

Long Term Plan – 3 – 4 Year Old's.

Areas	Autumn 1 All About me/Superheroes	Autumn 2 Colour / Christmas	Spring 1 Amazing Animals	Spring 2 People Who Help Us /Easter	Summer 1 Minibeasts	Summer 2 Traditional Tales
Topics	<p>Our School</p> <p>All About Me</p> <p>Nursery Rhyme Time</p> <p>Outdoor Adventurous Activities</p> <p>Rhymes with numbers Count in everyday contexts Repeating Patterns</p>	<p>Seasonal Walks</p> <p>Our Amazing World</p> <p>Special occasions</p> <p>Divali</p> <p>Nursery Rhyme Time</p> <p>Outdoor Adventurous Activities</p> <p>Materials</p> <p>Build with a range of resources Finger counting (to 5)</p>	<p>Our Amazing World</p> <p>Special occasions</p> <p>Chinese New Year</p> <p>Movement and Dance</p> <p>Gymnastics</p> <p>Animals</p> <p>Explore 2D and 3D shapes More and Less Solve real world mathematical problems</p>	<p>Seasonal walks</p> <p>Our Amazing World</p> <p>Movement and Dance Gymnastics</p> <p>Pants and Seasons</p> <p>1 to 1 correspondence (up to 5) Compare objects (size, weight, length)</p>	<p>Making Music Invasion Games</p> <p>Animals</p> <p>Healthy Humans</p> <p>Subitising (up to 5) Cardinal principle Positional language</p>	<p>Seasonal walks</p> <p>Making Music Invasion Games Forces</p> <p>Reciting numbers past 5 Link numerals and amounts Mark Making (including some numerals)</p>

Key

Geography

History

Music

Maths

Science

PE

PSHE

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<p>PSED</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Begin to understand how others might be feeling.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Begin to understand how others might be feeling.</p>	<p>Do not always need an adult to remind them of a rule.</p> <p>Talk with others to solve conflicts</p> <p>Develop appropriate ways of being assertive.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>	<p>Do not always need an adult to remind them of a rule.</p> <p>Talk with others to solve conflicts</p> <p>Develop appropriate ways of being assertive.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>
<p>C&L</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Enjoy listening to longer stories and can remember much of what happen</p> <p>Understand a question or instruction that has two parts, such as "Get your</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Enjoy listening to longer stories and can remember much of what happen</p> <p>Understand a question or instruction that has two parts, such as "Get your</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p>	<p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p>

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	<p>coat and wait at the door".</p> <p>Sing a repertoire of songs.</p> <p>Use longer sentences of four to six words.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>coat and wait at the door".</p> <p>Sing a repertoire of songs.</p> <p>Use longer sentences of four to six words.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Sing a large repertoire of songs.</p> <p>Know rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>
PD	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (Gymnastics)</p> <p>Match their developing physical skills to tasks and activities in the</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (Gymnastics)</p> <p>Match their developing physical skills to tasks and activities in the</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>

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	<p>and hold a pose for a game like musical statues.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p>	<p>and hold a pose for a game like musical statues.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p>	<p>setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Start to eat independently and learning how to use a knife and fork.</p>	<p>setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Start to eat independently and learning how to use a knife and fork.</p>	<p>Make healthy choices about food, drink, activity and tooth brushing</p> <p>Show a preference for a dominant hand</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p>	<p>Begins to recognise danger and seeks the support and comfort of significant adults</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
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<p>Literacy</p>	<p>Understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p>	<p>Understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p>	<p>Understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word</p> <p>Write some or all of their name.</p>	<p>Understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word</p> <p>Write some or all of their name.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother</p> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page;</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother</p> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some letters accurately.</p>
<p>Maths</p>	<p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Understand position through words alone -for example, "The bag is under</p>	<p>Show 'finger numbers' up to 5.</p> <p>Combine shapes to make new ones -an arch, a bigger triangle etc.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Talk about and identifies the patterns around them. For example:</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Fast recognition of up to 3 objects, without</p>	<p>Recite numbers past 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Link numerals and</p>

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	<p>the table," -with no pointing.</p> <p>Extend and create ABAB patterns -stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>		<p>stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>		<p>having to count them individually ('subitising').</p> <p>Understand position through words alone - for example, "The bag is under the table," -with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>
UTW	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Shows an interest in technological toys with knobs or pulleys, real</p>	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Begin to understand the need to respect and care</p>	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Plant seeds and care for growing plants.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Understand the key</p>	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they</p>

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	<p>objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>	<p>Continue to develop positive attitudes about the differences between people.</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>for the natural environment and all living things.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>	<p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>	<p>features of the life cycle of a plant and an animal.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels</p>	<p>can feel</p> <p>Explore how things work</p> <p>Show interest in different occupations.</p>
EAD	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Explore colour and colour-mixing.</p> <p>Explore different materials freely, in order to develop their ideas about how to</p>	<p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail,</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Begin to develop complex stories using small world</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Show different emotions</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with</p>

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	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of the tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>use them and what to make.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of the tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>such as representing a face with a circle and including details.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>increasing control to express their feelings and ideas.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>
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