

St Helen Auckland Primary School



Early Years Long Term Plan

Autumn Themes	Spring Themes	Summer Themes
Our body's Senses Weather Changing seasons Food	Changing seasons Materials Plants My Place in the world	Animals Minibeasts Health and Safety Forces Changing seasons

Visits and experiences

Autumn	Spring	Summer
Autumn walk - field, local area Diwali Remembrance Day Church visit - harvest festival Bonfire night CIN Christmas World Mental Health Day	Winter/ Spring walk - field, local area Chinese new year celebration Chicks in school World book day Shrove Tuesday Valentines Day	Summer walk- field, local area Jet and Ben Butterfly lore Farm Visit World music day

Personal, Social and Emotional

	Autumn	Spring	Summer
2s	To build key person relationships, supporting children when separating from a Parent/Carer through the transitional period. With the support of a key person show an interest in play. Notice others around them. Build interactions through the interests of the child. To react to stimulus to help calm emotions and feelings for example: looking at family photographs together.	To begin to find their own unique way of managing transitions. Begin to show confidence within their play. Play alongside their peers and developing friendships. With the support of an adult wait and take a turn for example rolling a ball or a car. Begin to show an awareness of themselves. Using various props and resources.	To have developed a sense of assurance for example developing relationships with other adults and peers. Show independence within their play and making choices. To have established friendships with peers. To begin to demonstrate taking a turn independently. Explore emotions and feelings through stories and their play.
Nursery	<ul style="list-style-type: none"> · Develop appropriate ways of being assertive. · 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. · Play with one or more other children, extending and elaborating play ideas. · Begin to understand how others might be feeling. 		
	-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Show more confidence in new social situations -Develop their sense of responsibility	Increasingly follow rules, understanding why they are important. · Become more outgoing with unfamiliar people, in the safe context of their setting.	Do not always need an adult to remind them of a rule. · Talk with others to solve conflicts. · Help to find solutions to conflicts and rivalries.
Reception	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally	Think about the perspectives of others. Manage their own needs. - personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating -

			toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.
Kapow	My feeling Special relationships	Taking on challenges Listening and following instructions	My family and my friends My well-being

Communication, language and literacy

	Autumn	Spring	Summer
2s	To begin to join in with some songs and Nursery Rhymes (even just with actions) To begin to change attention to follow a prop or prompt. Listen to short stories in a small group. Use some single words to express their wants, needs and feelings. Recognise familiar objects to develop their vocabulary. Understand frequently used words, such as bye bye, all gone, no	Recognise familiar environmental sounds and say what they can hear. listen to some longer stories and join in with some key words and phrases in familiar stories. Build on their repertoire of Nursery Rhymes and begin to sing them unprompted. Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings. Use the speech sounds p,b,m,w	to be able to shift to a different task if attention fully obtained. Listen and follow one step instructions. Listen and join in during circle times, taking a more active role in participating. Know and sing a wide range of songs Role play familiar scenarios, communicating with one another, for example, going to the shops or the Doctors. Express themselves using a wide range of vocabulary and speak in longer sentences.
Nursery	<p>Learn new and use a wider range of vocabulary Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> Develop their communication, but may continue to have problems with irregular tenses and plurals May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>		
	-begin to pay attention to more than one thing at a time -share news and talk about self and home life -begin to sing simple songs / nursery rhymes from memory -use talk to organise themselves and their play:	Understand a question or instruction that has two parts -Spend a longer time paying attention to more than one thing at a time - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Use longer sentences of four to six words	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. · Sing a large repertoire of songs. · 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.
Reception	Understand how to listen carefully and why listening is important -Engage in story times -Learn new vocabulary -Use new vocabulary -Learn rhymes, poems and songs.	-Ask Questions to find out more and to check they understand what has been said to them - Develop social phrases - Engage in story times - Listen carefully to rhymes and songs, paying attention to how they sound.	-Articulate their ideas and thoughts in well-formed sentences - Connect one idea or action to another using a range of connectives -Describe events in some detail.
		Engage in non-fiction books - Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary -Use talk to help work out problems and organise thinking and activities.	-Listen to and talk about stories, build familiarity and understanding -Engage in non-fiction books - Listen to and talk about -Explain how things work and why they might happen. Use new vocabulary in different contexts.
			Retell a story once they have developed a deep familiarity with the text -Some as exact repetition and some in their own words -Use new vocabulary in different contexts.




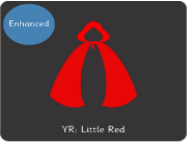


Physical Development

	Autumn	Spring	Summer
2s	Feeling secure and comfortable during nappy time.	Showing an interest in Potty training.	To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat.

	At snack time sitting together with peers, Sitting and walking independently. Begin to sit on a small bike and know how it is used. Showing an interest in exploring materials and tools.	Sitting together for snack times and trying different tastes and textures. To gain control over their bodies through both indoor and outdoor play. Developing fine manipulative skills through using different objects and tools.	Following snack time routines, making choices independently. To use large equipment, ride bikes and scooters with support. To be able to hold tools and objects using a palmer grasp comfortably.			
Nursery	Continue to develop their movement, balancing, riding and ball skills. · Go up steps and stairs, or climb up apparatus, using alternate feet. · Choose the right resources to carry out their own plan					
	Fundamental movements · Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Weaving / threading / cutting	Start taking part in some group activities which they make up for themselves, or in teams	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting.			
Reception	Fundamental movement - Experiment with running, jumping, hopping and stopping -changing dynamics - walk slowly/quickly -handle equipment safely - perform basic actions	Gymnastics - Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling, walking, jumping, running, hopping, skipping, Climbing.	Dance -Maintain attention and concentrate when exploring and performing in dance activities -Demonstrate rhythmical response - express feelings through movement	Games -play on their own and with others, - keeping themselves safe by finding a space. -avoiding others by controlling their bodies so they don't fall over, move forwards, sideways, backwards at different speeds and with increasing control.	Gymnastics -Balance and stretch, what is a balance? balancing on body parts / points of balance. Explore five basic shapes, straight/ tucked/star/ straddle/ pike - explore side stepping, skipping, jumping, sliding, crawling.	Games -play on their own and with others, keeping themselves safe by finding a space. Avoiding others by controlling their bodies so they don't fall over, move forwards, sideways, backwards at different speeds and with increasing control -Join in games with others (sports day) Take turns - Stay within boundaries of a game.

Literacy

	Autumn	Spring	Summer
2s	To explore looking at books independently. Explore sensory books and learn new vocabulary related to their senses. Enjoy looking at class made books related to families. To look at some non-fiction books related to Topics in small groups e.g. Autumn, Christmas etc. To use a basic picture book and find information following a prompt. E.g. Where is the dog? To make marks on table tops to support core strength. Show an interest in mark marking- fingers, large apparatus, tools.	To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently. To obtain information from a more detailed image in a book following a prompt. E.g. What is the duck doing? Recognise their name alongside their photograph. Distinguishes between the different marks they make. Use tweezers to pick up a small object. To develop hand-eye co-ordination through scooping/pouring and filling activities.	Have a selection of favourite stories. To understand that stories have a beginning and the end and join in saying 'The end'. To join in with key phrases when reading familiar books with adults. To talk in simple sentences and phrases about books the enjoy, using the images to help them. Make marks on a picture to stand for their name. Enjoy drawing freely using a range of tools.
Nursery	Sing songs and say rhymes independently · Enjoy sharing books with an adult · Enjoy drawing freely. · Add some marks to their drawings, which they give meaning to.		
	· Enjoy songs and rhymes, tuning in and paying attention.	· Have favourite books and seeks them out · Repeat words and phrases from familiar stories. · Ask questions about the book.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

	<ul style="list-style-type: none"> Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. 		<ul style="list-style-type: none"> Develop play around favourite stories using props. Make marks on their picture to stand for their name 				
Phonics	Little Wandle Rhyme time	Little Wandle Rhyme time	Little Wandle Foundation for phonics Tuning into sounds - oral blending and phonological awareness s a t p i n m d g o c k e		Little Wandle Foundation for phonics Tuning into sounds - blending and phonological j v w y z qu ch ck x sh th ng nk		
RSW	 Narrative Recount	 Narrative Information	 Narrative Information	 Instructions	Narrative	 Narrative Instructions	 Narrative Poetry
Reception	Read individual letters by saying the sounds for them -Name writing - correct letter and case -Pencil grip -Writing initial sounds.	Blend sounds into words, so that they can read short words made up of known letter sound correspondences - Identifying initial and final sounds when writing -Begin to read some letter groups that each represent one sound and say sounds for them.	Read some letter groups that each represent one sound and say sounds for them -read a few common exception words -Writing simple words; cvc.	Read simple phrases and sentences made up of words with known letter - sound correspondences and, a few exception words - Re-read books to build confidence in word reading, fluency, understanding and enjoyment -Labels and caption writing.	form lower-case and capital letters correctly -Spell words by identifying the sounds and then writing the sounds with letter/s -Captions and simple sentences.	write short sentences with words with known letter sound correspondence -using a capital letter and a full stop. -Some HF words are spelt correctly -re-read what they have written to check that it makes sense.	
Phonics	s a t p i n m d g o c k i s c k e u r I h b f l	ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)	ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words	review Phase 3 Words with double letters Longer words Words with two or more digraphs Longer words Words ending in -ing es at end /z/	Short vowels CVCC Short vowels CVCC CCVC Short vowels CCVCC CCVC CCVC Longer words compound words Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	Long vowel sounds CVCC CCVC Review all taught so far CCVC CCVC CCV CCVCC Phase 4 words ending -s /s/ -s /z/ -es -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -s /s/, -s /z/, -es	

Mathematics

	Autumn	Spring	Summer
2s	To combine objects such as stacking blocks and cups. Put objects inside others and take them out again. Begin to take part in finger rhymes with numbers. To explore and use shape sorters and puzzles.	To begin to compare sizes, bigger, little and smaller. To use number language in their play, beginning to sequence numbers orally 0-5. To complete an inset puzzle and to demonstrate matching and sorting skills within their play. To notice and comment on patterns including stripes and spots etc.	To begin to use the language of weight in everyday contexts and through stories and rhymes. To explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness . Begin to count objects and actions in everyday contexts and counting up to 3 fingers. Begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc
Nursery	Compare quantities using language: 'more than', 'fewer than'. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. 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' White Rose Topics Autumn 1 More than few than same Hear and say number names Explore repeats I see 1, 2, 3 Explore and build with shapes and objects Autumn 2 More than, fewer than, same Begin to order number names Join in with repeats I see 1, 2, 3 Explore position and space	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). White Rose Topics Spring 1 Compare and sort collections Move and label 1, 2, 3 Explore patterns Show me 1, 2, 3 Explore position and routes Spring 2 More than, fewer than, same Take and give 1, 2, 3 Lead on own repeats Show me 1, 2, 3 Match, talk, push and pull	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). White Rose Topics Summer 1 Match, sort, compare Show me 5 Making patterns together Talk about dots Start to puzzle Summer 2 Match, sort, compare Stop at 1, 2, 3, 4, 5 My own pattern Make games and actions Start to puzzle
Reception	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Compare length, weight and capacity.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Compare length, weight and capacity.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Count beyond ten.

	White Rose Topics: Match, sort and compare Talk about measure and patterns It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	White Rose Topics: Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes	White Rose Topics: To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections
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Understanding the World

	Autumn	Spring	Summer			
2s	Begin to explore seasonal change e.g. the leaves are falling off the tree. Exploring senses -and purpose of body parts Naming body parts Exploring light and colours through sensory play. Children to name their family by using a family photograph.	Continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons. Observing changes of state through ice/water and using their senses to explore. Explore the natural world, focusing on digging and planting seeds. Begin to imitate their own family and cultures through pretend play. Begin to understand that there are different environments, for example, understanding that penguins live where it is cold.	Begin to have their own friends. Recognising familiar places and logos through looking at photos (local shops, places of interest). Talk about places they might go on a sunny day, for example, the beach. Imitate these experiences in the role play.			
Nursery	Explore collections of materials with similar and/or different properties. · Explore and talk about different forces they can feel. ·looking at the world around them - their immediate environment. What do they notice? Using their senses to talk about what they see, hear, smell,	Show interest in different occupations. ·Plant seeds and care for growing plants. · Understand the key features of the life cycle of a plant and an animal. · Begin to understand the need to respect and care for the natural environment and all living things.	Continue to develop positive attitudes about the differences between people. · Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Plant seeds and care for growing plants. Looking at the world around them			
Reception	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Compare and contrast characters from stories, including figures from the past.			
Kapow	Science: Our bodies Computing: All about instructions	Science: weather and seasons Geography: Outdoor adventures	Science: Materials History: Peek in to the past Computing: Exploring hardware	Science: Plants Geography: Exploring maps Computing: Programming Beebots	Science: DE: Animals, History: Adventures through time Computing: Using a computer	Science: Minibeasts Computing: Introduction to data Geography: Around the world

Expressive Arts and Design

	Autumn	Spring	Summer
2s	Explore different materials using all their senses. Begin to show an interest in early mark making. Explore sounds using musical instruments and sound makers. Use our voices to make sounds. Starting to develop imaginative play by exploring resources within the provision.	Manipulate and play with different materials, exploring textures. Make early marks using various tools and equipment. Join in singing songs and rhymes copying actions. Beginning to use resources imaginatively, using resources in different ways. For example: using a block as a phone.	Use imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do. Intentionally making marks in different styles. Expressing their ideas when mark making and sometimes giving meaning to them. Explore different rhythms, beat and using their bodies appropriately. Developing imaginative play from their own learning experiences, stories and rhymes.
Nursery	<ul style="list-style-type: none"> · Explore colour and colour mixing. · Sing the pitch of a tone sung by another person (pitch match). · Take part in simple pretend play, using an object to represent something else even though they are not similar. · Explore different materials freely, in order to develop their ideas about how to use them and what to make. · Develop their own ideas and then decide which materials to use to express them 	<p>Create their own songs, or improvise a song around one they know.</p> <ul style="list-style-type: none"> · Play instruments with increasing control to express their feelings and ideas. · Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park · Join different materials and explore different textures. · Create closed shapes with continuous lines, and begin to use 	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <ul style="list-style-type: none"> · Remember and sing entire songs. · Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. · Draw with increasing complexity and detail, such as representing a face with a circle and including details. · Use drawing to represent ideas like movement or loud noises.
Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.
Kapow	Art: Marvellous Marks Music: Exploring sound DT: Junk modelling Music: Celebration music	Art: Painting and mixed media Music: Music and movement DT: Making bookmarks Music: Musical stories	Art: Making sculptures Music: Transport DT: boats Music: Big band

RE

	Autumn	Spring	Summer
2s	<p>Notice differences between people. Make connections between the features of their family and other families</p>		
	<p>Continue developing positive attitudes about the differences between people</p>		

Nursery	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		
	Kapow units as below		
Reception	Christianity- Harvest Reception Church Visit Christianity - The Creation Story Hinduism - Diwali Christianity - Christmas	Islam - Eid Judaism - Shabbat Christianity - Easter	Buddhism - Wesak Christianity - special people Sikhism