

# Wraparound Long Term Plan 2023/2024

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		8 weeks Tue 5th Sep - Fri 27th Oct	7 weeks Mon 6th Nov - Fri 22nd Dec	5 weeks Mon 8th Jan - Fri 9th Feb	5 weeks Mon 19th Feb - Fri 22nd Mar	7 weeks Mon 8th Apr - Fri 24th May	7 weeks Mon 3rd Jun - Fri 19th July
		Number Rhymes	One Snowy Night	Fergus the Farmyard Dog	Selfish Crocodile	Bear Hunt	Fave Stories (Non-Traditional)
							
PRIME	Communication & Language	Sing a large repertoire of songs. Understand a question or instruction that has two parts: "Get your coat and wait at the door". Use longer sentences of four to six words	Enjoy listening to longer stories and remembering much of what has happened. Sing a larger repertoire of songs. Use longer sentences.	Listen to longer stories and remember much of what happens. Use a wider range of vocabulary. Use longer sentences of four to six words. Use talk to organise themselves.	Enjoy listening to longer stories Understand simple questions about 'who', 'what', and 'where'. Use talk to organise ourselves and our play.	Build up a repertoire of rhymes, be able to talk about familiar books, and be able to tell a long story. Retell the story - some as exact repetition and some in our own words.	Listen to longer stories, remembering much of what has happened. Understand 'why' questions ... "Why do you think the broom snapped in two?" Begin to describe events in some detail.
	Personal, Social & Emotional Development	Develop friendships with other children. Find ways of managing transitions: from parent to key people. Increasingly follow rules, understanding why they are important.	Develop friendships with other children. Talk with others to solve conflicts. Play with one or more other children, extending and elaborating play ideas.	Increasingly follow rules, understanding why they are important. Play with one or more children, extending and elaborating play ideas. Talk with others to solve conflict.	Begin to understand how others are feeling. Increasingly follow rules understanding why they are important. Not always need an adult to remind us of the rules.	Show more confidence in new social situations. Develop our sense of responsibility and membership of a community. Remember rules without an adult needing to remind us.	We are learning to... Talk about our feelings using words like 'happy', 'sad', 'angry' etc. and comparing them to the story book characters. Begin to find solutions to conflicts and rivalries.
	Physical Development (Fine & Gross Motor)	Develop manipulation and control. Explore different materials and tools. Use a comfortable grip with good control when holding pens and pencils. Put on our own coats and do up our zips.	Use a comfortable grip with good control when holding pencils and pens. Use one-handed tools to make snips in paper. Continue to develop movement, balancing and ball skills.	Use one handed tools and equipment, i.e. snip with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Develop manipulation and control.	Match developing physical skills to tasks and activities. Use a comfortable grip with good control when holding pencils and pens. Use one-handed tools and equipment i.e. tweezers, scissors.	Develop our small motor skills, so that we can use a range of tools competently, safely and confidently... (tweezers, pencils, brushes, scissors, needles for threading) Match developing physical skills... stomping, tiptoeing, waving, splashing, crawling etc.	Use one handed tools and equipment, i.e. snip with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Develop manipulation and control.

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<b>SPECIFIC</b>	<b>Literacy</b>	<b>Reading</b>	Enjoy songs and rhymes, tuning in and paying attention. Engage in extended conversations about stories, learning new vocabulary.	Enjoy sharing books with adults. Develop play around favourite stories. Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversation about stories, learning new vocabulary. Recognise words with the same letters (as my name).	Engage in conversations about stories, learning new vocabulary. Understand that print has meaning.	Repeat words and phrases from familiar stories "We're going on a bear hunt..." Engage in extended conversations about stories, learning new vocabulary.	Understand that print has meaning. Begin to engage in extended conversations about stories, learning new vocabulary.
		<b>Writing</b>	Enjoy drawing freely.	Write some letters accurately.	Write some letters accurately.	Use some of our print and letter knowledge in our early writing.	Write some or all of our name. Write some letters accurately.	Write some letters accurately (Letters from our name plus some from the characters).
	<b>Maths</b>		Take part in finger rhymes with numbers. Say one number for each item in order, 1,2,3,4,5. Show 'finger numbers' up to 5. Recite numbers past 5.	Compare quantities (animals) using language 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes ( Percy's hut). Understand position through words alone.	Recite numbers past 5. Say one number name for each item in order: 1,2,3,4,5 Compare quantities using language: 'more than', 'fewer than'.	Notice and talk about patterns. Talk about and explore 2D and 3D shapes. Link numerals and amounts - number of teeth, number of animals. Make comparisons relating to height.	Begin to describe a sequence of event. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between characters and compare bears relating to size.	Say one number for each character in order. Count the characters on the broom stick and place in size order. Hide from the highway rat - under, behind etc.
	<b>Understanding the World</b>		Repeat actions that have an effect. Explore how things work. Notice differences between people.	Understand the need to respect and care for the natural environment and all living things. Talk about what we see, using a wide vocabulary.	Show interest in different occupations. Explore how things work. Talk about what they see, using a wide vocabulary.	Explore how things work. Understand the need to respect and care for the natural environment and all living things.	Use senses in hands-on exploration of natural materials - grass, twigs, pebbles. Talk about what we see, using a wide vocabulary.	Learn how things work. Continue developing positive attitudes about the differences between people. Show interest in different occupations.
	<b>Expressive Art &amp; Design</b>		Enjoy taking part in action rhymes. Remember and sing entire songs and rhymes. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Develop complex stories using small world equipment i.e. animal sets, houses, parks. Draw with increasing complexity and detail. Explore colour and colour mixing.	Remember and sing entire songs Draw with increasing complexity and detail, such as representing a face with a circle and including details. Listen with increasing attention to sounds.	Explore different materials, in order to develop ideas about how to use them and what to make. Draw with increasing complexity. Explore colour and colour mixing.	Play instruments with increasing control to express our feelings and ideas. Explore different materials freely. Join different materials and explore different textures.	Begin to develop complex stories using small world equipment like animal sets, dolls. Draw with increasing complexity and detail. Listen with increasing attention to sounds.