



# Doubletrees School



## Early Years Long Term Map – 3 Year Rolling program

Topic/theme	AUTUMN	SPRING	SUMMER
	1. <b>SPECIAL TIMES</b> – Me, family, celebrations	<b>MARVELLOUS BODIES</b> - <i>Explore our senses further</i>	<b>WHAT'S AT THE SEASIDE?</b> – <i>engage &amp; explore wider world</i>
	2. <b>INTO THE WOODS</b> – <i>stories/rhymes/winter wonderland</i>	<b>WONDERFUL WEATHER!</b> – <i>wet/dry cold/hot</i>	<b>OUT AND ABOUT</b> – <i>local area, at the park</i>
	3. <b>AUTUMN SEASON</b> – <i>colour changes/temperature</i>	<b>SPRING SEASON</b> – <i>Winter to Spring changes</i>	<b>SUMMER SEASON</b> – <i>in the garden, at the beach, colours &amp; pattern</i>
Key texts for each topic & written sensory stories	That's not my...! books Autumn/Harvest/Bonfire/light/Diwali/Christmas non-fiction Soundplay book We're going to a party – sensory story Goldilocks and the 3 Bears The Gruffalo Let's go on a leaf hunt In the Woods – sensory story	Mother's Day Poem Spring/Chinese New Year/Holi/Easter non-fiction We're going on a bear hunt Bodies/senses non-fiction Spring is coming sensory story Where's my Teddy? Soundplay book Don't tickle the unicorn Sensory story Polar bear hunt	Sharing a shell, Fun on the beach, Soundplay book Summer/seaside/garden/Jamaican carnival non fiction Summer is here/What's at the beach – sensory story Secret garden sound play book In the Garden sensory story The Very Hungry Caterpillar Tiger who came to tea That's not my bus/frog
Personal, Social and Emotional Development	<b>PRIME AREAS OF LEARNING</b> – *predominately core main focus although all areas are interconnected		
	<b>Self-Regulation</b> Baseline assessments and feelings/emotions <i>Self-awareness – Me, who I am, my likes, dislikes, strengths and interests</i> <i>Coping with change</i> <i>Managing transitions</i> <i>Express a range of emotions</i> <i>Develop greater understanding of feelings</i> <i>Know they can rely on Teachers/TA's /familiar adults for support</i>	<b>Managing Self</b> <i>Awareness of behaviour expectations of classroom</i> <i>Self-care Looking after myself, and keeping safe</i> <i>Sharing, waiting, turn-taking</i> <i>Aware of/Find own belonging</i> <i>Perseverance/persistence</i> <i>Tolerance</i>	<b>Building Relationships</b> <i>Enjoying company of others and responding</i> <i>Engage in positive interactions</i> <i>Show an interest in others and their play</i> <i>Play alongside/with others</i> <i>Develop friendships</i> <i>Understanding others feelings and how this affects choices and behaviour</i>
	<b>Daily together time to develop self-awareness &amp; group awareness</b> - encourage engagement, relationships, participation, independence and self-achievement. Circle time, reflection, snack and communication sessions. Support with sharing and turn-taking during child led times.		
	<b>Additional weekly Reward and value activity</b> – Whole school system. Star pupil. Ongoing in class/home 'Wow moments'.		

	<p><b>Intrinsic across the curriculum:</b></p> <p>Support children to identify and regulate their emotions as when they happen. Attuning, validating and managing the situation for them, calm and sooth. Attachment/Trauma aware approach. Engaging/becoming more independent with routines relating to eating/drinking., Self-care and independence around hygiene – following a sequence washing hands, undressing/dressing, teeth brushing, toileting when developmentally ready.</p> <p><b>Teachable opportunities</b> may include, but are not limited to turn taking games and activities, intensive interaction, sharing stories/songs, playing co-operative games with adults and children, direct teaching of emotional literacy in the moment, following well-being plans where appropriate. TIS activities.</p>			
Communication and language	<p><b>Listening</b></p> <p>Listening and responding to others, songs and stories, demonstrating listening by joining in with signs, vocalisations, or symbols.</p>	<p><b>Attention</b></p> <p>Paying attention to a stimulus, concentrating on activities, focusing attention</p>	<p><b>Understanding</b></p> <p>Understanding daily routine and transitioning using OoR, musical cues, symbolic cues, or verbal instructions. Responding to instructions at appropriate key word level.</p>	
	<p><b>Expressive Communication ‘speaking’</b></p> <p>Expressing own emotions, Interacting with and to others, making requests, and commenting. Building confidence to communicate to a variety of people both familiar and unfamiliar in a range of situations using individual communication systems</p>			
	<p><b>Intrinsic across the curriculum</b></p> <p>The development of spontaneous, functional communication, emotional expression, and secure and trusting relationships. Intensive interaction and interactions through play, adults scaffolding through teachable moments &amp; adult directed sessions working on individual SaLT targets. This will start to emerge from non-verbal communication such as facial expressions, hand gestures and eye contact through to using picture symbols, signs, objects and photographs. As the skills develop, children begin to grow as learners. Speaking and listening is fundamental to the cognitive development of the pupil and encourages them to become involved in their personal learning.</p> <p><b>Teachable opportunities</b> may include, but are not limited to, small world play, role play, sensory story sessions, TACPAC Helping children to communicate through makaton, speech, ICT, PECS, photo boards, eye pointing, objects of reference, intensive interaction - work closely with SALT/VI/HI. Adult directed - Circle time communication group or 1-1, sensory story, Call and response, story massage focus, Music and movement, Attention Autism bucket time.</p>			
Physical Development	<p><b>Fine Motor Movements</b></p> <p><i>Grasp, manipulate, reach, release, hand/eye</i></p>	<p><b>Body awareness</b></p> <p><i>Visual and listening skills</i></p>	<p><b>Staying Healthy</b></p> <p><i>Eating and drinking, hygiene</i></p>	<p><b>Gross Motor Movements</b></p> <p><i>Rolling, sitting, standing, mobility, walking, running, jumping...</i></p>
	<p>Sensorimotor play &amp; movement</p> <p>Exploring with hands/feet</p> <p>Body awareness – body parts</p> <p>Positive touch</p> <p>Push/pull toys/squeeze/release</p>	<p>Sensorimotor play &amp; movement</p> <p>Swipe/Reach/grasp/release/manipulate/control</p> <p>Dance – Music and movement</p> <p>Using small equipment -</p> <p>balls/hoops/tunnels/trampette/ribbons/beanbags</p>	<p>Sensorimotor play &amp; movement</p> <p>Mark making with tools – write dance</p> <p>Body awareness – actively move, increased control</p> <p>Parachute play</p> <p>Bikes/slide/roundabout/swings</p>	
	<p><b>Intrinsic across the curriculum</b></p> <p><b>Teachable opportunities</b> may include, but are not limited to dressing and undressing, using utensils at snack/dinner, bikes, cars, big blocks and construction, bats, balls, hoops, mark making, threading, stacking, filling and emptying both inside and outside. Daily experiences outside/in the sensory garden/adventure playground/soft play.</p> <p><b>Fine motor skills</b> will be interwoven throughout the day engaging with and becoming more independent with routines relating to eating/drinking - and be planned for through continuous play opportunities. Positive Sensory Touch Sessions/Massage will be incorporated daily and through Therapy</p>			
	<p>Explore healthy eating (snack/lunch) and exercise, how our bodies feel after activity – linked to awareness and managing self through PSED</p>			

## Specific Areas

Due to the developmental needs of our learners Prime Areas of learning with Early Cognition remain a key focus within planning. This does not mean that learners will not encounter experiences as they are all interconnected, these will be indirectly delivered through continuous play opportunities and observed through **Characteristics of effective learning** ~ How our children learn

### Early Literacy

#### Writing

**Early mark-making** is not the same as writing – in the early phases we focus on the sensory and physical experience i.e. messy and fine motor play. Later phases of development are based on skills and understandings.

##### Exploration

Sensory exploration using different tools and equipment to create marks

##### Connections to mark making – Write Dance

Focusing on our movements through cause and effect physically and digitally.

##### Mark making – Write Dance

Gross motor and Fine motor mark making activities to develop co-ordination and control.

**Before they can write they need to learn to use spoken language/a form of consistent non-verbal communication i.e. eye-gaze, etran, symbols**

#### Reading (ELG – Comprehension and word reading)

Reading skills enable pupils to make a connection to their immediate environment and the wider world. In the Early Years we focus on emergent skills which can develop to reading skills such as sensory activities, looking to and fro, passing things from hand to hand, visual following and enjoyment from storytelling. Reading activities will develop anticipation, engagement and choice making skills.



#### Early Years Pathway Key Texts

Reading books aloud to children **stimulates their imagination and expands their understanding of the world**. It helps them develop language and listening skills and prepares them to understand the written word. In our Early Years Class our learners will have access to and be encouraged to engage with at a level appropriate to the individual.

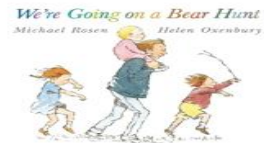
##### The Hungry Caterpillar (Cumulative Story)



Key Vocab: cocoon, tiny, plum, pickle salami, stomach-ache, nibbled,

Ambitious vocab: lifecycle, transform

##### We're Going on a Bear Hunt (Journey Story)



Key Vocab: scared, wavy, hunt, river, snowstorm, forest, cave, tiptoe, furry, shiny, thick, dark, over, under, through  
Ambitious vocab: narrow, gloom

##### The Three Little Pigs (Beat the Baddie)



Key Vocab: chimney, brick, straw, wood, roof, pot, build, growled, strong,

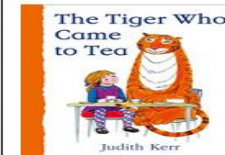
Ambitious vocab: shocked, creep

##### Where's My Teddy (Rhyming and humour)



Key Vocab: dark, woods, huddle, cuddle, bed, sobbing, bed, giant, teddy bear  
Ambitious vocab: horrible

##### Tiger who came for tea (School values)




Key Vocab: hungry, Kitchen, teapot, Saucepans, cupboard, fridge, tiger, table

##### The Gruffalo (Modern classic)



Key Vocab: wood, fox, brown, good, mouse, stroll, deep, dark, lunch, house, kind, claws, jaws, rocks, underground

	<p><b>Focus adult led sensory stories/songs/call and response related to theme/key texts and pre-phonics skills</b></p> <p>Awareness that stimulus (smell, facial expressions...) carries meaning, objects/objects of reference carry meaning, photographs &amp; photographs represent objects, people, places carry meaning. Symbols can be used as labels and to access text.</p> <p><b>Continuous provision and enhancements</b> – Visual cues on timetables and now/next boards. Signing and PECS (Picture exchange communication system), chat boards, handling books and in different forms like photo books, personal or class made books, familiar everyday objects. Sensory song sessions, rhymes, talking books/CD stories, Call and Response, Sensory stories, Story massage, sound play and shared attention activities. Designated book area and daily modelling from adults a love of books and how to handle them. Use of familiar print around us. Everyday sounds in the environment. Reading for pleasure personalised to every learner.</p> <p><b>Early listening/awareness discrimination</b></p> <p><b>Continuous provision &amp; adult-led</b> – Tracking, Engagement, Attention, show interest in sounds, Environmental sounds often linked to the theme, instrumental, body percussion, discriminate sounds, rhythm and rhyme. Sound corner.</p>		
<b>Understanding the World</b> <i>*to include Work related learning of which skills are Interwoven throughout all areas of learning</i>	New surroundings Faces & bodies – mirrors, body awareness songs Important places  Sorting & using materials related to the Autumn/celebrations Light & dark  *People who help us – in school	Our bodies Senses - Sound, touch, taste, sight & hearing. Recording our voices  Weather and changes Growing – us, plants and items which grow instantly i.e. bubbles, cooking  *People who help us – wider school environment cook, caretaker	Sorting & using materials related to the seaside/seasons/local environment, Dens Exploring seaside items  Local environment Indoors and outdoors. Where is the seaside/park? *Local environment – looking after it  *People who help us – Gardener/Builders/Life Guard
	<p><b>Wider community (*RE links delivered through Prime Areas PSED &amp; Communication &amp; Language)</b></p> <p>Self – awareness me &amp; Family Birthdays Harvest Bonfire night Festival of light Christmas Chinese New Year Festival of colour Holi Easter Jamaican Carnival</p>		
<b>Early Maths /cognition</b>	<b>Problem solving: Construction</b>	<b>Size</b>	<b>Capacity</b>
	<p><b>Early Mathematical learning</b> begins with exploring the world with our senses i.e. contrasting colours, tactile objects. Also we encourage children to use their bodies as a tool for understanding mathematical concepts such as time, space, direction and positioning. Observing the <b>Characteristics of Effective learning</b> in enabling next steps.</p> <p><b>Mathematics is taught as part of thinking skills</b> (EHCP Area of Need –Cognition) - For some children, their thinking skills are delivered through more heuristic play activities. This may include loose parts play, treasure baskets, cause and effect toys, problem solving, object permanence, treasure baskets. Planned for and embedded as part of topic/child-led interest and play activities within the continuous provision. Multi-sensory learning, play and real objects, as well as adult led songs and stories, provide the children with opportunities to develop early thinking skills as well as early number, shape, space and measure concepts.</p> <p><b>Teachable opportunities</b> may include, but are not limited to: Heuristic and schema play. <b>Number</b> - counting 1-3, naming. Enjoyment of number rhymes. Explore number lines. Multi-sensory numeracy activities through use of water/sand/disco dough/massage/everyday routines. <b>Problem solving</b> – moving toys, pop up toys, stacking toys, construction, schema play, UV activities tracking and locating. Shape, space, measure – messy play, size and stacking, matching, construction <b>TIME TO EXPLORE AND REPEAT.</b></p>		
<b>Expressive Arts ,Design</b>	<p><b>Exploring using media and materials –</b></p> <p>Intrinsic to the curriculum, sensory/media topic related, focus on the process rather than the product, singing during daily group times, &amp; songs linked to themes and routines. Awareness and use of a range of materials and tools through collage, painting, drawing, modelling, malleable, sticking, printing...</p>		
	<p><b>Music</b> - Listening to different music and sounds including those from other Cultures. Exploring instruments. Singing, Timbre, rhythm, beat, tempo. Movement and dance/</p>		

	Dance Massage.		
	<i>Sounds of intent</i> -	<b>Reactive</b> Listening and responding	<b>Proactive</b> Creating and re-creating sounds and music
			<b>Interactive</b> Playing and singing with others
	<b>Being imaginative</b> Intrinsic to the curriculum, included where appropriate to reflect topics & children's interest and may include sensory drama/dance where appropriate linked to key text. <b>Teachable opportunities may include, but are not limited to</b> use their imagination in role-play and explore work related learning in meaningful ways, messy play, small world play, construction play, movement, dance and stories.		
	<b>Characteristics of Effective Learning</b> <p><b>Playing and exploring:</b> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><b>Learning through play:</b> At Doubletrees, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of '<b>Learning to Play and Playing to learn</b>'. <b>PLAY</b> is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults' – '<b>Play Partners</b>'</p> <p>We ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>		
	<b>Opportunities for Child-led &amp; Continuous Provision</b> On-going cross curricular opportunities to engage and enhance learning are encouraged through planned/interest led <b>in the moment</b> 'Play my way' activities. An adapted approach to continuous provision is used due to the physical, cognitive and sensory needs of our learners, there will be a high dependence on adults to access continuous provision although adults should promote <b>independence</b> and <b>independent</b> exploration as much as possible.		