



## EARLY DEVELOPMENT PATHWAY LONG TERM PLAN

### Understanding the World

| PRIME AREAS    | THE NEW EARLY YEARS FRAMEWORK 2021         |               |  |   | CHARACTERISTICS OF EFFECTIVE LEARNING |                 |                       |
|----------------|--|---------------|--|---|---------------------------------------|-----------------|-----------------------|
|                | Personal, Social and Emotional Development |               |  |   | Creating and thinking critically      | Active Learning | Playing and exploring |
|                | Making Relationships                       | Sense of Self |  | Understanding Emotions  |                                       |                 |                       |
|                | Communication and Language                 |               |  |   |                                       |                 |                       |
|                | Listening and Attention                    | Understanding |  | Speaking  |                                       |                 |                       |
|                | Physical Development                       |               |  |   |                                       |                 |                       |
|                | Moving and handling                        |               | Health and Self-care   |   |                                       |                 |                       |
| SPECIFIC AREAS | LITERACY<br>Reading<br>Writing             | MATHEMATICS   | UNDERSTANDING THE WORLD<br>People and Communities<br>The World<br>Technology | EXPRESSIVE ARTS AND DESIGN<br>Creating with materials<br>Being imaginative and expressive |                                       |                 |                       |

|                                     | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|-------------------------------------|---|--|--|--|---|--|
| GENERAL THEMES                      | ALL ABOUT ME  | CELEBRATIONS   | ONCE UPON A TIME   | BEASTS LARGE AND SMALL   | IN THE GARDEN   | OUT AND ABOUT  |
| 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 understanding of our culturally, social, 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. |  |  |  |   |  |
| PEOPLE AND COMUNUTIES (PSED and RE) | <b>Who am I?</b><br>Rhymes involving their names.<br>Treasure boxes<br>Stories about children<br>Role play: Home  | <b>Celebrations</b><br>Stories related to celebrations, Christmas, Diwali, Halloween<br>Harvest<br>Remembrance Day<br>Bonfire night<br>Role play: Home | <b>My family</b><br>Family books with pictures and photographs of family and key people.<br>Chinese New Year<br>Burn's night<br>Role play: Kitchen | <b>My birthday is a special day</b><br><i>Photograph books of children's birthday celebrations at home and school.</i><br><i>Role pay birthdays</i><br><i>Making cards and wrapping presents for each other.</i> | <b>My favourite...</b><br>Each child has their own likes and dislikes and is able to demonstrate what are their favourite – toys, environment, local community visit. | <b>People around me</b><br>Recognise key people in their lives<br>Developing co-operative play and friendships |
| THE WORLD (Science)                 | <b>My Body</b><br>Labelling parts of the body through play<br>Nursery rhymes and songs<br>One finger one thumb, Heads, shoulders etc.   | <b>Materials</b><br>Sensory baskets<br>Light table exploration   | <b>Plants and horticulture</b><br>Investigation  | <b>Animals</b><br><i>Visit farm, Dudley Archives,</i><br><i>Small world play</i>   | <b>Plants and horticulture</b><br><i>Growing fruit and vegetables</i><br><i>Visit flower shop</i><br><i>Fruit picking</i>   | <b>Materials</b><br><i>Sensory baskets</i><br><i>Light table exploration</i><br><i>Sorting activities</i>      |

|                   |  |  |   |   |   |   |
|-------------------|--|--|---|---|---|---|
| (History)         | <p><i>Treasure baskets</i></p> <p><b>My family</b><br/>Family books<br/>Stories about families<br/>Small world</p>   | <p><b>Special Days</b><br/>Stories related to celebrations, Christmas, Diwali, Halloween<br/>Harvest<br/>Remembrance Day<br/>Bonfire night</p>             | <p><b>Stories in sequence</b><br/>Traditional tales<br/>Role play stories</p>                         | <p><b>Dinosaurs</b><br/>Dudley Archives<br/>Small world play<br/>Information books<br/>Digging for bones in sand, soil etc.</p> | <p><b>Changes over time</b><br/>Comparison of flowers – seeds – plants.</p> | <p><b>Transport from the past.</b><br/>Trains, cars, bicycles, horses, hot air balloons, first planes</p>   |
| (Geography)       | <p><b>Houses and familiar places</b><br/>Walks around the familiar area<br/>Small world play<br/>Role play<br/>Visits to familiar places in local area</p> | <p><b>Houses and familiar places</b><br/>Walks around the familiar area<br/>Small world play<br/>Role play<br/>Visits to familiar places in local area</p> | <p><b>Mapping and familiar stories</b><br/>Repetitive, simple stories.<br/>Stories with journeys.</p> | <p><b>Mapping and familiar stories</b><br/>Repetitive, simple stories.<br/>Stories with journeys.</p>                           | <p><b>Familiar places</b><br/>Visits to familiar places.</p>                | <p><b>Comparing homes</b><br/><i>Creation of types of house</i><br/><i>Non-fiction books and photographs of houses from different cultures and countries.</i></p> |
| (Food Technology) | <p><b>Food exploration</b><br/>Sensory play</p>  | <p><b>Festivals and celebrations</b><br/>Tasting and exploring food related to festivals and celebrations.</p>   | <p><b>Mixing and stirring</b><br/>Food related to traditional tales.</p>                              | <p><b>Milkshakes and smoothies</b><br/>Exploring fruit and vegetable.<br/>Tasting a range of different mixes.</p>               | <p><b>Fruit salads</b><br/>Exploring different fruits to make salads.</p>   | <p><b>Time for a picnic</b><br/>Creation of sandwiches with a range of fillings.</p>  |

|                      |   |   |   |   |  |   |
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| (Forest School)      | <b>A walk in the Woods</b>  | <b>Going on a leaf hunt</b>                                       | <b>Stanley's Stick</b>  | <b>The Gruffalo</b>   | <b>Who's in the forest?</b>                  | <b>Traditional tales</b>  |
| TECHNOLOGY           | <b>Cause and effect.</b><br>Exploration of cause-and-effect toys.   | <b>Cause and effect.</b><br>Exploration of cause-and-effect toys. | <b>Technology all around us</b><br>Walks around local area.<br>Technology indoor<br>- | <b>Technology all around us</b><br>Use of phone, computer etc | <b>Programming</b><br>Exploration of Beebot. | <b>Whiteboard and iPad choices</b><br>Making choices on whiteboard or iPad. |
| CONTINUOUS PROVISION | Changes in weather.<br>Using CD player/ iPad to play music.<br>Handle equipment responsibility with a level of care.<br>Use of mirrors. |   |   |   |  |   |