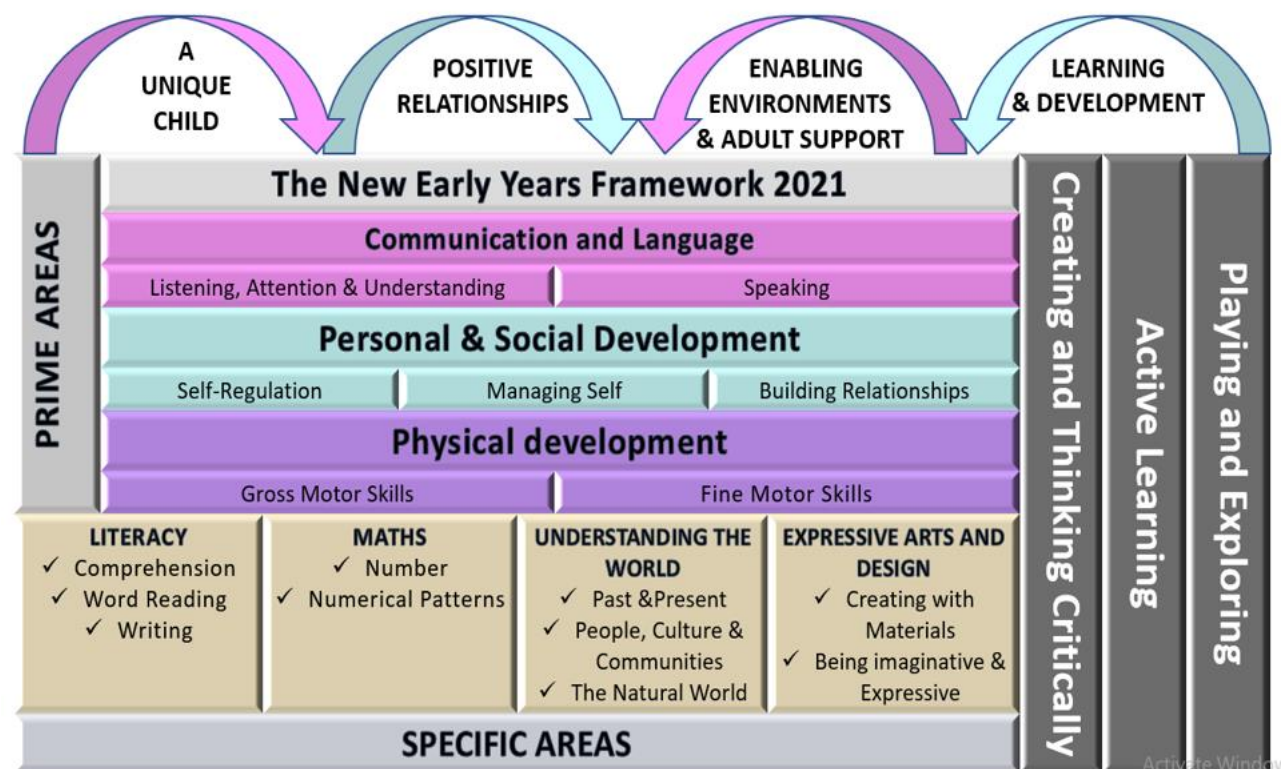




Early Years Long Term Plan 2023 – 2024



At Parklands, we aim to provide a broad, balanced, differentiated curriculum which is developed with the children and addresses their social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning and believe in themselves.



Parklands Person	Autumn 1 Respectful	Autumn 2 Kind	Spring 1 Safe	Spring 2 Important	Summer 1 Polite	Summer 2 Positive
<u>Topic Theme</u> Nursery	Incredible me in my World	Let's Celebrate	Once Upon Time	Down at the Bottom of the Garden	Wheelie Good Fun	At the Seaside
<u>Topic Theme</u> Reception	Marvelous Me / Autumn explorations	Festive Fun	Winter Wonderland	Toy Time Travellers	Fields and Farms	Commotion in the Ocean
<u>High quality</u> <u>Texts</u> Nursery	"Starting nursery" "Harry and his dinosaurs go to school". "I like trains". "Meekoo and the Little Nursery"	"Christmas stories" "Nursery Rhymes" "Ramu and Sita "	"Goldilocks and three bears" "Billy Goat Gruff" "Three Little Pigs" "Gingerbread man"	"Hungry caterpillar" "The busy spider" "Super worm" "The lazy ladybird"	"Mr Gumpys car" "The wheels on the bus" "Whales on the bus" (rhyming) "Tremendous tractors" "Alien love under pants" "Choo choo clickety clack" "Amazing aeroplanes"	Lucy and Tom at the seaside Whos at the seaside What the ladybird at the seaside Were going on a bear hunt lets discover seaside animals 199 Things at the seaside
<u>High quality</u> <u>Texts</u> Reception	'When I grow up' 'The Colour Monster' 'The Koala Who Could' 'The Rainbow Fish' 'We're Going on a Leaf Hunt' 'Leaf Man'	Shmelf the Hannukah Elf' Christopher Pumpkin'	'Nanooka's Magical Garden'	'Old Bear' 'Lost in the Toy Museum' 'When I was a Child' 'Ways into History - Toys and Games' 'Unplugged'		

<u>Coverage</u> Nursery	Starting nursery Myself and my family My Body My feelings What I like What I notice What I am good at Daily weather chart, talking about seasonal changes	Nursery Rhyme Challenge Birthdays Diwali Bonfire Night Christmas Daily weather chart, talking about seasonal changes	Traditional stories "Goldilocks and three bears" "Billy Goat Gruff" "Three Little Pigs" "Gingerbread man" Daily weather chart, talking about seasonal changes	Mini beast Life cycles Habitats Plants Growth Daily weather chart, talking about seasonal changes	People occupations using transport. Holiday travel transport Travel on two wheels. Travel in the air Daily weather chart, talking about seasonal changes	What do we find on a beach? Who lives in the sea Daily weather chart, talking about seasonal changes
<u>Coverage</u> Reception	- Starting school - New beginnings - Myself & my family - People who help us - Where we live - Autumn / changing seasons	- Bonfire Night - Remembrance Day - Christian stories - Diwali - Hannukah - Christmas - Seasons - Weather - Famous / important people in the past	- Changing materials - Seasons - Northern Lights / different religious and cultural communities - Community / family traditions - Animals / habitats - Hibernation - STEM experiments	- Materials - Changes in toys through time - Language of the past	- Seasons - Weather - Animals - Life-cycles - Plants and environments - Growth and decay	- Pollution - Map skills - Animals - Habitats & environments
Parklands Experiences (Enrichment) Nursery		Performing Arts Nursery Rhyme challenge Multicultural Learning about Diwali and different celebration		Multicultural Easter activities ECO Planting bulbs Bird watching week Making bird feeders	Sport Scooterthon	Friendship / Team building Nursery & YR Teddy Bears Picnic
Parklands Experiences (Enrichment)	Multicultural Visit the local church safety	Sports Class v class intra school competition	Performing Arts Story Recital (Traditional stories topic celebration)	Multicultural Easter activities ECO Planting bulbs	The Arts Whole class art project to	Friendship / Team building Nursery & YR Teddy Bears Picnic

Reception	Road Safety Course			Bird watching week Making bird feeders	produce a giant piece of art Aspiration Q&A with parents regarding jobs	
<u>Communication & Language and understanding</u> Nursery	"Selecting familiar objects" "understanding simple instructions". "Enjoying a story"	"Listening to and enjoying rhythmic patterns in rhymes and stories " "Understands a simple sentence"	"Be able to talk about familiar books and be able to tell a story". "Beginning to use word endings".	"Responding to many familiar sounds". "Having single channelled attention". "Beginning to use language as a powerful means of widening contacts, sharing and feelings".	"Understands more complex questions". "Beginning to use language to imagine and recreate experiences in play situations". "Starts a conversation with peers and adults"	"Listens to others one. to one or in a small group". "Showing an interest in preposition". "Beginning to understand why and how questions" " Building up of vocabulary that reflects the breadth of their experiences"
<u>Communication & Language</u> Reception						
<u>Physical Development</u> Nursery <u>Fine Motor</u>	*Developing a dominant hand. *Fine motor control developing pouring, turning pages of a book	"Beginning to recognise the way pencils and paint brushes be held"	"Turning pages in a book one page at a time". "Beginning to use a tripod grip". "Showing control with pouring, hammers and mark making tools"	"Using one handed tool " "Uses a tripod grip". "Showing good control with pouring, hammers and mark making tools"	"Using one handed tool with skill and control " Holding pencil between thumb and two fingers near the point"	"Picking up tiny objects using pincer grasp". "Using small cuts when using scissors". "Comfortable control using paint brushes and writing tools"
<u>Gross Motor</u>	"Beginning climbs and uses apparatus safely kicks a ball, runs and developing ways to move".	"Can balance blocks to build a small tower". "Making connections between movements and the marks they make"	"Climbing up steps when using equipment". "Construct using large building equipment". "Pulling self-up onto nursery play equipment"	"Travels in different ways across apparatus" "Runs freely and safely " "	"Catches large ball". "Can move freely and in different ways around an area and on apparatus"	"Can balance and stand on one foot" "Moves Freely and with pleasure and confidence in a range of ways slithering, skipping, hopping and sliding". "Runs skilfully and negotiates space successfully"

<u>Physical Development</u> Reception <u>Fine Motor</u>	- Tripod grip, copy some letters & one handed use of pencil & scissors - Thread medium 3D objects - Balance tower of objects	- Cut/ fold circles - Threading, winding, elastic & wool - Balance & roll marbles - Grinding, mixing & kneading - Control of malleable materials Slide & link small paper clips - Link & join paper chains	- Brush control DT - Simple sequenced folding & bending - Construct using Kits / collage with increasing control & repeating patterns	DT - Fine Thread, link & bend small objects - Cut up foods & use knife & fork - Pencil accuracy & care for fluent writing	DT - Drawing and pencil control swirls / coils / shading	
<u>Gross Motor</u>						
Personal, Social and Emotional Development (PSHE Matters)	Being Me • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. <u>ELG Self-Regulation:</u> Show an understanding of their own feelings	Difference & Diversity • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. <u>ELG Building Relationships:</u>	Being Safe • Identify and moderate their own feelings socially and emotionally. • 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	Being Healthy • 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.	Relationships	Changes

	and those of others and begin to regulate their behaviour accordingly.	<ul style="list-style-type: none"> Show sensitivity to their own and to others' needs. 	<p>sleep routine, being a safe pedestrian.</p> <p><u>ELG: Self-Regulation:</u></p> <ul style="list-style-type: none"> Give focused attention to what the teacher says, Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>ELG: Managing Self</u></p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> Manage their own needs. Personal hygiene. 		
<u>Literacy</u> Nursery	"Can handle and turn pages of a book Can recognise their names"	"Having some favourite, stories, rhymes". (Nursery Rhyme Challenge) "Recognising their name"	"Engage in extended conversations about stories, learning new vocabulary".	"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, writing 'm' for mummy"	"Write some or all of their name write some letters accurately". "Listen to and joining in with stories"	"Recognise familiar words and signs such as name and logos" "Aware of simple story structure" "Enjoys stories with increasing attention and recall". "Write their name" "Ascribes meanings to marks that they make"
Literacy Reception	<u>Traditional Rhymes & Poetry (Charanga)</u> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive	<u>Traditional Rhymes & Poetry (Charanga)</u> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses	<u>Traditional Rhymes & Poetry (Charanga)</u> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys	<u>Traditional Rhymes & Poetry (Charanga)</u> Old Macdonald Incy Wincy Spider Baa Baa Black	<u>Traditional Rhymes & Poetry (Charanga)</u> Big Bear Funk	<u>Traditional Rhymes & Poetry (Charanga - recap)</u> Big Bear Funk Baa Baa Black Sheep

	This Old Man Five Little Ducks Name Song Things For Fingers	Hickory Dickory Dock Not Too Difficult The ABC Song	Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey		Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
<u>Maths</u> (White Rose & NCETM Number Counts) Nursery	<u>Weeks 1 & 2</u> Colours <u>Weeks 3 & 4</u> Matching <u>Weeks 5 & 6</u> Sorting • Extend ABC Colour patterns • Extend ABC Outdoor Pattern	<u>Weeks 7</u> Number 1 <u>Week 8</u> Number 2: Subitising <u>Week 9</u> Number 2 <u>Week 10</u> Pattern 1 <u>Week 11</u> Pattern 2 <u>Weeks 12 & 13</u> Winter activities	<u>Weeks 1 & 2</u> Number 3: Subitising <u>Weeks 3 & 4</u> Number 4: Composition <u>Weeks 5 & 6</u> Number 5: Composition <u>Week 7</u> Consolidation	<u>Week 8</u> Number 6 <u>Week 9</u> Height / Length <u>Week 10</u> Mass <u>Week 11</u> Capacity <u>Week 12</u> Consolidation	<u>Week 1</u> Sequencing <u>Weeks 2</u> Positional Language <u>Week 3</u> More than / fewer <u>Week 4</u> 2-d shape <u>Week 5</u> 3-d shape <u>Week 6</u> Consolidation	<u>Week 7</u> Number Composition <u>Weeks 8</u> What comes after? <u>Week 9</u> What comes before? <u>Week 4</u> Numbers to 5 <u>Weeks 5 & 6</u> Summer consolidation
<u>Maths</u> (White Rose & NCETM Number Counts) <u>Reception</u>	<u>Weeks 1 & 2</u> Getting to know you <u>Weeks 3 & 4</u> Match, Sort and Compare <u>Weeks 5 & 6</u> Talk about measure and patterns	<u>Weeks 7 & 8</u> It's me 1,2,3 <u>Week 9</u> Circles and Rectangles <u>Weeks 10 & 11</u> 1,2,3,4,5 <u>Week 12</u> Shapes with 4 sides <u>Week 13</u> Winter activities				
<u>Understanding the World</u> Nursery	<u>The natural world</u> "Awareness of living things around them " "Knowledge about their own world e.g. birds, pets and animals" <u>People, Culture and communities</u>	<u>The natural world</u> "Enjoying playing with small world models linked to their everyday world "	<u>The natural world</u> "Enjoying playing with small world models linked to their everyday world " "Explore collections of materials with similar or different properties talk about what they see, using a wide vocabulary".	<u>The natural world</u> "Use all their senses in hands-on exploration of natural materials". "Understand the key features of the life cycle of a plant and an animal.	<u>The natural world</u> "Explore how and why things work". "Able to discuss and ask questions about aspects of their familiar world, such as places where they live".	<u>The natural world</u> "Tak about things they have observed such as places they live or the natural world". "Show care and concern for living things and the environment".

	<p>* Enjoying pictures and stories about themselves.</p> <p>*Being curious and showing interest in stories about themselves and their family</p> <p>*Imitating everyday actions linked to family and cultural background</p> <p><u>Past and Present</u> "Awareness of new" "Awareness of grandparents and different ages " "Awareness of children are different ages (Younger /older)</p>	<p><u>People, culture and community</u> "Recognise and describe special times and events ". "Being curious about people and showing an interest in stories about themselves and others "</p> <p><u>Past and Present</u> "Awareness of new and old" "Understanding of tomorrow and yesterday". "Children will talk about events in the present and the past"</p>	<p><u>People, culture and communities</u> "In pretend play imitating everyday actions and events and cultural backgrounds" "Learning that they have similarities and differences that connect them and distinguish them from others". "Beginning to have their own friends "</p> <p><u>Past and Present</u> "Growing awareness of old and new linked to their life"</p>	<p>"Begin to understand the need to respect and care for the natural environment and all living things". "Developing an understanding of growth and decay changes of time." <u>People, culture and communities</u> "Knows what a good friend is and how to play cooperatively".</p> <p><u>Past and Present</u> "Children will be familiar and use terms linked to old and new". "Children will recall experiences from past and present"</p>	<p><u>People, culture and communities</u> "Showing an interest in different occupations".</p> <p><u>Past and Present</u> "Beginning to understand terms like yesterday, last week and last year". "Appreciate that siblings can be older and younger"</p>	<p>"Asking questions about aspects of their familiar world". <u>People, culture and communities</u> "Knowing somethings that make them unique". "Talking about similarities and differences in relationship to their family and friends". "Remembering and talking about significant event and own experiences". <u>Past and Present</u> "Beginning to use terms like yesterday, last week and last year". "Appreciating that objects and resources can be different ages"</p>
<u>Understanding the World Reception</u>	<p><u>Science</u></p> <p><u>History & Geography</u></p>	<p><u>Science</u></p> <p><u>History & Geography</u></p>	<p><u>Science</u></p> <p><u>History & Geography</u></p>	<p><u>Science</u></p> <p><u>History & Geography</u></p>	<p><u>Science</u></p> <p><u>History & Geography</u></p>	<p><u>Science</u></p> <p><u>History & Geography</u></p>
<u>Expressive Arts and Design Nursery</u>	<p><u>Creating with materials</u> "Exploring different tools".</p> <p><u>Being imaginative and expressive</u> "Expressing ideas through different resources".</p>	<p><u>Creating with Materials</u> "Exploring and experimenting with a range of media through sensory exploration"</p> <p><u>Being imaginative and expressive</u> "Beginning to pretend one object represents another."</p>	<p><u>Creating with materials</u> *Experimenting with blocks of colour and marks." "Beginning to construct using blocks to enclose a shape".</p> <p><u>Being imaginative and expressive</u> "Beginning to use representation to communicate meaning".</p>	<p><u>Creating with Materials</u> "I understand that lines can be used to enclose shape". "Joining different construction pieces to build and balance".</p> <p><u>Being imaginative and expressive</u> "Join different materials and explore different textures"</p>	<p><u>Creating with materials</u> "Draw with increasing complexity and detail, such as representing a face with a circle and including details".</p> <p><u>Being imaginative and expressive</u> "Explore different materials freely,</p>	<p><u>Creating with Materials</u> "Develop their own ideas and then decide which materials to use to express them."</p> <p><u>Being imaginative and expressive</u> "Engage in imaginative role paly based on own first-hand experiences " "Notice what adults do and imitate them."</p>

		"Joining in songs, improvising moves to match song "	"Enjoying dancing and singing familiar songs". "Enjoys using and exploring musical instruments"		to develop their ideas about how to use them and what to make".	"Exploring that sounds can be changed". "Beginning to tap out a repeating rhyme"
<u>Expressive Arts and Design</u> Reception						