



Hedgehog Base Long term Planning 2019/2020

Autumn 1	Personal social and Emotional	Communication and Language	Physical	Literacy	Mathematics	Understanding the world	Expressive art and design.
Seasonal changes OWL Allotments Bucket Therapy Music and Movement Nursery Rhymes/ Singing Families	<p>Exploring new environment with support from a familiar adult</p> <p>-Comforting others when they are upset/ becoming aware of the feelings of others</p> <p>-Cooperative play</p> <p>-Separates from main carer witht from a familiar adult</p>	<p>Learns new words rapidly and is able to use them in communication.</p> <p>-Listens with interest to the noises adults make when they read stories.</p> <p>-Single channelled attention – using child's name often helps.</p> <p>-Uses gesture with limited talk " I have it"</p> <p>-Understands simple sentences.</p>	<p>Helps with clothing- eg putting arms in coat</p> <p>-Can usually manage washing and drying hands</p> <p>-Runs safely on whole foot</p> <p>-Clearly communicates need for toilet or potty</p> <p>-Drinks well without spilling</p> <p>-Feeds self competently with spoon</p>	<p>Distinguishes between the marks they make</p> <p>Has some favourite songs, stories and rhymes</p> <p>Listens to stories individually and in small groups</p>	<p>Begin to organise and categorise</p> <p>Uses blocks to create structures</p> <p>Enjoys filling and emptying containers</p> <p>Begins to say some counting words randomly</p> <p>Attempts (sometimes successfully) to put pieces into insert boards or jigsaw puzzles</p>	<p>Enjoys playing with small world models such as train track or farm.</p> <p>Explores objects by linking a number of different approaches eg shaking, looking, hitting.</p> <p>Shows an interest in toys with buttons, flaps and simple mechanisms.</p> <p>Seeks to acquire basic ICT skills eg turning on some equipment</p>	<p>Explores and experiments with a range of media through sensory exploration</p> <p>Begins to move to music, listen or join in with rhymes and songs</p>



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Autumn 2	Personal social and Emotional	Communication and Language	Physical	Literacy	Mathematics	Understanding the world	Expressive art and design.
Seasonal changes OWL Allotments Bucket Therapy Music and Movement Bonfire night Christmas Diwali Harvest	<ul style="list-style-type: none"> -Learning that some things are theirs, some are other peoples and some are shared - Expressing own feeling eg: cross, upset happy. -Interested in others play and starting to join in. -Developing imaginary play - Cooperative play -Seeks comfort from a familiar adult Developing boundaries and routines 	<ul style="list-style-type: none"> Responds to simple instructions (eg put your toys away and then we'll read a book) -Shows interest in play with songs, stories and rhymes. -Identifies actions eg pointing to correct picture when asked "who's jumping" -Beginning to ask simple questions 	<ul style="list-style-type: none"> Climbs confidently. Is beginning to pull themselves up on Nursery play equipment. -Can usually manage washing and drying hands -Squats with steadiness and rises to stand -Turns pages in a book Clearly communicates need for toilet or potty Drinks well without spilling -Feeds self competently with spoon 	<ul style="list-style-type: none"> Distinguishes between the marks they make Has some favourite songs, stories and rhymes Repeats some words from familiar stories 	<ul style="list-style-type: none"> Begins to recite numbers in sequence Notices simple shapes and patterns in pictures Beginning to categorise by shape or size. Begins to make comparisons between quantity Uses the language of quantity 	<ul style="list-style-type: none"> Operates mechanical toys eg: friction car Beginning to have own friends Has a sense of own family and relations 	<ul style="list-style-type: none"> Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way instruments sound Experiments with blocks, colours and marks. Beginning to make believe by pretending Notices or is interested in the effect of making movements which leave marks.



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Spring 1	Personal social and Emotional	Communication and Language	Physical	Literacy	Mathematics	Understanding the world	Expressive art and design.
Seasonal changes OWL Allotments Bucket Therapy Music and Movement Chinese New Year Pancake day	Cooperative play- eg small group games (seeks out others -Responds to boundaries and routines -Expresses own preferences and interests.	Developing an understanding of simple concepts such as big/little -Uses simple sentences. "mummy gonna work -Responds to simple instructions	Beginning to be independent in self care but still needs support -Imitates drawing, simple lines and circles. -Can kick a large ball. -Clearly communicates need for toilet or potty -Walks upstairs holding rail 2 feet to step	Distinguishes between the marks they make Listens to stories individually and in small groups Interested in rhymes and may have favourites	Beginning to use the language of size. Uses positional language- under, on top. Uses some number names spontaneously Selects a number of objects from a group eg "please give me 2" Uses the language of quantity	Operates mechanical toys eg: friction car In pretend play imitates event from own life or culture eg making and drinking tea. Has a sense of own family and relations	Joins in singing favourite songs Enjoys joining in with dancing and ring games. Shows an interest in the way instruments sound Imitates and improvises actions they have observed – eg clapping or waving Notices or is interested in the effect of making movements which leave marks.



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Seasonal changes OWL Allotments Bucket Therapy Music and Movement Easter Mothers Day Growth World Book Day	Beginning to distract self when upset -Expressing own preferences and interests -Interested in others play and starting to join in	Holds a conversation, jumping from topic to topic. -Responds to simple instructions -Listens 1:1 or in small groups when conversation interests them	Can tell adults when they are tired or hungry and want to rest/play. -Shows control in using hammers, jugs to pour and mark making. Clearly communicates need for toilet or potty -	Sometimes gives meaning to the marks they make Repeats some words from familiar stories Listens to stories individually and in small groups	Begins to use the language of size. Uses the language of quantity such as more and a lot. Begins to categorise by shape or size. Says some number names in sequence. Uses positional language- under, on top Knows that a group of things changes in quantity when something is added/taken	. In pretend play imitates event from own life or culture eg making and drinking tea Seeks to acquire basic skills in operating ICT equipment Enjoys playing with small world models such as train track or farm.	Beginning to use representation to communicate eg drawing a line and saying that's me. Notices or is interested in the effect of making movements which leave marks. Beginning to move rhythmically



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Seasonal changes OWL Allotments Bucket Therapy Music and Movement Travel Holidays	<ul style="list-style-type: none"> .-Selecting and using resources -May form a special relationship with another child. -Engaging in pretend play 	<ul style="list-style-type: none"> Understanding simple questions- who, what, where -Shows an interest in play with sounds, songs and rhymes. -Using language as a means of sharing thoughts and expressing ideas 	<ul style="list-style-type: none"> Beginning to use tripod grip -Clearly communicates need for toilet or potty -Shows control over tools eg jugs to pour, hammers and mark making tools. -Beginning to use tripod grip 	<ul style="list-style-type: none"> Distinguishes between different marks they make Sometimes gives meaning to the marks they make Fills in the missing words from familiar stories and songs 	<ul style="list-style-type: none"> Creates and experiments with marks to represent the idea of number. Uses the language of quantity such as more and a lot Selects a number from a small group eg " please give me 2" Uses some numbers accurately in play 	<ul style="list-style-type: none"> In pretend play imitates event from own life or culture eg making and drinking tea Learning that they have similarities and differences from others Can talk about some things they have observed- eg plants/ animals 	<ul style="list-style-type: none"> Creates movement in response to music Joins in singing favourite songs Creates sounds by shaking, tapping, banging or blowing. Pretend that one object represents another, particularly when they have similarities



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