

Heptonstall J, I & N School Class One

Child Initiated/Objective Led Long Term Planning 2018-2019

Objectives to be covered throughout the year related to 'loose' themes (inspired by a text)
 Activities to be based on child initiated discussions, interests and observations feeding from 'loose' themes to meet identified objectives.

Cycle A (Nursery & Reception)		Autumn 1 (8 weeks) Topic Texts	Autumn 2 (7 weeks) Topic Texts	Spring 1 (6 weeks) Topic Texts	Spring 2 (7 weeks) Topic Texts	Summer 1 (4 weeks) Topic Texts	Summer 2 (7 weeks) Topic Texts		
		'Let's Grow' (Plunge Boom) Looking After Me! Oliver's Vegetables Handa's Surprise	'Let's Grow' cont. (Plunge Boom) Traditional Tales Enormous Turnip Jack & the Beanstalk Christmas	We're Going on a Journey! (Transport/People Who Help Us) We're Going on a Bear Hunt/On the Way Home	Deep into the Jungle Rumble in the Jungle Giraffes Can't Dance	Child Initiated Themes			
Skills & Knowledge (Objectives covered through child led/initiated activities - other objectives may also be covered spontaneously)	PD: MH HSC	30-50mths	<ul style="list-style-type: none"> 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. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. 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. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. 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. 						
		40-60mths	<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. 					Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
	PE	SM: Music & Movement MD: Dance Val Sabin Reception unit 3	SM: Music & Movement MD: Games Val Sabin Reception unit 3	SM: Music & Movement MD: Gymnastics Val Sabin Unit B	SM: Music & Movement MD: Dance Val Sabin Reception unit 4	SM: Music & Movement MD: Gymnastics Val Sabin Unit C	SM: Music & Movement MD: Games Val Sabin Reception unit 4		

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Kuw: P&C World Tech	30-50mths	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. 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. 	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment. 	Objectives to be recapped when relevant to child led themes.
	<p>To be covered mainly through Computing sessions with SL (See SL Planning)</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers 					
C&L: MR SCA MFB	40-60mths	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	<p>Early Learning Goal</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Early Learning Goal</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Early Learning Goal</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
	<p>To be covered mainly through Computing sessions with SL (See SL Planning)</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 					
30-50mths		<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. 				

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		<ul style="list-style-type: none"> • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. 	
	40-60mths	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
EAD: EMM BI	30-50mths	<p>Enjoys joining in with dancing and ring games.</p> <ul style="list-style-type: none"> • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • 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. • Realises tools can be used for a purpose. • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • 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. 	

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	40-60mths	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. 	<p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
PSED: MR SCSA MFB	30-50mths	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. 	
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LIT: (See separate LTP for more detail)	Nur.	Phonics 'Letters and Sounds' : Phase 1: Sound discrimination ' environmental, body, voice & instrumental sounds, rhythm & rhyme, alliteration, oral blending & segmenting / Phase 2: Letters & Sounds. Turning pages in books, looking at illustrations & print in books & the environment. Texts include: nursery rhymes, stories, traditional stories, fairy stories and non-fiction. Reading and writing own name.						
	Rec.	R	Uses vocabulary that is increasingly influenced by their experience of books Phase 2/3 Letters & Sounds	Hears & says the initial sounds in words Phase 2/3 Letters & Sounds	Letters and Sounds Phase 3 Links sounds to letters, naming and sounding the letters of the alphabet	Letters and Sounds Phase 3 Can segment and blend sounds in words	Letters and Sounds Phase 3 Begins to read simple words and sentences	Letters and Sounds Phase 5 intro They demonstrate understanding when they talk to others about what they have read.
		W	Gives meaning to the marks they make as they draw, write and paint daily	Uses some clearly identifiable letters to communicate meaning	Begins to break the flow of speech into words	Writes own name and other things such as labels and captions	Attempts to write short sentences in meaningful contexts	They write simple sentences which can be read by themselves and others
MATHS: (See separate LTP for more detail)	Nur.	Reciting number names, number rhymes & songs, sorting, matching, counting, comparing quantities, representing numbers using fingers or marks on paper or pictures, reading & writing numbers, adding and taking away. Positions, patterns, shapes, size, comparing and ordering, time-based events, using vocabulary.						
	Rec.	Baseline (2 weeks) Numbers Recognising and counting numerals 1-5 (4 weeks) Shape, space and measures Recognising 2D shapes & creating patterns (2 weeks)	Shape, space and measures Recognising 2D shapes & creating patterns (1 week) Number Securing numbers 1-5 Ordering, more than/less than, finding totals (4 weeks) Consolidation/Gap Analysis/Topic Led Learning (2 weeks)	Number Recognising, counting and using numbers 1 - 10 (3 weeks) Shape, space and measures Describing their relative position such as 'behind' or 'next to'. (3 weeks)	Numbers Securing numbers 1-10 Ordering, more than/less than, finding totals (3 weeks) Shape, space and measures Recognising 3D shapes & creating patterns (2 weeks)	Shape, space and measures Ordering, sequencing and measuring time (1 week) • Uses everyday language related to time. • Orders and sequences familiar events. • Measures short periods of time in simple ways. Numbers Recognising, counting and using numbers 1 - 20 (2 weeks) Shape, space and measures Size, Weight, Capacity (3 weeks)	Numbers Securing numbers 1-10 Ordering, more than/less than, finding totals (2 weeks) Number Solve problems including doubling, halving and sharing (3 weeks) Consolidation/Gap Analysis (2 weeks)	