

Swarland Primary School Long Term Plan For Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social, Health, Emotional	<p><i>Moving on and Settling In.</i> Getting to know one another. Making friends. Who we are, our families, our interests and why we are all unique and special. Rules, routines and boundaries. Making friends. Building confidence. Introduction to staff. Good to be me. Uniqueness - difference, tolerance.</p>	<p><i>Learning behaviours</i> Children will explore Perseverance, independence, readiness, resilience, tolerance, attitude. Continue to reinforce rules and boundaries and introduce monitor roles. Discuss feelings and making good choices in groups. Team work, problem solving. Anti-bullying. Hand washing, hygiene, colds prevention.</p>	<p><i>Relationships</i> Initiating conversation, friendships and extending play ideas. Build up the role play with other children. Work as a team to investigate who will help us in the community. Children to reinforce good choices and sharing and caring. Being safe. Road safety, water safety. First aid. Emergency 999.</p>	<p><i>Family & health</i> Talk to children about home and where they live, children will talk freely about home and community, family structures. Talk about living things and what they need to grow well and stay healthy including themselves. Mental well being - sleep, rest, screen time. Resolving conflicts.</p>	<p><i>Ourselves and caring for others</i> Children can describe themselves in positive ways and talk about what they are good at. How do we look after our animals? What do they need to keep warm and safe? How do we look after creatures and animals in our world? Goal setting.</p>	<p><i>Change</i> Look how we have grown: children will discuss what they were like at the beginning of the year and how they have changed. What can they do now that they couldn't do before? Children discuss the changes they have seen. Celebrations and pride.</p>
Communication & Language	<p>Taking turns to speak and listen. Circle time. Talking boxes. Sharing stories, re-telling. Investigating stories. Using story language in own play. Think about the story. Mark making opportunities. Read, Write Inc Set 1 sounds. Early reading and writing skills.</p>	<p>Open ended questions. Circle time. Talking boxes. Children using their imaginations. Children will use topic books to retells stories to the class and build upon this through role play, developing their own narratives. Letters and Sounds. Build upon reading and writing skills using Read Write Inc Set 1</p>	<p>Children to understand and use how and why questions, link to topic. Circle time. Talking boxes. Children will follow direction without support and carry out their monitor roles.</p>	<p>Explore the different roles people have and write about them. Children will share their ideas through role play and extend play. Can children recall and discuss events that they have experienced in their own life? Links to growing and share their ideas.</p>	<p>Story map. Continue reading and writing skills. Talk for writing, extended vocabulary. Talk for different purposes. Writing for different audiences.</p>	<p>Children will problem solve using language and reasoning: Children will be encouraged to question how and why and find a solution.</p> <p>Reinforce language past and present.</p>

Religious Education	Which stories are special in the bible and why? Zacchaeus, Jonah & the whale, Joseph and his dream coat. When were they born? Baptised? Belonging.	Which people are special and why? Nativity - Mary Jesus, Kings, Hannukah, Diwali	What places are special and why? Places or worship in different religions, shrines, temples. Chinese New Year	What times are special and why? Easter, Holi, Ramadan, Birthdays, christenings, weddings Spring, new life, growth.	Being special: where do we belong? Church, family, community, Noah's ark. Other religions - are we all special?	What is special about our world? Cultural focus, world religions, care for natural world, special people.
Physical Development	Development of basic skills - locomotion, balance, control, spatial awareness, hand eye co-ordination. Pencil grip and correct pressure.	Further development of basic skills - locomotion, balance, control, spatial awareness, hand eye co-ordination. Pencil grip and pencil control.	Multi skills - balance, flexibility, travel, stability, hand eye co-ordination. Pencil control and other writing mark making implements.	Multi skills - balance, flexibility, travel, stability, hand eye co-ordination. Pencil control Pencil control and other writing mark making implements.	Team games, team work, setting goals, target practice, throwing and catching, running, jumping.	Team games, team work, setting goals, target practice, throwing and catching, running, jumping.
Literacy Development	Story map. Mark making activities. Stories and rhymes and poems. Environmental print. Captions and labels. Stories and rhymes. Set 1 Sounds Read, write Inc. Red words introduction. HFW	Story map. Handwriting patterns. Simple phrases and sentences. Capital letters. Full stops, finger spaces. Reading skills/Early readers Set 1 Sounds Read, write Inc. Red words development. Green blending cards HFW	Story map. Simple sentence work. Sequencing. Hold a sentence. Stories and rhymes. Handwriting focus. Guided reading/home reading. Set 1 sounds, red tricky words HFW	Stories and rhymes. Handwriting focus. Different genre for purpose - non-fiction, fiction. Instructions. Guided reading/home reading. Set 1 sounds consolidate. Introduction of Set 2 sounds. Red tricky words. HFW Green words.	Story map Stories and rhymes. Familiar authors. Handwriting focus. Guided reading/home reading. Embed Set 1 & 2 sounds.	Stories and rhymes from other cultures. Handwriting focus. Guided reading/home reading. Embed Set 1 & 2 sounds.
Texts	Going on a Bear Hunt. Gruffalo Julia Donaldson texts	Elves and the Shoemaker. Traditional tales	The Jolly Postman Elmer Mr Gumpy's Car	Billy's Bucket. Lighthouse Keepers Lunch. Hungry Caterpillar	Percy the Park Keeper Farmer Duck Owl Babies Harry's Bucket Full Of Dinosaurs	Handa's Surprise

<p style="text-align: center;">Mathematical Development</p>	<p>Number: Learning about numbers, recognise numerals and their properties through play. One to one correspondence.</p> <p>Using number rhymes and songs children will learn the order and value of a number.</p> <p>SSM: Link the story - sequence events, positional language, size and shape.</p> <p>Introduce numicon.</p> <p>Time, days of the week, What's the time Mr Wolf?</p>	<p>Number: Learn to count in order forwards and backwards. Number formation.</p> <p>What is a 'pair'?</p> <p>Double. Half</p> <p>Number order: recites numbers in orders to 10 and beyond.</p> <p>Everyday objects and shape, positional language.</p> <p>Children will begin to 'record' their work using marks that they can interpret.</p>	<p>Combining two groups and find the total.</p> <p>Begin to add two numbers and write as a number sentence.</p> <p>Number place value. Introduction tens, ones.</p> <p>Weight and capacity: order items by weight or capacity.</p> <p>Money: begin to use language relating to money.</p>	<p>Count back from 20.</p> <p>Introduce subtraction and writing as a number sentence.</p> <p>Estimation: children will estimate and check by counting the things that we grow.</p> <p>Problem solving and reasoning.</p> <p>Pattern - repeat, continue, create.</p>	<p>Introduce number lines for counting on from any number. Link to addition.</p> <p>Reinforce number order to 20 and beyond, counting one more and one less.</p>	<p>ELG: Children will count reliably with numbers to 20 using a range of media, including numicon.</p> <p>ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge & Understanding Of</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The World</p>	<p>Investigate changes in Autumn - seasons. Family traditions and customs from own families. Where do they live? How have they changed from when they were born? British values. How things work. Explore using senses, exploratory play, world around them.</p>	<p>Investigate changes in seasons and weather in winter. Weather patterns. Autumn collections of living and non-living things. Christmas traditions. Cooking and tasting. Track Santa around the globe.</p>	<p>Different occupations and their roles. People who help us. Explore seasonal changes. Operation of simple equipment and technology. Children to make a map of the journey the postman will take. Transport through time. Travel - how do get to places. The globe.</p>	<p>Mini beasts. Growth of animals and ourselves and plants. Life cycles. Seasonal changes. Spring Easter customs. Farm trip. Ponds, sea, caves, cities. Different environments and habitats.</p>	<p>Living things and their habitats. Wild animals compared to pets. Bird watching - RSPB, RSPCA. Chicks? Tadpoles? Life cycles. Baby animals and their mothers. Extinct animals - dinosaurs.</p>	<p>Changes - in themselves and others. Knowledge of different communities and countries and their culture. Cultural topic.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Art & Design</p>	<p>An introduction to the seasons: look at Autumn and Autumn colours. Use the senses to talk about what we see, hear, taste, feel and smell. Printing - hands, feet, fingers, blocks, potatoes, etc . Pattern, shape. Learn traditional rhymes, songs and move to music. Use percussion instruments to perform. Number songs - 10 green bottles, 10 jumping monkeys.</p>	<p>Puppets and drama. Christmas performance dance and song. Children using their imagination and knowledge to plan and develop role play. Using various construction materials. Using tools for a purpose. Card making - pop ups. Christmas songs and carols. Collage with materials - Christmas, Autumn.</p>	<p>Testing our ideas: Plan, design, test and improve. What is the best material to use? Learning how sounds can be changed: loud/quiet/high and low. Repeated rhythms and patterns: using percussion and tap sticks. Explores the different sounds of instruments. Can we keep a steady beat? Can we follow a pattern? Can we create our own pattern?</p>	<p>Manipulates materials to achieve a planned effect: making bug houses, 3D creatures and woodland animals. Moving animal parts - simple mechanisms. Painting, observational drawing. Introduce a storyline or narrative into their play. Compose simple music to accompany stories? Musical movement to familiar stories.</p>	<p>Constructs with purpose using a variety of resources: make bird feeders, Plays alongside other children who are engaged in the same theme: can children build a den that they can use for their own habitat. 3D junk modelling, sculpture, clay, playdough, plastercine. Instruments: can we use instruments to perform (building on composition).</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using. Large scale group artworks. Plays co-operatively as part of a group to act out a narrative. Singing and performing. Use a range of percussion instruments. Play in controlled way.</p>	