

Little Saplings Long Term Plan

This is a rolling curriculum that shows what your child will be covering in their time with us up to them starting school in Reception. The level of depth will be suitable for your child's age and stage of development.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>All About me! Starting school learning all about each other, our families and our interests Staying healthy / Human body</p>	<p>Traditional Tales! Learning all about traditional tales and some of our favourites</p>	<p>Amazing Animals! Life cycles Animals around the world Climates / Hibernation Down on the Farm Min Beasts Night and day animals</p>	<p>Come Outside! Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Reduce, Reuse & Recycle</p>	<p>All about the journey! How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present</p>	<p>Where shall we go? Under the sea Off on holiday / clothes Where in the world shall we go?</p>
Possible Texts and favourites	<p>Owl Babies Stick Man The Smartest Giant</p> <p>The Colour Monster The Rainbow Fish Funny Bones</p>	<p>The Jolly Postman Goldilocks Farmer Duck</p> <p>Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita</p>	<p>The Emperors Egg The Very Hungry Caterpillar Aghh Spider!</p> <p>Tiger who came to tea Pig in the Pond</p>	<p>Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk</p> <p>A stroll through the seasons</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus</p> <p>The Train Ride Bob, The Man on the Moon Oi! Get off my train!</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non – Fiction The Journey World Atlases Tiddler</p>
<p>Our Values Assemblies / Sharing Circles</p> <p>We will 'dip in and out of each area' each term as and when we need to.</p>	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learnt about, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>

Communication and Language

Talk to parents about what language they speak at home, try, and learn a few key words and celebrate multilingualism in your setting.

<p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them All about me! Talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Settling in activities Develop vocabulary Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important.</p>	<p>Tell me why! Using language well Ask's how and why questions... Retell a story with story language Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p>
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Personal, Social and Emotional Development

<p>Managing Self - Regulation</p>	<p>New Beginnings Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. Emotions Self - Confidence Build constructive and respectful relationships.</p>	<p>Good to be me Feelings Learning about qualities and differences</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our planet</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come!</p>
<p>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 to follow instructions involving more than one idea or action. Controlling own feelings and behaviours. Applying personalised strategies to return to a state of calm. Being able to curb impulsive behaviours. Being able to concentrate on a task. Being able to ignore distractions. Behaving in ways that are pro-social. Planning. Persisting in the face of difficulty.</p>						

Physical Development

<p>Fine motor Daily fine motor groups including dough gym and funky fingers Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p>	<p>Draw lines and circles using gross motor movements Aim to hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities</p>	<p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Hold pencil effectively with comfortable grip</p>	<p>Develop pencil grip Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Gross motor Daily yoga and dance Weekly PE in hall</p>	<p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area. Dance related activities</p>	<p>Ball skills- Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics. / Balance</p>	<p>Balance- children moving with confidence. Dance related activities</p>	<p>Obstacle activities children moving over, under, through and around equipment</p>	<p>Races / team games involving gross motor movements dance related activities Gymnastics./ Balance</p>

Incorporate the fundamental movement skills revise and develop the skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination, and agility.

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Maths

Develop a strong grounding in number so that all children develop the necessary building blocks to excel mathematically.	<p>Early Experiences Counting rhymes and songs</p> <p>Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitizing Ordering objects and sets / introduce manipulatives.</p> <p>Pattern and early number Explore zero Recognise, describe, copy and extend colour and size patterns</p>	<p>Numbers within 6 Count to six objects. One more</p> <p>Shape and sorting Describe, and sort shapes Describe position accurately</p>	<p>Numbers within 10 Count to ten objects</p> <p>Represent, order and explore numbers to ten</p> <p>1 more, 1 less, the same</p>	<p>Grouping and sharing Counting and sharing in equal groups</p> <p>Numbers within 10 Count to 10 objects Represent, order and explore numbers to 10 One more or fewer, one greater or less</p> <p>Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p>	<p>Shape and pattern Describe and sort shapes</p> <p>Addition and subtraction within 10 Explore addition and subtraction Compare two amounts</p> <p>Money Coin recognition and values Change from 10p</p>	<p>Depth of numbers within 10</p> <p>Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards One more one less Estimate and count Grouping and Sharing</p>

Literacy

<p>Comprehension - Developing a passion for books Children will be working in differentiated groups for letters and sounds.</p> <p>Mark making</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Sequencing familiar stories using pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Retelling stories using images / apps. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making. World Book Day</p>	<p>Information leaflets about animals in the garden/plants and growing. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop their own narratives and explanations</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p>
	<p>Dominant hand, tripod grip. Making marks with a purpose prewriting patterns</p>	<p>Dominant hand, tripod grip. Mark making, giving meaning to marks. Prewriting patterns shopping lists, Marks to represent number Using familiar texts as a model for adult to scribe own stories</p>	<p>Dominant hand, functional pencil grip Reasons to mark make/ write Representing numbers with marks/numerals</p>	<p>Dominant hand, functional pencil grip Prewriting patterns Mark making for a purpose in role play</p>	<p>Dominant hand, functional pencil grip</p>	<p>Dominant hand, functional pencil grip Write/ mark making on a postcard / diary</p>

Understanding the world

RE / Festivals	<p>Talk about our families. Who we live with and family routines and customs. Looking at ourselves as a family and how we belong to our class and wider community within school.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Long ago – How time has changed. Using cameras.</p> <p>Explore seasonal changes</p>	<p>Can talk about what special events and celebrations they have with their families</p> <p>Show photos of how we celebrate different celebrations and how they used to be celebrated in the past.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the jungle?</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Explore seasonal changes</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals</p> <p>Explore the world around us and see how it changes as we enter another season.</p> <p>Investigate the seasons and weather</p> <p>Use the Bee Bots</p> <p>Life processes</p>	<p>investigate a range of transport, how they are used and where they can be found.</p> <p>Look at the difference between transport in this country and one other country</p> <p>Use bee-bots on simple maps.</p> <p>Exploring different types of homes within their own locality and wider world.</p> <p>Environments – Features of local environment Maps of local area</p> <p>Forces & motion. Engineering</p>	<p>Investigate where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Materials: Floating / Sinking Metallic / non- metallic objects</p> <p>The Seaside long ago</p> <p>Earth's resources</p>
Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.	They will begin to understand and value the differences of individuals and groups within their own community.	Scientific themes	Scientific investigation	Earth & Space	Properties of matter	Forces & motion. Engineering

Expressive Arts & Design

<p>The children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p>	<p>Join in with singing and rhymes</p> <p>Colour mixing</p> <p>Use resources available for props; build models using construction equipment.</p> <p>Looking at building materials for various structures</p>	<p>Listen to music and make their own dances in response. Castle models</p> <p>Use a range of media and materials to create for different celebrations and events</p> <p>Sing, dance and act as different characters, people from stories we have been thinking about</p>	<p>Create prints using different media</p> <p>Explore different tools and techniques needed to assemble materials that they are</p> <p>Enjoy a range of music styles moving with rhythm</p>	<p>Explore textures of different materials</p> <p>3d art/ collage work</p> <p>Artwork themed around The Seasons</p> <p>Tapping out rhythms copying those of others and creating their own</p>	<p>Junk modelling, houses, bridges boats and transport.</p> <p>Large scale construction</p>	<p>Use different media, materials and resources to capture different areas of the world and beyond</p> <p>Colour mixing – exploring shades.</p>
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