



Foxes and Badgers Long Term Planning 2019-2020

Autumn 1	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
Traditional Tales Nursery Rhymes Seasonal Changes Starting Nursery Changing Key Person Transitions Diwali Music and Movement Yoga Outdoor Woodland Learning (OWL) Allotments/ Chickens	Separates from main carer with support and encouragement from a familiar adult. Interested in others' play and starting to join in. May form a special friendship with another child. Shows understanding and cooperates with some boundaries and routines. Aware that some actions can hurt or harm others. Expresses own preferences and interests. Seeks out others to share experiences. Welcomes and values praise for what they have done.	Shows interest in play with sounds, songs and rhymes. Understands 'who', 'what', 'where' in simple questions (e.g. who's that/can? What's that? Where is.?). Responds to simple instructions, e.g. to get or put away an object. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it Uses simple sentences (e.g. ' Mummy gonna work.') Beginning to use word endings (e.g. going, cats)	Can tell adults when hungry or tired or when they want to rest or play. Beginning to be independent in self-care, but still often needs adult support. Imitates drawing simple shapes such as circles and lines. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Can usually manage washing and drying hands. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt Clearly communicates their need for potty or toilet. May be beginning to show preference for a dominant hand.	Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty'. Distinguishes between the different marks they make. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Looks at books independently Holds books the correct way up and turns pages.	Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make Comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Notices simple shapes and patterns in pictures. Beginning to categorise objects according to Properties, such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.	Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.	Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending. Sings a few familiar Songs. Creates movement in response to music. Notices what adults do, imitating what is being observed, and then doing it spontaneously when the adult is not there. Realises tools can be used for a purpose.

Foxes and Badgers Long Term Planning 2019-2020

Autumn 2	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
Diwali Fireworks Christmas Music and Movement Yoga Outdoor Woodland Learning (OWL) Allotments/ Chickens	<p>Shows understanding and co-operates with some boundaries and routines.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can express their own feelings such as sad, happy, cross, scared, and worried.</p> <p>Responds to the feelings and wishes of others.</p> <p>Can select and use activities and resources with help.</p>	<p>Single channelled attention.</p> <p>Can shift to a different task if attention fully obtained – using child's name helps focus.</p> <p>Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Beginning to use word endings (e.g. going, cats.)</p> <p>Developing understanding of simple concepts (e.g. big/little).</p> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>Introduces a storyline or narrative into their play.</p> <p>Two-channelled attention – can listen and do for short span.</p>	<p>Shows control in holding and using jugs to pour, hammers, books and mark making tools</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Runs safely on whole foot.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Understands that equipment and tools have to be used safely</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Gives meanings to marks that they see.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Looks at books Independently.</p> <p>Holds books the correct way up and turns pages.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Knows information can be relayed in the form of print.</p>	<p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Shows an interest in numerals in the environment.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Uses positional language, e.g. 'under' 'in'.</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows interest in shapes in the environment.</p>	<p>Beginning to have their own friends.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p>	<p>Enjoys joining in with dancing and ring games.</p> <p>Beginning to move Rhythmically.</p> <p>Explores colour and how colours can be Changed.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Experiments to create different textures.</p>



Foxes and Badgers Long Term Planning 2019-2020



Foxes and Badgers Long Term Planning 2019-2020

Spring 1	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
Chinese New Year Pancake Day Internet Safety Letters and Sounds Phase 1 Music and Movement Yoga Outdoor Woodland Learning (OWL) Allotments/ Chickens	Aware of own feelings, and knows that some actions and words can hurt others feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Shows confidence in asking adults for help. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.	Listens to stories with increasing attention and recall. Listens to others one to one or in small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity.) Two-channelled attention – can listen and do for short span.	Observes the effects of activity on their bodies. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Draws lines and circles using gross motor movements. Can catch a large ball. Can copy some letters, e.g. letters from their name. Mounts stairs, steps or climbing equipment using alternate feet. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Sometimes gives meaning to marks as they draw and Paint. Gives meanings to marks that they see. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Suggests how the story might end. Enjoys rhyming and rhythmic activities	Recites numbers beyond 10. Sometimes matches numeral and quantity correctly. Knows that numbers identify how many objects are in a set. Orders and sequences familiar Events. Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10	Can talk about some of the things they have observed such as plants, animals, natural and found objects. Remembers and talks about significant events in their own experience. Shows care and concern for living things and the Environment. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Explores and learns how sounds can be changed. Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Explores what happens when they mix colours. Explores the different sounds of instruments.



Foxes and Badgers Long Term Planning 2019-2020

Spring 2	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
World Book Day Mother's Day Easter Letters and Sounds Phase 1 Music and Movement Yoga Outdoor Woodland Learning (OWL) Allotments/ Chickens	Aware of own feelings, and knows that some actions and words can hurt others' feelings. Confident to talk to other children when playing, and will communicate freely about own home and community. Enjoys responsibility of carrying out small tasks. Keeps play going by responding to what others are saying or doing. Is more outgoing towards unfamiliar people and more confident in new social situations	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to understand 'why' and 'how' questions. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played) Uses intonation, rhythm and phrasing to make the meaning clear to others.	Holds pencil near point between first two fingers and thumb and uses it with good control. Usually dry and clean during the day. Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Jumps off an object and lands appropriately	Sometimes gives meaning to marks as they draw and paint. Gives meanings to marks that they see. Recognises familiar words and signs such as own name and advertising logos. Shows interest in illustrations and print in books and print in the environment. Knows that print carries meaning and, in English, is read from left to right and top to Bottom. Describes main story settings, events and principal characters	Recites numbers beyond 10. Compares two groups of objects, saying when they have the same number. Shows an interest in representing numbers. Shows curiosity about numbers by offering comments or asking questions. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Shows awareness of similarities of shapes in the environment. Uses positional language, e.g. 'under' 'in'. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall	Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows interest in the lives of people who are familiar to them. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Knows that information can be retrieved from computers.	Imitates movement in response to music. Taps out simple repeated rhythms. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Developing preferences for forms of expression. Uses movement to express feelings.

Summer 1	Personal, Social and	Communication and	Physical Development	Literacy	Mathematics	Understanding of	Expressive Arts and
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Foxes and Badgers Long Term Planning 2019-2020

	Emotional Development	Language				the world	Design
Longdown Dairy Farm Caterpillars to Butterflies Growing Changes Letters and Sounds Phase 1 Music and Movement Yoga Outdoor Woodland Learning (OWL) Allotments/ Chickens	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Confident to speak to others about own needs, wants, interests and opinions. Initiates conversations, attends to and takes account of what others say. Aware of the boundaries set, and of behavioural expectations in the setting. Can usually adapt behaviour to different events, social situations and changes in routine.	Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their Experiences. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes Links statements and sticks to a main theme or intention.	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Shows a preference for a dominant hand. Handles tools, objects, construction and malleable materials safely and with increasing control. Walks downstairs, two feet to each step while carrying a small object. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Gives meaning to marks they make as they draw, write and paint. Writes own name.	Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses familiar objects and common shapes to create and recreate patterns and build models	Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.	Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Sings to self and makes up simple songs. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Plays cooperatively as part of a group to develop and act out a narrative. Introduces a storyline or narrative into their play. Developing preferences for forms of expression. Uses movement to express feelings

Summer 2	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
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Foxes and Badgers Long Term Planning 2019-2020

<p>EID</p> <p>Father's Day</p> <p>Transitions Letters and Sounds Phase 1</p> <p>Letters and Sounds Phase 2 s,a,t,l,p,n</p> <p>Music and Movement</p> <p>Yoga</p> <p>Outdoor Woodland Learning (OWL)</p> <p>Allotments/ Chickens</p>	<p>Initiates conversations, attends to and takes account of what others say</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Beginning to be able to negotiate and solve problems without aggression.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision</p>	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Writes own name</p>	<p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Recognises numerals 1 to 10 and beyond.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
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