



### ARP Long Term Plan – Year A

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasons & Weather: Autumn/Winter <i>simple descriptors, commenting, labelling</i>		Seasons & Weather: Winter/Spring <i>simple descriptors, commenting, labelling noticing change</i>		Seasons & Weather: Spring/Summer <i>simple descriptors, commenting, labelling noticing change</i>	
Religious Celebrations: Harvest, Diwali and Christmas <i>exposure, vocabulary, shared attention</i>		Religious Celebrations: Chinese New Year, Lent/Easter, Ramadan <i>exposure, vocabulary, shared attention</i>		Religious Celebrations: Eid <i>exposure, vocabulary, shared attention</i>	
All About Me -My Story and Family Tree <i>name, preferences, family, basic sentence structures ("I like...", "This is...")</i>	Friendships & Feelings <i>Zones of Regulation, core emotions, turn-taking language</i>	Animals & Pets <i>describing, categorising, asking simple questions</i>	Plants Growing and Changing <i>describing, sequencing</i>	At the Beach <i>sensory language, requesting, commenting</i>	Going on Holiday <i>role play, travel vocabulary, requesting, commenting</i>



ARP Long Term Plan – Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasons & Weather: Autumn/Winter <i>comparisons</i>		Seasons & Weather: Winter/Spring <i>comparisons</i>		Seasons & Weather: Spring/Summer <i>comparisons</i>	
Religious Celebrations: Harvest, Diwali and Christmas <i>understanding purpose and routines</i>		Religious Celebrations: Chinese New Year, Lent/Easter, Ramadan <i>understanding purpose and routines</i>		Religious Celebrations: Eid <i>understanding purpose and routines</i>	
Me, My Friends and Family <i>expanded sentence structures, social roles</i>	Keeping Fit <i>following instructions, sequencing, describing actions</i>	Transport functional vocabulary, prepositions, asking simple questions	Toys <i>sharing, negotiating, describing function</i>	Growing and Changing <i>sequencing, cause and effect, time language</i>	My Community <i>real-life communication, safety language</i>
			<ul style="list-style-type: none"> <li>Materials– soft toys, wooden toys, plastic toys, metal toys.</li> <li>Forces– making toys move (e.g. push, pull, twist, up, down, etc.)</li> <li>Electricity – explore toys that use electricity/ battery.</li> <li>Light/shadow – use descriptive</li> </ul>	<ul style="list-style-type: none"> <li>Plants – planting seeds</li> <li>Animals - Baby animals/adults, animal</li> <li>Humans- looking after babies, reiterating diet, water, clothes etc. covered in autumn term</li> <li>Materials Melting, freezing,</li> </ul>	<ul style="list-style-type: none"> <li>Focus on people who help us (e.g. doctors, nurses, opticians, dentists, police, road crossing patrol)– science links to some of these</li> <li>Visit the local area (e.g. playgrounds, parks, shops) ?</li> </ul>

learning

sharing

achieving

respecting



			<p>vocabulary (e.g. the colours of the lights)</p> <ul style="list-style-type: none"><li>• Sound – exploring toys that make sounds and repeat (e.g. high, low, loud, quiet).</li></ul>	<p>mixing materials, cooking</p>	
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