



St Anthony's Tiny Ants Long Term Plan

At St. Anthony's Catholic Primary School, we ensure that our Tiny Ants provision offers a play-based, developmentally appropriate curriculum that is engaging, nurturing and responsive to each child. Our curriculum builds on children's individual needs, interests and starting points, recognising that development at this stage is rapid and non-linear. Learning is rooted in secure relationships, meaningful interactions and first-hand experiences, with a strong emphasis on the three prime areas of learning. Play is central to our provision and includes child-led exploration, sensitively supported play and opportunities for adults to extend learning through interaction. Continuous provision, both indoors and outdoors, supports children's development across all areas of learning through routines, repetition and rich experiences.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations and Events	National Poetry Day Black History Week Diwali	Bonfire Night Remembrance Day World Nursery Rhyme week Anti-bullying Week Advent Christmas	Christmas Candlemas Chinese New Year Children's Mental Health Week Valentine's Day National Story Week Pancake Day Lent-Ash Wednesday	World Book Day British Science Week Mother's Day Easter Bonnet Parade Holy Week Easter	Month of Mary Mental Health Awareness Week Walk to School week Health Eating Week Pentecost	St Anthony's Feast Day Sports Day Father's Day Arts week Transition to Year 1
Overarching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: 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>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others and provide timely intervention.</p>					
Characteristic of Effective Learning	<p>Playing and exploring: Children investigate and experience the world through their senses and movement. They explore materials, people and environments, showing curiosity and beginning to engage in simple play.</p> <p>Active learning: Children show involvement in their play for short periods of time, returning to familiar activities and experiences. They begin to show enjoyment in what they do and may repeat actions and activities that interest them.</p> <p>Creating and thinking critically: Children begin to make simple connections through their play, exploring cause and effect and trying out their own ideas. With support, they begin to develop early problem-solving skills through exploration and interaction.</p>					

RE	<p>In Tiny Ants, children begin to develop an awareness of faith through daily prayer, routines and shared experiences, where faith is lived out through everyday interactions. Children join in with simple prayers and songs, helping them to feel part of the class community.</p> <p>Different children are encouraged to take on the role of prayer leader, supporting them to feel confident, valued and involved. Through these experiences, children begin to develop a sense of belonging, respect and an understanding of being part of God’s family, learning to show kindness and care for others.</p>					
Virtues	Eloquent and truthful	Learned and Wise	Curious and Active	Intentional and Prophetic	Grateful and Generous	Attentive and Discerning
Catholic Social Teaching	Family and Community	Dignity of the Human Person	Rights and Responsibilities	Option for the Poor and Vulnerable	Dignity of Workers	Solidarity and the Common Good
	Stewardship of God’s Creation					
British Values	<p>British values go hand in hand with our EYFS curriculum. They are intertwined with our EYFS learning opportunities on offer to children on a daily basis.</p> <p>Democracy: We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. How do we promote democracy? Children make decisions as a small group, listen to other’s opinions and thoughts, play games using fair rules, negotiate which game to play, deciding a game to play that everyone will enjoy.</p> <p>Rule of Law: We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. How do we promote rule of law? Recognising and naming feelings and emotions, managing feelings, discussing and reflecting on right and wrong, talking about nursery rules and why they are important, setting boundaries and staying consistent with consequences.</p> <p>Mutual Respect: We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. How do we promote mutual respect? Listening to others opinions, showing empathy for others, celebrating different strengths, joining in with new games.</p> <p>Tolerance: Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. How do we promote tolerance? Exploring different faiths, traditions and cultures, learning about diversity, understanding and accepting others boundaries when playing.</p>					

Individual Liberty: We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.
How do we promote individual liberty? Boosting confidence to share views and opinions, developing awareness of other communities and roles within them, encouraging a positive sense of self.

The Prime Areas of Learning

In Tiny Ants, the curriculum prioritises the three prime areas as the foundation for all learning. Development is child-centred and non-linear, with learning supported through secure relationships, play and responsive interactions, and embedded in daily routines and provision.

Communication and Language

Educational Programme

The development of children’s communication and language is at the heart of learning in Tiny Ants and underpins all areas of development. At this stage, children are developing early language through **close, responsive interactions** with familiar adults. Warm, trusting relationships and consistent routines support children to feel safe, confident and ready to communicate.

Children’s language develops through **back-and-forth interactions**, where adults tune into children’s interests, gestures and sounds, and respond sensitively. Practitioners model simple, clear language, comment on what children are doing, and repeat and extend children’s words to support understanding and early speech development.

A **language-rich environment** is created through songs, rhymes, stories and everyday conversations. Children are regularly exposed to familiar books, rhymes and repetitive language, which supports listening, attention and early vocabulary. Adults encourage participation through actions, repetition and joining in, rather than expecting verbal responses.

Opportunities for communication are embedded throughout daily routines, play and interactions. Children are supported to express their needs, feelings and ideas using a combination of **gestures, sounds, single words and early phrases**. Practitioners respond to all forms of communication, valuing and developing each child’s unique way of expressing themselves.

Through shared play, singing, story times and simple role play experiences, children begin to develop confidence in communicating with others. Sensitive support, modelling and repetition help children to gradually build their vocabulary, attention and understanding at their own pace.

Personal, Social and Emotional Development

Educational Programme

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their development. At this stage, children’s personal development is rooted in **secure attachments** which shape their social world. Strong, warm and supportive relationships with familiar adults help children to feel safe and begin to understand their own feelings and the feelings of others.

Children are supported to express and manage emotions through **co-regulation**, with adults responding sensitively to their needs. They begin to develop a **sense of self** by exploring their preferences, making simple choices and growing in confidence through encouragement and reassurance. As

	<p>development is not linear, children are supported at their own pace as they begin to develop independence and awareness of simple boundaries and routines.</p> <p>Through adult modelling and guidance, children begin to take part in everyday care routines, such as handwashing and snack time, developing increasing independence over time. Through supported interaction with other children, they begin to play alongside others and start to build early relationships, with adults modelling sharing and turn-taking.</p> <p>These experiences provide a secure foundation for children’s emotional well-being, relationships and future learning.</p>
<p>Physical Development</p>	<p>Educational Programme</p> <p>Physical activity is vital in children’s all-round development, supporting them to lead healthy, active lives. In Tiny Ants, physical development begins with sensory exploration and movement, as children develop strength, coordination and body awareness through everyday play and interactions.</p> <p>Children are provided with regular opportunities to move freely both indoors and outdoors. Through climbing, crawling, pushing, pulling and exploring their environment, they develop core strength, balance and coordination. Adults support this through carefully planned environments and play experiences, recognising that children develop at different rates and in their own ways.</p> <p>Fine motor skills develop through repeated opportunities to explore and manipulate objects. Activities such as stacking, posting, filling and emptying, mark-making and using simple tools help children to build hand strength and coordination. Adults model and support these experiences, helping children to gain increasing control and confidence.</p> <p>Through daily routines, such as feeding, dressing and handwashing, children begin to develop independence and awareness of their own bodies. Sensitive adult support ensures that children feel secure as they explore movement and develop physical skills at their own pace.</p> <p>These experiences provide the foundation for children’s physical confidence, independence and future learning.</p>
<p>The Specific Areas of Learning</p>	
<p>The specific areas of learning—Literacy, Mathematics, Understanding the World, and Expressive Arts and Design—are supported through play, routines and continuous provision. They are not taught in isolation, but develop naturally through children’s experiences and interactions.</p>	
<p>Literacy</p>	<p>Educational Programme</p> <p>Literacy in Tiny Ants focuses on developing a love of stories, books and rhymes. Children build early skills through listening, attention and interaction with adults, supported by sharing books, songs, rhymes and mark-making. Adults talk with children to develop understanding, vocabulary and early language, with a focus on communication and enjoyment, providing the foundations for future reading and writing.</p>
<p>Mathematics</p>	<p>Educational Programme</p> <p>Mathematics in Tiny Ants focuses on developing early understanding through play and exploration. Children build skills through sorting, grouping, filling and emptying, and noticing quantity, supported by adult interaction and talk. Adults model and introduce mathematical language, helping children to</p>

	notice patterns, size and position in everyday experiences. The focus is on exploration and enjoyment, providing the foundations for future mathematical learning.		
Understanding of the World	Educational Programme Understanding the World in Tiny Ants focuses on helping children make sense of their environment through first-hand experiences, play and exploration. Children learn about the world through their senses, movement and interaction with people and materials, supported by warm, responsive adults. Adults help children to notice and talk about what they can see, hear and do, developing early understanding and vocabulary. The focus is on curiosity, exploration and shared experiences, providing the foundations for later learning.		
Expressive Arts and Design	Educational Programme Expressive Arts and Design in Tiny Ants focuses on supporting children’s creativity and self-expression through play and exploration. Children explore a range of materials, sounds and movements using their senses and imagination, supported by warm, responsive adults. Through music, movement, role play and creative activities, children begin to express their ideas and feelings. The focus is on exploration, repetition and enjoyment, providing the foundations for future creative development.		
Parental Involvement	Transition into Tiny Ants Stay and plays. Parent meetings Nativity performance Christmas Workshop Mardi Gras Parade	Reading session opportunities Wow moments Easter workshop Easter Bonnet Parade	Library visits Arts week workshop EYFS picnic Sports day