









Marsh Green Primary School – Young Explorers Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FESTIVALS TO CELEBRATE		Halloween - 31 st Oct Diwali – 31 st Oct Bonfire - 5 th Nov Children in Need – 15 th Nov Christmas – 25 th Dec	Chinese NY- 29 th Jan Valentines – 14 th Feb Pancake Day– 4 th March	World Book Day – 6 th March Red Nose Day – 21 st March Mother’s Day – 30 th March Easter – 20 th April	Eid – 30 th March Mental Health Awareness	Father’s Day – 15 th June
Theme for the Half term	All About Me	Light and Dark	It’s Cold Outside! (All about me, Jan intake)	Traditional Tales	Our Local Community	All Creatures Great and Small
Immersive Area Indoors						
Key Concepts	<p>Explore the seasonal changes of summer to Autumn using all our senses. Explore and evolve into our new environment and routines.</p> <p>Identify ‘me’ as ‘me’.</p>	<p>Explore night and day, black/white.</p> <p>Explore the outdoors linked to the changing season.</p> <p>Talk and celebrate celebrations that are special to me.</p>	<p>Explore the frost, ice and snow and the changing weather. Clothes, what you wear when your cold. Who looks after us at home and at school. Chinese New Year Festival celebration</p>	<p>Explore who lives in your house. Explore who lives in the houses in the traditional tales. And who lives in our houses at home. Extended family. Different types of houses eg. Flats, bungalows etc</p>	<p>Look at what we have in our local community, Doctors, Library, Vets, chemist, parks. Who lives here in the community, extended family – grandparents, aunties, who lives in our house – pets. Naming animals and their babies.</p>	<p>Explore growth in variety of ways. Look at ourselves and how we have changed from the start of Young Explorers (through photographs) Look at ourselves, changes and our heights. Grow sunflowers.</p>



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	<p>Look at immediate family, who lives in my house?</p> <p>Introduce rules and routines.</p>	<p>Follow and embed the rules and routines.</p>	<p>exploring new foods. Looking at similarities and differences.</p>		<p>Look at new life and caring for animals linked to our families and who cares for us.</p>	<p>Notice, appreciate and celebrate differences within our nursery family and our family at home. Observe class caterpillar's change into butterflies with their own care and attention. What creatures do we find inside and outside explore and investigate.</p>
Rhyme time	<p>Wind The Bobbin Up</p> <p>Hey Diddle Diddle the cat and the Fiddle</p> <p>Little Miss Muffet</p> <p>I'm a little teapot</p> <p>Head, shoulders, knees and toes.</p>	<p>Twinkle Twinkle Little Star</p> <p>Mary, Mary quite contrary</p> <p>Christmas pudding, Christmas Pudding.</p> <p>Jack and Jill</p>	<p>Hickory Dickory Dock</p> <p>Baa Baa black sheep</p> <p>Miss Polly had a Dolly</p> <p>Here we go round the mulberry bush.....</p>	<p>Incy Wincy Spider</p> <p>Wheels on the Bus</p> <p>1, 2, 3, 4, 5 once.....</p> <p>5 Little Ducks</p>	<p>There's a worm at the bottom of the garden</p> <p>Humpty Dumpty</p> <p>Grand Old Duke of York</p> <p>5 Currant Buns in a Baker's shop</p>	<p>Sing a song of sixpence</p> <p>Row, row, row, your boat</p> <p>Little Bo Peep</p> <p>Head, Shoulders, Knees and Toes</p>
Poem Focus			<p>Mother's Day Poem</p> <p>Easter Poem</p>	<p>Father's Day Poem</p>		
Literacy – reading	<p>Enjoy songs and rhymes tuning in and paying attention.</p>		<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>sing songs and say rhymes independently – for example singing whilst playing.</p>		



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objectives	Copy finger movements and other gestures. Enjoy sharing books with an adult. Play attention and respond to the pictures or the words.	Say some of the words in songs and rhymes, 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 share their own ideas. Develop play around favourite stories using props.
Literacy – writing objectives	Enjoying 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.
Phonics focus	Magic bag – focus rhymes Environmental sounds Syllables in names	Magic bag – focus labelling Pass the bag around the circle – nursery rhyme focus Musical instruments –	Magic bag – focus initial sound Pass the bag around the circle – exposure to rhyme Nursery rhymes - loud/quiet, fast/slow



<p>'OUR FAVOURITE 5' BOOKS OF THE HALF TERM</p>	<p>Pip & Posy and The Big Red Balloon</p>  <p>Cat's Cookbook</p>	<p>Pip & Posy and the Bedtime Frog</p>  <p>Frog's Day Out</p>	<p>Pip & Posy and The New Friend</p>  <p>Badger's Band</p>	<p>Pip & Posy The Super Scooter</p>  <p>Little Red Riding Hood</p>	<p>Pip & Posy The little Puddle</p>  <p>3 Billy</p> <p>Goats Gruff</p>	<p>Pip and Posy the Scary Monster</p>  <p>Dear Zoo</p>
	 <p>Cat's Cookbook</p>	 <p>Frog's Day Out</p>	 <p>Badger's Band</p>	 <p>Little Red Riding Hood</p>	 <p>The Three Billy Goats Gruff</p>	 <p>Dear Zoo</p>
	<p>Postman Bear</p>  <p>Postman Bear</p>	<p>Peppa's Diwali</p>  <p>Peppa's Diwali</p>	<p>Gingerbread Man</p>  <p>The Gingerbread Man</p>	<p>The 3 Little Pigs</p>  <p>The Three Little Pigs</p>	<p>We're going on a bear hunt Peace at Last We're Going on a Bear Hunt</p>  <p>We're Going on a Bear Hunt</p>	<p>The Very Hungry Caterpillar</p>  <p>The Very Hungry Caterpillar</p>
	<p>Where's Spot?</p>  <p>Where's Spot?</p>	<p>Pip & Posy the Christmas Tree</p>  <p>Rabbits Nap</p>	<p>Spot goes to the Farm</p>  <p>Spot Goes to the Farm</p>	<p>Goldilocks and the Three Bears</p>  <p>Goldilocks and the Three Bears</p>	<p>Little Rabbit Foo Foo</p>  <p>Little Rabbit Foo Foo</p>	<p>The Tiger Who Came to Tea</p>  <p>The Tiger Who Came to Tea</p>



	<p>Oh Dear</p> 		<p>Fox's Socks</p> 			<p>Poo in the Zoo</p> 
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Communication and Language – Listening & Attention, Speaking, Objectives	<p>Listen and respond to simple instruction.</p> <p>Recognise and point to objects if asked about them.</p> <p>Understand simple single words in context - 'cup', 'milk', 'daddy'</p> <p>Understand frequently used words such as 'all gone', 'no' and 'bye bye'</p> <p>Constantly use single words during play.</p>	<p>Understand simple instruction like 'give to mummy' or 'stop'</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'</p> <p>Use intonation, pitch and changing volume when 'talking'</p>	<p>Listen to simple stories and understand what is happening with the help of pictures.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p> <p>Understand simple questions about 'who', 'what', and 'where' (but generally not why)</p> <p>Use the speech sounds p, b, m, w.</p> <p>Start to say how they are feeling, using words as well as actions.</p>
Personal, Social and Emotional – Self-Regulation, Managing Self, Building Relationships, Objectives	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p>	<p>Feel strong enough to express a range of emotions.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>	<p>Be increasingly able to talk and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p>



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	<p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Engage with others through gestures, gaze and talk.</p>	<p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Grow in independence, rejecting help (“me do it”). Sometimes leading to feelings of frustration</p>	<p>Are talking about their feelings in more elaborate ways: “I’m feeling sad because...” or “I love it when...”</p> <p>Develop friendships with other children.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p>
Mathematics - number Objectives	<p>Combine objects like stacking blocks and cups, put objects inside other and take them out again.</p> <p>Take part in finger rhymes with numbers.</p>	<p>React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying lots, more or same.</p>	<p>Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday context, sometimes skipping numbers – 1,2,3,5</p>
Mathematics – numerical pattern Objectives	<p>Climb and squeeze themselves into different types of spaces.</p>	<p>Build with a range of resources.</p> <p>Complete inset puzzles.</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>
Trips and Visitors	<p>Trip to Smithill’s Farm to see Santa.</p>	<p>Trip to local indoor gross motor play centre</p> <p>Mother’s Day Stay and Play</p>	<p>Class caterpillars</p> <p>Mini Beast visitor</p> <p>Father’s Day Stay and Play</p>
Understanding the World – People, Culture	<p>Bring photographs in and build a family class album</p> <p>Look at different photos of day and night. Talk about</p>	<p>Look at the weather daily, discuss in circle time changes</p> <p>Look at different woodlands, trees and who lives there.</p>	<p>Take pictures of the local area, school, park, doctors etc, then make a map of</p> <p>Look at different habitats and explore</p>



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<p>and Communities (Geography)</p>		<p>different activities you do at those times. For example, at nighttime we have a bath, put pjs on, read a story go to sleep. Daytime we wake up, have breakfast get dressed etc</p>	<p>in weather, use visuals. Collect rainwater in containers. Explore ice and frost.</p>		<p>our immediate area using the photos we have taken. Go for a walk using the map for reference.</p>	<p>which animals live within them.</p>
<p>Understanding the World – People, Culture and Communities (Geography) Objectives</p>	<p>Make connections between the features of their family and other families. Notice differences between people</p>	<p>Begin to talk about differences in the day.</p>	<p>Make connections and talk about our world.</p>	<p>Talk about the Natural World. Explore features within these areas.</p>	<p>Begin to identify areas within our local community. Begin to make our own unique map of our own community.</p>	<p>Identify and discuss the natural world and habitats within it.</p>
<p>Development Matters - Objective</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p>					
<p>Understanding the World – People, Culture and Communities (Geography Vocabulary)</p>	<p>Me, I, Mummy, Daddy, Nan/Grandma, Grandad. Brother/Sister.</p>	<p>Day, night, stars, sun, moon, sky. Introduce the word world. Bedtime, morning, afternoon, evening.</p>	<p>Cold, freezing, frost, ice, icicles, snow, glisten, rain, rainwater, collect, full/empty.</p>	<p>Trees, sticks, mud, grass, forest, woodland, woods, den.</p>	<p>Map, follow, forward, backward, straight on. Round, between, under, over, road, traffic, street.</p>	<p>Habitat, soft, hard, damp, fresh, light, log.</p>
<p>Understanding the World – The Natural World (Science)</p>	<p>Look at ourselves and identify and label body parts.</p>	<p>Explore light and dark through torches, dark den, glow stick. Fibreoptic Christmas tree. Explore instant snow.</p>	<p>Melt toys within ice using tools. Make Frozen paint tray. Food tasting – Chinese New Year</p>	<p>Investigate which materials make the best house to live in.</p>	<p>Look at the different areas in our local community such as park (sand), road (tarmac), playing field (grass). Which animals live in the different areas and what</p>	<p>Life cycle of a caterpillar. Magnifying glasses and preserved insects. Measure ourselves and compare heights. Grow a sunflower.</p>



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					do their habitats look like?	
Understanding the World – The Natural World (Science) Objectives	Repeat actions that have an effect.		Explore materials with different properties.		Explore natural materials, indoors and outside.	
Understanding the World – The Natural World (Science) Vocabulary	Head, shoulders, knees, toes, eyes, ears, mouth, nose, legs, arms, stomach.	Light, dark, bright, dull, twinkle, flash, still, hot. Soft, fill, water, squish.	Melt, meting, frozen, freeze, slush, runny, pour, hard, soft. Like, dislike, hard, soft, delicious, disgusting.	Material, build, house, bricks, sticks, straw, cardboard, paper, strong, soft, weak, stiff.	Materials, surfaces, texture, rough, smooth, even, uneven. Habitat, home, animal.	Tall, taller, tallest, short, shortest, shorter. Plant, bean, seed, soil, sunlight, grow.
Understanding the World - Past and present (History)	Timeline of each child’s life. Gather photographs from birth to age and display in the classroom to engage language.	Talk about birthdays and celebrations we celebrate in our families such as History of food through celebrations - Christmas, Halloween, bonfire night, birthdays.	Clothing through the seasons – dressing up.	Timeline of parents linking to Autumn 1, timeline of themselves.	Family tree, including grandparents.	Look at ourselves and how we have changed over the year.
Understanding the World - Past and present (History) Objectives	<p>Making connections between the features of their family and other families. Notice differences between people.</p>					



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<p>Understanding the World - Past and present (History) Vocabulary</p>	<p>Newborn, baby, toddler, pre school.</p>	<p>Texture, taste, time, change, like, dislike.</p>	<p>Spring, summer, Autum, winter, rain, sun, hail, wind, cloudy, frosty, sunny.</p>	<p>Baby, toddler, infant, junior, teenager, adult.</p>	<p>Family, family tree, grandparents, grandma, grandad, mum, dad, brother, sister.</p>	<p>Change, grow, adapt, size, alter, features.</p>
<p>Physical Development - Gross/Fine motor skills (PE)</p>	<p>Fundamental Movement Skills Travelling movements</p>		<p>Parachute games, target games, hoops, boxes, beanbags.</p>		<p>Fundamental movement skills linked to animals.</p>	
<p>Physical Development - Gross/Fine motor skills (PE)</p>	<p>Gradually gain control of their whole body through continual practise of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Walk, run, jump and climb – and start to use the stairs independentlyFit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Build independently with a range of appropriate resources.</p>		<p>Enjoy starting to kick, throw and catch balls.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>		<p>Sit on a push –a-long wheeled toy, use a scooter or ride a tricycle.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings)</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	
<p>Physical Development - Gross/Fine motor skills (PE) Vocabulary</p>	<p>Run, kick, crawl, walk, skip, hop, wave, clap</p>		<p>Stop, start, aim, target, high, low,</p>		<p>Slither, wiggle, slide, small, tall, roll, freeze.</p>	



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<p>Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (Art)</p>	<p>Hand and footprints, Pumpkin painting, splatter painting linked to bonfire night, powder paint festival linked to Diwali. Autumn collage pictures.</p>	<p>Salt painting, ice painting. Pipette painting outside in frost and snow. Sensory painting. Design and make a Chinese New Year Dragon.</p>	<p>Exploratory paint using ourselves and tools.</p>
<p>Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (Art)</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone. Join in with songs and rhymes, making some sounds.</p>	<p>Express ideas and feelings through making marks and sometimes give meaning to marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Explore a range of sound-makers and instruments and play them in different ways.</p>	<p>Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>
<p>Vocabulary</p>	<p>Paintbrush, artist, felt tips, crayon, scissors, glue stick, red, yellow, blue, green</p>		
<p>Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (music)</p>	<p>Christmas sign along</p>	<p>Chinese New Year Dance – dragon dance</p>	<p>Growing and changing movements linked to music.</p>



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Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (music) Objectives	<p>Move and Dance to music.</p> <p>Explore their voices and enjoy making sounds.</p>	<p>Explore a range of sound makers and instruments and play them in different ways</p> <p>Join in with songs and rhymes, making some sounds.</p>	<p>Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’</p> <p>Explore a range of sound makers and instruments and play them in different ways</p>
Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (music) Vocabulary	<p>Beat, pitch, rhythm, song, drum, rainmaker, claves, maracas, bells, xylophone, triangles,</p>		
Computing (within continuous provision)	<p>Children are given the opportunities to explore mechanical toys, torches and toys with on/off buttons within continuous provision.</p>		
Computing (within continuous provision)	<p>Begin to use and understand the use of mechanical toys and how they work.</p>		
Vocabulary	<p>Push, pull, turn, twist, flick, open, shut</p>		
RE/ Cultural Studies	<p>Special times: How and why do we celebrate?</p>	<p>Special stories: Why are some stories special?</p>	<p>Special places: What buildings and places are special to different people?</p>



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RE/ Cultural Studies	Why am I special? How do we celebrate Christmas?	Easter Story Rama and Sita Story	Look at our local church.
Vocabulary	Special, unique. Jesus, baby, gifts.	Jesus, kind, sacrifice.	Church, pray, thank you