

Saplings Long term Curriculum plan

<u>Curriculum areas</u>	<u>Autumn 1</u> <u>22-36mths</u>	<u>Autumn 2</u> <u>30-50 Emerging</u>	<u>Spring 1</u> <u>30-50</u> <u>Developing</u>	<u>Spring 2</u> <u>30-50</u> <u>Developing</u>	<u>Summer 1</u> <u>30-50 secure</u>	<u>Summer 2</u> <u>40-60</u> <u>Emerging</u>
<u>Themes</u>	<p>Senses Helping children to settle into nursery and make new friends. To use our senses to find out and explore and make sense of their environment and the world and to explore naturally. To follow and be aware of boundaries and routines of nursery. To develop independence and make links to home. Look for colours in the environment.</p>	<p>Celebrations Playing and exploring the environment , having a go. Children are to repeat actions to repeat skills learnt and be allowed to play with what they enjoy. They will begin to play with things that are familiar and use imaginative play. Children will be given choices to try new things and begin large group activities. Make links to prior learning from home.</p>	<p>Discovery Winter fairy tales, focus on exploring and investigating new activities and play for a longer period of time at one activity. Children are to explore through books and tales. Choices are widened to give children the opportunity to use their imagination through investigating new resources.</p>	<p>Adventure Play and explore the environment. Going on adventures that will inspire our imagination and mind. There will be child initiated and adult led activities more tailored to the child's needs. They will be more focus on keeping on task and concentrating. Active learning.</p>	<p>Awe and wonder Growing Spring, growing and animals. Keep trying, to have their own ideas. Children are given a variety of resources to self, select and use their imagination. Open ended resources to express themselves and use their imagination. Children are to be encouraged to be more independent and learn new skills appropriate for their age and</p>	<p>Changes Seasons What happens when we are curious, in nature and growing. Transitions to other settings. Make links within our setting and re-enact experiences taught. Achieve what they have set out to do. Make progress with next steps and build self-esteem. Give praise and encouragement as always to</p>

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					stage and plan for their own interests.	achieve smaller tasks.
<u>PSED</u>	<p>SC,SA- Separates from main carer with support and encouragement. Expresses own preferences and interests.</p> <p>MR- Interested in others play show affection and concern for people who are special to them.</p> <p>MF,B- Shows understands, cooperates with boundaries and routines. Responds to feelings and wishes of others.</p>	<p>SC,SA- Welcomes praise for what they have done</p> <p>MR_(22-36mths) may form a special friendship with another child</p> <p>Demonstrates friendly behaviour , initiating conversations</p> <p>MF,B-Aware of own feelings and knows some actions/words hurts others.</p>	<p>SC,SA- Enjoys responsibility of carrying out small tasks.</p> <p>MR- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>MF,B- To begin to accept the needs of others and can take turns and share resources with support from others.</p>	<p>SC,SA- Is more outgoing towards familiar people and more confident in new situations. Shows confidence in asking adults for help.</p> <p>MR- Can play in a group activity for example building up role play activity with other children, initiates play and offers cues for peers to join them.</p> <p>MF,B- Can share resources, take turns, tolerate delay when needs are not met.</p>	<p>SC,SA- Be confident to talk to other children whilst playing. Talk freely about home and community.</p> <p>MR- Initiates play and keeps play going by responding to what others have to say and to play in a group and extend ideas.</p> <p>Initiates conversations and forms good relationships with peers and familiar adults.</p> <p>MF,B- To adapt behaviour to different events and social situations, changes in routine</p>	<p>SC,SA- Confident to talk to others about home and community.(30-50)</p> <p>Speak to others about their own needs, wants interests and opinions.</p> <p>MR- Keeps play going by responding to what others are saying or doing.</p> <p>MF,B- Can tolerate delay when needs are not met (30-50)</p> <p>Aware of boundaries and expectations set, behavioural expectations in the setting.</p> <p>Understanding your own actions affect other people.</p>

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<p><u>Communication and Language</u></p>	<p>U-Understands who, what where in simple questions. Develop understanding of simple concepts (big, little) Speaking- Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. LA- Listens with interests to stories and noises adults make in stories,</p>	<p>U-Understands use of objects SP-Re-tell a simple past event in correct order. LA- Listens to one to one in small groups when conversation interests them.</p>	<p>U-Beginning to understand why, how questions. SP-Use intonation, rhythm, phrasing to make meaning clear to others. Use vocab focused on objects and people that are of particular importance to them. LA-Joins in repeated refrains. Is able to follow directions not intently focused on his own choice of activity.</p>	<p>U-Responds to simple instructions and asks why and how questions. SP-Use talk to pretend that objects stand for something else. Asks who, what, when, how and uses a range of tenses. LA-Listens to stories with increasing attention and recall.</p>	<p>U-Prepositions and carrying out an action or to select the correct picture. SP- Beginning to use more complex sentences to link thoughts e.g using and, because Build up vocab that reflects the breadth of their experiences. LA-joins in repeated refrains , anticipates key events, rhymes and stories.</p>	<p>U-Responds to a two part instructions. SP- Builds up vocab (30-50) Use talk to connect ideas, anticipate what might happen next. Use language to imagine and re-create roles and experiences in play situations LA- Focus attention, concentrates and sits quietly during appropriate activity. Joins in phrases , rhymes and stories.</p>
<p><u>Physical Development</u></p>	<p>M&H Climbs confidently, shows control in holding jugs, mark making tools draw simple shapes, circles, lines.</p>	<p>MH- Catch large ball. Draw lines, circles, gross motor skills HSC- Understands equipment , tools used safely. Manage washing, drying hands.</p>	<p>MH_ Use one handed tools -snip paper runs skilfully, negotiates space HSC-Gains more bladder control</p>	<p>MH- Holds a pencil with thumb and two fingers. HSC-Tells an adult if hungry and dresses self with help.</p>	<p>MH-Holds pencil with good control Moves freely with pleasure, confidence in a range of ways. Can copy some letters</p>	<p>MH-Can copy some letters(30-50) handles objects and tools. Form recognisable letters</p>

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	<p>HSC- Helps with clothing and be independent with self care. Communicates toilet needs.</p>				<p>HSC- Observes the effects of activity on their bodies</p>	<p>Travel with confidence Construct safely. HSC-Observes effects on body independent in toileting</p>
<p><u>Literacy</u></p>	<p>Reading-Has favourite stories, repeats words/phrases from familiar stories Writing- Distinguishes between different marks they make.</p>	<p>Reading-Looks at books independently, handles books carefully. Listens to stories 1-1, small groups Writing-Sometimes gives meaning to marks as they draw.</p>	<p>Reading-Holds books carefully, right way round, turns pages. Knows print carries meaning. Writing- Ascribe meanings to marks as draw and paint</p>	<p>Reading-Joins in with repeated refrains, anticipates key events, phrases, rhymes and stories Listening with increasing attention and recall. Writing- Ascribe meanings to marks that see in diff places.</p>	<p>Reading-Enjoys rhyming, rhythmic activities. Describe main story settings, principal characters begin to be aware of how stories structures, and suggest how story ends. Show interest in illustrations, print in books and environment. Writing- ascribe meanings to marks see in diff places.</p>	<p>Reading- 30-30 Rec name and familiar words. shows awareness of rhyme and alliteration. 40-60- Continues with rhyming string enjoys an increasing range of books. Hears and says initial sounds in name and words. Writing- Gives meaning to marks as they draw, write, paint. Continues rhyming string Writes own name</p>
<p><u>Mathematics</u></p>	<p>Number-Give me 1,2 More, alot</p>	<p>Number-Use number names in play</p>	<p>Number-Recites numbers to 10</p>	<p>Number- Compare two sets of objects- same</p>	<p>Interested in number problems</p>	<p>Rec 1-5 Counts beyond 10 more, fewer</p>

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	Compare quantities	Interested in numbers in the environment	Use number names, number language spontaneously.	Shows interest in representing numbers, not only to be counted	Knows numbers, identifies how many objects in a set. Represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral to quantity correctly	counts actions/objects which cannot be moved. Counts up to six objects from larger group.
<u>Shape Space and measure</u>	Shape -Categorize shape, size Language of size	Shape -Shows an interest in shape, making arrangements use for tasks	pace -Awareness of shape in environment positional language	Shapes -Beginning to talk about everyday shapes/objects. Shows an interest in shape. Talk about shapes or arrangements.	Shows awareness , similarities shapes in environment talks about shapes positional language	Use mathematical names for 2d,3d shapes Select particular names shapes orders length behind, next to
<u>Understanding the World</u>	PC -Has a sense of own immediate family, relatives imitates pretend play TW -Enjoys small world TECH -Basic skills to operate mechanical toys	PC -Shows interest in lives of people familiar to them Talk about significant events in own experiences Shows an interest in different ways of life TW -Comments and asks questions about places they	PC -Describes special times and different occupations. TW -Continue to comment and ask questions about the natural world. Can talk about what they observed, plants and natural objects.	PC - Look at different occupations and to be able to discuss things that make them unique. TW - Shows care and concern for living things and this environment. TECH - Knows how to operate simple equipment.	PC - Can talk about similarities and differences in relation to family and friends TW -Comment and ask questions and talk about how things work and happen. TECH - Knows information is	PC -Join in family customs and routines TW -Look closely at similarities and differences, patterns and change TECH - Operate simple programmes

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		live and natural world. TECH -Shows an interest in tech toys	TECH -Shows skills in making toys work.		retrieved from computers	
<u>Expressive Arts and Design</u>	BI -Beginning to make believe play Media - Experiment with blocks, colours, marks, Sing favourite songs Describe texture of things	BI -Engage in role play from first hand experiences Media - Enjoys dancing, ring games, sing familiar songs	BI -Builds stories around toys Make up rhythms Media - Tap out simple rhythms initiate movement to music Use various construction Realise tools are used for a purpose	BI - Use available resources to create props to support role play Media - Joins construction pieces together and build and balance Explore sounds and colour	BI - Capture experiences, respond to a wide range of music, dance, paint and other materials or words. Media - Explore colour use lines to enclose space Describe texture of things and use diff textures	BI -Chooses a particular colour for a purpose plays co-op as part of a group Act out narrative introduce storyline into play Media - What happens when mix colors create diff textures Explore diff sounds with instruments Constructs with purpose in mind Achieve a planned effect.