

## Long Term Plan

## Year A

Some statements that children are expected to achieve within the Early Years Framework are developed on a daily basis through children's interactions with practitioners and with each other, and are linked to the Characteristics of Effective Learning (dinosaurs). Practitioners are mindful of these statements at times when they are supporting the children in their play. They relate to **personal, social and emotional development**, **communication and language** skills and **self-care**. We may also plan explicitly for some of them within topics. These statements are as follows:

Children working within the 30-50 months age band	
Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Initiates play, offering cues to peers to join them.
Keeps play going by responding to what others are saying or doing.	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
Can select and use activities and resources with help.	Welcomes and values praise for what they have done.
Enjoys responsibility of carrying out small tasks.	Is more outgoing towards unfamiliar people and more confident in new social situations.
Confident to talk to other children when playing, and will communicate freely about own home and community.	Shows confidence in asking adults for help.
Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	Can usually adapt behaviour to different events, social situations and changes in routine.
Listens to others one to one or in small groups, when conversation interests them.	Listens to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Focusing attention – still listen or do, but can shift own attention.
Is able to follow directions (if not intently focused on own choice of activity)	Understands use of objects (e.g. "What do we use to cut things?")
Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Responds to simple instructions, e.g. to get or put away an object.
Beginning to understand 'why' and 'how' questions.	Beginning to use more complex sentences to link thoughts (e.g. using and, because).
Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
Questions why things happen and gives explanations. Asks e.g. who, what, when, how.	Uses a range of tenses (e.g. play, playing, will play, played).
Uses intonation, rhythm and phrasing to make the meaning clear to others.	Uses vocabulary focused on objects and people that are of particular importance to them.
Builds up vocabulary that reflects the breadth of their experiences.	Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'
Can tell adults when hungry or tired or when they want to rest or play.	Understands that equipment and tools have to be used safely.
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.	

## Children working within the 40-60 months age band

Initiates conversations, attends to and takes account of what others say.	Explains own knowledge and understanding, and asks appropriate questions of others.
Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Confident to speak to others about own needs, wants, interests and opinions.
Can describe self in positive terms and talk about abilities.	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
Aware of the boundaries set, and of behavioural expectations in the setting.	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
Maintains attention, concentrates and sits quietly during appropriate activity.	Two-channelled attention – can listen and do for short span.
Responds to instructions involving a two-part sequence.	Able to follow a story without pictures or props.
Listens and responds to ideas expressed by others in conversation or discussion.	Introduces a storyline or narrative into their play.
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Uses language to imagine and recreate roles and experiences in play situations
Links statements and sticks to a main theme or intention.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
Understands humour, e.g. nonsense rhymes, jokes.	
Shows a preference for a dominant hand.	Usually dry and clean during the day.
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Shows understanding of how to transport and store equipment safely.
Practices some appropriate safety measures without direct supervision.	

## Children who are working within the Early Learning Goals (by the end of Reception)

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.	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.
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.	
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.	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.	
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.	

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Other statements that children are expected to achieve within the Early Years Framework are planned for and delivered through daily phonics sessions, whole class carpet sessions, weekly enhancements in the provision and adult led activities. They link to the children's **Literacy** and **Mathematics** including reading, writing, number, shape, space and measure and include the use of **technology**. The order in which the statements are planned for depends upon the observations and assessments made by practitioners each week. These statements include:

Children working within the 30-50 months age band	
Enjoys rhyming and rhythmic activities.	Listens to and joins in with stories and poems, one-to-one and also in small groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Suggests how the story might end.
Listens to stories with increasing attention and recall.	Describes main story settings, events and principal characters.
Shows interest in illustrations and print in books and print in the environment.	Recognises familiar words and signs such as own name and advertising logos.
Looks at books independently.	Handles books carefully.
Knows information can be relayed in the form of print.	Holds books the correct way up and turns pages.
Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Gives meanings to marks that they see.
Sometimes gives meaning to marks as they draw and paint.	
Uses some number names and number language spontaneously.	Uses some number names accurately in play.
Recites numbers in order to 10.	Knows that numbers identify how many objects are in a set.
Beginning to represent numbers using fingers, marks on paper or pictures.	Sometimes matches numeral and quantity correctly.
Shows curiosity about numbers by offering comments or asking questions.	Compares two groups of objects, saying when they have the same number.
Shows an interest in number problems.	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
Shows an interest in numerals in the environment.	Shows an interest in representing numbers.
Realises not only objects, but anything can be counted, including steps, claps or jumps.	Shows an interest in shape and space by playing with shapes or making arrangements with objects.
Shows awareness of similarities of shapes in the environment.	Uses positional language, eg. 'under' 'in'
Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.	Shows interest in shapes in the environment.
Uses shapes appropriately for tasks.	Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Knows that information can be retrieved from computers

Children working within the 40-60 months age band	
Continues a rhyming string.	Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Links sounds to letters, naming and sounding the letters of the alphabet.
Begins to read words and simple sentences.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Enjoys an increasing range of books.
Knows that information can be retrieved from books and computers.	Gives meaning to marks they make as they draw, write and paint.

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Begins to break the flow of speech into words.	Writes own name and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.	
Recognise some numerals of personal significance.	Recognises numerals 1 to 5.
Counts up to three or four objects by saying one number name for each item.	Counts actions or objects which cannot be moved.
Counts objects to 10, and beginning to count beyond 10.	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
Selects a particular named shape.	Can describe their relative position such as 'behind' or 'next to'.
Orders two or three items by length or height.	Orders two items by weight or capacity.
Uses familiar objects and common shapes to create and recreate patterns and build models.	Uses everyday language related to time.
Beginning to use everyday language related to money.	Orders and sequences familiar events.
Measures short periods of time in simple ways.	
Uses ICT hardware to interact with age-appropriate computer software.	Completes a simple program on a computer.

Children who are working within the Early Learning Goals (by the end of Reception)	
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	

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The remaining statements of the Early Years Framework that children are expected to achieve are taught through half termly topics. The topics that are set out below are flexible as we are led by the children's interests and needs.

Term: Autumn 1	
Topic: Bucket Fillers	
This topic focuses on the children's feelings and behaviour based on the book 'Have you filled a bucket today?' by Carol McCloud. It will focus on developing the children's <a href="#">personal, social and emotional skills</a> .	
Children working within 30-50 months age band will be covering:	Children working within 40-60 months age band will be covering:
Aware of own feelings and knows that some actions and words can hurt others feelings.	Initiates conversations, attends to and takes account of what others say.
Begins to except the needs of others, can take turns, share resources, sometimes with support from others.	Takes steps to resolve conflicts with other children, e.g. finding a compromise.
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	Confident to speak to others about own needs, wants, interests and opinions.
Can usually adapt behaviour to different events, social situations and changes in routine.	Can describe self in positive terms and talk about abilities.
Welcomes and values praise for what they have done.	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Aware of the boundaries set, and of behavioural expectations in the setting.
Is more outgoing towards unfamiliar people and more confident in new social situations.	
Initiates play, offering cues to peers to join them.	

Term: Autumn 2	
Topic: Brrr It's Cold/Planet Protectors	
This topic is all about the Arctic and the Antarctic, the animals and habitats there and the way people live. We will also include a mini topic called 'Planet protectors' linked to global warming and the melting of the polar ice. This topic will focus on the children's <a href="#">understanding of the world</a> .	
Children working within 30-50 months age band will be covering:	Children working within 40-60 months age band and the ELGs will be covering:
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	Looks closely at similarities, differences, patterns and change.
Can talk about some of the things they have observed such as plants, animals, natural or found objects	They make observations of animals and plants and explain why some things occur, and talk about changes.
Talks about why things happen and how things work	Children know about similarities and differences in relation to places, objects, materials and living things.
Develops an understanding of growth, decay and changes over time	They talk about the features of their own immediate environment and how environments might vary from one another.
Shows care and concern for living things and the environment	

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Term: Spring 1	
Topic: Shiver Me Timbers!	
This topic is all about pirates! It explores and develops <b>communication and language</b> skills and the children's ability to <b>be imaginative</b> .	
<b>Children working within 30-50 months age band will be covering:</b>	<b>Children working within 40-60 months age band will be covering:</b>
Engages in imaginative role play based on their own experiences	Create simple representations of events, people and objects
Builds stories around toys	Initiates new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences.
Uses available resources to create props to support role play	Introduces a storyline or narrative into their play
Captures experiences and responses with a range of media	Plays alongside other children who are engaged in the same theme.
Creates movement in response to music	Plays cooperatively as part of a group to develop and act out a narrative
	Uses language to imagine and recreate roles and experiences in play situations

Term: Spring 2	
Topic: Let's Grow!	
This topic teaches the children all about their physical health and how to stay fit and healthy. It links to the statements of physical development. If the weather is permitting we will do some planting too!	
<b>Children working within 30-50 months age band will be covering:</b>	<b>Children working within 40-60 months age band will be covering:</b>
Observe the effects on activities on their bodies	Experiments with different ways of moving
Moves freely with pleasure and confidence in a range of ways	Jumps off an object and land appropriately
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Negotiates space successfully when playing, racing and in chasing games with other children, adjusting speed or changing direction to avoid obstacles.
Demonstrates balance eg, stand momentarily on one foot when shown	Travels with confidence and skill, around, under, over and through, balancing and climbing on equipment
Can catch a large ball	Show increasing control over an object in pushing, patting, throwing, catching or kicking
Draws lines and circles using gross motor movements	Eats a healthy range of food stuff and understands a need of variety in food
	Shows some understanding that good practises with regards to exercise, eating, sleeping and hygiene can contribute to good health.
	Understands the need for safety when tackling new challenges and considers and manages some risks.

Term: Summer 1	
Topic: All Around the World	
This topic will take us all around the world. Each week we will explore a different country and develop the children's knowledge and understanding of different <b>people and communities</b> including food, music, language, clothes and customs.	
<b>Children working within 30-50 months age band will be covering:</b>	<b>Children working within 40-60 months age band and the ELCs will be covering:</b>
Shows interest in the lives of people	They know about similarities and differences between themselves and others, and among families, communities and traditions.
Remembers and talks about significant events	They talk about the features of their own immediate environment and how environments might vary from one another.
Show interest in different ways of life	Children talk about past and present events in their own lives and in the lives of family

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	members.
Recognises and describes special times and events with family and friends.	They know that other children don't always enjoy the same things, and are sensitive to this.
Knows some of the things that make them unique and can talk about some of the familiarities and difference in relation to others	Enjoys joining in with family customs and routines
Show interest in different occupations and ways of life	
Enjoys joining in with dancing	Explores the different sounds of instruments.
Explores and learns how sounds can be changed.	Begins to build a repertoire of songs and dances.

Term: Summer 2	
Topic: Under the Sea	
In this half term we will dive into the oceans of the world and discover the life and habitats which thrive there! We will become wonderful artists as we explore and create all the things we learn about within this topic.	
<b>Children working within 30-50 months age band will be covering:</b>	<b>Children working within 40-60 months age band and the ELGs will be covering:</b>
Explores colour and how colours can be changed.	Explores what happens when they mix colours.
Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Experiments to create different textures.
Beginning to be interested in and describe the texture of things.	Understands that different media can be combined to create new effects.
Realises tools can be used for a purpose.	Manipulates materials to achieve a planned effect.
	Constructs with a purpose in mind, using a variety of resources.
	Uses simple tools and techniques competently and appropriately.
	Selects appropriate resources and adapts work where necessary.
	Selects tools and techniques needed to shape, assemble and join materials they are using.
	Experimenting with colour, design, texture, form and function.