

Early Years long term planning September 2016 – July 2017

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My world Story- Dear zoo Trip- Farm	Festivals Story- Goldilocks	People who help us story - Trip - Kidzania	Ready, steady Grow Story-“Jasper’s beanstalk” Planting	Explorers Story- gruffalo Trip- Gruffalo trail	The Sea “Non-fiction Sea Animals” Trip- Beach
Personal, Social and Emotional Development	<p>Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</b></p> <p><b>Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</b></p>					
Communication and Language	<p><b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></p> <p><b>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></p>					
Physical Development	<p><b>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p> <p><b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p>					
Aspects of the Early Learning Goals we are working towards						

<p>Literacy Writing</p>	<p>To begin to give meaning to the marks made. To think about the letters in my name. To say what my mark making means.</p>	<p>To write some letters correctly To write some letters correctly To begin to sound out loud the words i want to write. To write my own name.</p>	<p>To write the names of familiar people and objects. To write and say the initial sound in words.</p>	<p>To begin to write short sentences Can segment the sounds in words and blend them together. To form letters correctly. Writes own name and captions.</p>	<p>Using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To write simple sentences, in a meaningful context that they can read. To write some tricky words. To introduce finger spaces.</p>	<p>Knows that information can be retrieved from books and computers. To know all tricky words.</p> <p><u>Exceeding</u> Children can spell phonically regular words as well as many irregular words. They use key features of narrative in their writing.</p>
<p>Literacy Reading</p>	<p>Enjoys rhyming and rhythmic activities. Handles books carefully.</p>	<p>To know that print carries meaning. To know that we read left to right. Describe main story settings events and principal characters.</p>	<p>To know that information can be retrieved from books. To say the initial sound in words</p>	<p>To suggest how a story might end. Can segment the sounds in words and blend them together. Begins to break the flow of speech into words.</p>	<p>Enjoys an increasing range of books. To begin to read words and simple sentences.</p>	<p>Knows that information can be retrieved from books and computers. To know all tricky words.</p> <p><u>Exceeding</u> Children can read phonically regular words as well as many irregular words. They can describe the main event of a story they have read.</p>

<p>Mathematics Numbers</p>	<p><b>Children to count reliably from 1-5.</b> Recognises numerals 1-5. Counts actions or objects which cannot be moved. Counts an irregular arrangement of up to 5 objects.</p>	<p>Children can place numbers 1-10 in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects they add and subtract two single digit numbers and count on or back to find the answer.</p>	<p>Children count reliably with numbers from 1-10. Counts an irregular arrangement of up to 10 objects. Recognises numerals to 10.</p> <p>Securing numbers 1-10 place them in order and say which number is one more or one less than a given number. They count on and back to find the answer.</p> <p>Estimates how many objects they can see and checks by counting them.</p>	<p>Securing numbers 1-15 place them in order and say which number is one more or one less than a given number. They count on and back to find the answer.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p>	<p>Securing numbers 1-20 Children count reliably with numbers from 1 to 20</p> <p>Recognises numerals 1-20 Counts out up to 20 objects from a larger group.</p> <p>Solve number problems including doubling, halving and sharing.</p>	<p>Solve number problems including doubling, halving and sharing.</p> <p>Securing numbers 1-20 place them in order and say which number is one more or one less than a given number. They count on and back to find the answer.</p> <p>Estimates how many objects they can see and checks by counting them.</p>
<p>Maths- shape space and measure</p>		<p>Beginning to use mathematical names for flat 2d shapes and describe those shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Beginning to use everyday language related to money.</p>	<p>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. Orders two or three items by length or height.</p>	<p>Children begin to use mathematical names for solid 3d shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape. Uses familiar objects and shapes to create and recreate patterns and build models.</p> <p>Children use everyday language related to time. Sequences events.</p>	<p>Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems</p> <p>Can describe their relative position such as behind or next to.</p>	
<p>Understanding the world - the world</p>	<p><b>To show care and concern for living things and the environment.</b></p> <p>Can talk about the animals they have observed.</p>		<p>Comments and asks questions about aspects of their familiar world.</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>They make observations of plants and explain why some things occur, and talk about changes.</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and</p>

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Understanding the world - people and communities	<p><b>They know that other children don't always enjoy the same things, and are sensitive to this. (PSED)</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. (PSED)</p>	<p><b>They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p>	<p><b>Comments and asks questions about aspects of their familiar world.</b></p> <p>Showing interest in different occupations and way of life.</p>		<p><b>They know that other children don't always enjoy the same things, and are sensitive to this. (PSED)</b></p>	
Understanding the world - technology	<p><b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	<p><b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	<p><b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	<p><b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	<p><b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	<p><b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>
Expressive arts and design	<p><b>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>	<p><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>	<p><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>	<p><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>	<p><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>	<p><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>
EAD- Artist		<b>Pollock</b>	<b>Fangor</b>	<b>Van gogh</b>	<b>Andy Goldsworthy</b>	<b>Wadsworth</b>