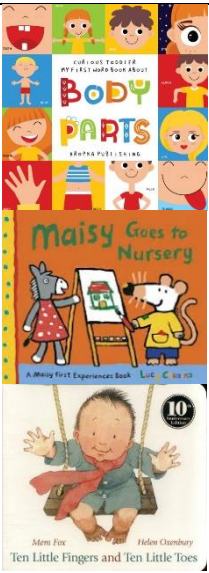
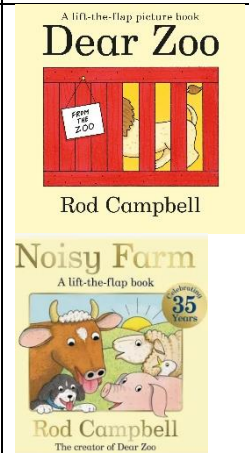
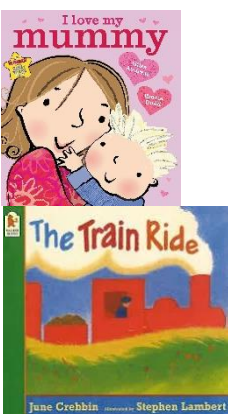
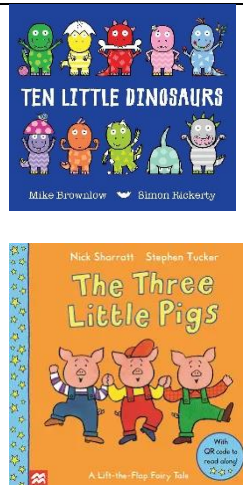
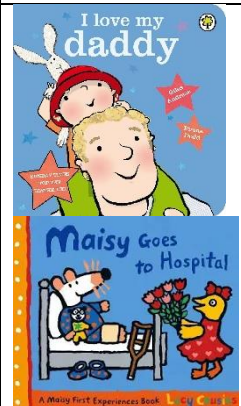


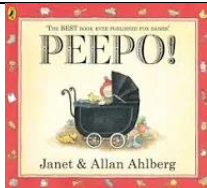
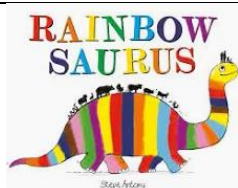
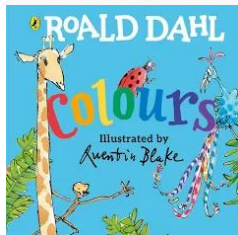
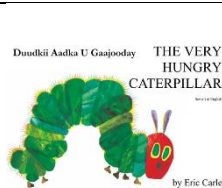
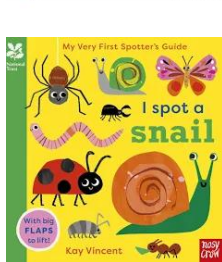
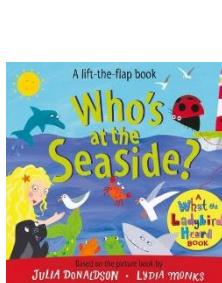
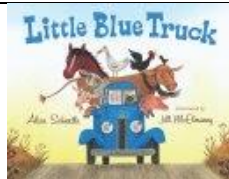
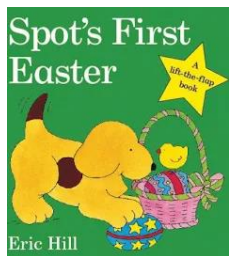
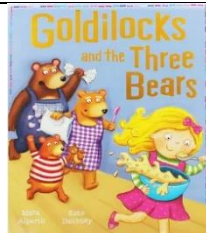
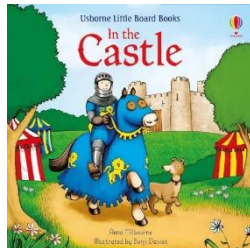
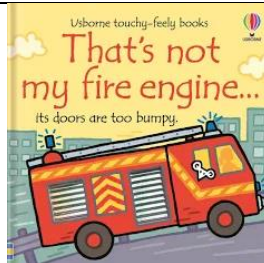
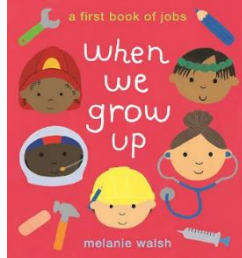
Little Lambs Long Term Plan 2026-2027

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	I wonder what I can find out about myself and others?	I wonder all about changing colours	I wonder what living things are around me?	I wonder where and how I will travel?	I wonder about stories?	I wonder who will help me?
Possible ideas, mini themes (These themes may change or be replaced depending on child interest or fascination)	- Settling in - Marvellous me - My feelings - My body - My senses - My family	- Colours - Colour sorting - Colour mixing - Autumn - Christmas	- At the zoo - At the farm - In the sea - Minibeast and insects - Plants	- In and on the water - In the air/space - On the land - Road safety - Easter	- Dinosaurs - Pirates - Castles - Three little pigs - Gingerbread Man - Goldilocks	- In an emergency - To feel better - To learn new things - When I grow up - Transitions
Texts of Interest						

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Enrichment (Festivals and Celebrations)	Harvest Festival Rosh Hashanah Black History Month Jeans for Genes	Nursery Rhyme Week Bonfire Night Diwali Hanukkah Christmas Time/ Nativity Remembrance Day	Chinese New Year Number Day Valentine's Day Shrove Tuesday St David's Day Ramadan	Good Friday Palm Sunday Easter St George's Day World Penguin Day Eid-UI-Fitr World Book Day Mother's Day	Environmental Day World Ocean's Day	Father's Day Sports Day

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The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	To begin to join in with some songs and Nursery Rhymes (even just with actions) To being to change attention to follow a prop or prompt. Listen to short stories in a small group. Use some single words to express their wants, needs and feelings. Recognise familiar objects to develop their vocabulary. Understand frequently used words, such as, 'all gone', 'no', 'bye bye'.	Recognise familiar environmental sounds and say what they can hear. Listen to some longer stories and join in with some key words and phrases in familiar stories. Build on their repertoire of Nursery Rhymes and begin to sing them unprompted. Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings. Use the speech sounds p,b,m,w	To be able to shift to a different task if attention fully obtained. Listen and follow one step instructions. Listen and join in during circle times, taking a more active role in participating. Know and sing a wide variety of Nursery Rhymes and songs. Role play familiar scenarios, communicating with one another, for example, going to the shops or the Doctors. Express themselves using a wide range of vocabulary and speak in longer sentences.
Oracy	Listening - Listen to familiar songs, rhymes and stories for short periods. - Respond to their name and familiar voices.	Listening - Listen to short stories, songs and rhymes. - Join in with actions and repeated words.	Listening - Listen to familiar stories with increasing attention. - Join in with repeated words, actions and rhymes.

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	- Join in with actions and repeated words. Vocabulary - Learn words about themselves, family, body parts, feelings and colours. - Name familiar people and everyday objects. - Begin to copy new words modelled by adults. Talking Together - Use single words and begin to combine two words. - Express wants and needs using words, signs or gestures. - Take turns in simple interactions with adults. Story Talk Key Questions - Who is this? - What can you see? - What colour is it? - Where is the teddy? - Can you find...? Sentence Openers - Me... - I see... - My... - Blue... - I like...	- Listen to simple instructions with adult support. Vocabulary - Learn and use words such as bird, insect, flower, tree, bus, car, train, bike, go and stop. - Begin to copy new words modelled by adults. Talking Together - Use words and short phrases to talk about animals, plants and transport. - Name familiar animals and vehicles. - Express choices using words or gestures. - Begin to answer simple questions. Story Talk – Key Questions - What is it? - Where is it? - What can you see? - Can you find...? - What sound does it make? Sentence Openers - I see... - It is... - Car... - Bird... - Go... - Look...	- Follow simple one-step instructions during play and routines. Vocabulary - Learn and use words linked to stories, feelings and people who help us (e.g. doctor, firefighter, teacher, police officer, happy, sad, kind). - Begin to use familiar words independently during play. - Continue to copy and practise new vocabulary modelled by adults. Talking Together - Use single words, two-word and emerging three-word phrases to communicate. - Talk about familiar people, favourite books and everyday experiences. - Begin to answer simple questions about stories and experiences. - Take turns in short back-and-forth conversations with familiar adults and children. Story Talk – Key Questions - Who is this? - What can you see? - What happened? - Who helped? - How do they feel? - Which part do you like? Sentence Openers - I like... - I see... - They are... - Help me...
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		Progression across Spring Spring 1 – Living Things • Notice and name familiar animals and plants. • Listen to stories about the natural world. • Copy new words during play. • Join in with repetitive story language. Spring 2 – Travel • Notice and name different types of transport. • Talk about familiar journeys. • Use simple words such as go, stop, up, down and fast. • Join in with transport songs and role play.	• More please... • My turn... • I know...
Personal, Social and Emotional Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.			
	To build key person relationships, supporting children when separating from a Parent/Carer through the transitional period	To begin to find their own unique way of managing transitions. Begin to show confidence within their play.	To have developed a sense of assurance for example developing relationships with other adults and peers.

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	With the support of a key person show an interest in play. Notice others around them. Build interactions through the interests of the child. To react to stimulus to help calm emotions and feelings for example: looking at family photographs together.	Play alongside their peers and developing friendships. With the support of an adult wait and take a turn for example rolling a ball or a car. Begin to show an awareness of themselves. Using various props and resources.	Show independence within their play and making choices. To have established friendships with peers. To begin to demonstrate taking a turn independently. Explore emotions and feelings through stories and their play.
Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.			
	Feeling secure and comfortable during nappy time. At snack time sitting together with peers.	Showing an interest in Potty training Sitting together for snack times and trying different tastes and textures.	To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat. Following snack time routines, making choices independently.

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	Sitting and walking independently. Begin to sit on a small bike and know how it is used. Showing an interest in exploring materials and tools.	To gain control over their bodies through both indoor and outdoor play. Developing fine manipulative skills through using different objects and tools.	To use large equipment, ride bikes and scooters with support. To be able to hold tools and objects using a palmer grasp comfortably.
Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)			
Reading	To explore looking at books independently. Explore sensory books and learn new vocabulary related to their senses. Enjoy looking at class made books related to families. To look at some non-fiction books related to Topics in small groups e.g. Autumn, Christmas etc.	To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently. To obtain information from a more detailed image in a book following a prompt. E.g. What is the duck doing? Recognise their name alongside their photograph.	Have a selection of favourite stories. To understand that stories have a beginning and the end and join in saying 'The end'. To join in with key phrases when reading familiar books with adults. To talk in simple sentences and phrases about books the enjoy, using the images to help them. To listen to audio stories without images. Recognise familiar logos related to their interests.

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	To use a basic picture book and find information following a prompt. E.g. Where is the dog?		
Writing	To join in with short dough gym sessions to develop fine motor control To make marks on table tops to support core strength. Show an interest in mark marking-fingers, large apparatus, tools. Hold a tool with a fist palmer grip.	Distinguishes between the different marks they make. Use tweezers to pick up a small object. To develop hand-eye co-ordination through scooping/pouring and filling activities.	Imitate during simple shapes such as circles and lines. Make marks on a picture to stand for their name. Enjoy drawing freely using a range of tools. Notice some print such as familiar logo. Children to use a digital pronate grip. Use lacing cards to develop fine motor skills.
Maths Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.			
	To combine objects such as stacking blocks and cups. Put objects inside others and take them out again.	To begin to compare sizes, bigger, little and smaller. To use number language in their play, beginning to sequence numbers orally 0-5.	To begin to use the language of weight in everyday contexts and through stories and rhymes.

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	Begin to take part in finger rhymes with numbers. To explore and use shape sorters and puzzles.	To complete an inset puzzle and to demonstrate matching and sorting skills within their play. To notice and comment on patterns including stripes and spots etc.	To explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness. To use objects to make simple arrangements, using associated language 'the same'. Begin to count objects and actions in everyday contexts and counting up to 3 fingers. Begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc
Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.			
Investigation & Exploration	Play and explore in their natural environment displaying high levels of engagement. Children to begin to respond by simple comments and nonverbal gestures and movements.	Continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons. Observing changes of state through ice/water and using their senses to explore.	Use descriptive terms, such as 'hot' and 'cold'. Create simple dens with adult support and begin to understand shade and keeping cool. Use senses to explore sand/pebbles/water/bubbles.

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	Begin to explore seasonal change e.g. the leaves are falling off the tree. Exploring senses –and purpose of body parts Naming body parts Exploring light and colours through sensory play. Exploring sound linking to bonfire night. Play with a variety of wheeled toys, exploring pushing and pulling.	Explore the natural world, focusing on digging and planting seeds. Observe and notice flowers and plants growing using their senses.	
People, culture and communities	Recognise their family and key people during key person time. Children to name their family by using a family photograph. Understanding that Christmas is a special celebration. Settling into their new environment and understanding where things are located in the classroom.	Begin to imitate their own family and cultures through pretend play. Understanding that Easter is a special celebration. Begin to understand that there are different environments, for example, understanding that penguins live where it is cold.	Bring in photos from family days out to share during Key Person time. Begin to have their own friends. Recognising familiar places and logos through looking at photos (local shops, places of interest). Talk about places they might go on a sunny day, for example, the beach. Imitate these experiences in the role play.
Time	Learning about the basic routines of the day using a visual timetable.	Begin to understand the sequence of dressing in warm clothes for outside	Understand the routine of the day with less prompts.

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	(Carpet time, tidy time, lunch time, home time etc.)	(putting on outdoor suit, then wellies, then hat, gloves etc.)	
RE	Big Question - Who is special to me? Big Question - What is special about Christmas?	Big Question - How can we be kind? Big Question - What can we notice at Easter?	Big Question - What makes me special? Big Question - How can we care for things?
Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
	Explore different materials using all their senses. Begin to show an interest in early mark making. Explore sounds using musical instruments and sound makers. Use our voices to make sounds. Starting to develop imaginative play by exploring resources within the provision.	Manipulate and play with different materials, exploring textures. Make early marks using various tools and equipment. Beginning to experience tone, pitch and volume. Join in singing songs and rhymes copying actions. Beginning to use resources imaginatively, using resources in different ways. For example: using a block as a phone.	Use their imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do. Intentionally making marks in different styles. Expressing their ideas when mark making and sometimes giving meaning to them. Explore different rhythms, beat and using their bodies appropriately. Developing imaginative play from their own learning experiences, stories and rhymes.