

## Long Term Plan Year 2023-2024

Term -Autumn 1 Weeks- \_\_\_\_\_ Title- I am an explorer

Communication and Language		Personal, Social and Emotional Development		Physical Development	
<u>Listening skills program</u> *Speak in short sentences *Songs and rhymes [ song sack] *Identify any children for SALT referral		<u>Family Links</u> - Class rules/routines/expectations *Select and use activities and resources *Develop sense of responsibility [class jobs/penguin helpers] and membership of community [ Adventure bear] *Increasingly follow rules, understanding why they are important		<u>Activate -Frogs level</u> <u>Dough Disco</u> *Put two arms into coat and own wellies on *Go up steps and stairs, climb apparatus using alternate feet *Skip, hop, stand on one leg and hold a pose *Start to eat independently- use knife and fork *Cutting skills- make snips	
Literacy	Mathematics	Expressive Arts and Design	Understanding the World	RE	
	*Recite numbers to 5 *Make comparisons related to size/ length/ weight/capacity *Explore position through words alone	*Explore colour and colour mixing [ Autumn Leaves] *Play instruments with increasing control *Take part in simple pretend play	*Use all senses in hands on exploration of materials *Begin to make sense of own life story and family history *Explore how things work	Community Understand why they are important	
Characteristics of Effective Learning	Key Texts	Key Rhymes/songs	Outdoor	Key Vocabulary	
Explorasaurus	Colours of Autumn Rosie's walk Titch The mixed up Chameleon Goldilocks How do dinosaurs eat their food?	When Goldilocks went to the house of the bears. 5 Speckled frogs 5 Currant Buns 5 Little Monkeys  Days of the week	Push along toys including Skuttlebugs. Slide Water wall Mud kitchen, scales, and bowls	<u>Word Aware</u> - explore polite length, capacity, weight Big, small, short, tall, heavy, light, full, empty Instrument, pretend	

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	What's in the witch's kitchen?			
<b>Outcome/ Key Experience</b>	Baseline Wellcomm Assessment Learn symbols for daily timetable Autumn Walk			

**Term- Autumn 2 Weeks      Title- I can celebrate**

Communication and Language		Personal, Social and Emotional Development		Physical Development	
Rhymes and songs- Christmas Nativity play		<u>Family Links- Feelings</u> Talk about feelings [ happy, sad, angry] what might make them feel this way? Introduce calm corner  Good choices/wrong choices- introduce thinking chair		<u>Activate- Frogs level</u> <u>Dough Disco in enhanced provision</u> *Do up own coat/ own wellies and dungarees on *Use one handed tools and equipment *Become increasingly independent *Develop movement, balancing, riding [ scooters and cars] and ball skills	
Literacy	Mathematics	Expressive Arts and Design	Understanding the World	RE	
*Understand print has meaning/ understand print can have different purposes *Turn pages in a book *Listens to short stories	*Talk about and identify patterns around them- Indian clothing, sock box, wallpaper, wrapping paper, animal patterns *Extend and create AbAb patterns	*Junk modelling station- join materials/ explore texture *Remember and sing entire songs	*Develop positive attitudes about differences between people [ compare differences in Festivals and how people celebrate]	Christmas/ Hannukah- compare similarities and differences	
Characteristics of Effective Learning	Key Texts	Key Vocabulary	Key Rhymes/songs	Outdoor	

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Explorasaurus	It's not a stick It's not a box The story of Hannukah The Christmas story The Elves and the Shoemaker	<u>Word Aware</u> - celebrate Believe Imagine Festival Texture Hannukah Nativity	Christmas Nativity songs Hannukah song If you're happy and you know it	Scooters and push along toys. Slide Beanbags and bats Mud kitchen- one handed tools
<b>Outcome/ Key Experience</b>	Nativity production Father Christmas visit			

**Term- Spring 1 Weeks Title- I am an Active Learner**

Communication and Language		Personal, Social and Emotional Development		Physical Development	
*Can start a conversation *Use talk to organise themselves and their play		*Become more outgoing with familiar people *Show confidence in new situations *Play with peers, extending and elaborating play ideas *Begin to remember and stick to class rules		<u>Draw a person [ test first then begin 'Paint A Person']</u> *Squiggle whilst you wiggle- large muscle movements to wave flags and streamers * Zip up own coat, shoes and dungarees independently *Use toilet independently	
Literacy	Mathematics	Expressive Arts and Design	Understanding the World	RE	
*Turn pages 1 at a time	*Say one number for each item- 1-5 *Fast recognition of 1,2 or 3 objects without counting *Show fingers for numbers up to 5	*Sing melodic shapes of familiar songs *Create own songs [song stage] *Develop stories using small world	*Plant seeds and care for growing plants		

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		*Make imaginative small worlds with blocks.		
Characteristics of Effective Learning	Key Texts	Key vocabulary	Outdoors	
Tryasaurus	Changes, changes Bear Hunt Red Riding Hood Jack and the Beanstalk The Tiny Seed Owl Babies Little Red Hen Giraffes can't dance Jaspers Beanstalk	<u>Word Aware</u> - Concentrate Achieve Persevere Proud Melody Subitise	Scooters Climbing frame ladder Flags and streamers Mud pit/ kitchen- choosing correct resources Beanbags- aim into buckets	
Outcome/Key experience	Growing own plant			

Term- Spring 2      Weeks      Title- I keep on trying

Communication and Language		Personal, Social and Emotional Development		Physical Development	
		*Family Links- warm fuzzies/ cold pricklies		<u>Squiggle whilst you wiggle</u>	
Literacy	Mathematics	Expressive Arts and Design	Understanding the World	RE	
<u>Teach RWI Pictures</u> <u>Fred Talk blending games</u>	*Talk about 2D shapes using vocab	<u>Draw a person task</u> *create closed shapes with continuous lines *Represent objects	*Explore collections of materials with similar/different properties		

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	<ul style="list-style-type: none"> <li>*Combine shapes to make new ones - arch/ bigger triangle</li> <li>*Notice and correct an error in a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>*Draw with increasing complexity and detail</li> <li>*Begin to represent movement and noises</li> <li>*Listen with increased attention to sounds</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about differences in materials and changes they notice</li> <li>*Show interest in different occupations</li> <li>*Explore and talk about forces they can feel</li> </ul>	
Characteristics of Effective Learning	Key Texts	Key vocabulary	Outdoors	
Tryasaurus	Topsy and Tim visit the dentist Olivers' vegetables Olivers' milk shake	<u>Word Aware-</u> Repeating Same/different/similar forces occupations scientist  sides/corners	Scooters Climbing frame ladder and slide Pom poms, dance ribbons, cd Chalk, water and brushes Planks, large wooden blocks, crates Bean bags- throw and catch Natural materials Planks and cars Parachuters/large parachute	
Outcome/Key experience	Visit from Dental Health Nurse			

Summer 1    Term    Weeks Title    I am a critical thinker

Communication and Language	Personal, Social and Emotional Development	Physical Development
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*listen to longer stories *Use wide vocabulary *Songs and rhymes *Tell a long story		*Show increased confidence		Cutting skills- around a shape Pencil grip/control Dominant hand
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive Arts and Design</b>	<b>Understanding the World</b>	<b>RE</b>
RWI Speed sounds Squiggle me into a writer	*Cardinal numbers *Link numerals to amounts *3D shape	*Cardinal numbers *Link numerals to amounts *3D shape	* Lifecycles *care for environment and living things	
<b>Characteristics of Effective Learning</b>	<b>Key Texts</b>	<b>Key vocabulary</b>	<b>Key Rhymes and songs</b>	<b>Outdoor learning</b>
Thinkasaurus       	Hungry caterpillar Snail trail Harry saves the ocean Elmer Very busy spider	Word Aware- Strategy Positive Lifecycle Cardinal number alliteration	Worm at the bottom of the garden Arra Bella Miller Caterpillar changes Creepy crawly caterpillar	Balance bikes, pedal bikes and pedal trikes Musical statues Hopscotch Chalk/water and brushes [name writing/letters] Large balls- kick/stop/aim Bug hunt station
<b>Outcome/Key experience</b>	Watching lifecycle of a butterfly Bug Hunt			

Summer 2      Term \_\_\_\_\_ Weeks    Title    Where will we go?

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Communication and Language		Personal, Social and Emotional Development		Physical Development	
*Express point of view *'Why?' questions		*Solve conflicts *Find solutions to problems		Team activities Collaborate with others	
Literacy	Mathematics	Expressive Arts and Design	Understanding the World	RE	
*write name *write letters accurately *Use print and letter knowledge	*Solve problems *Make marks, symbols, numerals *Describe sequence of events	*pitch match *melody	*Compare countries		
Characteristics of Effective Learning	Key Texts	Key vocabulary	Outdoor learning		
Thinkasaurus	Sports Day Rosie’s walk Albert upside down The Go away bird Cleversticks Handa’s surprise Tea from china	<u>Word Aware-</u> Journey Discover Supportive Considerate Countries numeral	Balance bikes, pedal bikes and pedal trikes Hopscotch Chalk/water and brushes [name writing/letters] Large balls [ throw and catch] Sports day games/practise Instruments/ Juke Box		
Outcome/Key experience	Puppet theatre visit- Punch and Judy Sports Day				