



Long term Curriculum Plan 3 & 4 year olds

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Overview							
Personal, social and emotional	Build secure attachments with key person Settling in and making friends Follow routines and rules To be positive about change Communicate their needs for comfort and assistance. Becoming independent		Being a good friend Sense and respond to a feeling of belonging. Communicate their needs for comfort and assistance. Follow routines and rules Being independent Developing problem solving and negotiation Persist when faced with challenges and when first attempts are not successful.		Being a good friend Being independent Be open to new challenges and discoveries. Take considered risk in their decision making and cope with the unexpected. Demonstrate an increasing capacity for self-regulation. Getting ready for Reception To be positive about change		



Communication, language and Literacy	<p>Naming objects and actions and using descriptive language</p> <p>Talking together in small and larger groups</p> <p>Listening to stories with rhyme and alliteration</p> <p>Joining in with repetitive phrases in books</p> <p>Phonics - Letters and Sounds Phase 1: Environmental and instrumental sounds, Voice and Body sounds, Body Percussion, Rhythm and rhyme, Alliteration, Voice Sounds</p> <p>Listening to and joining in with stories</p> <p>Giving meaning to marks they make</p> <p>Responding in different ways to traditional and new rhymes</p> <p>Using narratives in role play</p> <p>Exploration of mark making across medias</p>	<p>Naming and describing</p> <p>Understanding questions</p> <p>Talking together in small and larger groups</p> <p>Listening to stories with rhyme and alliteration</p> <p>Joining in with repetitive phrases in books</p> <p>Phonics - Letters and Sounds Phase 1: Environmental and instrumental sounds, Voice and Body sounds, Body Percussion, Rhythm and rhyme, Alliteration, Voice sounds</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ▪ spot and suggest rhymes ▪ count or clap syllables in a word ▪ recognise words with the same initial sound, such as man and mother <p>Listening to and joining in with stories</p> <p>Talking about and acting out stories</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Begin to write some letters from their name.</p>	<p>Phonics - Letters and Sounds Phase 1: Environmental and instrumental sounds, Voice and Body sounds, Body Percussion, Rhythm and rhyme, Alliteration, Voice sounds</p> <p>Oral segmenting and blending</p> <p>Mark making for different purposes</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ▪ spot and suggest rhymes ▪ count or clap syllables in a word ▪ recognise words with the same initial sound, such as man and mother <p>Listening to and joining in with stories</p> <p>Talking about and acting out stories</p> <p>Retelling stories with some story language and their own words</p> <p>Sing and chant rhymes, jingles and songs.</p> <p>Write some or all of their name.</p>
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Physical development	<p>Gross motor development through outdoor physical play</p> <p>Show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.</p> <p>Mark making, malleable & messy play Exploring ways of moving and using equipment</p> <p>Safe handling of tools and equipment</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>Put coats on independently</p>	<p>Gross motor development through outdoor physical play, balance bikes and scooters</p> <p>Show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.</p> <p>Mark making, malleable, messy play and funky fingers</p> <p>Exploring ways of moving and using equipment</p> <p>Clap and stamp to music.</p> <p>Walk, run, jump and climb</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>Put coats on independently</p>	<p>Gross motor development through outdoor physical play, balance bikes and scooters, streamers and ribbons.</p> <p>Develop ball skills such as roll, throwing, kicking and catching.</p> <p>Mark making with control,</p> <p>Malleable, messy play and funky fingers</p> <p>Exploring ways of moving and using equipment</p> <p>Walk, run, jump and climb</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</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>Put coats on independently</p>
Mathematics	<p>Counting and number songs</p> <p>Finger counting (to 5)</p> <p>Sorting and grouping</p> <p>Observing and describing pattern</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Build with a range of resources</p> <p>Count in everyday contexts</p> <p>Exploration of number in the environment</p>	<p>Counting and number songs</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Comparing quantities (more/less)</p> <p>Exploring mass, measure and capacity through play</p> <p>Compare sizes, weights, length etc. - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Using and describing 2D and 3D shapes</p> <p>Number through story</p> <p>Sequencing events</p> <p>Solve real world number problems</p>	<p>Recognising and representing numbers</p> <p>Recite numbers past 5.</p> <p>Cardinal principle</p> <p>Using, describing and naming shapes</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Positional language</p> <p>Representing numbers</p> <p>Selecting numerals to represent amounts to 10 Exploring</p>



Understanding the world	<p>News and events in their own lives and of family members</p> <p>Festivals – Harvest, Eid, Diwali, Bonfire Night, Christmas</p> <p>Seasonal changes</p> <p>Noticing the world around us</p> <p>Express wonder and curiosity about their environments.</p> <p>Use their senses to explore natural and built environments.</p> <p>Know that there are different countries in the world and talk about their differences e.g. the jungle and the arctic.</p> <p>Develop positive attitudes about the differences between people.</p>	<p>News and events in their own lives and of family members</p> <p>Festivals – Chinese New Year, Mother’s Day, Holi, Easter</p> <p>Seasonal Changes – Winter-Spring</p> <p>Noticing the world around us</p> <p>Express wonder and curiosity about in their environments.</p> <p>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>Understand the key features of the life cycle of a plant.</p> <p>Use their senses to explore natural and built environments.</p> <p>Use of a range of technological equipment such as light and sound toys, remote controls, cameras, bee-bots, microphones, iPads etc</p> <p>Explore and talk about different forces they can feel.</p>	<p>News and events in their own lives and of family members</p> <p>Festivals – Father’s day, Eid</p> <p>Seasonal Changes – Spring-Summer</p> <p>Noticing the world around us</p> <p>Express wonder and curiosity about their environments.</p> <p>Use their senses to explore natural and built environments.</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Understand the need to respects and care for living things.</p> <p>Use of a range of technological equipment such as light and sound toys, remote controls, cameras, bee-bots, microphones, iPads etc</p> <p>Explore and talk about different forces they can feel.</p>
Expressive art and design	<p>Use of a wide range of media and techniques.</p> <p>Role play resources related to the ideas and experiences of the children</p> <p>Singing, playing instruments, dancing and moving to music or other prompts</p> <p>Exploring instruments</p> <p>Making and following musical patterns</p> <p>Exploration of tools</p> <p>Develop repertoire of songs</p> <p>Exploration of various construction materials</p> <p>Make simple models which express their ideas.</p> <p>Develop role play experiences</p> <p>Choose colours for a purpose and explore colour mixing using things like paint and coloured water.</p> <p>Learn how to print with different objects and materials to create different effects.</p> <p>Begin to use shapes to represent objects when drawing.</p>	<p>Use of a wide range of media and techniques.</p> <p>Role play resources related to the ideas and experiences of the children</p> <p>Singing, playing instruments, dancing and moving to music or other prompts</p> <p>Develop responses to music or other stimuli</p> <p>Develop repertoire of songs</p> <p>Exploration of various construction materials</p> <p>Join different materials and explore different textures.</p> <p>Create pictures using collage and use natural resources to weave with.</p> <p>Develop role play experiences</p> <p>Draw with increasing complexity and detail.</p>	<p>Use of a wide range of media and techniques.</p> <p>Role play resources related to the ideas and experiences of the children</p> <p>Singing, playing instruments, dancing and moving to music or other prompts</p> <p>Exploration of various construction materials</p> <p>Develop role play experiences</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>Join different materials and explore different textures.</p> <p>Plays cooperatively to act out narratives</p> <p>Make simple models which express their ideas.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail and begin to show things like feelings (e.g. happy/sad).</p>



RE	Creation & Covenant	Prophecy & Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue & encounter
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Outcomes Linked to the characteristics of effective teaching and learning

Children will:

- **Have a sense of self, uniqueness and Independence**
(Includes - Cultural capital, Personal, Social Emotional Development, Communication & Language, Wellbeing and involvement, Values,)
- **Children are connected with and contribute to their community and their world**
(Includes Understanding The World, Personal, Social Emotional Development, - Diversity, Communication & Language, English as an Additional Language, Special Educational Needs and Disabilities, Sustainability, Cultural capital)
- **Children are happy, engaged and curious about learning**
(Includes - Personal, Social Emotional Development, wellbeing and involvement)
- **Children persevere and are willing to take risks**
(Includes – confidence , commitment, perseverance, independence)
- **Children communicate effectively and express their needs, likes, dislikes and ideas**
(includes – communication & language, literacy, personal, social emotional development, diversity)
- **Children develop their fine motor and gross motor skills, strength and coordination**
(Includes – Physical development, confidence, cooperation, perseverance)
- **Children develop foundations of mathematics**
(Includes – mathematics)
- **Children express themselves well through the arts**
(Includes– Art and Design, design technology, music)
- **Children with additional language are supported effectively.**

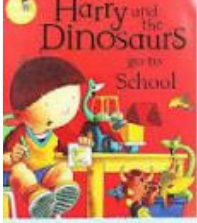
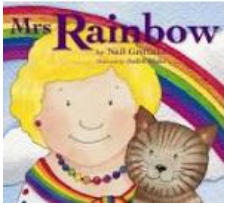
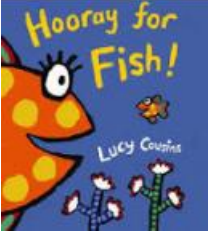

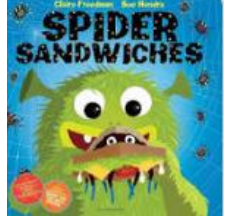
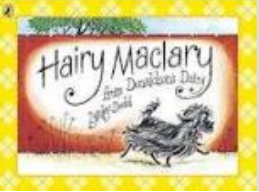


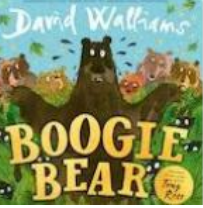
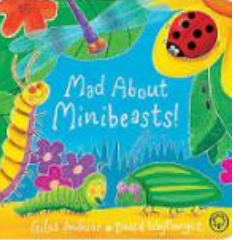
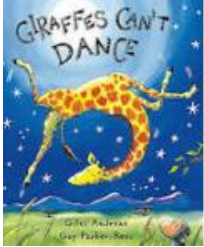
Themes

	Autumn 1 My World	Autumn 2 Colour	Spring 1 Water	Spring 2 Changes	Summer 1 Colony	Summer 2 Food
	During this term the children will use	We will explore colour in lots of	Water, water, water! We will use water in	The children will get hands on with	We will begin our term by looking at	We will be doing lots of cooking, making,



<p style="text-align: center;">Suggested activities</p>	<p>photographs to talk about their family including their parents and grandparents. They will develop an understanding of their family history including who is the oldest to who is the youngest. The children will become familiar with their new classroom and school grounds and will develop relationships with both staff and peers. We will also sing lots of rhymes and chants relating to body parts such as 'head, shoulders, knees and toes'. In addition to this we will learn how to paint self-portraits and will choose particular colours for a purpose.</p>	<p>different ways including through water play, crafts and looking for colour in the natural environment. Children will take part in Autumn walks and will look at seasonal changes. We will talk about why the leaves are changing colour, what is happening to the weather and how this affects the type of clothing we need to wear. We will experiment with colour missing using primary colours and will use these colours to do some printing. We will use both hard and soft objects to print with and will talk about the differences in the prints that we can make. Towards the end of term we will learn</p>	<p>lots of different ways this term. We will explore changing states including how we change ice to water and what happens when we add water to a range of different medias such as sand, mud, chalk, power paints, cornflour and 'Gelli Baff'. The children learn about what lives in water and we will read stories like 'The Rainbow Fish' which teaches children about kindness. We will use a range of fabrics and colours to make Rainbowfish collages. Further to this we will explore floating and sinking. Finally we will learn about self-care through using water to wash babies in a bath. We will continue to practise this by</p>	<p>planting this term. We will plant a range of seeds including cress and peas and will watch and care for them as they grow. We will also begin to learn about what a plant needs to grow through doing an experiment with a house plant where one plant is watered and one plant is not. The children will take part in a spring walk and will investigate what is happening in the environment. From this we will learn about the life cycle of a plant. We will also hunt for flowers in the environment and will press them to create artwork and also do some weaving with them. Another sign of spring that we will look at is frogspawn.</p>	<p>what has happened to our frogspawn and will discuss how it has changed. We will talk about the life cycle of a frog and will learn about what they eat, where they live and how we can look after them. As a class, we will make a bug hotel and will investigate what lives in it. The children will go on bug hunts and we will collect snails and keep these in a snail tank in class. The children will get to watch, hold and look after the snails. We will practise using our fine motor skills by making clay snails and we will also explore magnets by creating magnetic snail trails with paint. The children will also get</p>	<p>tasting and eating this half term. We will be using fruit in lots of different ways including making fruit cocktail sticks and smoothies and we will be talking about how fruit helps to keep us healthy. We will also talk about who can help us stay healthy such as dentists and doctors. The children will learn about different food from around the world and will get to sample something from another country. They will also learn about where certain foods come from including milk, eggs, butter, cheese, yoghurt and ice-cream. We will explore light and will learn how shadows are created. We will then do some still life drawings of</p>
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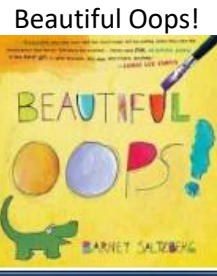
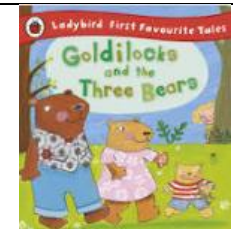
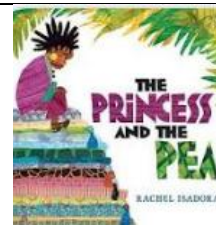
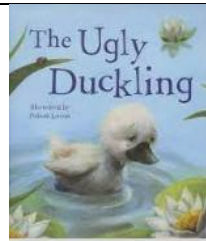
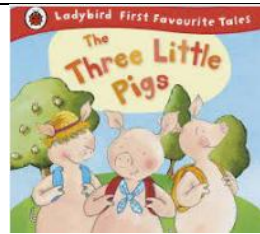
		about the Christmas story and we will use puppets and role play to retell the story. We will also make a range of Christmas crafts.	washing our own hands and faces.	We will talk about what it is and the children can make predictions about what might happen to it.	to make paper spiders with moving legs!	flowers and will draw their shadows.
Quality text	<p>Harry and his bucket full of dinosaurs go to school.</p> 	<p>Mrs Rainbow</p> 	<p>Hooray for Fish</p> 	<p>We're Going on a Bear Hunt</p> 	<p>Spider Sandwiches</p> 	<p>Hairy Maclary</p> 
Rhyming and repeating refrains	<p>Room on the Broom</p> 	<p>Stickman</p> 	<p>Commotion in the Ocean</p> 	<p>Boogie Bear</p> 	<p>Mad About Minibeasts</p> 	<p>Giraffes can't Dance</p> 
Traditional Tales	<p>Pinocchio</p>	<p>The Three Little Pigs</p>	<p>The Ugly Duckling</p>	<p>Princess and the Pea</p>	<p>Frog Prince</p>	<p>Goldilocks and the Three Bears</p>



Wellbeing and growth mind-set.
Diversity
Theme



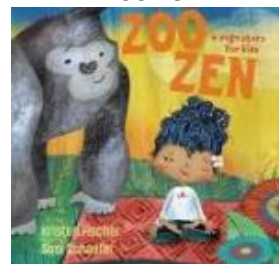
Pinocchio



Beautiful Oops!



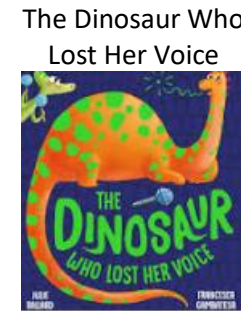
The Invisible String



Zoo Zen



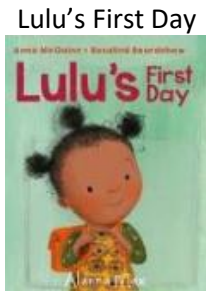
Almost Anything



The Dinosaur Who Lost Her Voice



In my Heart



Lulu's First Day

Mr Big



We're All Wonders

Elmer



Hair Love

Rainbow Fish



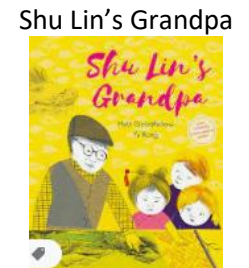
Two Homes

Owl Babies



We are Together


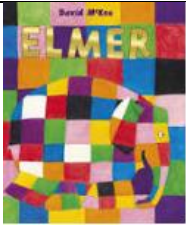
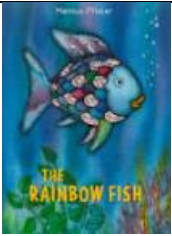
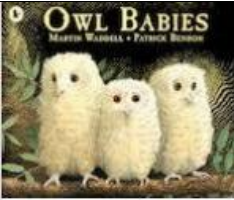

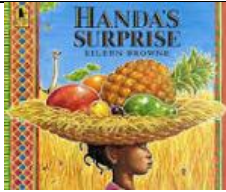
Tad



Shu Lin's Grandpa

Handa's Surprise



						
Songs , chants, rhymes	Wind the bobbin up, Head Shoulders knees and toes, If you're happy and you know it, Dingle Dangle Scarecrow.	Old MacDonald, Down in the Jungle, Twinkle Twinkle, Grand old duke of York, Farmers in his den.	5 little ducks, 1,2,3,4,5 once I caught a fish alive. 1 Elephant went out to play.	Sleeping Bunnies, Wheels on the Bus, Hickory Dickory Dock, There was a princess long ago.	Incy wincy spider, 5 little speckled frogs.	5 currant buns, 5 fat sausages,
Role play area	Home corner	Home corner Elves workshop.	Home corner Fish and chip shop.	Home corner Garden centre (outdoors)	Home corner Coffee Shop	Home corner Smoothie Bar.
Small world	Bucket full of dinosaurs, Room on the Broom, Children's interest.	3 little pigs, Stick man, Children's interest.	Under the sea, Children's interests.	Owl babies, Princesses and prince, Children's interests	Bug hotel, Incy wincy, Children's interests.	Handa's Surprise, Goldilocks. Children's interests.
Trips, visits, Enrichment and visitors	Parents to talk about families at home. Stay and read.	Parents and Carers in for Autumn stay and play. Visit from local artist.	Fire service.	Farm Easter/spring stay and play.	Bug Box. Real life insects etc in class.	Stay and play – food theme. Chef James Doctor or dentist.



		Deacon Anthony. Christmas concert.				
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