

Long term plan EYFS - Nursery

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
IGNITE (vision) Monday assemblies	Include everyone	Guarantee opportunities	Nurture aspirations	Inspire each other	Try everything	Enable independence
IGNITE (values) Monday assemblies	Every day is a new day	Be there for each other	Aim high	Do your best	Don't give up	Believe in yourself
British Values, RE, Themed days/weeks Tuesday assemblies	1 Welcome back 2 New beginnings and creation stories 3 Great Britain and National anthem 4 Navratri 1-11 Oct (Hinduism) 5 Space week 4-10 Oct 6 Yom Kippur 11-12 Oct (Judaism) 7 Anti-Slavery / Trafficking	8 Diwali 1 Nov (Sikhism / Hinduism) 9 Remembrance 10 Day of tolerance 11 Democracy 12 Mutual respect 13 Christmas 25 Dec (Christianity) 14 Hannukah 24 Dec (Judaism)	1 Welcome back 2 Rule of Law 3 Individual Liberty 4 Mutual Respect 5 Democracy 6 Safer Internet Day 7 Social Justice Day 20 Feb	8 Shrove Tuesday 28 Feb (Christianity) 9 Lent (OTB) (Christianity) 10 Nanakshahi 14 Mar (Sikhism) 11 World Poetry Day 21 Mar 12 Tolerance of different faiths and beliefs 13 Palm Sunday 9 April (Christianity)	1 Welcome back 2 Vaisakhi 13 Apr (Sikhism) 3 Buddha Day 6 May (Buddhism) 4 Passover 10-18 Apr (Judaism) 5 Ramadan 27 May (Islam)	6 Pentecost 4 June (Christianity) 7 Rule of law (school rules) 8 Eid-ul-Fitr 25 June (Islam) 9 Individual Liberty 10 Dharma Day 9 Jul (Buddhism) 11 Transition
SMSC Wednesday assemblies (Singing assemblies in odd weeks; class assemblies in even weeks)	2 Introduce class trip sharing assemblies 4	10 Anti-Bullying 11 Creative Arts	7 Prayer Week	8 Reading Week		6 Social Enterprise Month (June)
As nursery children do not go to assemblies, time will be spent within the daily sessions to address the assembly themes as seen above. This will be done through planned adult led sessions, circle times and if appropriate, providing resources for children to access during child initiated times.						
Pathway to Independence (Circle time and cross-curricular)	Toilet Table manners Keeping tidy Using equipment	Getting ready Friendship skills Collaboration Healthy diet	Aspiration and recognition Homework On the phone Time management	Clean body, hair and nails Clothing Out and about Understanding information	Healthy teeth Keeping going Avoiding boredom	Helping out Money management Playing games Dressing
Class theme / topic	All about me Harvest	Houses and homes Christmas	Dinosaurs People that help us	Traditional stories Easter	Planting Growing	Minibeasts Animals
Visits / visitors (enriching the curriculum)	Hospitality role play (doctors)	Walk around Brookside	Fire Engine visit Health Visitor Visit	Wonderland		Exotic Zoo
Deep and Diverse experiences		Meet Father Christmas Nativity Enginuity Where is Kenya? What does it look like?			Full session in Wildlife Area	Splash Day Fun Day (inc the Big Push)
Pie Corbett Reading Spine texts	Come on Daisy Hug	We're going on a bear hunt Train Ride You choose	Brown Bear, brown bear what do you see? Hairy Maclary from Donaldson's Dairy	Each Peach Pear Plum	Jaspers Beanstalk	The very hungry caterpillar Dear Zoo Where's spot?
Additional texts	Room on the Broom Time to start Nursery	The Nativity story Twas the night before Christmas	Dinosaur Texts	Traditional stories, plus Alternative versions to traditional stories	Titch Jack and the beanstalk	Minibeast texts
Autumn 1 to Spring 2 – 30-50 month statements taken from EYO					Summer 1 & 2 – 40-60 month statements taken from EYO	
Communication and Language	<u>Listening and Attention</u> <ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Focusing attention – still listen or do, but can shift own attention.</li> <li>Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <u>Understanding</u> <ul style="list-style-type: none"> <li>Understands use of objects (e.g. "What do we use to cut things?")</li> </ul>				<u>Listening and Attention</u> <ul style="list-style-type: none"> <li>Children listen attentively in a range of situations.</li> </ul> <u>Listening and Attention</u> <ul style="list-style-type: none"> <li>They give their attention to what others say and respond appropriately, while</li> </ul>	<u>Listening and Attention</u> <ul style="list-style-type: none"> <li>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.</li> </ul>

	<ul style="list-style-type: none"> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>Responds to simple instructions, e.g. to get or put away an object.</li> <li>Beginning to understand 'why' and 'how' questions.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> </ul>	<p>engaged in another activity.</p> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>Children follow instructions involving several ideas or actions.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>They develop their own narratives and explanations by connecting ideas or events.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Children express themselves effectively, showing awareness of listeners' needs.</li> </ul>	<p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>
Physical Development	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>Walks downstairs, two feet to each step while carrying a small object.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Can stand momentarily on one foot when shown.</li> <li>Can catch a large ball.</li> <li>Draws lines and circles using gross motor movements.</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb</li> </ul> <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> <li>Can tell adults when hungry or tired or when they want to rest or play.</li> <li>Observes the effects of activity on their bodies.</li> <li>Understands that equipment and tools have to be used safely.</li> <li>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>Can usually manage washing and drying hands.</li> <li>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Begins to form recognisable letters.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>Jumps off and object and lands appropriately</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Shows a preference for a dominant hand.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> </ul> <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>Usually dry and clean during the day.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> </ul>	

<p>Personal, Social and Emotional Development</p>	<p><u>Self-confidence and Self-awareness</u></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> </ul> <p><u>Feeling and Behaviour</u></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><u>Self-confidence and Self-awareness</u></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><u>Feeling and Behaviour</u></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>
<p>Literacy</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Enjoys an increasing range of books.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Begins to break the flow of speech into words.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>

		sounds correctly and in sequence.	
Mathematics	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> </ul> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>

<p>Understanding the World</p>	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experiences.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><u>The World</u></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers.</li> </ul>	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul> <p><u>The World</u></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Interacts with age-appropriate computer software.</li> </ul>	
<p>Expressive Arts and Design</p>	<p><u>Exploring and using Media and Materials</u> Enjoys joining in with dancing and ring games.</p> <ul style="list-style-type: none"> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> </ul> <p><u>Being Imaginative</u> Developing preferences for forms of expression.</p> <ul style="list-style-type: none"> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as</li> </ul>	<p><u>Exploring and using Media and Materials</u></p> <ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> </ul>	<p><u>Exploring and using Media and Materials</u></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>

