



# 2023-2024 Early Years Long Term Plan (Year A)



\*Intended skills/ focus/ theme to be covered in each area each term.

	Autumn Term	Spring Term	Summer Term
<b>Communication and Language</b>	<p>Songs: <i>Hickory Dickory, Row-row, Grand old Duke, Twinkle Twinkle.</i> Circle time. Greetings, Register. Daily Reflection (using Tapestry). Story Time. Engaging with stories: <i>Cotton Wool Colin, Room on the Broom, Bear Hunt, Funny Bones.</i> Role Play. Talk Through Stories: <i>Squirrels Who Squabbled + Aliens Love Underpants + Aliens in Underpants.</i> Read Write Inc (RWI). Speech &amp; Language Interventions. (Taught through the other areas.)</p>	<p>Songs: <i>I Had a Little Turtle, Pat-a-cake, Incey Wincey, Jack and Jill.</i> Circle time. Greetings, Register. Daily Reflection (using Tapestry). Story Time. Engaging with stories: <i>Hungry Caterpillar, Superhero Hotel, The Great Race.</i> Role Play. Talk Through Stories (TTS): <i>Zog + Supertato.</i> Read Write Inc (RWI). Speech &amp; Language Interventions. (Taught through the other areas.)</p>	<p>Songs: <i>If you're happy and you know, I'm a little teapot, miss muffed, Humpty Dumpty.</i> Circle time. Greetings, Register. Daily Reflection (using Tapestry). Story Time. Engaging with stories: <i>Snail and the Whale, Pirate's Post, Somebody Swallowed Stanley, 10 Things.</i> Role Play. Talk Through Stories (TTS): <i>Tiddler + Extraordinary Gardener.</i> Read Write Inc (RWI). Speech &amp; Language Interventions. (Taught through the other areas.)</p>
<b>Literacy</b>	See RWI	See RWI	See RWI
<b>Maths</b>	<p><b>Getting to know you</b> ad hoc observations; Reception baseline. <b>Just Like Me</b> Matching, sorting, comparing size and amounts, height, comparing length, patterns. <b>It's Me 1,2,3!</b> Representing numbers 1 to 3; Sorting numbers, matching numbers, comparing numbers. more, 1 less; Shape – circles and triangles; Positional language. <b>Light and Dark</b> Representing 4 and 5, sorting 4 and 5, composition of 4 and 5; 1 more and 1 less; Shape, squares and rectangles; Day and night; Sequencing activities (time).</p>	<p><b>Alive in 5</b> 1 less; representing 0; composition and comparing of numbers to 5; equal and unequal groups; how many altogether; comparing mass – heavy and lighter than; full and empty; measuring capacity. <b>Growing 6, 7, 8</b> Composition, sorting and matching of 6, 7, 8; 1 more/1 less; making pairs; combining 2 groups; adding more; comparing height and length; days of the week; measuring height and time. <b>Building 9 and 10</b> Representing, sorting and composition of 9 and 10; ordering numerals to 10; counting back from 10; making 10; 3d shape; building and printing; pattern.</p>	<p><b>To 20 &amp; beyond</b> Number patterns to 20; matching picture to numeral; 10-frame fill addition and subtraction; estimating; missing numbers; ordering numerals to 20; shape and model matching; shape. <b>First, then, now</b> Counting on; adding and taking away; shape; pattern. <b>Find my pattern</b> Doubling; sharing; grouping; odd and even. <b>On the move</b> Problem solving; patterns; making maps; designing mazes.</p>
<b>Personal, Social and Emotional Development</b>	<p>*Self-regulation – my feelings. *Building relationships – special relationships.</p>	<p>*Managing self – Taking on challenges. *Self-regulation – Listening and following instructions.</p>	<p>*Building relationships – my family and friends. *Managing self – my well-being.</p>
<b>Physical Development</b>	<p>*Funky Fingers (daily). *Weekly yoga. *Weekly PE. *Weekly outdoor learning. (All term)</p>	<p>*Funky Fingers (daily). *Weekly yoga. *Weekly PE. *Weekly outdoor learning. (All term)</p>	<p>*Weekly yoga. *Weekly PE. *Weekly outdoor learning. (All term)</p>
<b>Understanding the World</b>	<p>*All About Me – Self, Family, Human Body, Staying Healthy.  *Night And Day – Space, Autumn &amp; Harvest, Celebrations (Guy Fawkes, Diwali, Christmas). *Peek In To The Past (Toys, Growth Since babies) *Using a computer. *Fire Safety.</p>	<p>*Around The Town – traditional tales and fantasy (our wider local area). *Reduce, Reuse and Recycle – materials. *Road Safety. *All About Instructions – programming. *Chinese New Year.  *Exploring Hardware (Computing). *People Who Help Us/ Superheroes. *Life Cycles (frogs and butterflies). *Spring (Season).</p>	<p>*Under The Sea – Marine Life. *Seaside Past &amp; Present. *Dinosaurs &amp; Fossils. *Programming (Computing).  *Pirates – exploring maps. *Looking After Our Planet. *Summer (Season). *Transitions. *Introduction To Data (Computing).</p>
<b>Expressive Arts and Design</b>	<p>*Marvelous Marks (mark-making, observational drawings in different mediums). *Junk Modelling. *Split-pin Joins. *Cooking &amp; Baking. *Exploring Sounds.  *Cooking &amp; Nutrition. *Celebration Music. *Christmas Performance. *Winter Craft.</p>	<p>*Textiles - Bookmarks. *Music &amp; Movement.  *Painting Mixed Media: Painting My World. *Musical Stories.</p>	<p>*Structures – Boat. *Sculptures &amp; 3D: Creation Station. *Sounds Of The Sea (topic link).  *Music: Big Band. *Sea Art.</p>
<b>Key books</b>	<p>Everywhere Bear Squirrels Who Squabbled (TTS) Winnie The Witch Funny Bones Cotton Wool Colin Delicious! A Pumpkin Soup  We Are Here – Space Aliens Love Underpants (TTS) Whatever Next The Man On The Moon Aliens In Underpants Save The World Space Poems Christmas Stories</p>	<p>Zog! (TTS) The Great Race Range of traditional tales (TBC) Range of myths and fantasies (TBC)  Supertato (TTS) Range of non-fiction – life cycle (TBC) Superhero Hotel People who help us (TBC) Hungry Caterpillar</p>	<p>The Lighthouse Keeper's Lunch Julia Donaldson (see themed) Range of non-fiction (TBC) Range of poetry (TBC) Dino Dinners Tiddler (TTS) Snail &amp; the Whale  Pirate's Post 10 Things I can Do To Help My World A Planet Full of Plastic Michael Recycle Extraordinary Gardener (TTS)</p>
<b>Enrichment</b>	Local walk, Whinlatter, Xmas Performance, care home, church, mother and baby.	Library visit, Curwen Castle, trip to a town, Helena Thompson Museum.	Seaside Trip, visitors into school – family members, lifeboat service visit.



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	What should our pupils know and be able to do by the end of Reception so that they are ready for Y1?
<b>Communication and Language</b>	<p><b>English Link – Key Learning for Year 1:</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions; make comments about what they have heard and ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges with their teacher and peers; participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p> <p><b>Key Vocabulary:</b> In everything. Books, letters, sounds, phonics, words, consonants, vowels, letters, sentences, reading, grip, pencil, form, capital.</p>
<b>Literacy</b>	<p><b>English Link – Key Learning for Year 1:</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play; say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words; write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.</p> <p><b>Key Vocabulary:</b> See RWI.</p>
<b>Maths</b>	<p><b>Maths Link – Key learning for Year 1:</b></p> <p>Have a deep understanding of number to 10, including the composition of each number; subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts; verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>Key Vocabulary:</b> More, fewer, same, forwards, backwards, patterns, repeating, full, half-full, empty, heavy, heaviest, light, lightest.</p>
<b>Personal, Social and Emotional Development</b>	<p><b>RSE/PSHE Link - Key learning for Year 1:</b></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 several ideas or actions; be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices; work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.</p> <p><b>Key Vocabulary:</b> Emotions and feelings, sharing, coping, special people, interests, similarities and differences, independence, resilience, perseverance, right, wrong, positive, friendships.</p>
<b>Physical Development</b>	<p><b>PE Link: Key learning for Year 1:</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing; hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery; begin to show accuracy and care when drawing.</p> <p><b>Key Vocabulary:</b> Pencil grip, balance, personal space, strength, physical, control, under-arm, over-arm, direction, routine, jump, apparatus.</p>
<b>Understanding the World</b>	<p><b>Science Link: Key learning for Year 1:</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>History Link: Key learning for Year 1:</b></p> <p>Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Geography Link: Key learning for Year 1:</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>Key Vocabulary:</b> Exercise, healthy, wash, toothbrush, body, head, bones, skeleton, family, lifecycle, plant, seed, grow, roots, material, wood, plastic, history, historian, after, before, new, old, past, present, time, geographer, world, ocean, country, city, town, village, place, map, season.</p>
<b>Expressive Arts and Design</b>	<p><b>Art/ DT Link - Key learning for Year 1:</b> Share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories; invent, adapt and recount narratives and stories with peers and their teacher; safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Music Link: Key learning for Year 1:</b> Sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><b>Key Vocabulary:</b> Mark-making, artist, rubbing, soft, smooth, squiggly, splatter, observational drawing, collage, mixing, 3d, joining, threading, cutting, voice, sounds, high, low, instrument, pitch, tempo, loud, quiet, composition.</p>