

Although we have put together this Long Term Plan for Early Years, we do aim to plan learning and provision based on children's interests so some of these learning opportunities may change.

Early Years - Term	Cycle 1	Cycle 2	Cycle 3
Key Themes	Marvellous Me (Superheroes)	Where is home? (Where I live)	Spring I do like to be beside the seaside
Key festivals/traditions	Harvest Halloween Bonfire night Christmas Diwali Hannukah	Chinese New year Easter Pancake Day	Sports Day Summer picnic
PSED	<p>Self Regulation</p> <ul style="list-style-type: none"> • Provide speaking and listening activities • Hello song in the morning using the children's name <p>Managing Self</p> <ul style="list-style-type: none"> • Spend time in classroom meeting new children and adults • Encourage children to find their own peg, place mats, storage box • Encourage children to express feelings to adults and to ask for help if required. 	<p>Self Regulation</p> <ul style="list-style-type: none"> • Provide speaking and listening activities • Hello song in the morning using the children's name <p>Managing Self</p> <ul style="list-style-type: none"> • Spend time in classroom meeting new children and adults • Encourage children to find their own peg, place mats, storage box • Encourage children to express feelings to adults and to ask for help if required 	<p>Self Regulation</p> <ul style="list-style-type: none"> • Provide speaking and listening activities • Hello song in the morning using the children's name • Provide pictures/photos and books to discuss emotions <p>Managing Self</p> <ul style="list-style-type: none"> • Spend time in classroom meeting new children and adults • Encourage children to find their own peg, place mats, storage box • Encourage children to express feelings to adults and to ask for help if required. <p>Building Relationships</p> <ul style="list-style-type: none"> • Modelling how to play with and share with others • Group games for children to work as a team

<p>Physical Development</p>	<p>Gross motor skills</p> <ul style="list-style-type: none"> • Provide various sized balls for outdoor area to catch, throw, kick • Large climbing equipment • Provide a range of large mark making materials eg. large chinks • Provide resources and equipment to learn to fit themselves into spaces, like tunnels, dens and large boxes and move around in them <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Provide a range of craft materials for children to explore • Sensory trays with malleable materials, for children to manipulate • Provide a variety of mark making equipment: brushes, squeezey bottles, chinks,pens, sponge 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Provide various sized balls for outdoor area to catch, throw, kick • Large climbing equipment • Provide a range of large mark making materials eg. large chinks • Provide resources and equipment to learn to fit themselves into spaces, like tunnels, dens and large boxes and move around in them <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Provide a range of craft materials for children to explore • Sensory trays with malleable materials, for children to manipulate • Provide a variety of mark making equipment: brushes, squeezey bottles, chinks,pens, sponges • Opportunities to dress and undress for indoor/outdoor play 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Provide various sized balls for outdoor area to catch, throw, kick • Large climbing equipment • Encourage children to make obstacle courses • Provide resources and equipment to learn to fit themselves into spaces, like tunnels, dens and large boxes and move around in them • Provide push along wheeled toys, scooter, tricycle <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Provide a range of craft materials for children to explore • Sensory trays with malleable materials, for children to manipulate • Provide a variety of mark making equipment: brushes, squeezey bottles, chinks,pens, sponges • Opportunities to dress and undress for indoor/outdoor play
<p>Communication and Language</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Reading the key texts in provision • Produce a classroom book on body parks eg. with my hands I like to paint <p>Speaking</p> <ul style="list-style-type: none"> • Teaching vocab in AOP with enhancements based around topic • Explore topic based stories • Give the children the opportunity to talk about past events, photos from home, favourite book from home 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Reading the key texts in provision • Phonics sessions <p>Speaking</p> <ul style="list-style-type: none"> • Teaching vocab in AOP with enhancements based around topic • Explore topic based stories • Give the children the opportunity to talk about past photos from home, pictures of different homes that we live in, pictures of places in our village and vicinity • Discuss chosen stories and picture books 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Reading the key texts in provision • Phonics sessions • Sharing books with an adult <p>Speaking</p> <ul style="list-style-type: none"> • Teaching vocab in AOP with enhancements based around topic • Explore topic based stories • Give the children the opportunity to talk about past photos from home, pictures/photos in the setting • Discuss chosen stories and picture books

<p>Literacy</p>	<p><u>Key Texts:</u> Pepo! 10 Little Fingers and 10 Little toes Piece at last The Colour Monsters The Little Red Hen I hear a Pickle The Three Little Pigs</p>	<p><u>Key Texts</u> Harry's Home Busy Town Goldilocks Meg's castle Luna New Year</p>	<p><u>Key Texts</u> Spring Babies Titch The enormous turnip Jack and the Beanstalk The Ugly Duckling The princess and the frog</p>
<p>Mathematics</p>	<p>Autumn 1 Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence Autumn 2 Notice patterns and arrange things in patterns Take part in finger rhymes with numbers</p>	<p>Spring 1 React to changes of amount in a group of up to three items. To learn about colours. To begin to name simple shapes. Compare amounts, saying 'lots', 'more' Spring 2 Compare sizes, weights etc. using gestures and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</p>	<p>Summer 1 To begin to say some counting and number words, like 1 and 2. Compare sizes, weights etc. using gestures and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' Summer 2 To begin to notice some numbers in the everyday environment To recognise shapes in the everyday environment</p>
<p>Understanding the World</p>	<p>Understanding who can help us. Talking about who is in our family and looking at home people are different or similar to themselves.</p>	<p>Discuss pictures of our homes and our village. Talk about what we do while we are at home, who lives at home with us Look at where China is when learning about Luna New Year</p>	<p>Exploring growing Plants and animals Looking at spring and summer and how we know they are different from other seasons.</p>
<p>Expressive Arts and Design</p>	<p>Firework print art using cardboard tubes Mark-making: firework pics using different materials such as chinks, pastels, Mat: provide 2d shapes to explore making shapes or patterns</p>	<p>Dance and movement to music Joining in with songs and rhymes Take part in action songs Make simple models which express their ideas</p>	<p>Developing pretend play with one object representing another. Join in with songs and rhymes Make rhythmical and repetitive sounds. Explore a range of instruments and play them in different ways.</p>

