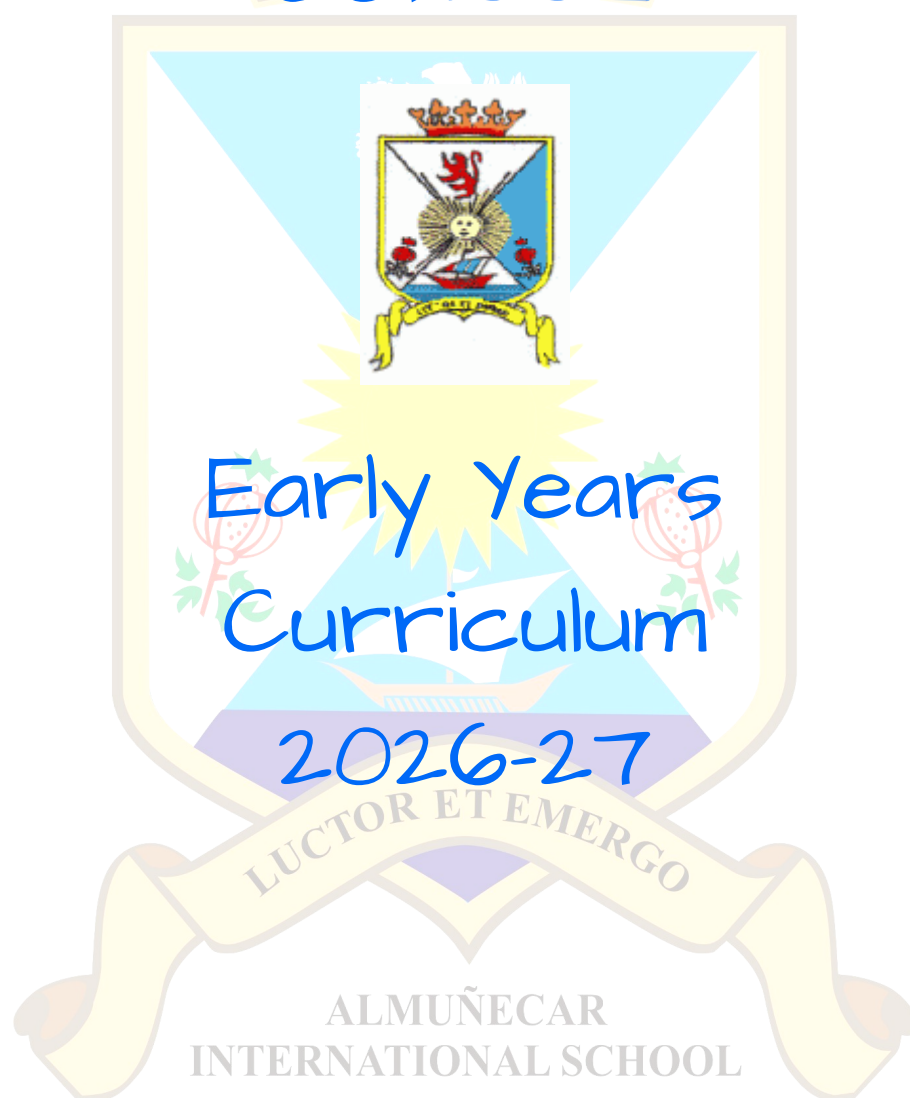


ALMUÑÉCAR INTERNATIONAL SCHOOL



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INTERNATIONAL SCHOOL

September 2023

Our aim is to make our planning unique for our particular cohort of children in order to get maximum engagement and therefore maximum potential for learning. In the past Long Term Planning was a rolling two year programme of topics which repeated at the end of each cycle but, through our own observations, training and research we have realised that this does not always reflect the needs of a particular cohort of children and that the topics are not always relevant to what the children are interested in.

We know where we want children to be by the time they finish Early Years but the path we take to get there will not be the same year after year. We start by looking at the objectives in the Development Matters document (Birth to 5 matters). This is a document produced by the English government which was designed to help practitioners to support children's learning and development, by closely matching what they provide to a child's current needs. These statements are the same statements that are in our Online Learning Journals.

The following topics have been provisionally planned for the year but may change depending on the children's interests.

September to Half term:

	EY1 Ms. Marina	EY2 Mrs. Midgley
Week 1 and 2	All about me	All About Me and My Family
Week 3 and 4	All about me	Owl Babies
Week 5 and 6	All about me	Autumn
Week 7	Halloween	Halloween

November to Christmas Holidays:

Week 8	The very hungry caterpillar	Celebrations and community -Diwali
Week 9	The very hungry caterpillar	Celebrations and community -Diwali
Week 10	The very hungry caterpillar	Celebrations and community -Birthdays
Week 11	The very hungry caterpillar	Celebrations and community Birthdays
Week 12	Christmas	Christmas
Week 13 - 14	Christmas	Christmas

January to Half term:

Week 15	Maisys Birthday	Traditional Tales The Gingerbread Man
Week 16	Maisys Birthday	Traditional Tales -The Gingerbread Man
Week 17	Maisys Birthday	Traditional Tales -The 3 Billy Goats Gruff
Week 18	Handa's surprise	Traditional Tales -Goldilocks
Week 19	Handa's surprise	Superheroes
Week 20	Handa's surprise	Superheroes
Week 21	Carnival	Carnival

March to Easter:

Week 22	Polar bear, PB What do you hear?	What was the world like long ago? Dinosaurs
Week 23	Polar bear, PB What do you hear?	What was the world like long ago? Dinosaurs
Week 24	Polar bear, PB What do you hear?	What was the world like long ago? Dinosaurs
Week 25	The easter bunny	What was the world like long ago? Dinosaurs
Week 26	The easter bunny	Easter
Week 27	The easter bunny	Easter

Easter to Summer:

Week 28	Brown bear, BB What do you see?	Insects
Week 29	Brown bear, BB What do you see?	Insects
Week 30	Brown bear, BB What do you see?	Insects
Week 31	Jungle Safari	Planting and growing in the garden
Week 32	Jungle Safari	Planting and growing in the garden
Week 33	Jungle Safari	Under the sea
Week 34	Under the sea	Under the sea
Week 35	Under the sea	Under the sea/pirates
Week 36	Under the sea	Summer

Our Environment (The Learning Areas)

In Early Years, the physical space and the way we set up our classrooms and outside areas is at the heart of our provision. Children spend the majority of their day playing and learning through the different activities and areas. The areas are set up so that children can independently choose a learning activity which is linked to the EYFS curriculum. Adults are on hand to enhance these areas and support or scaffold children's learning. This might be through asking questions, making suggestions or providing a resource which will extend the play and learning. For example; a child may be playing with play fish in the water tray. The teacher may come and ask questions about the fish (what colour are they? Where are they going?) She/he may encourage the child to count the fish or scoop them out with a net to work on motor skills. Equally, the teacher may allow the play to unfold without intervening. The areas and activities are set up so that learning can take place while a child is playing alone or alongside friends.

Below is an explanation of the areas of learning within the EYFS Classrooms. This is a flexible set up which is bound to change and grow with the needs and interests of the children throughout the year.

Cubby holes and pegs: The first space in the classroom is made up of cubby holes. Each child has a cubby hole with a photo of them. This is their space to put their bag and spare clothes. Each morning they take out their water bottle and diary and put them in the trays. This encourages them to be independent and links with the school Learning Power of Readiness.

Maths Area: In the maths area the children can access a range of resources which encourages counting and number as well as shapes and patterns. At the beginning of the year Physical development is a priority so children will have access to a selection of maths activities that target fine motor development, such as peg boards, tweezers and threading.

Small World table: This area contains toys and resources such as little people, cars, animals and buildings where the children can play imaginatively and develop their communication skills as they interact with others and create fantastic stories together. This area encourages the children to be able to choose independently by gradually introducing more resources and also reminding them to tidy things away.

Creative Area: This area is often used for guided art activities with an adult. This is also the space for independent painting and crafting. As the year goes on and the children become more independent we have a table by the side where day by day we will teach them how to use the different resources so they can make their own wonderful creations!

Construction Area: This floor space is where the children can build and make models. The resources may include blocks, lego, sticklebricks. On the display they have various ideas of what to build and examples for them to follow.

Reading Area: This is a quiet space where children can enjoy a book and sit on a comfy cushion. There are puppets for the children to tell their own stories.

Role play: This space very much changes depending on the children's interests at the time. At the beginning of the year it is generally a home corner or cafe. Every few weeks the props and resources will change to reflect what the children are enjoying; it may be a pirate ship, a farm or a shop!

Mark Making and Writing area: This area is set up for the children to make marks with a range of different equipment; pens, pencils, crayons, stamps, paint and a range of different paper, notebooks, cards- anything that encourages them to begin and develop their writing skills. Often there is also opportunities for mark making and pencil grip outside, for example writing in foam, wet brushes on the wall or tracing in sand.

Physical Area: This area provides the children with a variety of activities which are designed to develop their physical gross and fine motor skills. Balancing, climbing, riding bikes and scooters, ball skills, jumping, crawling and running are just some of the skills we focus on.

Sand and Water Areas: Children love playing with water and sand and so these staple areas provide fantastic opportunities for a whole range of learning. It may be physical skills such as pouring or scooping or perhaps maths skills such as counting and ordering that are taking place here.

Mud Kitchen: Children enjoy cooking up wonderful mud pies and delicious treats in the mud kitchen! This messy fun is fantastic for making relationships, playing together, communicating as well as developing physical skills such as lifting and stirring. Teachers also enhance this area to allow for maths and literacy learning such as reading recipes.

As you can see, Early Years is a very busy and very fun place to be and learn! As well as the huge range of activities the children access within the Learning Areas, at regular points in the day the children take part in whole class or small group guided activities with a teacher. This may be a circle time, a phonics session or a maths input. This is largely done through songs, stories and games. The small group activities are based on specific skills we want to develop, for example a maths, writing or art activity. These more structured sessions are an opportunity for the children to learn to listen and follow instructions as well as interact and collaborate with other children carrying out the same task.

We pride ourselves on the fact that we know the children in our care extremely well. For us, each child is unique and we view their development not in parts but rather, holistically, as the whole child. We take time to make positive, caring relationships with them and want them to flourish. We therefore make sure that we know what their current needs are as well as the next steps which will allow them to grow and develop.