

## EYFS – Nursery Long Term Plan Overview

	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
<b>Communication and Language</b>	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.	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.	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	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	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 - -	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
<b>Personal and Social Develop.</b>	<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	<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.	<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.	<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	<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.	<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

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<b>Physical Develop.</b>	<p>Begin to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Continue to develop their movement and riding (scooters and trikes)</p> <p>Start taking part in some group activities.</p> <p>With adult support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>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.</p> <p>Begin to collaborate with others to manage large items, Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To begin to develop a comfortable grip with good control when holding pens and pencils</p> <p>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.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>PE lessons in hall – introduction to PE</p>	<p>Start taking part in some group activities which they make up in teams.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>PE lessons in hall – fundamentals of PE</p>	<p>Use one-handed tools and equipment with increasing control</p> <p>Use a good grip with some control when holding pens and pencils.</p> <p>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.</p> <p>Continue to develop their movement, balancing skills.</p> <p>PE lessons in halls gymnastics</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>To choose the right resources to carry out their own plan.</p> <p>To take part in some group activities which they make up for themselves, or in teams.</p> <p>Continue to develop their movement and ball skills in hall PE lessons</p> <p>PE lessons in hall/ field – ball skills and control.</p>
<b>Literacy</b>	<p>Little Wandle – oral blending and phonological awareness</p> <p>Where's Spot,</p> <p>Brown Bear, what do you see?</p> <p>Come on Daisy</p> <p>Mum and Dad make me laugh</p> <p>Introduce nursery library box for free choice with families</p> <p>To recognise their name in the classroom around them</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- count or clap syllables in a word</li> <li>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.</li> </ul>	<p>Little Wandle – oral blending and phonological awareness</p> <p>We're going a bear hunt</p> <p>Peace at Last</p> <p>Shark in the Park</p> <p>Mark making patterns for early letter formation</p> <p>To continue to develop their phonological awareness, so that they can clap syllables in a word and begin to hear rhymes</p> <p>Introduce weekly family reading sessions</p> <p>To begin to understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul>	<p>Little Wandle – oral blending and phonological awareness,</p> <p>Gingerbread man</p> <p>Red riding hood</p> <p>Jack and the beanstalk.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>To begin to recognise words with the same initial sound, such as money and mother</p> <p>Encourage mark making with wide range of tools and using range of medium</p>	<p>Little Wandle – oral blending and phonological awareness</p> <p>Rosie's walk</p> <p>Jack and Jill</p> <p>Old McDonald</p> <p>Incy Wincy Spider</p> <p>Row, row your boat</p> <p>Gross motor mark making outside</p> <p>Page sequencing</p> <p>Write some or all of their name to label, make name hats and badges</p>	<p>Little Wandle – oral blending and phonological awareness.</p> <p>Tip tip, dig, dig</p> <p>Supertato</p> <p>Emergency</p> <p>Introduce reading scheme picture books.</p> <p>Continue to write some or all of their name and write some letters accurately (possibly extend to peers names)</p> <p>To recognise words with the same initial sound (oral recog)</p> <p>Introduce reading scheme picture books.</p> <p>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</p> <p>The Hungry caterpillar story</p> <p>Dear Zoo</p> <p>Titch</p> <p>What the Ladybird Heard</p> <p>Children to sequence events of the story.</p> <p>Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example, writing 'm' for mummy.</p> <p>To revisit and recognise words with the same initial sound, such as money and mother</p>
<b>Maths</b>	<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,</p> <p>Show 'finger numbers' up to 3.</p> <p>Subitize groups of 1 and 2 objects, without having to count them individually.</p> <p>Making patterns, using text mum and dad make me laugh to</p> <p>Extend and create ABAB patterns, moving onto notice and correct an error in a repeating pattern</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>Making pictures with shapes, select shapes appropriately: flat surfaces for building, a triangle for a roof, etc.</p>	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Develop fast recognition of up to 3, without having to count them individually</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Consolidate fast recognition of up to 3 objects, without having to count them individually</p> <p>Revisit 'finger numbers' to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.</p>	<p>Say one number for each item in order: 1,2,3,4,5. and beyond and revisit 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects, up to 5</p> <p>Shape tessellation to revisit and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and</p>

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	- 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.	Combine shapes to make new ones – an arch, a bigger triangle, etc.	Make comparisons between objects relating to size and length	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'	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	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>	Begin to make sense of their own life-story and family's history. 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,  Explore collections of materials with similar and/or different properties, Use all their senses in hands-on exploration of natural materials using plan assess unit, 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,	Plan assess Forces unit for YN 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.  Plan assess Plants seeds and care for growing plants and understand the key features of the life cycle of a plant Plan Asses unit Animals 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)
<b>Expressive Art and Design</b>	Art – self portraits looking at examples of artists and their self portraits and inspiration for own painting  <u>Music (sing up)</u> 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.  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.		Art – observational drawings from nature, looking at artist for inspiration, possibly Georgia O'Keefe  <u>Music (sing up)</u> 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  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.		Art – Sculpture, creating own version of Field by Anthony Gormley  <u>Music (sing up)</u> 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,  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.	

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	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.				Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	
<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)

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.