

Early Years at St Peter's Brafferton CE VA Primary School Long Term Plan

Year A- Helperbees: Why this? Why now?

	Term 1: Autumn	Term 2: Spring			Term 3: Summer	
<i>Characteristics of Effective Learning Continuous Focus</i>						
Themes	<i><u>Nursery Rhymes</u></i>	<i><u>Farm and Countryside</u></i>	<i><u>Fantasy and Adventure</u></i>	<i><u>Families</u></i>	<i><u>Animals</u></i>	<i><u>Pirates/ Under the Sea</u></i>
Key texts- Super Six (A text a week)	Incy Wincy Spider Humpty Dumpty Five Little Ducks Miss Polly had a Dolly Twinkle Twinkle	The Little Red Hen What the ladybird heard Fun at the Farm Nature trail Peppa Pig Owl Babies Stickman	There's a dragon in your book Georges Dragon Chinese New Year Dragon's love tacos Goodnight Spaceman Theres a unicorn in your book. Knight Owl	Guess How much I love You? Five Minutes Peace Little Bear Who's in my family Mr Pancake Families, Families, Families	Farmer Duck Elmer the Elephant Rainforest Adventure We're Going on a Bear Hunt Dear zoo	That's not my pirate Pirates Love underpants Tiddler
Predictable Interests	Harvest ? Autumn Season New routines Class expectations	Winter Bonfire Night Diwali (Hindu) Christmas Ice and freezing	Winter Season Chinese New Year	Spring Season Easter World Book Day	Summer season Growing	Summer season Growing
Possible curriculum Enhancements	Skip 2B Fit	Nativity		Dentist visit Vets?	Aquatic Fanatic Visitor	Sports Day Beach Day

Maths	White Rose – Nursery – Foundations in Maths NCETM with WRM – Mastering the Number in Reception
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Year B

	Term 1: Autumn	Term 2: Spring			Term 3: Summer	
<i>Characteristics of Effective Learning Continuous Focus</i>						
Themes	<i><u>Traditional Tales</u></i>	<i><u>Animals</u></i>	<i><u>Dinosaurs and Monsters</u></i>	<i><u>Changes and Seasons</u></i>	<i><u>Transport and Vehicles</u></i>	<i><u>Favourite books and authors</u></i>
Key texts- Super Six (A text a week)	3 Billy Goat’s Gruff Goldilocks and the Three Bears Three Little Pigs Little Red Riding Hood Jack and the beanstalk The Gingerbread Man	The very Hungry Caterpillar The tiger who came to tea Kipper's Birthday Chocolate mousse for a greedy goose Dear Zoo,	Dinosaur Roar Harry and the Bucketful of Dinosaurs Dinosaurs Glore The Gruffalo Where the wild things are	Mr Wolf’s Pancakes We’re going on a bear hunt Chicken Licken Easter Books	Mr Gumpy’s Outing Whatever Next The Train Ride Around the World in every vehicle Duck in the Truck Mr Gumpy’s Motor Car	Giraffes can’t dance Rumble in the Jungle The smartest giant in town Alines love underpants Peace at Last Under the Sea
Predictable Interests	Harvest ? Autumn Season New routines Class expectations	Winter Bonfire Night Diwali (Hindu) Christmas Ice and freezing	Winter Season Chinese New Year	Spring Season Easter World Book Day	Summer season Growing	Summer season Growing
Possible curriculum Enhancements	Skip 2B Fit	Nativity		Dentist visit Vets		Sports Day Beach Day

**Early Years
at St Peter's
Brafferton
CE VA**

Primary School Long Term Plan

Year A- Reception: Why this? Why now?

	Term 1: Autumn	Term 2: Spring			Term 3: Summer	
<i>Characteristics of Effective Learning Continuous Focus</i>						
Themes	<i>All About Me</i>	<i>Celebrations and Festivals</i>	<i>People who help us</i>	<i>Seasonal Changes Spring and Plants</i>	<i>Animal Planet</i>	<i>Things that Go!</i>
Hooks for learning/Lines of Enquiry These can be adapted at any point to allow for children's interests	- Transition to school - Feelings with colour monster	- Christmas - Festivals - Diwali -	- Vet - Doctors - Police - Emergency vehicles	- Growing plants - Easter	- Animals from different habitats - Paddington Suitcase - Artefacts from around the world	- Wheely fun day - Airport and passport -
Key texts- Super Six (A text a week)	Colour Monster Super Duper You In Every House in Every Street I like bees but I don't like honey Our class is a family Pumpkin Soup Pattan's Pumpkins	Little Glow Memory Bottles Best Diwali Ever Luna and the Moon Rabbit The very noisy Christmas Big Bear Dreaming Christmas Pine	Zog and the flying doctors Dentist book Mog and the Vet A superhero like you Emergency Emergency Nursery Rhymes	Jack and the Beanstalk Big book of Blooms Godfrey is a frog Pip and Egg Easter Egg hunt book Other texts: Sam Plants a Sunflower, Extraordinary Gardener	Amazing life cycle of butterflies (Minibeasts) The Ugly Five (Savanah) Monkey Puzzle (rainforest) The Whale that sings in the deep (Under the sea) Emperor's Egg (Polar) Never let a Dipliodocus Draw (Dinosaurs)	Emily Jane's Aeroplane Duck in a Truck Hundred Decker Bus Mr Gumpy's Motor Car The Runaway Train Look Up! Bunnies in a boat
Predictable Interests	Harvest Festival Autumn Season New routines Class expectations	Winter Bonfire Night Diwali (Hindu) Christmas Ice and freezing	Winter Season Chinese New Year	Spring Season Easter World Book Day Forest School Oral Hygiene	Summer season Growing	Summer season Growing Swimming
Possible curriculum Enhancements	Skip 2B Fit	Nativity Remembrance Day Diwali Fireworks night Christmas Service	World Mental Health Week Police Visit/safety visit Dentist Visit	Mother's Day Easter Service Baking hot cross buns World Book Day	Introduction of Sparky (Class Pet toy dragon) Growing butterflies Trip to Flamingo Land Zoo Sowerby Music for Life	Sports Day Swimming Water fun day/Beach with Helperbees Sports Day Father's Day

		Christmas Dinner, party, and jumper day Visit to the Pantomime				Transition days
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Skills Progression (Implemented through provision – areas of learning).									
	Autumn Term			Spring Term			Summer Term		
	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
Communication and Language	- I can focus attention when guided by familiar adult - I can follow simple instructions & questions accompanied by visual clues or gestures - I can name familiar objects in a picture/photo	- I can listen to stories, songs & rhymes & asks for favourites - I can shift attention when interested in conversation - I can understand longer instructions, containing 3 key words - I can demonstrate understanding of simple concepts with actions	- I can follow instructions without visual clues - I can ask simple questions about stories or themselves - I can describe how I made a model or did an activity - I can describe events that have happened although tenses may not be accurate - I can use sentences of between 4-6 words	- I can use up to 50 words - I can link 2 or 3 words together - I can ask for familiar objects - I can begin to use simple questions - I can begin to understand simple sentences & instructions 'go get drink'	- I can link 3 or 4 words. - I can begin to refer to things in the past - I can begin to use descriptive language & words for time, space & function - I can pay attention to conversation in a small group - I can listen to & remember simple stories with pictures	- I can listen to the opinions of others in a small group. - I can follow longer, more complex instructions - I can retell simple stories sometimes using the vocabulary from books - I can understand who, what, where, how and why questions - I can sometimes use tenses correctly - I can ask questions about events in the past or future & uses vocabulary associated with the events	- I can begin to understand more words - I can ask questions e.g. 'Who's that? Why?' - I can link actions to words in action songs and rhymes - I can frequently use simple sentences by linking 3 or 4 words together	- I can show an understanding of an experience or event - I can describe action or experience in the present tense - I can tell own short story or anecdote - I can make requests when choosing resources or activity - I can anticipate key events & phrases in stories & rhymes - I can listen to others & stories in small groups.	- I can use language to imagine and recreate roles and experiences in play situations - I can link statements and sticks to a main theme or intention - I can indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span - I can understand a range of complex sentence structures including negatives, plurals and tense markers - I can listen and respond to ideas expressed by others in conversation or discussion - I can understand and ask questions such as who; why; when; where and how

	Autumn Term			Spring Term			Summer Term		
	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
Personal, Social and Emotional Development	• I can communicate to express my needs to an adult • I can express preferences and decisions. • I can engage with others through gestures, gaze and talk • I can play with increasing confidence on their own and with other children because they know their key person is nearby and available	• I can establish their sense of self • I can express preferences and decisions. They also try new things and start establishing their autonomy • I can engage with others through gestures, gaze and talk. • I can play on own and with other children	• I can show more confidence in new social situations • I can find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas • I can understand why rules are important • I can talk with others to solve conflicts • I can talk about their feelings using words like 'angry' and 'worried' • I can understand gradually how others might be feeling • I can make healthy choices about food, drink, activity and tooth brushing • I can express their feelings and consider the feelings of others	• I can grow in independence, rejecting help ("me do it") • I can sometimes this leads to feelings of frustration and tantrums. • I can use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • I can find ways of managing transitions, for example from their parent to their key person • I can thrive as I develop self-assurance. • I can feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person	• I can develop my sense of responsibility and membership of a community • I can play with one or more other children, • I can achieve a goal I have chosen, or one which is suggested to them. • I can become more outgoing with unfamiliar people, in the safe context of their setting	• I can see myself as a valuable individual • I can build constructive and respectful relationships. • I can express my feelings and consider the feelings of others • I can manage their own needs • I can manage my own personal hygiene	• I can feel strong enough to express a range of emotions. • I can begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push my way to the front • I can develop friendships with other children • I can safely explore emotions beyond my normal range through play and stories • I can be increasingly able to talk about and manage my emotions • I can learn to use the toilet with help	• Extend and elaborate play ideas. • I can remember rules without needing an adult to remind me. • I can develop appropriate ways of being assertive • I can talk about feelings using words like 'happy' and 'sad' • I can be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly	• I can show resilience and perseverance in the face of challenge • I can identify and moderate their own feelings socially and emotionally • I can think about the perspectives of others • I can talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

	Autumn Term			Spring Term			Summer Term		
	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
Physical Development	• I can run well, and jump with both feet off the ground at the same time • I can make connections between my movement and the marks they make, when holding crayons, chalks etc, • I can use gesture and body language to convey needs and interests and to support emerging verbal language use	• I can climb confidently, catch a large ball and pedal a tricycle • I can climb stairs, steps and moves across climbing equipment using alternate feet • I can maintain balance using hands and body to stabilise • I can develop manipulation and control e.g. tearing paper, making marks on paper	• I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons • I can be increasingly independent, as I get dressed and undressed, for example, putting coats on and doing up zips • I can choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	• I can kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and my chest to trap it • I can climb up and down stairs by placing both feet on each step while holding a handrail for support • I can show increasing control in holding, using and manipulating some tools and objects	• I can explore different materials and tools providing opportunities for children to grasp, hold and explore materials. • I can use one-handed tools and equipment, for example, making snips in paper with scissors. • I can show a preference for a dominant hand	• I can begin to negotiate space successfully when playing racing and chasing games • I can revise and refine the fundamental movement skills I have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing • I can progress towards a more fluent style of moving with developing control • I can develop their small motor skills so I can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes,	• I can use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • I can turn pages in a book, sometimes several at once. • I can show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • I can hold mark-making tools with thumb and all fingers	• I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability • I can run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • I can balance on one foot or in a squat momentarily, shifting body weight to improve stability • I can grasp and release with two hands to throw and catch a large ball, beanbag or an object • I can create lines and circles pivoting from the shoulder and elbow • I can use a comfortable grip with good control when holding pens and pencils	• I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • I can handle tools, objects, construction and malleable materials safely and with increasing control and intention • I can begin to use anticlockwise movement and retrace vertical lines • I can form most of my letters correctly

						scissors, knives, forks and spoons			
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	Autumn			Spring			Summer		
	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
Literacy (Also see RWI)	- I can enjoy drawing freely. - I can join in with actions from familiar songs and say some of the words	- I can make marks on my picture to stand for my name - I can repeat words and phrases from familiar stories - To listen to stories actively engaging	- I can write some or all the letters of their name. - I can develop understanding of 5 key concepts about print - To demonstrate an understanding of what has been read to them.	- I can distinguish between marks made. - I can share my favourite stories, songs and rhymes	- I can make marks on my picture to stand for writing - I can talk about events, characters and make simple predictions - TO identify key events and characters	- I can begin to write letters to represent initial sound of words - I can extend conversations about stories, learning new vocabulary - I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences - To anticipate key events in stories.	- I can make marks on their picture to stand for their name - I can repeat words and phrases from familiar stories	- I can write some letters accurately - I can use story and new vocabulary in a range of situations. - I can talk about events, characters and make simple predictions	- I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words - To retell stories and narrative using their own words with story words - I can spell words by identifying the sounds and then writing the sound with letter/s - I can re-read these books to build up my confidence in word reading, their fluency and their understanding and enjoyment

	Autumn			Spring			Summer		
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Mathematics (Also See WRM and NCETM)	Compares amounts, saying 'lots', 'more' or 'same'.	Compare quantities using 'more than', 'fewer than'	I can subitise to 3 and beyond I can show the composition of 3 and 4	Understands position through words alone (e.g. "under").	Identifies and continues simple repeating patterns. Uses positional language such as 'under', 'on', 'in' independently.	I can order numbers to 5 I can show one more than a number to 10	Complete Inset puzzles Notices patterns and arrange things in patterns.	Solve real world mathematical problems with numbers up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf Talk about and identify the patterns around them. For example: stipes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc	I can count larger amounts I can use a 10 frame I can make doubles to 10 I can compare numbers to 10 I can compare groups of objects
	Combines objects like stacking blocks and cups.	Recite numbers past 5. Develop fast recognition of up to 3 objects, without having to count them individually (subitising).	I can count to 5 I can compare numbers to 5 Continue, copy and create repeating patterns	Climbs and squeeze themselves into different types or spaces Describe a familiar route. Develop fast recognition of up to 3 objects. Compare sizes, weights etc using gesture and language – 'bigger / little/smaller', 'high/low', 'tall', 'heavy'	Know that the last number reached when counting a small set of objects tells you how many there are in the total (cardinal principle). Say one number for each item in order: 1,2,3,4,5 Show finger numbers up to 5 Make comparisons between objects relating to size length weight and capacity.	I can tell you one more and one less I can compose 6,7,8 I can make doubles to 5 I can sort odd and even numbers Compare length, weight and capacity	Say one number for each item in order 1,2,3,4,5 Say one number for each item in order:1,2,3,4,5. Notices patterns and arrange things in pattern	Select shapes appropriately... Combine shapes to make new ones Notice and correct an error in a repeating pattern. Experiment with their own symbols and mars as well as numerals.	I can explain the magnitude of number I can use a part-whole model I know 1 more and 1 less for numbers to 10 I can recall doubles for numbers to 5 I can find missing parts of numbers up to 5 I can recall numbers bonds to at least 5 Select, rotate and manipulate shapes in order 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.
	Builds with a range of resources.								
	Notices patterns and arranges things in patterns.								
	Takes part in finger rhymes with numbers.								
	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.								
	Counts in everyday contexts, sometimes skipping numbers ('1-2-3-5').								
	Reacts to changes of amount in a								

	group of up to three items.				Compare quantities using language: 'more than', 'fewer than'.			rectangles, triangles and cuboids) using informal and mathematical language – sides, corners, straight, flat, round. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then..'	
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Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

	Autumn			Spring			Summer		
	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
Understanding the World	• I can explore different natural phenomena in my setting • I can make connections between the features of my family and other families	• I can begin to make sense of their own life-story and family's history • I can continue developing positive attitudes about the differences between people	• I can begin to make sense of my own life-story and family's history • I can show interest in different occupations • I can talk about what I see, using a wide vocabulary. • I can understand the key features of the life cycle of a plant and an animal	• I can explore and respond to different natural phenomena in my setting and on trips • I can make connections between the features of my family and other families	• I can explore and talk about different forces they can feel • I can talk about the differences between materials and changes they notice •	• I can begin to know that there are different countries in the world • I can talk about members of their immediate family and community • I can explore other professions • I can understand that some places are special to members of the community • I can describe what they see, hear and feel whilst outside. •	• I can notice differences between people • I can begin to understand the need to respect and care for the natural environment and all living things	• I can explore collections of materials with similar and/or different properties. • I can use all the senses in hands on exploration of natural materials • I can explore how things work. • I can plant seeds and care for growing plants	• I can now that there are different countries in the world and talk about the differences they have experienced or seen in photos • I can compare characters from stories, including figures from the past • I can recognise that people have different beliefs and celebrate special times in different ways • I can understand

									the effect of changing seasons on the natural world around them
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	Autumn			Spring			Summer		
	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
Expressive Arts and Design	•I can move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/ instruments •I can sing/ vocalise music or songs and mirrors or improvises actions •I can pretend that one object represents another, especially when objects have characteristics in common •I can create sound effects and movements, e.g. creates the sound of a car, animals	•I can explore and learns how sounds and movements can be changed •I can continue to explore moving in a range of ways, e.g. mirroring, creating own movement patterns •I can enjoy joining in with moving, dancing and ring games. •I can use movement and sounds to express experiences, expertise,	•I can develop an understanding of using lines to enclose a space and begins to use drawings to represent things •I can use a variety of construction materials in different ways. •I can use tools for a purpose •I can use available resources to create props or creates imaginary ones to support play	•I can join in singing songs •I can experiment with ways to enclose a space, create shapes and represent actions, sounds and objects •I can enjoy and responds to playing with colour in a variety of ways, for example combining colours	•I can experiment and create movement in response to music, stories and ideas •I can sing to myself and makes up simple songs •I can continue to explore colour •I can engage in imaginative play based on own ideas	•I can begin to build a collection of songs and actions •I can use tools to explore and develop my thinking around my interests. •I can create representations of both imaginary and real-life ideas, events, people and objects. •I can choose particular movements, instruments/ sounds, colours and materials for my own	•I can use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. •I can begin to make believe by pretending using sounds, movements, words, objects. •I can begin to describe sounds and music imaginatively, e.g. scary music.	•I can sing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. •I can tap out simple repeated rhythms •I can develop an understanding of how to create and use sounds intentionally. •I can continue to explore how colours can be changed. •I can engage in	•I can develop storylines in my pretend play. •I can explore and engage in music making and dance, performing solo or in groups. •I can create collaboratively, sharing ideas, resources and skills

		ideas and feelings	•I can play alongside other children who are engaged in the same theme			imaginative purposes		imaginative play based first-hand or peer experiences. •I can create sounds, movements, drawings to accompany stories	
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