**Long term Topic Plan - 2018/2019**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| A helping hand….  (The Little Red Hen)    Festivals and celebrations | In the deep dark night….  (Owl Babies)  Festivals and celebrations | Up and away…  (Whatever Next)  Festivals and celebrations | Wild animals…  (Dear Zoo)    Festivals and celebrations | Muddy Puddles…  (The 3 Little Pigs)  Festivals and celebrations | Adventures!  (We’re going on a bear hunt)  Festivals and celebrations |

In Early Years we try to follow the children’s interest as much as possible and incorporate this into our   
curriculum. Therefore, the topics are very open ended. We have a specific ‘Talk 4 Writing’ text in mind for each topic but the children will lead their learning and we may alter or add to the plan.

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|  | A helping hand….  (Little Red Hen) | In the deep dark night….  (Owl Babies) | Up and away…  (Whatever Next) | Animals around the world  (Dear Zoo) | Muddy Puddles  (The 3 Little Pigs) | Adventures! (We’re going on a bear hunt) |
| PSED | Promoting sharing/turn taking and settling into classroom routines.  Making up our own class rules and understanding these.  Making new friends.  Confident to ask adults for help and form positive relationships with adults/peers.  Think about who helps us and how we can help others.  Consider what it means to be ‘kind’ and ‘helpful’. | Playing with a wider range of children and developing friendships.  Initiate play and invite others to join.  Using how and why questions and being more confident.  Accepting delay and being able to share our own desires/needs.  Understanding simple emotions like feeling happy and sad and scared or worried. | Sharing own knowledge and understanding.  Working to solve own conflicts.  Enjoys responsibility of carring out small tasks.  Accesses resources and activities independently.  Describe self in positive terms.  Follow rules and expectations.  Positive behaviour is promoted at all times and in line with our behaviour policies. We will focus on the areas above each half term but will of course cover many other areas of PSED, especially as the needs of the children change and become clear. | 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.  Negotiate and solve problems. | Organise own activities.  Talk about what we do and don't like doing.  Be confident to speak to a class group.  Working together and taking turns/sharing roles during their own activities and games.  Understand bullying and what to do. | Plan how to achieve an outcome as a group.  Listen to each others suggestions and take account of these  Play group games with rules.  Understand uniqueness - differences, friendships etc.  Understand bullying and what to do. |
| 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.  Daily RWInc to learn initial sounds and begin to blend and segment CVC words.  Learn ‘Little Red Hen’ by heart, explore the text, innovate it and invent our own class version.  Explore recipes and make up our own for making bread. | 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.  Daily RWInc to learn sounds and read and write CVC words.  Learn ’Owl babies’ by heart, explore the text and invent our own story.  Share non-fiction books about Owls and nocturnal animals. Write our own factfile about a nocturnal animal. | Rhyming and alliteration.  Promote why and how questions.  Promote independent writing/mark making for different purposes like making plans and writing letters from Space etc.  Anticipating key events in stories.  Switching attention when busy doing something else.  Daily RWInc to learn new sounds and develop phonics skills.  Learn ‘Whatever Next’ by heart, explore the text and write a letter from Space.  The focus text for each half term will be used to support our ‘Talk4Writing’ Literacy approach. These will be supplemented by many other varieties of texts. It is very important to us that we promote a love of reading at all times. Therefore, focus texts could change if the children’s interests take us in a different direction. | Predicting endings of stories or what might happen differently.  Focus on creating our own stories in provision and acting them out independently.  Using positional language accurately.  Daily RWInc sessions - promoting red words.  Extending vocabulary and speaking using complex sentences.  Learn ‘Dear Zoo’ by heart, explore the text and invent our own stories by altering it.  Read and share non-fiction books about animals. | Promoting independent story writing.  Daily RWInc to develop our phonics skills.  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.  Learn ‘The 3 Little Pigs’ by heart, explore the text and invent our own stories. Look at other traditional tales and focus on the features of a narrative.  Write our own tales. | Writing narratives, red word writing, promoting independent interest in reading books, writing for different purposes.  Develop listening through listening games.  Daily RWInc phonics  Nursery phonics - recognising sounds and initial sounds in words.  Learn ‘We’re going on a bear hunt’ by heart, explore the text and invent our own stories.  Focus on setting descriptions and write our own setting description for a story. |
| PD | Rec PE (Multi Skills at Willowburn)  Dough disco/Yoga.  Focussing on strengthening fine motor and gross motor skills.  Developing mark making skills and pencil control.  Rec – developing accurate letter formation.  Weekly forest school – developing balancing, climbing and gross motor skills.  Developing independence in toileting and getting changed. | Rec PE(Indoor athletics at Willowburn  Dough Disco/Yoga. Focussing on strengthening fine motor and gross motor skills.  Developing mark making skills and pencil control.  Rec – developing accurate letter formation.  Weekly forest school –developing balancing, climbing and gross motor skills.  Developing independence in toileting and getting changed. | Rec PE (Gymnastics at Willowburn)  Dough disco/Yoga  Developing gross motor and fine motor skills.  Become aware of the effects of exercise.  Nursery name letter formation.  Focus on healthy eating and diet.  Focus on thinking about safety when constructing and playing outdoors. | Rec PE (Swimming at Willowburn)  Dough disco/Yoga  Throwing and catching and balancing.  Developing gross and fine motor skills.  Healthy eating focus.  Promoting independent dressing.  Climbing, jumping and landing safely.  Nursery name writing focus.  Scissor skills | Rec PE (Swimming at  Willowburn)  Dough disco/yoga  Developing throwing, catching and kicking.  Promote independent dressing/ undressing.  Develop gross and fine motor skills.  Promote understanding of healthy lifestyles.  Talking about dangers and how to stay safe.  Building and using obstacle courses.  Cars and bikes | PE – (Swimming at Willowburn)  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 |
| Maths | Reception White Rose Maths:  **Number** – counting and recognition of numbers to 5 and 10.  **Shape space and measure** – 2D shapes – naming shapes and using mathematical terms to describe them.  Nursery:  Counting to 10 through nursery rhymes, songs and games.  Counting objects (up to 3 objects).  Use language relating to size – small, big, tall etc.  Using language like ‘more’ and ‘a lot’. | Reception White Rose Maths:  **Number** – Place numbers in order and say which  number is one more or one less than a given number. Using objects add  and subtract two single-digit numbers.  **Shape space and measure** – Recognising 2D shapes, creating patterns and describing shapes and using everyday language related to money.  Nursery:  Continue developing counting beyond 10.  Counting small amounts of objects accurately using 1 to 1 correspondence, playing with and exploring numicon. | Reception White Rose Maths:  **Number** – Counting and recognition of numbers to 10 and beyond. Order numbers to 10, count out 10 objects from a larger group. Find 1 more and 1 less than a number to 10.  **Shape space and measure** – Order two or three objects by Size, weight or capacity.  Nursery:  Counting up to 5 objects accurately.  Matching amounts of objects to numicon pieces.  Recognising numbers 0 – 5.  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. | Reception White Rose Maths:  **Number** – Place numbers in order and identify 1 more and 1 less. Add and subtract single-digit numbers by counting on and back.  **Space shape and measure** – recognise and describe 3D shapes, use everyday language of time, measure and measure periods of time.  Nursery:  Using positional language, using basic language of time, recognising 2D shapes, recognising numbers 0 – 5 and beyond. | Reception White Rose Maths:  **Number** – Count up to 20 and beyond, recognise and order numbers to 20 and say 1 more and 1 less than a number. Counting objects which cannot be moved to 20. Add and subtract two numbers by counting on and back, doubling, halving and sharing.  Nursery:  Recognising 2D shapes, counting accurately and matching quantity to numeral, recognising numbers to 10. Compare size and length. | Reception White Rose Maths:  **Number** – place value consolidation and doubling halving and sharing. Counting in 2s, 5s and 10s.  **Space shape measure –** Children use everyday language to talk about position and distance to  compare quantities and objects and to solve problems.  Nursery –  Using the language of ‘more and ‘fewer’ to compare two groups of objects, order numbers 0 – 5 and beyond and count objects in an irregular arrangement. |
| UTW | Discussing families, home, customs.  Discussing special times with families.  Learn about festivals like Harvest and talk about things we celebrate in our own lives.  Learn about our local community.  Learn about processes and how things change through experiences like baking bread and cooking on a fire.  Think about how our lives were different in the past (when we were a baby).  Promote investigation and independent use of Ipads and electrical toys in our technology area. | Winter changes in the environment including freezing and melting.  Looking at changes in the environment including leaves falling from trees.  Learning about nocturnal animals including owls.  Learning about hibernation.  Exploring day and night and light and dark.  Learning about and celebrating Diwali and Christmas. Comparing these celebrations to our own celebrations and lives.  Using camera’s to take photos and videos. | Learn about space including planets and stars.  Learning about different occupations including astronauts.  Investigating different materials and what they are best for when making our own rockets etc.  Thinking about similarities and differences between planets and places we live.  Learning about and celebrating Chinese New Year.  Complete simple programmes the computer.  Programming/using beebots. | Discuss similarities/differences with animals and habitats.  Show care and concern for living things – zoo v living in the wild etc.  Think about animals that don’t live in a zoo, for example writing our own ‘Dear Farm’ story.  Think about how human activity influences the environment.  Developing our ability to select what technology we need for a purpose (Ipads, Laptops, Phone, Camera etc).  Use technology to research animals and habitats. | Make observation of animals/plants and understand why things happen.  Consider different materials and their uses when building houses etc.  Learn about materials houses and buildings are made from in different countries like Africa.  Thinking about what animals are native to different countries – What would the characters be if the story was based in Africa?  Learn about how people’s lives were different in the past.  Understand floating and sinking.  Independently using Ipads to record things. | Explore different environments and make detailed observations.  Learn about weather and how continue to explore how it impacts on environments.  Further developing our understanding of different countries and habitats. Make up our own stories like ‘We’re going on a polar bear hunt….’  Think about how people maintain our community – recycling, litter picking etc.  Typing/using laptops to send letters/make lists etc. |
| EAD | Painting for a purpose.  Independent use of craft area and resources.  Promote narratives around small world toys and role play.  Promote imaginative play based around familiar experiences in the home corner and through stories.  Learn songs and retell stories. | Practicing for Christmas play.  Music—explore instruments independently and make sounds.  Explore dark and light colours and how to alter and change these.  Construct with a purpose in mind – use simple techniques to attach things together. | Investigating mixing colours and begin to be introduced to primary and secondary colours.  Discuss materials and create junk models on a large and small scale.  Imaginative role play and storytelling in Space themed role play.  Learn songs and retell stories. | Represent own ideas.  Plays cooperatively as part of a group to develop and act out a narrative.  Make up rhythms.  Build stories around toys.  Combine different materials and textures to create new effects.  Independently manipulate materials.  Make up animal dances. | Describing textures. Charanga music - pitch, volume etc.  Junk modelling - promote independent use of resources and large-scale construction.  Make their own decisions on how things can be altered and think critically when choosing materials for a purpose.  Learn songs and retell stories. | Talk about ideas and processes involved in making things.  Independent junk modelling.  Promote independent choice of resources.  Acting, singing and dancing.  Using instruments to represent different things like weather, places and feelings. |

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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 | Body awareness   * To know humans produce babies that grow into adults. * To consider the ways they have chang3ed since birth. * To begin to recognise proper names for external body parts.   To describe some functions of some body parts. | Hygiene   * Explain why it is important to keep clean. * Understand basic hygiene routines. * Understand ways in which they can look after themselves. | Family Networks   * To identify family members and friends and the role they play. * To know who they can talk to at school and home. | Myself and others   * 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  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. | Revisit/Recap topics |