

Long Term Planning Tiny Seeds 2024-25

Area/Ongoing	AUTUMN		SPRING		SUMMER	
	TOPIC: Super Me, Super You 	TOPIC Special people 	TOPIC: Down on the Farm 	TOPIC: Creepy Crawlies 	TOPIC: Ready, Steady, Grow 	TOPIC: All Creatures Great and Small 
CELEBRATIONS (RE taught weekly alongside)	none in autumn 1 autumn 2: Christmas/ Christingle Diwali, Eid		Chinese New Year Easter	Eid (will fall within this term)		none this ½ term
CORE TEXTS (2 PER TOPIC)	The Family Book A handful of buttons	Titch Peepo! Hello! hometown heroes	Farmyard hullabaloo National Trust: Farm	Snail Trail Very Hungry Caterpillar	Jasper's beanstalk Ten Tiny Seeds	Dear zoo Brown Bear, Brown Bear
HOOK (In the first week of the new topic to capture chn's interest)	Family photo books & home corner display Baby photos	Community wall	Farm Shop Role Play/farm small world Farm sensory experience	Forest schools minibeast hunting Have caterpillars	Tiny seeds garden Make a bug hotel	Animal face paint
OUTCOME (final 'showpiece' to complete the topic)	Shared learning parents morning	Visit from a special person in the community. E.g Jen Jakes, Shop keeper, Ben Lawrence, Mel Saville. Visit to a special person (sacred space)	Mobile farm	Bug ball	Morning showcase of the garden to parents	Zoo party
STAY & PLAY FOCUS	50 things to do before you're 5 #10- Sharing a book -#18-Dance -#5- Squidgy Sand (Outdoors)		TBC		TBC	

Experiences	Invite in a mum and baby	Visits from 'special people'.	lans mobile farm	Having caterpillars	Visit to community garden to minibeast hunt	'Pet visit' – rabbits, hamster, dog
Nursery Rhymes (one per half term)	Family Fingers	I'm a little teapot	Baa, baa black sheep	Ring a ring a roses	Row your boat	Humpty dumpty
Personal, Social and Emotional Development	Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.		Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.		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. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children.	
Communication and Language	Turn towards familiar sounds. Startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.		Enjoy singing, music and toys that make sounds. Listen and respond to a simple instruction. Use gestures like waving and pointing to communicate. Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Understand simple instructions like "give to		Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Listen to simple stories and understand	

	Watch someone's face as they talk. Recognise and are calmed by a familiar and friendly voice. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'baba', 'mamama'. Copy your gestures and words. Reach or point to something they want while making sounds.	nanny" or "stop". Recognise and point to objects if asked about them. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'. Make themselves understood, and can become frustrated when they can't.	what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j Pronounce multi-syllabic words such as 'banana' and 'computer'
Physical Development	Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking Begin to walk independently – choosing appropriate props to support at first. Reach out for objects as co-ordination develops. Lift objects up to suck them. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Enjoy moving when outdoors and inside. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Walk, run, jump and climb – and start to use the stairs independently. Develop manipulation and control. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently.	Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

	Explore different materials and tools. Birth to Three statements have been split into terms to allow for extra focus and likely points of children's development. All statements should be covered throughout year through circle times, conversation, day-to-day activities etc. Some aspects of the Birth to Three curriculum we would presume will have been achieved before entering Tiny Seeds.		
Literacy	Enjoy songs and rhymes, tuning in and paying attention. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Repeat words and phrases from familiar stories. Enjoy drawing freely.	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Sing songs and say rhymes independently, for example, singing whilst playing. Ask questions about the book. Make comments and shares their own ideas. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Make marks on their picture to stand for their name.
Maths	No separate maths LTP as skills/ knowledge will be ongoing throughout the year across all areas of learning. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.		
Understanding of the World	Repeat actions that have an effect. Make connections between the features of their family and other families. Notice differences between people.	Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	Consolidation and re-visiting skills as required.

POSSIBLE ACTIVITIES TO CAPTURE CHN'S INTERESTS	Family Books Family photos in home corner. Ethnic toys and utensils in the home corner. Family PowerPoints at circle time.	Home corner role play Celebrating different ethnic festivals. What makes us mazing take home bag. Dr role play Shop Role play This area will also include activities relating to children's interests.	Treasure baskets with different materials. Range of holistic materials in provision and in challenges. Forest schools. Local walks Season bag to take home and collect. Topic Take home and Talk bag. Farm creations Park walk Nature trail on school grounds Farm yard tuff tray		Pet shop role play Vet role play Virtual zoo tour online Celebration day preparations Learning display Cover any activities not covered in previous terms. Implement new activities if needed. Children's interests and natural phenomena. Planting beanstalks Making our very own Tiny Seed beanstalk.	
Expressive Arts and Design	Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Show attention to sounds and music. Explore their voices and enjoy making sounds. Notice patterns with strong contrasts and be attracted by patterns resembling the human face.		Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Respond emotionally and physically to music when it changes Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.		Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	
POSSIBLE ACTIVITIES TO CAPTURE CHN'S INTERESTS	Pictures of ourselves Explore mark making tools i.e crayons,felt tips and other tools that could leave a mark. Dough disco Dancing sessions included in circle time planning	This area will also include activities relating to children's interests.EAD ideas will be explored in regards to those interests.	Treasure baskets Holistic Areas Natural resources available in challenge areas and basic provision.	Treasure baskets Holistic Areas Natural resources available in challenge areas and basic provision.	Circle time song baskets. Questioning to aid the development of giving meaning.	Zoo party hats Zoo party props