

Early Years Long Term Planning YEAR B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: It's Good To Be Me	Topic: Celebrations	Topic: Yummy Scrummy in my Tummy	Topic: Space	Topic: Traditional Tales/ Growing Plants	Topic: Creepers and Crawlers
Personal, Social & Emotional Development Confident to talk to other children when playing, and will communicate freely about own home and community. Can usually adapt behaviour to different events, social situations and changes in routine. Can describe self in positive terms and talk about abilities. Aware of the boundaries set, and of behavioural expectations in the setting. They show sensitivity to other needs and feeling and form positive relationships with adults and other children. PSHE New Beginnings	Personal, Social & Emotional Development Can select and use activities and resources with help. Is more outgoing towards unfamiliar people and more confident in new social situations. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to speak to others about own needs, wants, interests and opinions. Explains own knowledge and understanding, and asks appropriate questions of others. PSHE Getting on and falling out	Personal, Social & Emotional Development Confident to talk to other children when playing, and will communicate freely about own home and community. Confident to speak to others about own needs, wants, interests and opinions. PSHE Going for Goals	Personal, Social & Emotional Development Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. PSHE It's Good to be me	Personal, Social & Emotional Development Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. PSHE Relationships	Personal, Social & Emotional Development Can usually adapt behaviour to different events, social situations and changes in routine. Explains own knowledge and understanding, and asks appropriate questions of others. PSHE Changes
Physical Development Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Experiments with different ways of moving. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. PE Focus: Multi-skills	Physical Development Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Understands that equipment and tools have to be used safely. Jumps off an object and lands appropriately. Shows understanding of how to transport and store equipment safely. PE Focus: Gymnastics	Physical Development Practices some appropriate safety measures without direct supervision. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. PE Focus: Games	Physical Development Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. PE Focus: Dance	Physical Development Begins to form recognisable letters. Begins to use anticlockwise movement and retrace vertical lines. PE Focus: Team Games	Physical Development Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. PE Focus: Sport's Day
Communication & Language Listens to others one to one or in small groups, when conversation interests them. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses vocabulary focused on objects and people that are of particular importance to them.	Communication & Language Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Communication & Language Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Communication & Language Questions why things happen and gives explanations. e.g. who, what, when, how. They answer how and why questions about their experience and in response to stories or events.	Communication & Language Uses language to imagine and recreate roles and experiences in play situations. Introduce a narrative or storyline into their play.	Communication & Language Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Builds up vocabulary that reflects the breadth of their experiences. Questions why things happen and gives explanations. e.g. who, what, when, how. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
Understanding of the World Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Knows some of the things that make them unique, and can talk about some of the	Understanding of the World Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines. They know about similarities and differences between themselves and others	Understanding of the World Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. RE. Belonging: The Muslim family.	Understanding of the World Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change. Knows that	Understanding of the World Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change. RE: Festivals/Beliefs and Practices: Fasting at Ramadan and the festival of Eid ul Fitr	Understanding of the World Shows care and concern for living things and the environment. Knows that information can be retrieved from computers.

<p>similarities and differences in relation to friends or family.</p> <p>Develop an understanding of growth, decay and change over time.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software</p> <p>RE: Belonging: Learning about others through stories.</p>	<p>and among families, communities and traditions</p> <p>RE: Festivals/Beliefs and Practices: Christmas</p> <p>Symbols: Tree and Cross</p>		<p>information can be retrieved from computers.</p> <p>RE: Festivals/Beliefs and Practices: The new life symbols of Easter</p>		<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>RE: Christianity – Disciples</p> <p>Jesus and his friends</p>
<p>Expressive Art & Design</p> <p>Sings a few familiar songs.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things</p> <p>Explores what happens when they mix colours</p>	<p>Expressive Art & Design</p> <p>Enjoys joining in with dancing and ring games. Imitates movement in response to music.</p>	<p>Expressive Art & Design</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Expressive Art & Design</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Joins construction pieces together to build and balance.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>Expressive Art & Design</p> <p>Uses available resources to create props to support role-play.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Expressive Art & Design</p> <p>Chooses particular colours to use for a purpose.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
<p>Invite any families who have babies or toddlers.</p> <p>Invite other staff members to visit and introduce themselves.</p>	<p>Celebrations to include any children who are from different religions in the cohort and to include some of the world’s main religions.(Eid, Diwali, Hanukka,etc)</p>	<p>Include mindfulness and healthy movers. Invite Little Sprouts company to cook with the children. Look at organising a whole school weekly topic on healthy lifestyles.</p>	<p>Check with local museum for topic related boxes.</p>	<p>Storyteller or library visit.</p> <p>Growing: Visit to the local garden centre or Plot. Use of outdoor area to plant and produce own flowers and vegetables.</p>	<p>Minibeast madness ball. Children to come dressed in minibeast outfits. Trip to Preston Park and Museum, with a focus on the Minibeast workshops offered. Use of the school grounds, including the pond.</p>
Rationale:	Rationale:	Rationale:	Rationale:	Rationale:	Rationale:
<p>Start of school for Reception and a good time to learn more about themselves and new beginnings. New start for Nursery children and a lot of new rules and boundaries to learn.</p>	<p>Many of the celebrations looked at fall into this time of the year, making it more suited to work on as it is being discussed and seen socially and on media. Children are also experiencing these events within their family and community.</p>	<p>A good time to look at how others help us in the community and what their roles are, after looking at the closer environment of home and school in the Autumn Topic. This helps to prepare children for their Florence Nightingale topic in KS1.</p>	<p>A topic that benefits from lots of work outdoors, which can be accessed at this time of the year.</p> <p>Children would be more settled and confident to share their interests and ideas.</p>	<p>A good time to plant and look at how things grow. Able to use the outdoor area more effectively. Lays the foundations of understanding of plants for KS1 science Secret Garden topic.</p>	<p>An excellent time to explore the outdoors and look for real life minibeasts and creatures. The school grounds can be explored and children can also work in their own gardens and outdoor environment. In this summer term children will be able to further investigate and explore this topic with more understanding.</p>

- This long term plan contains topic specific learning objectives. Other Early Years objectives are covered on an ongoing basis through child initiated play and adult led activities.