

## EYFS – Nursery Long Term Plan Overview

2024-2025	Autumn One Me and My Family	Autumn Two Celebrations	Spring One Traditional Tales	Spring Two Nursery Rhymes	Summer One People Who Help Us	Summer Two Growth
<p><b>Communication and Language</b></p>	<p>Pay attention to more than one thing at a time- tidy up time Obstacle Course to begin to understanding of a (question or) instruction that has two parts High quality interactions with staff to develop their communication, recasting to help with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. And to help develop their pronunciation, Daily song time to begin to sing a large repertoire of sings.</p>	<p>Use a wider range of vocabulary. To continue to develop their communication, recasting when needed to top multisyllabic words To begin to be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand and respond to a question or instruction that has at least two key parts Sing a growing repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>Sing a large repertoire of songs. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". To begin to use talk to organise themselves and their play: "Let's go on a bus... you sit here" To begin to initiate a conversation with an adult or a friend and continue it for many turns</p>	<p>Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns, through role play and use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Listening and responding to PWHU visitors - -</p>	<p>Through high quality meaningful interactions develop their communication, recasting when needed to support sentence structure and pronunciation. Use longer sentences of four to six words with growing vocabulary Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Farm visit to support development of new vocab</p>
<p><b>Personal and Social Develop.</b></p>	<p><u>Marvellous Me</u> Recognise that we are unique Describe different feelings and use this skill to manage relationships Understand that some families are different from theirs, but these families also love and care for one another To begin to about others and their feelings using words like 'happy', 'sad', 'angry' or 'worried' To begin to be able to follow the rules, understanding why they are important Select and use activities and resources, with support when needed</p>	<p><u>Valuing differences</u> Select and use activities and resources, with increasing independence. Develop their sense of responsibility and membership of a community. With adult support and modelling begin to find solutions to conflicts and rivalries with support from adult, accepting that not everyone can be role in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad' Understand gradually how others might be feeling.</p>	<p><u>Keeping Myself Safe</u> Begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be role in the game, and suggesting other ideas. Remember rules without needing an adult to remind them. Begin to develop appropriate ways of being assertive. Begin to talk with others to solve conflicts. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p>	<p><u>Rights and Responsibilities</u> Begin to play with one or more other children (beginning) to share ideas Develop appropriate ways to be assertive, teach "stop, I don't like that" Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Select and use activities and resources, with independence Become more outgoing with unfamiliar people, in the safe context of their setting. And Show more confidence in new social situations. (PWHU visit) Begin to talk with others to solve conflicts Begin to keep play going by responding to others</p>	<p><u>Being my best</u> Giving our bodies what they need (sleep/ rest, food/drink, exercise) Designing own obstacle course / choosing how to play with PE small equipment I can keep trying Giraffes can't dance link, words of encouragement, learning how to move link different animals I can do it! Sharing wow moments from home via Dojo. Continue to develop appropriate ways of being assertive. Continue to build skills to talk with others to solve conflict, and understand gradually how others might be feeling.</p>	<p><u>Growing and Changing</u> Talk about change in the environment – forest school Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like Increasingly follow rules, understanding why they are important and remember rules without needing an adult to remind them in new context of transition activities</p>

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<p><b>Physical Develop.</b></p>	<p>Begin to go up steps and stairs, or climb up apparatus, using alternate feet. Continue to develop their movement and riding (scooters and trikes) Start taking part in some group activities. With adult support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. To begin to use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Begin to choose the right resources to carry out their own plan. Begin to collaborate with others to manage large items, Use large-muscle movements to wave flags and streamers, paint and make marks. To begin to develop a comfortable grip with good control when holding pens and pencils Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>To begin to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues PE lessons in hall – introduction to PE</p>	<p>Start taking part in some group activities which they make up in teams. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. PE lessons in hall – fundamentals of PE</p>	<p>Use one-handed tools and equipment with increasing control Use a good grip with some control when holding pens and pencils. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Continue to develop their movement, balancing skills. PE lessons in halls gymnastics</p>	<p>Use a comfortable grip with good control when holding pens and pencils. To choose the right resources to carry out their own plan. To take part in some group activities which they make up for themselves, or in teams. Continue to develop their movement and ball skills in hall PE lessons PE lessons in hall/ field – ball skills and control.</p>
<p><b>Literacy</b></p>	<p>Little Wandle – oral blending and phonological awareness  Where's Spot, - maths Brown Bear, what do you see? – art? Come on Daisy - PSED Mum and Dad make me laugh – maths, pattern  Introduce nursery library box for free choice with families To recognise their name in the classroom around them Develop their phonological awareness, so that they can: - count or clap syllables in a word Use some of their print in their early writing / mark making. For example: writing a pretend shopping list that starts at the top of the page.</p>	<p>Little Wandle – oral blending and phonological awareness  We're going a bear hunt Peace at Last – music, EAD, UTW houses Shark in the Park – Lit rhyme  Mark making patterns for early letter formation To continue to develop their phonological awareness, so that they can clap syllables in a word and begin to hear rhymes Introduce weekly family reading sessions To begin to understand the five key concepts about print: - print has meaning -print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p>	<p>Little Wandle – oral blending and phonological awareness,  Gingerbread man – UTW cooking, Geog Red riding hood – EAD drama, Jack and the beanstalk UTW science, growing  Engage in extended conversations about stories, learning new vocabulary. To begin to recognise words with the same initial sound, such as money and mother Encourage mark making with wide range of tools and using range of medium</p>	<p>Little Wandle – oral blending and phonological awareness  Rosie's walk – UTW Geog Jack and Jill – UTW Geog Old McDonald – UTW / C&amp;L Incy Wincy Spider – Geog-weather, Row, row your boat - Gross motor mark making outside Page sequencing Write some or all of their name to label, make name hats and badges</p>	<p>Little Wandle – oral blending and phonological awareness. Tip tip, dig, dig Supertato Emergency Introduce reading scheme picture books. Continue to write some or all of their name and write some letters accurately (possibly extend to peers names) To recognise words with the same initial sound (oral recog) Introduce reading scheme picture books. To revisit and understand 5 key concepts about print – print has meaning, print has different purposes, we read English l-&gt;r and top to bottom, names of parts of a book (e.g. front cover, pages, illustration)</p>	<p>Little Wandle – oral blending and phonological awareness The Hungry caterpillar story Dear Zoo Titch What the Ladybird Heard Children to sequence events of the story. Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example, writing 'm' for mummy. To revisit and recognise words with the same initial sound, such as money and mothe</p>
<p><b>Maths</b></p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3, Show 'finger numbers' up to 3. Subtilize groups of 1 and 2 objects, without having to count them individually. Making patterns, using text mum and dad make me laugh to</p>	<p>Shape hunt to talk about and explore 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Develop fast</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total Experiment with their own symbols and marks as well as numerals. Link numerals and amounts: for example, showing the right</p>	<p>Consolidate fast recognition of up to 3 objects, without having to count them individually Revisit 'finger numbers' to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total</p>	<p>Say one number for each item in order: 1,2,3,4,5. and beyond and revisit 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects, up to 5 Shape tessellation to revisit and explore 2D and 3D</p>

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	Extend and create ABAB patterns, moving onto notice and correct an error in a repeating pattern - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Making pictures with shapes, select shapes appropriately: flat surfaces for building, a triangle for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	recognition of up to 3 , without having to count them individually Make comparisons between objects relating to size and length	number of objects to match the numeral, up to 5. Shape building to talk about and explore 3D (and 2D) shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat'	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. Solve real world mathematical problems with numbers up to 5, using 5 frame Compare quantities using language: 'more than', 'fewer than'. (could make class pictogram) Make comparisons between objects relating to capacity	shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Weighing parcels to make comparisons between objects relating to size, length, weight
<b>Knowledge and Understand of the World</b>	Talk about what they see using wide vocab, using Plan Assess unit Humans Use all their senses in hands-on exploration of natural material, through introduction of forest school area Forest School using nature detective to explore collections of materials with similar and/or different properties., beginning to understand the need to respect and care for the natural environment and all living things	Exploring celebrations around the world, role play customs, food and activities. Enjoy joining in with family customs and routines. Talk about what they see, using a wide vocabulary and continue developing positive attitudes about the differences between people.  <u>Computing -Drawing</u> Select colours when painting on the computer (ipad). Drawing pictures, use undo button, use erase button, use ipad purposefully,	Making gingerbread man, to support talk about the differences between materials and changes they notice, Pzaz unit - Changes  Explore collections of materials with similar and/or different properties, Use all their senses in hands-on exploration of natural materials could link to seasonal changes	Understand the key features of the life cycle of an animal by making observations of chicks as they grow  <u>Computing - Safety and Privacy</u> Understanding what it means to be private, recognise when I feel uncomfortable and who can help when feeling worried, to understand how to be kind to others,	Pzaz unit Magnets to explore how things work and talk about different forces they can feel.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos, possible link to my favourite animal PWHU visits to show interest in different occupations  <u>Computing - Technology around me</u> Identify about tech at home, at school and in world around me (purple mash)	Forest School to explore collections of materials with similar and/or different properties.  Pzaz unit Plants seeds and care for growing plants and understand the key features of the life cycle of a plant Caterpillars to butterflies Understand the key features of the life cycle of an animal. To understand need to respect and care for natural environment and living things  <u>Computing - Beebots</u> Describe route, flow directions, plan a route, make robot move, control robot 1 step at a time (purple mash)
	History Beginning to be talk to talk about ourselves as babies and how we have changed from babyhood, : Beginning to explore how festivals are traditionally celebrated; Diwali, Fireworks Night, Harvest, Remembrance Sunday, Lunar New Year and Christmas		History Noting differences in daily lives as shown in texts and rhymes compared their own lives.  Learning throughout the year: Through interactions talking about what they did yesterday, last week, last year and what is planned in the future. Reference to learning journey display and timeline Learning about the family traditions of children in class from different cultural backgrounds		History Understand roles of people in the community and link to own family history Growth: Using own baby photos to reflect on how we have grown and changed from babyhood to now.	
	Geography Make imaginative 'small worlds' with blocks such as a village or a park. elp children notice and discuss patterns around them e.g. Rubbings from grates, bricks,		Geography -Identify seasonal changes, focus on changes in weather ice, frost, snow, wind, rain -Work together to map a walk/ journey from a traditional story – Rosie's walk, (Sprng 2 – chicks link)		Geography: -Observational drawings of plants and flowers (EAD link) -learn about and begin to identify some of the roles of people who help us in our local community -To find out about their environment and talk about the features they like and dislike	

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	<p>-To know there are different countries in the world and talk about the differences, and similarities, they have experienced or seen in photos</p> <p>-Explore festival origins/celebrations across the world, begin to make links to family connections</p> <p>-Begin to comment on seasonal changes in Autumn, e.g. leaves going brown.</p>	<p>-To describe a journey around the school grounds eg. To hall or Forest school area.</p> <p>- To know the name of key features of the school grounds paths, forest school aera, main school building</p>	
<p><b>Expressive Art and Design</b></p>	<p>Art – self portraits looking at examples of artists and their self portraits and inspiration for own painting</p> <p><u>Music (sing up)</u></p> <p>Aut 1 - This is me unit</p> <p>Aut 2 - Let's be friends</p> <p>Listening, Timbre, beat, pitch contour. Musical storytelling, louder/quieter, faster/slower, higher/lower, Call-and-response, pitch (so-mi) Beat, pitch (shape), Respond to what they have heard, expressing their thoughts and feelings.</p> <p>EAD Creates simple representation of events, people and things Take part in simple pretend play, using an object to represent something else even though they are not similar. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>DT Use available resources and create props or uses in imaginary ways to support play To notice what other children and adults are doing, mirroring it, then adding variations To know some examples of healthy food To know the need to wash hands before handling food To learn some simple cooking techniques spreading, peeling and mixing</p>	<p>Art – observational drawings from nature, looking at artist for inspiration, possibly Georgia O'Keefe</p> <p><u>Music (sing up)</u></p> <p>Spr 1 - I've got feelings</p> <p>Spr 2 - Let's Jam</p> <p>Active listening, beat, pitch (so-mi), vocal play. Timbre, pitch (higher/lower), tempo (faster/slower), beat. Pitch contour rising and falling, classical music. Timbre, tempo, structure (call and response) Active listening</p> <p>EAD Join different materials and explore different textures Use drawing to represent ideas. Explore different materials freely, to develop their ideas about how to use them and what to make. Explore colour and colour-mixing.</p> <p>DT Use range of construction materials to stack vertically, horizontally, balancing, making enclosures and creating spaces To learn to use play dough tools for adding textures to dough (chick models) AUT 2</p>	<p>Art – Sculpture, creating own version of Field by Anthony Gormley</p> <p><u>Music (sing up)</u></p> <p>Sum 1 Travel and movement</p> <p>Sum 2 Animal Tea party</p> <p>Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Dynamics, musical storytelling, Improvising and composing, create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas Beat, active listening,</p> <p>EAD Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>DT To know how to express self through making models linked to PWHU To develop ideas and decide which materials to use to express them – caterpillar/ butterfly models</p> <p>DT throughout the year To learn to use tools for a purpose – scissors, glue sticks, hole punches, glue spreaders to join Through questioning children are encouraged to talk about what they like about their work and begin to think how they would improve it. Help to make small worlds in line with topic and own interests</p>

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<b>Religious education</b>	<u>Why is the word 'God' so important to Christians?</u> To talk about things, they find wonderful in the world Visit from Rev Sarah to hear creation story. Create creation display to help retell creation story Possible harvest visit to allotments – a way to thank our creator	<u>Why is Christmas special for Christians?</u> Talking about people who are special to them To recall what happens at traditional Christian festival (Christmas) To retell the Christmas story, beginning to make connections to own life. Performing Nativity story to family and friends	<u>Being Special where do we belong?</u> Talking about how each person is unique and valued how are you special Rev Sarah visit EYFS to demonstrate baptism and children to record Explore how children are welcomed in other religions – Hindu Raksha Bandham – celebration of siblings Prayers are when we talk to god,	<u>Why is Easter special for Christians?</u> Recognise and retell stories connected with celebrations of easter Talking about ideas of new life To recognise some symbols Christians use during hole week – cross, eggs,	<u>Which places are specially valued and why?</u> Learning about the life of a vicar Church visit at St Andrews looking at key features; font, cross, candle, bible Talk about things that are special and valued in a place of worship To name places that have special meaning to them Nature Walk / Forest School link some special places are in nature and express a personal response to the natural world	<u>Which stories are specially valued and why?</u> To talk about some religious stories To recognise some religious words, e.g. about God To identify some of their own feelings in the stories they hear (could use Noah's Ark) To talk about some of the things these stories teach believers (possibly friendship in story of Zacchaeus)
Nursery	God World	Baby Jesus Mary Joseph Three Kings Shepherds	Me You Special Love Family friends	Easter New life Birth Easter Eggs	Christian Church Rev'd Sarah	Bible Muslim - Muhammad and the boy who threw stones at trees

As EYFS best practice is linked to the children's individual interests this plan is a guide to the areas we will cover and may change as the topics develop.