Little Acorns - Long Term Curriculum Plan

DSH 2024-25

This plan details ideas for enhancements and provocations to support children's learning in Foundation. This may change due to planning being based on children's interests and fascinations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal themes	Autumn Harvest festival	Bonfire Night Diwali (31/10) Remembrance Day Children in Need Christmas	Winter Valentine's day Lent Chinese New Year (29/01)	Spring Easter Shrove Tuesday (04/03) World Book day Mother's day (30/03) Eid (30/03)	St Georges day	Summer Sports Day Father's day (15/06)
Language of the Term	Italian		Urdu		Polish	
Experiences	Leaf hunt	Children in Need dress up Christmas nativity	Pancake making Chinese New Year day	Easter egg hunt World Book Day dressing Up	Visit from people who help us (police, nurse, fire brigade etc)	
Skills	Wash hands appropriately when and how; wash, soap, rinse, dry. After toilet, before snack Put on own coat Putting on apron Lids back on pens/paint sticks Spread glue using spreader Put wellies on					
Possible texts and stories	Yes Please Mr Panda It's Mine Rabbits nap Goldilocks Postman Bear Owl babies	This Bear That Bear Dear Santa Elf in your book 3 little pigs Were going on a sleigh hunt Goodnight panda Door mouses cold	Thank you Mr Panda Squirrels snowman Pip and Posy the snowy day Gingerbread man Badgers Band Meg and Mog	Egg Hunt Dear Zoo Fox's Socks Wash your hands, Mr Panda In Wibblys Garden (Jack and the beanstalk) Moles glasses	Cats cookbook Little red riding hood Bear Hunt Oh Dear Megs veg	Odd Egg Pip and Posy the friendly snail Hide and Seek Pig Noisy Farm I'll wait Mr Panda Megs Veg 3 Billy goats gruff Frogs Day OUt

Poetry Basket	Chop Chop Breezy Weather Thunderstorm Wise Old Owl	Leaves are falling I have a little frog	I can build a snowman Pitter patter Popcorn	Mrs Bluebird The Fox Pancakes	Sounds of the Farm Sliced Bread Monkey babies	5 little peas Under a stone Going to the seaside
Rhymes	If your happy and you know it Twinkle Twinkle Worm at the bottom of the garden	Baa Baa Black Sheep Head shoulder knees and toes Christmas pudding Jingle bells When santa got stuck up the chimney	Wheels on the bus 5 hippos balancing Hunpty Dumpty	Walking through the jungle Five little men	Row Row Row your boat 5 little monkeys	5 current buns Old Mcdonald Wind the bobbin up Tommy thumb Incy Wincy
Communication and Language	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.					
Personal, Social and Emotional Development	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 9 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, they 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.					
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.					