



Red Squirrels Long Term Plan 2023-2024



SEATHORNE PRIMARY ACADEMY

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Values	 FRIENDSHIP AND LOVE	 HONESTY	 HOPE	 DETERMINATION	 COURAGE	 ACCEPTANCE
Important Dates	Hello Yellow 10.10.23 Halloween	Remembrance Day 11.11.23 Diwali 12.11.23 Children In Need 18.11.23 Christmas Jumper Day 07.12.23	Bird watch 26.01.24 NSPCC Number Day 03.02.24 Chinese New Year 10.02.24 Shrove Tuesday 13.02.24 Valentines Day 14.02.24	World Book Day 07.03.24 Science Week 08.03.24 Mother's Day 10.03.24 Easter 04.04.24 Eid 09.04.24-10.04.24		
Our Gardening Focus	<p>Indoor Sowing - Lettuce</p> <p>Outdoor Sowing - Spring Onion, Broad Bean, Pea</p> <p>Harvest - Beetroot, Broad Bean, Broccoli, Brussels Sprout, Cabbage, Carrot, Cauliflower, Celeriac, Celery, Chard, Courgette, Cucumber, , Garlic, Kale, Leek, Lettuce, Marrow, Onion, Parsnip, Pea, Pepper, Potato, Pumpkin, Radish, Rocket, Runner Bean, Shallot, Spinach, Spring Onion, Squash, Sweetcorn, Swede, Tomato, Turnip</p>	<p>Indoor Sowing - Lettuce, Onion</p> <p>Outdoor Sowing - Broad Bean, Pea</p> <p>Harvest - Broccoli, Brussels Sprout, Cabbage, Carrot, Cauliflower, Celery, Chard, Kale, Leek, Lettuce, Parsnip, Potato, Pumpkin, Swede</p>	<p>Indoor Sowing - Broad Bean, Broccoli, Brussels Sprout, Cabbage, Cauliflower, Cucumber, Leek, Lettuce, Onion, Pepper Tomato,</p> <p>Outdoor Sowing - Broad Bean, Carrot, Parsnip, Pea</p> <p>Harvest - Broccoli, Brussels Sprout, Cabbage, Carrot, Cauliflower, Kale, Leek, Lettuce, Parsnip, Swede</p>	<p>Indoor Sowing - Broad Bean, Broccoli, Brussels Sprout, Cabbage, Cauliflower, Celeriac, Celery, Courgette, Cucumber, Kale, Leek, Lettuce, Onion, Pepper, Sweetcorn, Tomato</p> <p>Outdoor Sowing - Broad Bean, Beetroot, Broccoli, Brussels Sprout, Cabbage, Carrot, Leek, Lettuce, Parsnip, Pea, Radish, Rocket, Spinach, Spring Onion, Turnip</p> <p>Harvest - Broccoli, Cabbage, Carrot, Cauliflower, Kale, Leek, Lettuce, Spring Onion, Swede</p>	<p>Indoor Sowing - Asparagus, Aubergine, Broad Bean, Broccoli, Brussel Sprout, Cabbage, Cauliflower, Celeriac, Celery, Climbing Bean, Courgette, Cucumber, Dwarf Bean, Kale, Kohl Rabi, Leek, Marrow, Onion, Pepper, Pumpkin, Runner Bean, Shallot, Squash, Sweetcorn, Tomato</p> <p>Outdoor Sowing - Broad Bean, Beetroot, Broccoli, Brussel Sprout, Cabbage, Carrot, Cauliflower, Chard, Chicory, Courgette, Cucmber, Kale, Kohl Rabi, Leek, Lettuce, Marrow, Parsnip, Pea, Radish, Rocket, Runner Bean, Samphire, Shallot, Spinach, Spring Onion, Swede, Sweetcorn, Turnip</p> <p>Harvest - Cabbage, Carrot, Cauliflower, Garlic, Lettuce, Pea, Radish, Rocket, Spinach, Spring Onion</p>	<p>Indoor Sowing - Pumpkin</p> <p>Outdoor Sowing - Beetroot, Cabbage, Carrot, Cauliflower, Chard, Chinese Cabbage, Climbing Bean, Cucumber, Dwarf Bean, Kohl Rabi, Lettuce, Pak Choi, Pea, Pumpkin, Radish, Rocket, Runner Bean, Spinach, Spring Onion, Swede</p> <p>Harvest - Beetroot, Broccoli, Broad Bean, Cabbage, Carrot, Cauliflower, Chard, Climbing Bean, Courgette, Cucumber, Garlic, Leek, Lettuce, Marrow, Pea, Pepper, Potato, Radish, Rocket, Runner Bean, Spinach, Spring Onion, Squash, Tomato,</p>

<h1>Communication and Language</h1>	<ul style="list-style-type: none"> • Begin to follow simple instructions. • Share our key texts. • Begin to learn songs and rhymes. • Use 4 words or more when talking to their key worker. • Begin to engage with peers and adults. • Build vocabulary from chatter cards, book of the week and song of the week. • Learn to listen carefully, in small groups. • Begin to look at books, wanting to share a story with peers and adults. 	<ul style="list-style-type: none"> • Begin to understand simple questions. • Continue to build up their repertoire of familiar songs and rhymes. • Begin to join in with parts of familiar stories. • Develop listening carefully in large group situations. • Begin to engage in some conversations about the stories and books that they have heard. • Build vocabulary from chatter challenges and our book of the week. 	<ul style="list-style-type: none"> • Begin to use longer sentences when talking. • Engage in longer conversations about the stories that they have had read to them. • Continue to expand vocabulary associated with the books that are read to them or songs they have learnt. • Use some of this vocabulary in their play. 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and be able to retell them. • Begin to understand 2-part instructions with support. • Continue to learn new songs and rhymes. • Continue to expand vocabulary associated with the books that are read to them or songs they have learnt. • Use some of this vocabulary in their play • Start a conversation with an adult or friend and continue it for many turns. • Use talk to organise their play. 	<ul style="list-style-type: none"> • Begin to use talk to organise themselves and their play. • Begin to understand two-part instructions and questions. • Listen to and retell more complex stories. • Use these more complex stories to begin to learn a wider range of vocabulary. • Begin to name some parts of a book (spine, cover, title) • Begin to understand why questions. 	<ul style="list-style-type: none"> • Show confidence in talking about a variety of stories. • Use a good range of vocabulary. • Understand two-part instructions and questions • Show confidence in understanding why questions. • Be able to express a point of view. • Engage in conversation with both adults and children. • Sing a large repertoire of songs and know many rhymes.
<h1>Personal, Social and Emotional Development</h1>	<ul style="list-style-type: none"> • Begin to accept praise for things they have done. • Learn to share resources with others. • Begin to select and use their own resources. • Begin to talk about their emotions. 	<ul style="list-style-type: none"> • Begin to play with one other child. • Begin to follow the rules and routines with support. • Show more confidence in new situations such as performing in the Christmas play. • Begin to extend play ideas when playing with another child. 	<ul style="list-style-type: none"> • Become more confident with unfamiliar people. • Show greater independence in selecting own resources. • Show a greater understanding of the Nursery rules. • Begin to play with more than one child. 	<ul style="list-style-type: none"> • Increasingly follow the rules and understand why they are important. • Continue to develop their independence in selecting their resources and activities. • Begin to show more confidence with less familiar people who visit school. • Develop appropriate ways of being assertive 	<ul style="list-style-type: none"> • Begin to show an understanding of how to solve conflicts • Begin to accept responsibility for carrying out tasks. • Extend own play ideas. • Show an understanding of how others are feeling. 	<ul style="list-style-type: none"> • Use talk to solve conflicts. • Play in a group extending play ideas. • Remember the rules without an adult needing to remind them.

<h1>Physical Development</h1>	<ul style="list-style-type: none"> Develop gross motor skills by riding, building with large blocks and throwing large ball. Develop large muscle movements in order to wave scarves, paint and make marks. Be able to take off their coats and shoes with some support. Be able to say when they need the toilet. Develop dexterity by threading beads and natural objects. 	<ul style="list-style-type: none"> Begin to use simple one-handed tools. Demonstrate greater control when using pencils. Be able to use different ways of moving such as galloping, slithering etc Show a preference for a dominant hand. Use a comfortable grip when holding pens and pencils. Be able to put on own shoes. 	<ul style="list-style-type: none"> Begin to use scissors safely to make snips in paper with support. Show greater independence in care needs. Begin to show increased control on moving in different ways such as skipping, hopping, balancing, crawling, walking and running. Be able to choose the correct physical skill to match a task. 	<ul style="list-style-type: none"> Be able to use and remember sequences of movements when moving to music. Be able to balance on one leg and hold a pose. Be increasingly independent in their own self-care. Show confidence in putting on own coat. Take part in group activities which they make up themselves, or in a team 	<ul style="list-style-type: none"> Use resources they need to complete a task safely. Begin to be able to use one handed tools such as scissors for snipping with greater independence Explore a range of equipment for different purposes. 	<ul style="list-style-type: none"> To be able to put on own coat and attempt to fasten. Choose the right resources to carry out a task and use them safely.
<h1>Mathematics</h1>	<ul style="list-style-type: none"> Begin to know colours (red, blue, yellow, green, orange, purple) Learn to mix colours. Match and sort objects by colour, size and shape. 	<ul style="list-style-type: none"> Subitise numbers 1 and 2 (e.g. in dice patterns) Create and extend AB colour patterns. Create patterns inside and outside. 	<ul style="list-style-type: none"> Subitise number 3 and explore the number through stories and songs. Count up to three items 1:1. Explore composition of 3, 4 and 5. 	<ul style="list-style-type: none"> Become familiar with a tens frame. Explore height and length and use related words e.g. tall/long/short Explore mass through stories e.g. Goldilocks and the Three Bears (Porridge) Continue to create own patterns e.g. using natural materials. Sequence numbers to five e.g. through towers. 	<ul style="list-style-type: none"> Explore more and fewer than. Know one more and one less than numbers to five. Explore 2D shapes. 	<ul style="list-style-type: none"> Consolidate understanding of composition of numbers 1-5. Order events throughout the day. Use positional language.

<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</h1>	<ul style="list-style-type: none"> • Begin to look at books, working front to back, turning the pages carefully. • Begin to learn new vocabulary related to the books being read. • Begin to notice some examples of print in the environment. 	<ul style="list-style-type: none"> • Make marks on their pictures to indicate their name. • Begin to engage in some conversations about the stories and books that they have heard. • Learn some new vocabulary linked to books and topics. • Engage in creating pretend writing in their play. 	<ul style="list-style-type: none"> • Enjoy drawing pictures and making marks based on own interests. • Realise that print carries meaning. • Recognise rhyme, with support. • Add some marks to their pictures which represent words. 	<ul style="list-style-type: none"> • Engage in longer conversations about stories they have had read to them. • Learn and remember some new vocabulary associated with the books that are read to them and use some of this in their play. • To form some letters correctly 	<ul style="list-style-type: none"> • Begin to name some parts of a book (spine, cover, title) • Begin to understand that print can have different purposes. • Show increasing knowledge of rhyme.` 1 • Use 'writing' in their play showing an increasing awareness of where writing starts on a page. • Copy some of the letters from their name using some correct formation. • Be able to write some of their name. 	<ul style="list-style-type: none"> • Listen to and retell more complex stories. • To be able to write their name. 	<ul style="list-style-type: none"> •
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Little Wandle</h1>	<p>N/A</p>	<p>s a t p i n</p> <ul style="list-style-type: none"> • Play with sounds • Bertha the bus • Name play • What's in the box? <p>Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud.</p> <p>Words with sounds the children know: s-a-t, s-i-t, p-a-t p-i-t, t-i-n, t-a-p, n-i-p, s-i-p</p>	<p>m d g o c k e</p> <ul style="list-style-type: none"> • Can you touch your ...? • What's that noise? • Can you do the actions? <p>Blend from the box, with objects that start with different sounds.</p> <p>Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud.</p> <p>Words with sounds the children know: d-i-g, m-a-p, g-e-t, n-o-d, c-o-t, p-e-t, d-a-d, p-i-g, p-e-g, t-e-n</p>	<p>u r h b f l j</p> <ul style="list-style-type: none"> • Can you touch your ...? • What's that noise? • Can you do the actions? <p>Blend from the box, with objects that start with different sounds.</p> <p>Use oral blending to blend words aloud with the new sounds the children have learned. Pause before you blend the words - and see if children can jump in and blend the words.</p> <p>Words with sounds the children know: m-u-m, r-a-n, h-u-g, b-i-g, f-a-n, r-u-b, h-o-t, l-e-g, l-i-p, j-o-g, j-i-g</p>	<p>v w y z q u c h</p> <ul style="list-style-type: none"> • Can you touch your ...? • What's that noise? • Can you do the actions? <p>Blend from the box, with objects that start with different sounds.</p> <p>Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend the words for the children</p> <p>Words with sounds the children know: y-e-s, m-e-ss, b-e-ll, w-e-t, w-a-g, s-a-d, h-i-ss, y-e-ll, r-i-ch, qu-i-t, z-a-p, b-u-zz</p>	<p>ck x sh th ng nk</p> <ul style="list-style-type: none"> • Can you touch your ...? • What's that noise? • Can you do the actions? <p>Blend from the box, with objects that start with different sounds.</p> <p>Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend the words for the children.</p> <p>Words with sounds the children know: th-u-d, th-i-ng, r-u-sh, sh-u-t, s-o-ng, s-i-ng, p-e-ck, r-o-ck, b-a-ck, f-i-x</p>	

<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the world</h1>	<ul style="list-style-type: none"> • Talk about photographs of their families. • Sequence family members by age and name (baby, child, adult) • Explore materials using all their senses e.g. sand and water. • Explore material with different properties (hard / soft) • Notice some simple signs of autumn. • Name the main body parts. • Talk about the changes that happen when making porridge. • Explore using magnets. 	<ul style="list-style-type: none"> • Notice differences between people. • Begin to talk about how ingredients change when baking. 	<ul style="list-style-type: none"> • Make connections between their family and the families of others. • Talk about their own experiences of celebrating Christmas or Birthdays • Begin to be aware of how different cultures and people celebrate special times. • Begin to be aware of different countries in the world from stories read. • Share stories about how Chinese New Year is celebrated. • Talk about the changes that happen when something melts or freezes. • Talk about the weather in winter. 	<ul style="list-style-type: none"> • Begin to know that things were different before they were born. • Begin to talk about their own life-story and family history. • Talk about some of the changes they notice in the environment in spring. • Recognise that in Spring new life begins e.g. plants and animals. • Begin to show an interest in exploring how things work and why things happen, eg floating and sinking, magnets. • Begin to understand that some things were different a long time ago, eg sailing ships. 	<ul style="list-style-type: none"> • Talk confidently about their personal experiences of birthdays and birthday parties that happened in the past. • Show an interest in different occupations (farmers, vets, police, firemen?) • Understand the differences between plants and animals. • Know about the lifecycle of a chick/duck. • Plant and care for plants with support. • Know the name of some of the parts of a plant. 	<ul style="list-style-type: none"> • Continue to understand some of the differences between different people and communities.
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive arts and design</h1>	<ul style="list-style-type: none"> • Talk about the marks that they have made when drawing and painting. • Being to use some shapes and lines when drawing and painting. • Explore water and paint, with support. • Learns some key phrases from familiar songs. • Engage in some simple pretend play based on their own experiences. • Begin to join different materials such as hammers and nails with support. • Use imagination in using an object to represent something else when playing. 	<ul style="list-style-type: none"> • Explore different materials with support. • Understand how to use glue to stick materials onto paper. • Begin to understand how to pour our own colours. • Explore different materials with support. • Engage in simple small world play based on their own experiences or stories that they have heard. • Continue to explore different instruments. 	<ul style="list-style-type: none"> • To show greater control when using a glue stick and glue spreader to stick materials to paper. • Begin to create closed shapes when drawing and use them to represent objects with support. • Remember some songs in their entirety. • Play percussion instruments with increasing control. • Explore a range of materials with independence. • Continue to develop their knowledge of how to join different materials, hammers and nails, tape and glue. • Use own imagination to make up small worlds and simple storylines. 	<ul style="list-style-type: none"> • Explore different materials with support. • Sing a range of songs and nursery rhymes considering pitch and melody. 	<ul style="list-style-type: none"> • Explore a range of materials with independence. • Explore colour mixing of powder paints, with the support. • Continue to draw with complexity and detail. 	<ul style="list-style-type: none"> • Continue to explore colour mixing including making the paint lighter or darker. • Begin to show different emotions when painting. • Begin to draw and paint with increasing complexity and detail. • Develop own ideas about which materials to use and what to make and how to join. • Explore how instruments can be used to express different feelings. • Make up their own songs based on a familiar one. • Begin to show emotions when drawing. • Show greater independence in using powder paint to the correct consistency.

New Starters in January and April - Secure in these areas ready for September

Communication and Language

- Be able to ask an adult for help.
- Use simple words as well as actions to communicate with adults.
- Begin to have a simple conversation with peers and adults even if not always clear.
- Enjoy the role play areas, showing play that mimics everyday life ie putting the baby to sleep.
- Listen to simple short stories with lots of repetition.
- Understand simple questions about 'who', 'what' and 'where'
- Listen to others sing action songs and rhymes, joining in with actions.

Personal, Social and Emotional Development

- With support can share toys and wait for their turn, most of the time.
- Begin to sign or talk about their emotions.
- Be able to manage their emotions.
- Notice some differences between themselves and their peers.
- Begin to play alongside other children.

Physical Development

- Have good large and small motor skills to do some tasks themselves such as zips on coats and bags, hang their bags on the pegs, take their water bottles out, put their own wellies on.
- Attempt to take their own coat off and hang it up.
- Be able to feed themselves with some support using a knife and fork.
- Explore different materials and tools in Nursery.

Mathematics

- Combine objects like stacking blocks and cups.
 - Put objects inside others and take them out again
 - Take part in finger rhymes with numbers.
 - React to changes of amount in a group of up to three items.
 - Compare amounts, saying 'lots', 'more' or 'same'.
 - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
 - Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'
 - Climb and squeeze themselves into different types of spaces.
 - Build with a range of resources.
 - Complete inset puzzles
 - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'
- Notice patterns and arrange things in patterns.

Literacy

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Make comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

Understanding the World

- Repeat actions that have an effect.
- Explore materials with different properties.
 - Explore natural materials, indoors and outside.
 - Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.

Expressive Arts and Design

- Show attention to sounds and music.
 - Respond emotionally and physically to music when it changes.
 - Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
 - Explore their voices and enjoy making sounds.
 - Join in with songs and rhymes, making some sounds.
 - Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
 - Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
 - Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
 - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- 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.
- Explore different materials, using all their senses to investigate them.
 - Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
 - Make simple models which express their ideas.

