

# ALMUÑÉCAR INTERNATIONAL SCHOOL



## Early Years Curriculum

# Early Years - Long Term Plan - Amanda Bellamy

Planning for Early Years is flexible and depends on the needs and interests of the children. For that reason, this long term plan may be changed and adapted as necessary throughout the year based on ongoing observations and assessments.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Travel and Transport	People Who Help us	Living Things	Toys	Water
<b>PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT: Making relationships- Self confidence and Self awareness- Managing feelings and Behaviour</b>	<ul style="list-style-type: none"> <li>- Forming good relationships and including others in play i.e. sharing</li> <li>- Selecting own resources</li> <li>- Communicating with peers and listening</li> <li>- Aware of boundaries</li> <li>- Dress/undress</li> <li>- Awareness of own and others needs</li> </ul>	<ul style="list-style-type: none"> <li>- Explains their own knowledge and asks questions</li> <li>- Takes on responsibility</li> <li>- Confident in different social situations</li> <li>- Aware of others feelings</li> <li>- Solving their own problems</li> <li>- Working as a group</li> <li>- Treat people with respect</li> </ul>	<ul style="list-style-type: none"> <li>- Finds compromise with peers</li> <li>- Confident to speak about their own needs/opinions</li> <li>- Understands their actions on others</li> <li>- Try new activities</li> </ul>	<ul style="list-style-type: none"> <li>- Taking turns</li> <li>- Expressing preference of activity with reasoning</li> <li>- Use resources independently</li> <li>- Knowing that some behaviour is unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>- Include others ideas in their activity</li> <li>- Can say when they need or don't need help</li> <li>- Adjust their behaviour to different situations and can adapt with a new routine</li> <li>- Understand consequences of their actions</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate sensitivity to other children and form positive relationships with other children</li> <li>- Develop concentration</li> </ul>

<b>COMMUNICATION AND LANGUAGE:</b> <b>Listening and Attention-Understanding-Speaking-Reading-Writing</b>	<ul style="list-style-type: none"> <li>- Can show some listening skills</li> <li>-Follow simple instructions</li> <li>-Understands the uses of the equipment</li> <li>-Can talk about what has happened</li> <li>-Explore sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Listens with more interest and responds to stories with refrains</li> <li>-Can describe where something is with prepositions</li> <li>-Follows 2 step instructions</li> <li>-Use language to support role play</li> <li>-Link sounds to letters</li> </ul>	<ul style="list-style-type: none"> <li>- Can sit quietly during an activity</li> <li>-Can listen and then complete an activity</li> <li>-Understands some humour</li> <li>-Asking questions</li> <li>-Uses different tenses</li> <li>-Extends vocabulary and uses new vocabulary in role play</li> </ul>	<ul style="list-style-type: none"> <li>- Listening attentively in different situations</li> <li>-Able to follow a story without pictures or props</li> <li>-Links statements in an organised way</li> <li>-Imagines/ recreates roles</li> </ul>	<ul style="list-style-type: none"> <li>-Listens to stories and responds appropriately</li> <li>-Listens and responds to peers ideas</li> <li>-Listen to more complex instructions</li> <li>-Able to express themselves being aware of the listener</li> </ul>	<ul style="list-style-type: none"> <li>-Responds appropriately to different situations</li> <li>-Uses talk to organise ideas</li> <li>-Uses story-lines in role play</li> </ul>
<b>PHYSICAL DEVELOPMENT:</b> <b>Moving and Handling-Health and Self-Care</b>	<ul style="list-style-type: none"> <li>-Moves freely using suitable spaces and speed</li> <li>-Draws lines and circles</li> <li>-Understands their own needs hunger/toilet/ personal hygiene</li> <li>-Dresses with support</li> <li>-Knows equipment needs to be used safely</li> <li>- Understands the need for varied and healthy food</li> </ul>	<ul style="list-style-type: none"> <li>- Moves freely in a variety of different ways</li> <li>-Uses scissors and other tools safely</li> <li>-Show a dominant hand</li> <li>-Makes anticlockwise movement</li> <li>-Holding a pen correctly</li> </ul>	<ul style="list-style-type: none"> <li>-Can stand on one foot</li> <li>-Can catch a ball</li> <li>-Can write some letters and copy their name</li> <li>-Experiments moving in different ways on equipment and jumps landing safely</li> <li>-Manages own risk assessment</li> <li>-Helps to put away equipment correctly</li> <li>-Travel around, under, over, through</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates increasing control over objects</li> <li>-Uses tools to change materials</li> <li>-Moving confidently</li> <li>-Uses safety measures without direct supervision</li> </ul>	<ul style="list-style-type: none"> <li>-Good control and coordination in large and small movement</li> <li>-Understands the importance for good health, of physical exercise, healthy diet and talks about different ways to keep healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>- Sports day and physical activities that are included within this using a variety of equipment</li> <li>-Travel around, under, over, through</li> </ul>

	-Describe change after being active					
<b>LITERACY Reading-Writing</b>	<ul style="list-style-type: none"> <li>-Rhythmic activities</li> <li>-Looking at books and joining in with refrains</li> <li>-Making marks for meaning</li> <li>-Names, labels, captions</li> </ul>	<ul style="list-style-type: none"> <li>-Being aware of alliteration- initial sounds- rhyming string</li> <li>-Write for a purpose</li> <li>-Form letters with care</li> </ul>	<ul style="list-style-type: none"> <li>-Aware of the structure of stories/Sequence stories</li> <li>-Write for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to stories etc.</li> <li>-Initial/final sounds</li> <li>-Sequence stories</li> </ul>	<ul style="list-style-type: none"> <li>-Using information books</li> <li>-Rhyming string</li> </ul>	<ul style="list-style-type: none"> <li>-Character and sequence in stories</li> <li>-Predicting stories</li> <li>-Recognising some words</li> <li>-Beginning to blend to read simple words</li> <li>-Attempting to use phonics to spell/write simple sentences</li> <li>-Punctuation</li> </ul>
<b>MATHEMATICS: Numbers-Shape, Space and Measures</b>	<ul style="list-style-type: none"> <li>- Use number in play</li> <li>-Recognises numbers up to 5 and can count out the right number of objects/actions</li> <li>-Uses shapes in pictures</li> <li>-Compare quantities</li> <li>-Orders time sequence</li> </ul>	<ul style="list-style-type: none"> <li>- Matching objects to numerals</li> <li>-Starts to represent numbers</li> <li>-Counting up to 10 and beyond</li> <li>-Counting up to 10 objects</li> <li>-Using positional language</li> <li>-Uses shape in construction</li> </ul>	<ul style="list-style-type: none"> <li>- Starts to find totals by combining</li> <li>-One more/one less up to 5 then 10</li> <li>-Records work with their marks</li> <li>-Describes shapes 2D and 3D</li> <li>-Orders items by length/weight/capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Estimating</li> <li>-More/fewer language</li> <li>-Subtraction in taking away</li> <li>-Counting up to 20</li> <li>-Ordering numbers to 20</li> <li>-Use time and money language</li> <li>-Patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Using mathematical language to create and solve mathematical problems</li> <li>-One more one less without apparatus</li> <li>-Subtraction- counting backwards</li> </ul>	<ul style="list-style-type: none"> <li>- Combine and take away objects</li> <li>-Doubling and halving</li> <li>-Mathematical language to describe 3D shapes</li> <li>-Using distance language</li> </ul>

		-Creates patterns				
<b>UNDERSTANDING THE WORLD: People and Communities -The World- Technology</b>	<ul style="list-style-type: none"> <li>-Shows an interest in their lives and those of personal significance</li> <li>-Knows what makes them similar and unique</li> <li>-Comments about what they have seen/discovered in the world</li> <li>-Investigate toys that use ICT or have moving parts</li> <li>-Using senses</li> </ul>	<ul style="list-style-type: none"> <li>-Understand differences in different families</li> <li>-Talks about how things work</li> <li>-Knows how simple ICT works</li> <li>-Uses age appropriate software</li> </ul>	<ul style="list-style-type: none"> <li>-Ask why things happen and how things work</li> <li>-Knows that information can be selected from the computer</li> <li>-Completes a simple program on the computer</li> </ul>	<ul style="list-style-type: none"> <li>-Understands growth and decay</li> <li>-Shows a concern for the living things</li> <li>-Looks at patterns and change in the environment</li> <li>-Knows about similarities/differences with environments/materials/living things/places</li> <li>-Understands that technology is all around us</li> </ul>	<ul style="list-style-type: none"> <li>-Recognises and describes special events and joining in with them</li> <li>-Understands that children don't always enjoy the same thing</li> </ul>	<ul style="list-style-type: none"> <li>-Identify features in the natural world</li> <li>-Find out about local environment</li> <li>- Make observation of animals and plants and explain why some differences have occurred</li> </ul>
<b>EXPRESSIVE ARTS AND DESIGN: Exploring and Using Media and Materials-Being Imaginative</b>	<ul style="list-style-type: none"> <li>-Learning new songs</li> <li>-Simple construction</li> <li>-Using simple tools</li> <li>-Familiar role play</li> </ul>	<ul style="list-style-type: none"> <li>-Moving to music rhythmically</li> <li>-Exploring colour/texture to make pictures</li> <li>-Sounds of instruments</li> <li>-Joining in with a wider variety of role play</li> </ul>	<ul style="list-style-type: none"> <li>-Repeated rhythms</li> <li>-Movement to music</li> <li>-Learning a wider variety of songs</li> <li>-Constructing with purpose</li> <li>-Expressive in art/drama/dance</li> </ul>	<ul style="list-style-type: none"> <li>-Creating different textures</li> <li>-Selecting a wider range of tools</li> <li>-Introducing story lines to their role play</li> </ul>	<ul style="list-style-type: none"> <li>-Adapting work when necessary</li> <li>-Develop a narrative</li> <li>-Experimentation with different textures</li> </ul>	<ul style="list-style-type: none"> <li>-Children creating their own songs and adding their own music</li> <li>-Creating their own art pieces and explaining them</li> </ul>
<b>Opportunities for celebrations, visits and events</b>	<p>Settling in Baseline</p> <p>Harvest Festival</p>	<p>05.11.16 Bonfire Night</p>	<p>Chinese New Year</p>	<p>World Book Day</p> <p>Father's Day</p>	<p>St. Georges Day</p> <p>Mother's Day (Spain)</p>	<p>Early Years 2 Graduation</p> <p>End of Year Party</p>

	<p>End of Sept</p> <p>Eid al-Adha</p> <p>Grandparents Day</p> <p>Halloween Fancy Dress Party 31.10.16</p> <p>Invite a mum and new baby in</p> <p>Visit from health authority- Doctor/Dentist...</p>	<p>Diwali</p> <p>Visit into Almunécar to investigate local houses and homes - EY2 survey.</p>	<p>Pancake Day</p> <p>Carnival Fancy Dress Parade</p> <p>Andalucía Day</p> <p>Healthy Eating Week</p> <p>Visit to the local Greengrocer</p> <p>Teddy Bears Picnic</p>	<p>(Spain)</p> <p>Easter</p> <p>Visit to the local Garden Centre</p> <p>Trip to Nerja Caves</p>	<p>Parque de Ciencias, Granada</p>	<p>Visit the Farm</p>
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