

Oasis Limeside Little Wizards Long Term Planning



Key: Geography Link History Link Science Link Music Link Art Link Computing Link D&T Link RE Link

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	All about me and my family Where's Lenny	All about me and my family Where's Lenny	All about me and my family Where's Lenny	All about me and my family Where's Lenny	Weather Going on a bear hunt	Weather Going on a bear hunt	Weather Going on a bear hunt
Autumn 2	Festivals Spots Birthday	Festivals	Food	Food	Festivals: Christmas Dear Santa	Festivals: Christmas Dear Santa	
Spring 1	People Who Help Us All through the night	People Who Help Us All through the night	People Who Help Us All through the night	People Who Help Us All through the night	Zoo animals Dear Zoo	Zoo animals Dear Zoo	
Spring 2	Farm animals Cows go Boo	Farm animals Cows go Boo	Farm animals Cows go Boo	Healthy Eating Baby goes to Market	Healthy Eating Baby goes to Market		
Summer 1	Growing Errols Garden	Growing Errols Garden	Growing Errols Garden	Minibeasts The very busy spider	Minibeasts The very busy spider	Minibeasts The very busy spider	
Summer 2	Transport Car, car truck jeep	Transport Car, car truck jeep	Transport Car, car truck jeep	Under the sea The Rainbow Fish	Under the sea The Rainbow Fish	Under the sea The Rainbow Fish	Transition

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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Leading question?	I've just joined school and I'm learning about my place in the world.		I've learnt who I am and where I'm from, what about others and other places?		I've learnt about other people and places, but how do they help?		I've learnt about how people help us, but how can I look after myself?		I've learnt about how I can look after myself, how can I look after the environment?		I've learnt about things that grow, but what about man made creations?	
Topic	All about me and my family	Weather	Festivals	Food	People who help us	Zoo animals	Farm animals	Healthy eating	Growing	Minibeasts	Transport	Under the sea
Key text	Where's Lenny  LW Text	Going on a bear hunt 	Spots Birthday Party 	Each peach pear plum 	All through the Night  LW Text	Dear Zoo 	Cows go Boo 	Baby goes to Market 	Errols Garden  LW Text	The very busy spider 	Car, car truck jeep  LW Text	The rainbow fish 
Key Rhyme – rhyme time? Little Wandle	Head, shoulders, knees and toes	It's raining, it's pouring	Happy Birthday	5 currant buns	Pat a cake	5 little monkeys	Old McDonald	Tiny caterpillar on a leaf	Mary Mary quite contrary	Incy wincy spider	Wheels on the bus	1,2,3,4,5 once I caught a fish alive
Key experiences	Making Jam Sandwiches	Parent Workshop	Teddy bears	Walk to the library	Visit from an Author	Animal Party Workshop	Cockfield's farm visit.	Visit to the supermarket	Sunflower growing	Bug man visit	Walk around the community.	Theatre company visit.

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			Birthday Party	Santas Workshop Experience.								
Development Matters 0 -3 Key focus	Establish sense of self Express preferences and decisions Make connections between their families and others	Notice and ask questions about differences	Notice differences between people	Show a desire to want to feed themselves Start eating independently and learn how to use a knife and fork	Explore natural materials	Explore materials with different properties						
Development Matters 0 – 3: Areas of learning												
Communication and language	Listen to simple stories and understand what is happening with the help of pictures	Listen to simple stories and understand what is happening with the help of pictures Identify familiar objects and properties when they are described e.g. blue car	Identify familiar objects and properties when they are describes e.g. blue car Understand and act on longer sentences like 'make teddy jump'	Understand and act on longer sentences like 'make teddy jump' Understand simple questions about 'who'	Understand simple questions about 'who' and 'what'	Enjoy listening to longer stories and can remember much of what happens Understand simple questions about 'who', 'what' and 'where'						
PSED	Grow in independence, rejecting help ("me do it") Safely explore emotions beyond their normal range through play and stories	Begin to show 'effortful control' e.g. waiting for a turn and resisting the impulse to grab Safely explore emotions beyond their normal range through play and stories	Notice and ask questions about differences Talk about their feelings in more elaborated ways "I am sad because ..."	Learn to use the toilet with help Develop friendships with other children	Learn to use the toilet with help, and then independently Develop friendships with other children Talk about their feelings in more elaborated ways "I am sad because ..."	Learn to use the toilet with help, and then independently Select and use activities and resources, with help when needed						

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Physical development	<p>Walk, run, hop and climb – and start to use the stairs independently</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle</p>	<p>Use large and small motor skills to do things independently e.g. manage buttons and zips and pour drinks</p>	<p>Show an increasing desire to be independent e.g. dress/undress selves</p> <p>Explore different materials and tools</p>	<p>Start eating independently and learning how to use a knife and fork</p> <p>Explore different materials and tools</p>	<p>Develop manipulation and control</p> <p>Explore different materials and tools</p>	<p>Use large muscle movements to wave flags and streamers, paint and make marks</p>
Literacy	<p>Enjoy sharing books with an adult</p> <p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Say some words in familiar songs and rhymes</p> <p>Copy finger movements and other gestures</p>	<p>Sings songs and says rhymes independently e.g. singing whilst playing</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone</p> <p>Enjoy drawing freely</p>	<p>Notice some print, such as the first letter of their name, a door number, or a familiar logo</p> <p>Repeat words and phrases from familiar stories</p> <p>Enjoy drawing freely</p>	<p>Develop play around favourite stories using props</p> <p>Notice some print, such as the first letter of their name, a door number, or a familiar logo</p>	<p>Develop play around favourite stories using props</p> <p>Make marks on their picture to stand for their name</p> <p>Add some marks to their drawings which they give meaning to e.g. “that says mummy”</p>	<p>Asks questions about the book. Makes comments and shares their own ideas</p> <p>Make marks on their picture to stand for their name</p> <p>Add some marks to their drawings which they give meaning to e.g. “that says mummy”</p>
Mathematics	<p>Take part in finger rhymes with numbers</p> <p>Develop counting like behaviour such as making sounds, pointing or saying some numbers in sequence</p>	<p>Compare amounts saying ‘lots’, ‘more’ or ‘same’</p> <p>React to changes of amount in a group of up to three items</p>	<p>Count in everyday contexts, sometimes skipping numbers</p> <p>Build with a range of resources</p>	<p>Complete inset puzzles</p> <p>Climb and squeeze themselves into different types of spaces</p>	<p>Compare sizes, weights etc using gesture and language – bigger/little/smaller, high/low, tall, heavy</p>	<p>Notice patterns and arrange things in patterns</p> <p>Recite numbers past 5</p>

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Understanding the world	Explore and respond to different natural phenomena Make connections between the features of their family and other families	Explore natural materials, indoors and outside Notice the difference between people	Notice the difference between people	Explore natural materials, indoors and outside	Explore and respond to different natural phenomena	Talk about what they see
Expressive arts and design	Explore different materials Enjoy and take part in action songs such as Twinkle Twinkle Little Star	Explore a range of soundmakers and instruments and play them in different ways Start to make marks intentionally	Explore paint using fingers and other parts of their bodies as well as brushes and tools	Start to develop pretend play, pretending that one object represents another	Express ideas and feelings through making marks and sometimes give meaning to the marks they make	Make simple models which express their ideas Begin to develop stories using small world equipment

Weather	Week 1	Week 3	Week 5
Focus of learning	<ul style="list-style-type: none"> To recognise different types of weather To listen to the story 	<ul style="list-style-type: none"> Correctly identify what the weather is like each day Begin to join in with the story Start to understand what happens in Autumn 	<ul style="list-style-type: none"> Join in with repeated refrains in the story Explore and recognise the signs of Autumn Say/sing the rhyme from memory
0 – 3 Development Matters	Listen to simple stories and understand what is happening with the help of pictures Explore and respond to different natural phenomena	Enjoy listening to longer stories and can remember much of what happens Explore and respond to different natural phenomena	Understand simple questions about 'who', 'what' and 'where' Say some words in familiar songs and rhymes Explore different materials

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Key learning experiences – adult led	<ul style="list-style-type: none"> Share the story of We're Going on Bear Hunt – include actions Look at pictures and match to the symbol representing the weather and the word to describe it 	<ul style="list-style-type: none"> Start a daily weather chart Share the story and encourage children to join in with repeated refrains – use of props Look at pictures and objects (leaves, conkers, pumpkins etc...) and talk about Autumn 	<ul style="list-style-type: none"> Continue the daily weather chart Go on a Autumn hunt around the grounds and collect signs of Autumn Creative Autumn based activity Explore pumpkins
Key vocabulary	Rain Sun Cloud Cold Hot	Rain Sun Cloud Cold Autumn	Autumn Cold Wet Dark

Festivals	Week 1	Week 3	Week 5	Week 7
Focus of learning	<ul style="list-style-type: none"> Introduce the concept of celebrating and that we do it for lots of different things To explore Halloween as an Autumn festival To explore bonfire night and develop language linked to the celebration Share the story Each Peach Pear Plum 	<ul style="list-style-type: none"> To listen to the story of Kippers Birthday To understand what a birthday is To understand how we celebrate birthdays Join in with singing Happy Birthday 	<ul style="list-style-type: none"> Introduce an advent calendar for the countdown to Christmas Share the Christmas Story/Dear Santa Play 'guess what's in the gift' 	<ul style="list-style-type: none"> Learn some Christmas songs Make Christmas cards and gifts for families 'Write' a letter to Santa

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0 – 3 Development Matters	<p>Notice and ask questions about differences</p> <p>Listen to simple stories and understand what is happening with the help of pictures</p>	<p>Listen to simple stories and understand what is happening with the help of pictures</p> <p>Sings songs and says rhymes independently e.g. singing whilst playing</p> <p>Notice and ask questions about differences</p>	<p>Identify familiar objects and properties when they are described e.g. blue car</p> <p>Explore a range of soundmakers and instruments and play them in different ways</p> <p>Notice and ask questions about differences</p>	<p>Sings songs and says rhymes independently e.g. singing whilst playing</p> <p>Enjoy drawing freely</p> <p>Notice and ask questions about differences</p>
Key learning experiences – adult led	<ul style="list-style-type: none"> • Pumpkin exploration • Share the story of Each Peach Pear Plum • Explore firework – what they will see, hear, smell etc • Firework safety • Firework pictures 	<ul style="list-style-type: none"> • Share the story of Kipper’s birthday • Bake and/or decorate a birthday cake • Make birthday cards • Learn and sing the song Happy Birthday • Have a teddy bears birthday party 	<ul style="list-style-type: none"> • Introduce Christmas – what is it and why do we celebrate • Introduce/make an advent calendar – numerals • Share the story of Dear Santa • Wrap different objects and children to guess what’s in the gift – wrap obvious items • Guess the sound – using different instruments 	<ul style="list-style-type: none"> • Share and encourage the children to join in with Dear Santa • Learn and sing Christmas songs • Make and send Christmas cards • ‘Write’ letters to Santa
Key vocabulary	<p>Haloween Pumpkin Spooky Witch Bang Pop Firework</p>	<p>Birthday Party Celebration</p>	<p>Christmas Santa Christmas tree Presents Giving</p>	<p>Festive Celebration Party</p>

Food	Week 2	Week 4	Week 6
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Focus of learning	<ul style="list-style-type: none"> To explore Halloween as an Autumn festival To explore bonfire night and develop language linked to the celebration Learn the rhyme 5 currant buns 	<ul style="list-style-type: none"> To understand that we can buy food from a shop To understand different types of food To know some of the food you may have when celebrating a birthday Make or decorate birthday cakes 	<ul style="list-style-type: none"> To understand that we can buy food from a shop To understand different types of food To know some of the food you may have when celebrating Christmas Make or decorate Christmas biscuits
0 – 3 Development Matters	Notice and ask questions about differences		
Key learning experiences – adult led	<ul style="list-style-type: none"> Halloween activities including pumpkins Learn the song and act out 5 currant buns Where do we get food from – role play shops and buying food Explore food that we might have at bonfire night 	<ul style="list-style-type: none"> Explore the food that we would have at a birthday party Learn the song and act out 5 currant buns – change to birthday cakes Make/decorate birthday cupcakes Shopping lists for birthday parties 	<ul style="list-style-type: none"> Explore the food that we would have at Christmas Make/decorate Christmas biscuits Shopping lists for making the biscuits
Key vocabulary			

People Who Help Us	Week 1	Week 2	Week 3
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Focus of learning Intent	<ul style="list-style-type: none"> Introduce the concept of people who help us and that many people do lots of different jobs to help us in the world. Resettle into the unit. Share the story All through the night. Begin to show awareness of own and others emotions. (CHUNK WEEK) Show awareness of favourite rhymes and songs 	<ul style="list-style-type: none"> Focus on Bakery job role with specific imaginative play language. Develop our focus attention skills by sitting and listening for longer periods. Developing classroom routines with focus on visual timetable and role modelling. 	<ul style="list-style-type: none">
0 – 3 Development Matters Impact	<p>Listen to simple stories and understand what is happening with the help of pictures. Beginning to put two or three words together: 'more milk' Understands simple questions and instructions eh 'where is your hat?' Can run well, kick a ball, jump with both feet off ground at same time Feel strong enough to express a range of emotions</p>	<p>Listens and responds to a simple instruction Can follow instructions with key words e.g., wash the dolly's face Take part in finger rhymes with numbers Count in everyday contexts, sometimes skipping numbers: 1,2,3,5 Create roles in imaginative play (role play and small world), beginning to develop stories Starts to develop pretend play e.g., holds block to ear as a phone</p>	<ul style="list-style-type: none">
Key learning experiences – adult led Implementation	<ul style="list-style-type: none"> To make an emotions board display To provide a variety of snack, encouraging the language to ask for more. (putting 2 words together. Ball skills in outdoors. Introduction of funky fingers session. Sing Twinkle Twinkle little star to represent nigh time in the book. 	<ul style="list-style-type: none"> Setting up an adult led bakery shop for our children to access independently once modelled. Baking bread or muffins as focus for the children. Learning new rhyme of 5 current buns with children singing nursery independently. 	<ul style="list-style-type: none">
Key vocabulary	Happy Sad	Bake Baker	

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	Hungry Cross Helpful Kind Caring Pass Throw Catch Star Moon Night time Tidy Brush teeth Knocked over	Roll Knead Dough Numbers Ring Phone Call Lorries, traffic jam, paramedics, bakery.	
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