts The Dinosaur who lost his roar	Clothesline, clues to jobs people do. Charities- facts Pepper the Amazing Therapy Dog Superbat
<b>Enrichment Activities</b>	Autumn Walk in school grounds Black History Month	Diwali Bonfire Night	Childrens Mental Health Chinese New Year	Barefoot Sensory Walk Butterfly Garden	Pen Pals 'Flying' to a different country.	Sand & water play

	<p>Recycle Week</p> <p>World Mental Health Day</p> <p>Visitor – PC Roebuck/Karen Scolfield</p> <p>Introduction of Guest Readers.</p>	World Mental Health Day	<p>Ice Experiments</p> <p>Dinosaur Day</p>	<p>Tadpoles</p> <p>Growing flowers (sunflowers, daisies)</p> <p>Vegetable Patch</p> <p>Cress Heads</p> <p>World Book Day</p> <p>World Science Week</p>	<p>Bird Watching</p> <p>National Storytelling Week</p>	<p>Science Day</p> <p>Water Day</p> <p>World Music Day</p>
<b>Celebration of Learning/Parent Engagement</b>	<p>Introduction event</p> <p>RWI Information</p> <p>Outdoor - Den Day</p>	<p>Parents Evening</p> <p>Christmas songs.</p> <p>Stay and Play</p>	<p>Junk Modelling Event</p>	<p>Minibeast Mayhem</p>	<p>Outdoor - Den Day</p> <p>Stay and Play</p>	<p>Sports Day</p>
<p><b>Communication and Language</b></p> <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, and Tapestry.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b></p> <p>Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will begin to understand how and why questions.</p> <p><b>Speaking</b></p> <p>Children will use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will learn to ask questions to find out more.</p> <p><b>Speaking</b></p> <p>Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b></p> <p>Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b></p> <p>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b></p> <p>Children will use talk in sentences using a range of tenses.</p>
	<p><b>Listening, Attention and Understanding:</b> 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.</p> <p><b>Speaking:</b> 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, 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.</p>					
<p><b>Personal, Social and Emotional Development</b></p> <p>Children develop their personal, social and emotional skills throughout the year through</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p>	<p><b>Self-Regulation</b></p> <p>Children will talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b></p> <p>Children will understand the need to have rules.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b></p> <p>Children will begin to show resilience and perseverance in the face of a challenge.</p>	<p><b>Self-Regulation</b></p> <p>Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b></p> <p>Children will develop independence when dressing and undressing.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b></p> <p>Children will manage their own basic needs independently.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b></p> <p>Children will show a 'can do' attitude.</p>

<p>circle times, social stories,, diversity stories, etc.</p>	<p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b></p> <p>Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b></p> <p>Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Building Relationships</b></p> <p>Children will begin to develop friendships.</p>	<p><b>Building Relationships</b></p> <p>Children will be able to use taught strategies to support in turn taking.</p>	<p><b>Building Relationships</b></p> <p>Children will an listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b></p> <p>Children will learn to work as a group.</p>	<p>Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b></p> <p>Children will have the confidence to communicate with adults around the school.</p>
<p><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 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 even when engaged in activity, and show an ability.</p> <p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						
<p>Physical Development</p> <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, and Squiggle While You Wiggle.</p>	<p><b>Gross Motor</b></p> <p>Children will learn to move safely in a space.</p> <p><b>Fine Motor</b></p> <p>Children will begin to use a tripod grip when using mark making tools.</p>	<p><b>Gross Motor</b></p> <p>Children will explore different ways to travel using equipment.</p> <p><b>Fine Motor</b></p> <p>Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p><b>Gross Motor</b></p> <p>Children will jump and land safely from a height.</p> <p>Children will balance on a variety of equipment and climb.</p> <p><b>Fine Motor</b></p> <p>Children will handle scissors, pencil and glue effectively.</p>	<p><b>Gross Motor</b></p> <p>Children will be able to control a ball in different ways.</p> <p><b>Fine Motor</b></p> <p>Children will use cutlery appropriately.</p>	<p><b>Gross Motor</b></p> <p>Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p><b>Fine Motor</b></p> <p>Children will hold scissors correctly and cut out small shapes.</p>	<p><b>Gross Motor</b></p> <p>Children will be able to play by the rules and develop coordination.</p> <p><b>Fine Motor</b></p> <p>Children will form letters correctly using a tripod grip.</p>
<p><b>Gross Motor:</b> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						

<p><b>Literacy</b></p>	<p><b>Comprehension</b></p> <p>Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b></p> <p>Children will segment and blend sounds together to read words.</p> <p><b>Writing</b></p> <p>Children will give meanings to the marks they make.</p>	<p><b>Comprehension</b></p> <p>Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading</b></p> <p>Children will begin to read captions and sentences.</p> <p><b>Writing</b></p> <p>Children will form letters correctly.</p>	<p><b>Comprehension</b></p> <p>Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading</b></p> <p>Children will recognise taught digraphs in words and blend the sounds together.</p> <p><b>Writing</b></p> <p>Children will write words representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b></p> <p>Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b></p> <p>Children will read words containing tricky words and digraphs,</p> <p><b>Writing</b></p> <p>Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b></p> <p>Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b></p> <p>Children will read longer sentences containing phase 4 words and tricky words.</p> <p><b>Writing</b></p> <p>Children will write words which are spelt phonetically.</p>	<p><b>Comprehension</b></p> <p>Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b></p> <p>Children will read books matched to their phonics ability.</p> <p><b>Writing</b></p> <p>Children will write simple phrases and sentences using recognisable letters and sounds.</p>
<p><b>Possible Book Focus'</b></p>	<p>Hedgehog book</p> <p>All Are Welcome – Alexandra Penford</p> <p>How Did I Get Here? - Philip Bunting</p>		<p>Here We Are – Oliver Jeffers</p> <p>Someone Swallowed Stanley</p>	<p>Olivers Vegetables</p> <p>Superworm</p> <p>The Bad Tempered Lady Bird</p> <p>Jaspers Beanstalk</p> <p>Rosie's Walk</p>	<p>Goldilocks and 3 Bears</p> <p>Three little Pigs</p> <p>Fable??</p>	<p>Supertato</p> <p>A superhero like me</p>
<p><b>Comprehension:</b> 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.</p> <p><b>Word Reading:</b> 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.</p> <p><b>Writing:</b> 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.</p>						
<p><b>Mathematics</b></p>	<p><b>Number</b></p> <p>Children will have a deep understanding of 1-3.</p> <p><b>Numerical Patterns</b></p> <p>Children will verbally say which group has more or less.</p>	<p><b>Number</b></p> <p>Children will have a deep understanding of numbers 1-5.</p> <p><b>Numerical Patterns</b></p> <p>Children will compare equal and unequal groups.</p>	<p><b>Number</b></p> <p>Children will have a deep understanding of numbers 1-8.</p> <p><b>Numerical Patterns</b></p> <p>Children will understand and explore the difference between odd and even numbers.</p>	<p><b>Number</b></p> <p>Children will have a deep understanding of numbers 1-10.</p> <p><b>Numerical Patterns</b></p> <p>Children will add and subtract using number sentences.</p>	<p><b>Number</b></p> <p>Children will revise number bonds to 5.</p> <p><b>Numerical Patterns</b></p> <p>Children will share quantities equally.</p>	<p><b>Number</b></p> <p>Children will know number bonds to 10, including doubling facts.</p> <p><b>Numerical Patterns</b></p> <p>Children will be able to count beyond 20 and higher.</p>
<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>						

**Numerical Patterns:** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Understanding the World**

**History: Past and Present**

Children will know about their own life story and how they have changed.

**Geography: People, Culture and Communities**

Children will know about features of the immediate environment.

**Science: The Natural World**

Children will understand the terms 'same' and 'different'.

**History: Past and Present**

Children will know some similarities and differences between things in the past and now.

**Geography: People, Culture and Communities**

Children will know that there are many countries around the world.

**Science: The Natural World**

Children will explore and ask questions about the natural world around them.

**RE: People, Culture and Communities**

Children will know what Christians say God is like.

Children will know why Christians perform nativity plays.

**History: Past and Present**

Children will talk about the lives of people around them.

**Geography: People, Culture and Communities**

Children will know that people around the world have different religions.

**Science: The Natural World**

Children will talk about features of the environment they are in and learn about the different environments.

**RE: People, Culture and Communities**

**History: Past and Present**

Children will talk about past and present events in their lives and what has been read to them.

**Geography: People, Culture and Communities**

Children will know about people who help us within the community.

**Science: The Natural World**

Children will make observations about plants discussing similarities and differences.

**RE: People, Culture and Communities**

Children will know why people say sorry.

Children will know why Christians put three crosses in an Easter garden.

Children will know how Easter Day is different to Good Friday.

Children will know why Christians are happy on Easter.

**History: Past and Present**

Children will know about the past through settings and characters.

**Geography: People, Culture and Communities**

Children will know that people in other countries may speak different languages.

**Science: The Natural World**

Children will make observations about animals discussing similarities and differences.

**RE: People, Culture and Communities**

Children will know what Christians say the Holy Spirit is like.

**History: Past and Present**

Children will know about the past through settings, characters and events.

**Geography: People, Culture and Communities**

Children will know that simple symbols are used to identify features on a map.

**Science: The Natural World**

Children will know some important processes and changes in the natural world, including states of matter.

**RE: People, Culture and Communities**

Children will know how the disciples changed when they first met Jesus.

**Past and Present:** 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.

**People, Culture and Communities:** 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.

**The Natural World:** 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.

Expressive Arts and Design	<p><b>Music: <i>Being Imaginative</i></b></p> <p>Children will sing and perform nursery rhymes.</p> <p><b>Art &amp; Design: <i>Creating with Materials</i></b></p> <p>Children will experiment mixing with colours.</p>	<p><b>Music: <i>Being Imaginative</i></b></p> <p>Children will experiment with different instruments and their sounds.</p> <p><b>Art &amp; Design: <i>Creating with Materials</i></b></p> <p>Children will experiment with different textures.</p>	<p><b>Music: <i>Being Imaginative</i></b></p> <p>Children will create narratives based around stories.</p> <p><b>Art &amp; Design: <i>Creating with Materials</i></b></p> <p>Children will safely explore different techniques for joining materials.</p>	<p><b>Music: <i>Being Imaginative</i></b></p> <p>Children will move in time to the music.</p> <p><b>Art &amp; Design: <i>Creating with Materials</i></b></p> <p>Children will make props and costumes for different role play scenarios.</p>	<p><b>Music: <i>Being Imaginative</i></b></p> <p>Children will play an instrument following a musical patterns.</p> <p><b>Art &amp; Design: <i>Creating with Materials</i></b></p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Music: <i>Being Imaginative</i></b></p> <p>Children will invent their own narratives, stories and poems.</p> <p><b>Art &amp; Design: <i>Creating with Materials</i></b></p> <p>Children will share creations, talk about process and evaluate their work.</p>
<p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>						