




Long term Topic Plan - 2017/2018

In Early Years we try to follow the children's interest as much as possible and incorporate this into our curriculum. Therefore, the topics may change during the year.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>I am special, I am me, when I grow up I want to be....</p> <p>Superhero's</p> <p>Festivals and celebrations</p> | <p>Wonderful Water</p> <p>Festivals and celebrations</p> | <p>What is on your shopping list? (Shops)</p> <p>Festivals and celebrations</p> | <p>Where will the book take you? (Julia Donaldson books)</p> <p>Festivals and celebrations</p> | <p>What's at the bottom of your garden? (Minibeasts)</p> <p>Festivals and celebrations</p> | <p>Where will you sail to? (Pirates and Under the Sea)</p> <p>Festivals and celebrations</p> |

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| | I am special, I am me, when I grow up I want to be.../Superhero's | Wonderful Water | What is on your shopping list? | Where will the book take you? | What's at the bottom of the garden? | Where will you sail to? |
| PSSED | Promoting sharing/turn taking and settling into classroom routines. Initiating play with new friends. Confident to ask adults for help and form positive relationships with adults/peers. | Playing with a wider range of children. Using how and why questions. Accepting delay and being able to share desires/needs. | Sharing own knowledge and understanding. Working to solve own conflicts. Enjoys responsibility of carring out small tasks. | Can adjust behaviour to different situations. Taking account of their own feelings and others feelings (understanding emotions). Confident to speak in a group of children and share ideas. | Organise own activities. Talk about what we do and don't like doing. Working together and taking turns/sharing roles during their own activities and games. | Plan how to achieve an outcome as a group. Listen to each others suggestions and take account of these. Understand uniqueness - differences, friendships etc. |
| C+L/L | Following directions and focusing attention Responding to two part instructions. Nursery rhymes and singing to promote positive communication. Promoting mark making with meaning. Blending/segmenting and writing CVC words. Daily RWInc. | Mark making for a purpose. Two channelled attention and following instructions. Joining in with songs, nursery rhymes and repeated refrains in stories. Blending, segmenting and writing simple words. Learning to read and write simple red words. Non fiction books about water. Daily RWInc | Daily RWInc Rhyming and alliteration. Promote why and how questions. Promote independent writing/mark making for different purposes like writing shopping lists etc. Anticipating key events in stories. Switching attention when busy doing something else. | Story mapping and story scribing. Book focus— Julia Donaldson books. Predicting endings or what might happen differently. Creating and acting out/writing their own stories based on Julia Donaldson stories. Daily RWInc sessions - promoting red words. Extending vocabulary and speaking using complex sentences. | Independent story writing. Daily RWInc. Using talk to pretend objects are things. Writing for different purposes, Mark making Nursery short daily phonics - recognising sounds. Using past. Present and future forms when talking. Book focus—Super worm, Mad about Minibeasts. | Writing narratives, red word writing, promoting independent interest in reading books, writing for different purposes. Develop listening through listening games. Daily RWInc Nursery phonics - recognising sounds and initial sounds in words. Book focus - Commotion in the Ocean, Rainbow Fish. |
| PD | Rec PE (Gymnastics- Gym) Nurs - Circle/parachute games, findings space/following instructions. Cars and Bikes Focus on letter formation and name writing. Independent toileting. | Rec PE(Olympics - Games) Nurs – moving to music/ developing core skills. Water safety and how to stay safe. Fine motor theraputty exercises and dough disco. Cars and bikes | Rec PE (Dance until you drop) Nurs - finding space and changing direction. Dough disco—fine motor Become aware of the effects of exercise. Nursery name letter formation. Healthy eating/diet. Cars and bikes. | Rec PE (Gymnastics – Jumping Jacks, Rock and Roll) Nurs - Throwing and catching and balancing. Healthy eating focus. Growing cress and making healthy food. Promoting independent dressing. Daily dough disco/theraputty. Climbing./landing safely. | Rec PE (Dinosaur dance) Nursery – developing basic skills, name writing and letter formations, Building obstacle courses. Cars and bikes. Promote independent dressing/ undressing Daily dough disco/theraputty. Cars and bikes | PE – (Ball games) Nursery/Rec - Athletics/Sports Day practice, building and large scale construction, independent name writing, independent dressing and self care. Pencil control/letter formation. Cars and bikes |

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| Maths | Daily counting croc, reciting numbers to 10, 1 to 1 counting accurately. (SEE ABACUS FOR REC FOCUS) | Daily counting croc, number recognition 5 (20 for REC + formation). 2D shapes description and recognition. (SEE ABACUS FOR REC FOCUS) | Role play shop, recognising and using money, comparing sizes and using language of size. Number recognition to 10. Counting accurately 1 to 1 correspondence. (SEE ABACUS FOR REC FOCUS) | Days of the week, language of time, months/seasons etc. Positional language. Number recognition. Counting accurately 1 to 1 correspondence. (SEE ABACUS FOR REC FOCUS) | Ordering numbers 1—20, Number formation, introduce 3D shape recognition. Life cycles, concept of time. (SEE ABACUS FOR REC FOCUS) | Recognising numbers 1—10/20, ordering, counting and matching to numerals. (SEE ABACUS FOR REC FOCUS) |
| At all times Mathematical language and many different concepts are visited within a day of child initiated learning activities. These are just a spread of the basic areas we will be covering with more attention during each half term. | | | | | | |
| UTW | Discussing families, home, customs. Showing interest in and learning about different occupations. Discussing special times with families. Promote independent use of Ipads/Notebooks and remote control toys. | Winter changes in the environment, freezing and melting, sinking and floating.. Exploration of water and uses of water - cleaning, drinking, growing, rain etc. Discussing different places in the world and climates. | Occupations, discussing own experiences of shopping, discussing waste/recycling. Investigating different materials and what they are best for. Programming/using beebots. | Selecting and using appropriate technology for different purposes independently. Discuss similarities/differences. Consider different ways of life. | Use technology to research. Independently using Ipads to take photos and record minibeasts. Make observation of animals/plants and understand why things happen. Learn about minibeasts and their life cycles/habitats. | Typing/using laptops to send letters/make lists etc. Similarities and differences in living things. Discussion of different ways of life and in the past—Pirates. Look at different countries/beaches/environs etc. |
| EAD | Painting for a purpose. Independent use of craft area and resources. Promote narratives around small world toys and role play | Practicing for Christmas play. Music—making sounds of water/moving to music. Water inspired artwork. Construct with a purpose in mind. | Investigating mixing colours - prime/secondary. Discuss textures and explore purposes. Role play/narratives/ | Represent own ideas. Plays cooperatively as part of a group to develop and act out a narrative. Make up rhythms. Build stories around toys. | Describing textures, Charanga music - pitch, volume etc. Junk modelling - promote independent use of resources. Promote imagination and creations. | Talk about ideas and processes involved in making things. Independent junk modelling. Promote independent choice of resource. |

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| RE | Christianity – Communities (Unit 3) Festivals and Celebrations – Nursery will also cover these. |  | Christianity – God (Unit 1) Festivals and Celebrations – Nursery will also cover these. |  | Judaism – lifestyles (Unit 2) Festivals and Celebrations – Nursery will also cover these. |  |
| SRE | Family Networks <ul style="list-style-type: none"> To identify family members and friends and the role they play. To know who they can talk to at school and home. | Hygiene <ul style="list-style-type: none"> Explain why it is important to keep clean. Understand basic hygiene routines. Understand ways in which they can look after themselves. | Body awareness <ul style="list-style-type: none"> To know humans produce babies that grow into adults. To consider the ways they have changed since birth. To begin to recognise proper names for external body parts. To describe some functions of some body parts. | Myself and others <ul style="list-style-type: none"> To identify some feelings and recognise some ways to express them. To recognise how feelings can influence friendships. To realise that their behaviour can affect other people. | Revisit/Recap topics <div data-bbox="1512 625 2121 1066"> <p>All of the areas of SRE are covered at all times during Early Years; the objectives have been separated into half terms to suggest when these will be covered explicitly.</p> </div> | Revisit/Recap topics |

