

Little Owls Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Themes should be adapted to meet the children's interests.</i>	Magical Me	Celebrations	Around the World	Eggy Business	Food Glorious Food	Send me a postcard
Possible lines of development	Who am I? Who is in my family? What makes me, me? How am I similar/different from my friends? How do I feel? Who can help me (at school/home/services)? What am I good at?	Birthdays Harvest festival Bonfire night Diwali Remembrance Day Christmas	Our local area Maps Landmarks Transport Seasons Climate Polar Regions Chinese New Year	Birds Reptiles Amphibians Fish Insects Dinosaurs Dragons	Plants Food Where does our food come from? Preparing food	Oceans Holidays Explore other counties and cultures Transport
Enrichment Opportunities	Domestic Roleplay Family Picnic Pet Visits Visit from people who help us	Making bread Remembrance Day Diwali celebration Host a party Nativity A visit from the vicar	Pantomime Visit Food tasting from around the world Chinese New Year theme day A snow day	Zoo Visit Hatching chicks Hatching stick insects Finding and exploring ice eggs Cracking open dinosaur eggs	Growing our own vegetables Catepillars in the classroom Smoothie making	Beach visit Ice-cream at the park
Possible texts	Only One You The Colour Monster Words and Your Heart Funnybones Dr Dog	Little Red Hen Pumpkin Soup The story of Guy Fawkes Rama and Sita The Christmas story The Jolly Christmas Postman	Three Little Pigs Lost and Found Here We Are Naughty Bus A Squash and a Squeeze	Zog Harry and the Bucket Full of Dinosaurs Tadpoles Promise Who's in the Egg The Good Egg The Easter story	Supertato The enormous turnip Jack and the Beanstalk The Tiny Seed The Very Hungry Caterpillar Handa's Surprise	Commotion in the ocean Rainbow Fish Sharing a shell Sally and the limpet
Values/Critical Thinking	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Prime Areas	Communication and language	<ul style="list-style-type: none"> listen to other people's talk with interest but can easily be distracted by other things use the speech sounds p, b, m, w make themselves understood and can become frustrated when they cannot start to say how they are feeling, using words as well as actions develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' use longer sentences of 4 to 6 words develop social phrases engage in storytimes understand how to listen carefully and why listening is important learn new vocabulary 	<ul style="list-style-type: none"> pronounce: <ul style="list-style-type: none"> l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer' <ul style="list-style-type: none"> sing a large repertoire of songs use a wider range of vocabulary use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver" listen carefully to rhymes and songs, paying attention to how they sound learn rhymes, poems and songs use new vocabulary throughout the day describe events in some detail 	<ul style="list-style-type: none"> identify familiar objects and properties for practitioners when they are described, for example, 'Katie's coat', 'blue car', 'shiny apple' understand and act on longer sentences like 'make teddy jump' or 'find your coat' develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' understand a question or instruction that has 2 parts, such as: "Get your coat and wait at the door" articulate their ideas and thoughts in well-formed sentences listen to and talk about stories to build familiarity and understanding ask questions to find out more and to check they understand what has been said to them 	<ul style="list-style-type: none"> start to develop conversation, often jumping from topic to topic develop pretend play - 'putting the baby to sleep' or 'driving the car to the shops' start a conversation with an adult or a friend and continue it for many turns know many rhymes, be able to talk about familiar books, and be able to tell a long story engage in non-fiction books listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary use new vocabulary in different contexts 	<ul style="list-style-type: none"> generally focus on an activity of their own choice and find it difficult to be directed by an adult 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 pay attention to more than one thing at a time, which can be difficult retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen 	<ul style="list-style-type: none"> understand simple questions about 'who', 'what' and 'where' (but generally not 'why') listen to simple stories and understand what is happening, with the help of the pictures enjoy listening to longer stories and can remember much of what happens understand 'why' questions, like: "Why do you think the caterpillar got so fat?" connect one idea or action to another using a range of connectives
	Personal, Social, Emotional Development	<ul style="list-style-type: none"> find ways of managing transitions, for example, from their parent to their key person find ways to calm themselves, through being calmed and comforted by their key person establish their sense of self engage with others through gestures, gaze and talk 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 develop their sense of responsibility and membership of a community see themselves as a valuable individual build constructive and respectful relationships 	<ul style="list-style-type: none"> play with increasing confidence on their own and with other children, because they know their key person is nearby and available express preferences and decisions, they also try new things and start establishing their autonomy thrive as they develop self-assurance increasingly follow rules, understanding why they are important become more outgoing with unfamiliar people, in the safe context of their setting talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person grow in independence, rejecting help ("me do it") - sometimes this leads to feelings of frustration and tantrums look for clues about how to respond to something interesting show more confidence in new social situations play with one or more other children, extending and elaborating play ideas find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas identify and moderate their own feelings socially and emotionally 	<ul style="list-style-type: none"> feel strong enough to express a range of emotions be increasingly able to talk about and manage their emotions safely explore emotions beyond their normal range through play and stories develop appropriate ways of being assertive talk with others to solve conflicts show resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> learn to use the toilet with help, and then independently notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on develop friendships with other children remember rules without needing an adult to remind them make healthy choices about food, drink, activity and toothbrushing be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly know and talk about the different factors that support their overall health and wellbeing including: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<ul style="list-style-type: none"> talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." begin to show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front understand gradually how others might be feeling think about the perspectives of others manage their own needs and personal hygiene
	Physical Development	<ul style="list-style-type: none"> clap and stamp to music gradually gain control of their whole body through the continual practice of large movements, such as: 	<ul style="list-style-type: none"> pass things from one hand to the other, let go of things and hand them to another person, or drop them 	<ul style="list-style-type: none"> fit themselves into spaces, like tunnels, dens and large boxes, and move around in them show an increasing desire to be independent, such as wanting to 	<ul style="list-style-type: none"> enjoy starting to kick, throw and catch balls build independently with a range of appropriate resources 	<ul style="list-style-type: none"> spin, roll and independently use ropes and swings (for example, tyre swings) use large and small motor skills to do things independently, for 	<ul style="list-style-type: none"> start eating independently and learning how to use a knife and fork develop manipulation and control

		<ul style="list-style-type: none"> waving kicking rolling crawling walking continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills go up steps and stairs, or climb up apparatus, using alternate feet revise and refine the fundamental movement skills they have already acquired such as: <ul style="list-style-type: none"> rolling crawling walking jumping running hopping skipping climbing 	<ul style="list-style-type: none"> sit on a push-along wheeled toy, use a scooter or ride a tricycle walk, run, jump and climb - and start to use the stairs independently 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 use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor progress towards a more fluent style of moving, with developing control and grace develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include: <ul style="list-style-type: none"> pencils for drawing and writing paintbrushes scissors knives forks spoons 	<p>feed themselves and dress or undress</p> <ul style="list-style-type: none"> start taking part in some group activities which they make up for themselves, or in teams increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming combine different movements with ease and fluency 	<ul style="list-style-type: none"> match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<p>example, manage buttons and zips, and pour drinks</p> <ul style="list-style-type: none"> choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks use a comfortable grip with good control when holding pens and pencils develop the foundations of a handwriting style which is fast, accurate and efficient further develop and refine a range of ball skills including: <ul style="list-style-type: none"> throwing catching kicking passing batting aiming 	<ul style="list-style-type: none"> explore different materials and tools be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips use one-handed tools and equipment, for example, making snips in paper with scissors show a preference for a dominant hand develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
Specific Areas	Literacy	<ul style="list-style-type: none"> join in with songs and rhymes, copying sounds, rhythms, tunes and tempo print has meaning print can have different purposes read individual letters by saying the sounds for them blend sounds into words, so that they can read short words made up of known letter- sound correspondences 	<ul style="list-style-type: none"> copy finger movements and other gestures say some of the words in songs and rhymes repeat words and phrases from familiar stories we read English text from left to right and from top to bottom develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes form lower-case letters correctly read a few common exception words matched to the school's phonic programme 	<ul style="list-style-type: none"> ask questions about the book, make comments and share their own ideas develop play around favourite stories using props the names of the different parts of a book page sequencing develop their phonological awareness, so that they can: <ul style="list-style-type: none"> recognise words with the same initial sound, such as money and mother read some letter groups that each represent one sound and say sounds for them read simple phrases and sentences made up of words with known 	<ul style="list-style-type: none"> sing songs and say rhymes independently, for example, singing whilst playing enjoy drawing freely notice some print, such as the first letter of their name, a bus or door number, or a familiar logo develop their phonological awareness, so that they can: <ul style="list-style-type: none"> count or clap syllables in a word re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment form capital letters correctly spell words by identifying the sounds and then writing the sound with letters 	<ul style="list-style-type: none"> enjoy sharing books with an adult pay attention and respond to the pictures or the words add some marks to their drawings, which they give meaning to, for example: "That says mummy." 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 short sentences with words with known sound-letter correspondences using a capital letter and full stop 	<ul style="list-style-type: none"> have favourite books and seek them out, to share with an adult, with another child, or to look at alone make marks on their picture to stand for their name write some or all of their name write some letters accurately re-read what they have written to check that it makes sense

				letter-sound correspondences and, where necessary, a few exception words			
Mathematics	<ul style="list-style-type: none"> combine objects like stacking blocks and cups - put objects inside others and take them out again talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper use informal language like 'pointy', 'spotty' or 'blobs' understand position through words alone, for example, "The bag is under the table," with no pointing make comparisons between objects relating to size, length, weight and capacity continue, copy and create repeating patterns compare length, weight and capacity 	<ul style="list-style-type: none"> react to changes of the amount in a group of up to 3 items climb and squeeze themselves into different types of spaces build with a range of resources develop fast recognition of up to 3 objects, without having to count them individually ('subitising') talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as: <ul style="list-style-type: none"> sides corners straight flat round select shapes appropriately such as flat surfaces for building or a triangular prism for a roof count objects, actions and sounds (up to 5) subitise (up to 5) link the number symbol (numeral) with its cardinal number value (up to 5) count up to 5 understand the 'one more than or one less than' relationship between consecutive numbers 	<ul style="list-style-type: none"> develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence take part in finger rhymes with numbers recite numbers past 5 describe a familiar route discuss routes and locations, using words like 'in front of' and 'behind' combine shapes to make new ones, for example, an arch or a bigger triangle compare numbers (up to 5) explore the composition of numbers (up to 5) automatically recall number bonds for numbers 0 to 5 select, rotate and manipulate shapes to develop spatial reasoning skills 	<ul style="list-style-type: none"> compare amounts, saying 'lots', 'more' or 'same' complete inset puzzles say one number for each item in order: 1,2,3,4,5 compare quantities using language 'more than' and 'fewer than' extend and create ABAB patterns - stick, leaf, stick, leaf count objects, actions and sounds (up to 10) subitise (up to 10) link the number symbol (numeral) with its cardinal number value (up to 10) count up to 10 compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can 	<ul style="list-style-type: none"> notice patterns and arrange things in a pattern compare sizes, weights etc. using gesture and language - 'bigger, little, smaller', 'high or low', 'tall', 'heavy' know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') show 'finger numbers' up to 5 notice and correct an error in a repeating pattern begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' count beyond 10 compare numbers understand the 'one more than or one less than' relationship between consecutive numbers explore the composition of numbers to 10 automatically recall number bonds for numbers 0 to 5 and some to 10 	<ul style="list-style-type: none"> count in everyday contexts, sometimes skipping numbers - '1-2-3-5' link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 solve real-world mathematical problems with numbers up to 5 experiment with their own symbols and marks as well as numerals <p>Understand the concept of addition and subtraction</p>	
Understanding the World	<ul style="list-style-type: none"> make connections between the features of their family and other families begin to make sense of their own life story and family's history show interest in different occupations use all their senses in hands-on exploration of natural materials talk about members of their immediate family and community name and describe people who are familiar to them 	<ul style="list-style-type: none"> notice differences between people explore collections of materials with similar or different properties talk about what they see, using a wide vocabulary explore and talk about different forces they can feel comment on images of familiar situations in the past compare and contrast characters from stories, including figures from the past recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> explore materials with different properties talk about the differences between materials and changes they notice continue developing positive attitudes about the differences between people explore how things work draw information from a simple map recognise some similarities and differences between life in this country and life in other countries understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> repeat actions that have an effect understand the key features of the life cycle of a plant and an animal understand that some places are special to members of their community 	<ul style="list-style-type: none"> explore natural materials, indoors and outside 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 explore the natural world around them describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> young children will be learning to explore and respond to different natural phenomena in their setting and on trips. know that there are different countries in the world and talk about the differences they have experienced or seen in photos recognise some environments that are different from the one in which they live 	

	<p style="text-align: center;">Expressive Arts and Design</p>	<ul style="list-style-type: none"> respond emotionally and physically to music when it changes move and dance to music explore their voices and enjoy making sounds notice patterns with strong contrasts and be attracted by patterns resembling the human face take part in simple pretend play, using an object to represent something else even though they are not similar show different emotions in their drawings and paintings, like happiness, sadness, fear explore colour and colour mixing listen with increased attention to sounds explore, use and refine a variety of artistic effects to express their ideas and feelings return to and build on their previous learning, refining ideas and developing their ability to represent them 	<ul style="list-style-type: none"> start to make marks intentionally join in with songs and rhymes, making some sounds explore different materials freely, to develop their ideas about how to use them and what to make remember and sing entire songs listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> explore different materials, using all their senses to investigate them manipulate and play with different materials anticipate phrases and actions in rhymes and songs, like 'Peepo' join different materials and explore different textures respond to what they have heard, expressing their thoughts and feelings watch and talk about dance and performance art, expressing their feelings and responses 	<ul style="list-style-type: none"> explore paint, using fingers and other parts of their bodies as well as brushes and other tools enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. start to develop pretend play, pretending that one object represents another, for example, a child holds a wooden block to her ear and pretends it's a phone create closed shapes with continuous lines and begin to use these shapes to represent objects begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses develop their own ideas and then decide which materials to use to express them sing the pitch of a tone sung by another person ('pitch match') create collaboratively, sharing ideas, resources and skills 	<ul style="list-style-type: none"> use their imagination as they consider what they can do with different materials make simple models which express their ideas draw with increasing complexity and detail, such as representing a face with a circle and including details sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> express ideas and feelings through making marks, and sometimes give a meaning to the marks they make explore a range of soundmakers and instruments and play them in different ways make rhythmical and repetitive sounds make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park use drawing to represent ideas like movement or loud noises create their own songs or improvise a song around one they know play instruments with increasing control to express their feelings and ideas explore and engage in music making and dance, performing solo or in groups Children in reception will be learning to develop storylines in their pretend play.
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