Hope Early Years Long Term Planning

Areas of Learning	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Possible lines of Interest and enquiry NB: These themes will be adapted to allow for children's interests to flow through the provision. Themes may change more often if interest in learning changes. Nurture and personal and social development are integrated into everyday provision	'Wonderful Me' My favourite things… Our house/my community Staying Healthy (likes & dislikes) Harvest (PSED focus Being kind / making friends/building confidence) Diwali	Bonfire Night Light and Dark Space and planets/stars World Nursery Rhyme week Winter/ Time to Celebrate Christmas/Hanukkah Bears, bears, everywhere!	Lunar New Year Ramadan Circles, circles everywhere! Colours and change New and Old- Toys/transport Friendships, emotions and special people	New Life- Lifecycles Animals On the farm Easter Eid	Minibeasts Growing The 3 R's- our environment	Holidays- around the world with travelling Ted 'Let's get moving' Under the Sea Sandy feet and splashing Toes
RE Adopted syllabus - Lancashire	**Special times:** How and why do we celebrate? What times are special to different people and why?		**Special stories:** Why are some stories special? What special messages can we learn from stories?		**Special places:** What buildings and places are special to different people? **OR** What is special about our world?	
Core Vocabulary coverage Although words can be introduced weekly- some learners may need longer to embed the use of the word as they explore the 'core	**Term 1** **Want** **Yes** **No** **I** **Me** **Like** **Help** **Again** **Finished** **Stop**		**Term 2** **Need** **See** **Up** **Down** **In** **Out** **On** **Off** **Different** **Same**		**Term 3** **Who** **You** **It** **Put** **Some** **All** **Over** **Under** **Make**	

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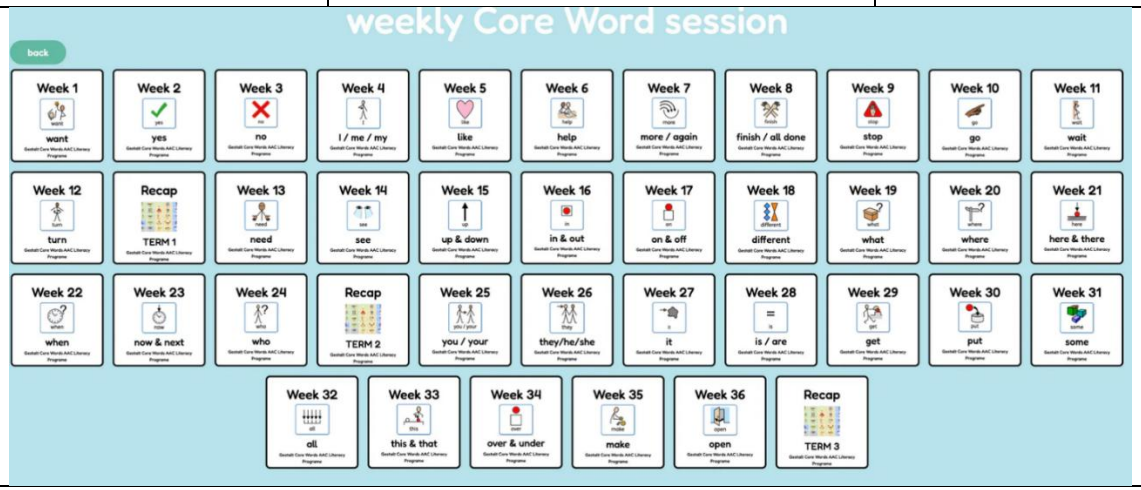
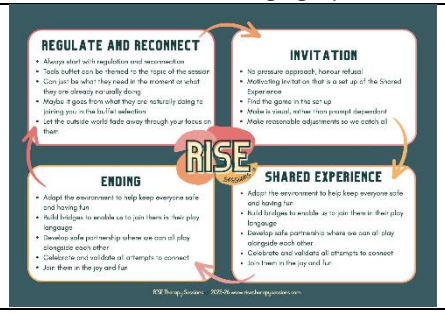
word' approach. Suggested termly focus is given but with flexibility with timings.	**Go** **Wait** **Turn**	**What** **Where** **Now** **Next**	
			
PRIME	Prime Areas Communication and Language (CL), Personal and Social Development (PSD), Physical Development (PD) These three areas underpin everything we do in EYFS, and we ensure that all activities planned promote at least one of these areas. Whole EYFS Focus – to introduce and embed core vocabulary. To offer a total communication approach so children can find a preferred and accessible way to positively communicate their feelings and wishes. PSHE times, stories, singing, speech and language interventions, keys to communication, EYFS productions, circle time and weekly news/share bear activities		
Curiosity Baskets- Engagement, awe and wonder (mirrors RISE Approach)	 		
PE	Please see long term plan. For PD in continuous provision outdoor opportunities are provided daily, dough disco, sensory circuits,		

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<table>
<tr><td>Squiggle while you Wiggle- advances when learners have mastered the previous skill
Twice weekly using motivators personalized to learner cohort</td><td colspan="6"><table>
<tr><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Exploration of small and large motor skills in a controlled group.</td><td>Wiggle me into a Squiggle
• Move 1 Up
• Move 2 Down
• Move 3 Circles
Move 4 Wiggle
• Move 5 Shake</td><td>Wiggle me into a Squiggle
• Move 6 Hop
• Move 7 Jump
• Move 8 Turning Turtle
Move 9 Turning Turtle
• Move 10 Crawling</td><td>Squiggle Whilst you Wiggle

• Dance 1: up, down, side to side, cross over etc</td><td>The programme will continue with the lessons in the scheme as children master them.
For children working at Ranges 1-3- Wiggle me into a squiggle will be repeated</td><td>Continue with Squiggle Whilst you Wiggle - embedding writing skills and looking at forming letters/identifying and writing single letters and names</td></tr>
</table></td></tr>
<tr><td>Early Literacy and phonics (Twinkl phonics)
Letters and sounds</td><td colspan="6">Throughout each topic continuous provision, group activities and adult led 1:1 activities are planned to promote development in a variety of ways including music and song, creative arts and exploration based around literacy.
Early Reading and mark making/Writing are explored and promoted using a variety of strategies including twinkl phonics/ attention autism sound activities, whole word reading and blank level word work.</td></tr>
<tr><td>Possible Texts
*These may be adapted at any point to follow children's interests</td><td>Mr.Wolf's week
Grandpa's hankerchief
Owl babies
Percy park keeper
Leaf Man
Wow! Said the Owl</td><td>Katie's starry night
Bear sleeps on
Can't you sleep little bear
Whatever Next!
The Jolly Postman

Non-fiction books linked to curriculum enhancements</td><td>Colour monster
Room on the broom- Julia Donalson books
Pancakes pancakes

Non-fiction books linked to curriculum enhancements</td><td>The tiny seed
Titch
Oi Frog
Forg's Journey around the world

Non-fiction books linked to curriculum enhancements</td><td>Hungry caterpillar
Minibeast calypso

Bad tempered ladybird

Non-fiction books linked to curriculum enhancements</td><td>Eric Carlyle books
We all go travelling by…

Non-fiction books linked to curriculum enhancements

What the ladybird heard at the beach</td></tr>
<tr><td><u>Additional texts</u> to promote diversity, multiculturalism, British values and healthy self-esteem and positive self.
Texts to explore include rhyme,
rhythm and refrains, and those which support the phonics programmes in place.</td><td colspan="2"><u>PSED</u>
All in one and one is me
I am enough
Harvest time
All are beautiful
Meesha makes friends
The most exciting EID
My brother Sam</td><td colspan="2"><u>Phonics/Literacy</u>
Rhyming rabbit
Don't put your finger in the jelly nelly
Shark in the park
That's not my… books
The train ride
Aliens love underpants
io!Dog
Fox's Socks</td><td colspan="2"><u>Other</u>
Rainbow Rob
We are all scientists
POP
10 little monsters
10 little princesses
Arghh Spider
Maps/Atlas books</td></tr>
</table>

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Mathematics Number Counting Cardinality Ordinality Pattern Problem solving Shape Space Measure Comparing	Throughout each topic continuous provision, group activities and adult led 1:1 activities are planned to promote development in a variety of ways including music and song, creative arts and exploration based around Mathematics. Sequencing and routines/times are promoted from the start of the children's early years' experience. Specific group time or focused activities are planned to introduce and rehearse specific skills. Early number awareness and representation of numbers using fingers and objects are explored as part of daily communication sessions. Mathematics is explored and promoted, for example, by: Song and music/beatbabies, action activities to count, building with shape cement trays, number area provision, cross curricular activities e.g. measuring plants, ICT number-based activities. Simple calculations and counting forwards and backwards in planned interventions e.g. special bucket Number formation is modelled and introduced if appropriate.					
Focus Mathematics White Rose Maths (for those working R4 and above Ranges 1-3 focus on Nominal/and Cardinal 1-3. Nominal = Name ("What is the identifier?") Cardinal = Counting ("How many?") Ordinal = Order ("Which position?")	Number Names Explore Numbers – hear and say number names Compare - more/few/same Build and explore with shapes	Number Names Explore repeats Begin to order number names Show me 1,2,3 Explore Position	Number Names Show me 1,2,3 - subitizing Move and label 1,2,3 Explore position and pathways More shapes!	Number Names Take and give 1,2,3 Match and talk about position Talk about dots	Number Names Compare and sort collections Lead on own repeats Start to puzzle Making patterns together	Number Names Number games Show me 5 Repeat the pattern/extend the pattern Stop-1,2,3,4,5 Match, sort and compare Add together Take 1 away
Understanding the World <u>Little scientists</u> A weekly science and investigation session is planned <u>Curiosity baskets</u> Curiosity baskets on a weekly basis will be planned to support children's autonomy in	Familiar Environments and Objects (home, school, local area including natural objects/loose parts) Autumn/Seasonal including	Light and Dark Space Celebrations (birthday parties/ Diwali/Remembrance Day)	How things change- mixtures Comparing - similarities and difference/ old/modern items and ways of life	Different Occupations Spring Things that grow Spring Flowers Life Cycles Animals	Music & Movement Summer Plants and Flowers Plastic/Recycling Awareness	Differences and Similarities (Creating timelines of days/ routines/lifecycle) Beach Fish and Ocean

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learning and developing curiosity/questioning around objects of interest						
British Values	All About Me: Individual Liberty, Mutual Respect	Celebrations Around the World Mutual Respect, Tolerance of Different Faiths and Beliefs	People int he community Rule of Law, Democracy	Wonderful Worlds Mutual Respect, Individual Liberty	Growing and Changing Individual Liberty, Mutual Respect	Our Community and the Wider World Democracy, Mutual Respect, Tolerance
Multi culturalism Celebrating diversity Festival days may vary in half terms dependent on when they fall.	Celebrating family backgrounds, home languages, different family structures, learning about similarities and differences.	Diwali, Bonfire Night, Hanukkah, Christmas. Explore how different communities celebrate special occasions.	Learning about community helpers from diverse backgrounds. Understanding rules and how they keep us safe.	Chinese New Year, Holi, World Book Day. Exploring different countries, cultures, traditions, food, music, and stories.	Understanding growth and change in people, plants, and animals. Celebrating cultural traditions linked to spring and new beginnings, including Eid.	Refugee Week, diversity within the local community, learning about different cultures Preparing for change in the wider world
Sustainability	How we look after our classroom and outdoors Introduction to saving energy- turning off Introduction into taking care of things-each other, the classroom, the environment Set a standard routine of sustainability becoming second nature (turning off computer/food in food waste bin) Our World and how important it is to look after		The world of work- positive role models in society linked to conservation work. People who help us-help the environment The 3 R's - renew /reuse/recycle Exploring nature and changes in the seasons What can we do in our school building to help be environmentally friendly? Nature walks		Our environment- what can we do in the garden? How do we look after our minibeasts and school environment? What can we grow? Care and nurture outdoors How can we look after our world in the future- life long learners of sustainability	

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Sensory baking/cooking (weekly in line with any OT specific programmes) Skills will overlap and build upon previous skills-some skills will be repeated throughout the year RISK ASSESS AND AMEND to match allergens/allergies in class	<u>Different types of foods!</u> Food hygiene - washing hands Mixing Mash Squeeze sprinkling - using either a spoon or hands to mix ingredients or textures Exposure/tolerance to different tastes, textures and foods Utensils: spoon/fork/masher	<u>Using our senses:</u> <u>Foods you can:</u> touch/smell/feel/taste Pour spooning Combine Knead/push/press -Tearing and squashing - tearing herbs and lettuce or squashing fruit Shaping Utensils: Bowl Jug Measuring spoons cutters	<u>Changing ingredients:</u> Food safety: touching different foods at different stages Wet/dry Hot/cold Melting Liquid/solid Grating Cracking Crushing Sieving – balance the sieve over a bowl and tap! Using a pestle and mortar – Spreading - buttering bread and spreading icing <u>Utensils:</u> <u>Graters/presses/</u> Microwave <u>knives</u>	<u>Following steps/recipes/ICT</u> Washing fruit/veg Weighing - pouring or spooning ingredients into scales. Using measuring spoons Tearing-Opening packets/boxesPodding, picking and hulling - podding broad beans, picking leaves, tomatoes or grapes off the vine and hulling strawberries <u>Utensils:</u> Whisk Rolling pin Can opener	**<u>Building skills and knowledge:</u>** **Healthy eating- expand our palates** Cutting soft ingredients eg butter, mushrooms, strawberries using a sturdy plastic knife Breading and flouring - you can set up three stations with flour, beaten egg, and breadcrumbs for fish fingers. Following instructions – resist the temptation to jump stages or taste when they shouldn't	<u>Practice/consolidate</u> <u>Revisit previous skills:</u> Challenge: using peelers/small knives to chop Language/communication: Sign/symbols for description or concrete object word building Maths - counting, dividing portions, doubling recipes, adding and subtracting Recognising ingredients and learning where they might come from Recognising kitchen equipment and learning how to use it Time and patience The science of cooking “and what happens to things when you apply heat or cold Dexterity, fine motor skills and coordination and carrying or pouring without spilling, opening containers and packets, weighing

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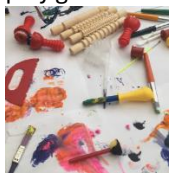
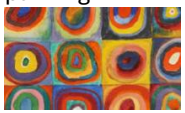
Expressive Arts and Design Activities also include: End of Year production Arts Week Design a door Role play/creative drama	Exploration and provocation to learn: sensory experiences/messy play and tools Experiments with blocks, colours and marks Join in with songs; Join in with role play games 	Jackson Pollock Inspired art: fireworks/splat inspiration- Van Gogh Starry Night inspired art: star/portraits/textured – Text Katie's starry night 	Kandinsky- circles Block printing Spiragraph painting 	'Lowry- buildings/shapes local art Claude Monet inspired art- watercolours/ flowers/ environment 	Manchester based arts -sculptures Arts Week- recyclables art 	Jessica Slack- local northwest artist