

## Long Term plans for year beginning September 2007

<b>Area of Learning</b>	<b>Play Activities</b>	<b>What the children are working towards</b>	<b>Themes, festivals, events etc</b>
Personal, Social and Emotional Development	Snacktime, games, dressing up & role play, books and stories, themes and interest table, cookery, playdough and clay, painting and drawing, physical play. Large and small group times. Daily helper.	Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Children's emotional well-being is supported to help them to know themselves and what they can do.	<b>September</b> COLOURS
			<b>October</b> COLOURS Harvest Diwali
Communication, Language and Literacy	Singing, books and stories, games, role-play, rhymes, board games, themes, interest tables, magnetic letters and phonic sounds.	Children's learning and competence in communicating, speaking and listening and early reading and writing skills are supported and extended. They are provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and are supported in developing the confidence and disposition to do so.	<b>November</b> COLOURS halloween bonfire
			<b>December</b> COLOURS Christmas
Problem Solving, Reasoning and Numeracy	Construction toys, woodwork, finger rhymes, counting, sorting & matching games, sand, water, puzzles, threading, number books	Children are supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They are provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.	<b>January</b> HEALTH & HYGIENE
			<b>February</b> HEALTH & HYGIENE
Knowledge and Understanding of the World	Themes and interest tables, cooking, outings, visitors, junk modelling, growing things, water, sand, magnets, lenses. Living things, and woodwork. IT.	Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.	<b>March</b> HEALTH & HYGIENE Easter
			<b>April</b> MINI BEASTS
Physical Development	Climbing frame, bikes, beanbags, bats, balls, tunnels, hoops, parachute, music and movement, dance, action songs, games, painting, cutting, drawing, woodwork, playdough, markmaking, construction, balance beam.	Children's physical development is encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They develop an understanding of the importance of physical activity and healthy choices.	<b>May</b> MINI BEASTS
			<b>June</b> MINI BEASTS
Creative Development	Painting, collage, junk modelling, clay, chalk, cutting, musical instruments, pencils, crayons. Home corner, dressing up.	Children's creativity is extended by the provision of support for their curiosity, exploration and play. They are provided with the opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design and technology.	<b>July</b> MINI BEASTS