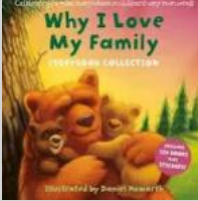
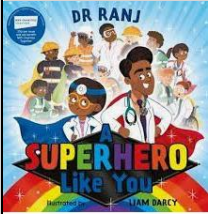
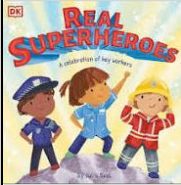
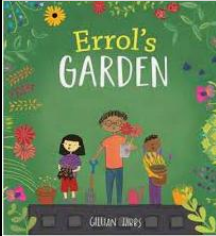
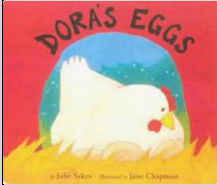
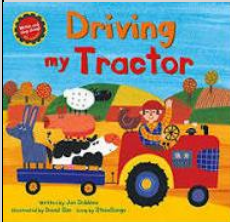
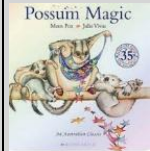
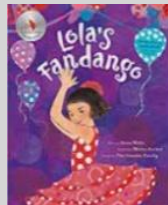


Nursery Long Term Plan

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planned Themes	All About Me!	Autumn Christmas	People Who Help Us!	In the Garden	On the Farm	Around the World
Personal, Social and Emotional Development (not progressive)	Become more outgoing with unfamiliar people in the safe context of their setting. Show more confidence in new social situations.	Increasingly follow rules, understanding why they are important. Select and use activities and resources with help when needed. Be increasing independent in meeting their own care needs.	Talk about their feelings. Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community.	Remember rules without an adult needing to remind them. Find solutions to conflicts and rivalries.	Talk to others to solve conflicts. Understand gradually how others might be feeling.	Make healthy choices about food and drink. Develop appropriate ways of being assertive.
Communication and Language	In order to support Communication and Language we: Allow for the children to engage in numerous high quality conversations with their peers and with adults each day Provide a language rich environment Build language effectively through noticing, commenting and echoing back to children on what they are interested in Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems and then provide them with opportunities to use and embed new words Promote story telling and role play where children share their ideas with support and modelling from their teacher, children therefore become confident to use a range of vocab and language structures					
Communication and Language Wellcomm assessments and interventions to support development of CAL Screen of Abstract Understanding to baseline chn in blank levels strategies to support development of CAL	Introduce Makaton signs to support vocabulary development Model listening and attention and build these skills. Engage in story times Develop social phrases Talk about familiar topic of self and family	Continue to develop a wider vocabulary and provide opportunities to use new words . Help children to understand 'why' questions. Listen to and learn a large repertoire of songs . Children to use broadening range of vocab around broadening	Listen to and talk about stories to build understanding . Retell stories remembering much of what has happened and gain deep familiarity with texts using exact repetition and some in own words. Help to create story maps of familiar stories .	Learn rhymes, poems and songs Engage in non-fiction books about what can be found in the garden Develop topic specific vocab Use new vocab in different contexts Be able to express a point of view and to debate when they disagree with an adult	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Develop topic specific vocab linked to the Farm. Start a conversation with an adult or a friend and continue it for many turns.	Articulate ideas and thoughts in well-formed sentences Use new vocabulary throughout the day. Ask questions to find out more Use talk to organise themselves and their play .

Part of

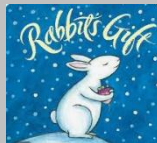
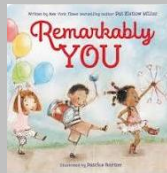
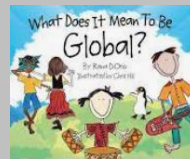
Makaton		understanding of the world		or a friend, using words as well as actions.		
Phonics See prog plan	Letters and Sounds Phase One Environmental Sounds	Letters and sounds Phase One Instrumental Sounds,	Letters and Sounds Phase One Body Percussion Rhythm and Rhyme	Letters and Sounds Phase One Rhythm and Rhyme Alliteration	Letters and Sounds Phase One Alliteration Voice Sounds	Letters and Sounds Phase One Oral Blending and Segmenting
Literacy Core Texts		 	A  B 	A  B 	A  B 	A  B   
Maths Master the Curriculum See med term plan for detail	Colours Matching Sorting	Number 1 Number 2 (Subitising) Number 2 Pattern	Number 3 (Subitising) Number 3 Number 4 Number 4 (composition) Number 5 Number 5 (composition)	Number 6 Height and Length Mass Capacity	Sequencing Positional Language More than/Fewer 2D shape 3D shape	Number (composition) What comes after? What comes before? Numbers to 5

Part of



Science What an EYFS Scientist needs to understand	How to use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things.					
Science	Talk about materials we need to make a strong house.	Investigate different instruments. Talk about different materials that could be used for hibernating.	Investigate which materials can be recycled.	Use their senses to explore the different flowers growing in the garden/the different foods that we can grow.	Discuss the different animals they would find on the farm. Hatch eggs and talk about the life cycle of a chick.	Discuss the different climates in the different countries.
	Across the Year Play and explore outside in all seasons and in different weather Observe living things throughout the year					
DT	DT Junk Modelling Making a family house	DT Food – making soup Seasonal change Autumn to Winter Making bird cakes,	DT Junk model emergency vehicles. Stethoscopes	DT Design and make own mini gardens Easter Cards Seasonal Change Winter to Spring	DT Junk modelling farm animals Seasonal change Spring to Summer	DT Make foods from different countries. Make objects found in different countries.
Geography What an EYFS Geographer needs to understand	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people. Begin to understand where places are in the world. Talk about what they see, using a wide vocabulary.					
Geography	Where do I live?	What changes can I see in Autumn.	How do we recycle so we can look after our environment.	What grows in our garden?	Down on the Farm	Discover different countries. Locate them on a map of the world.

History What an EYFS Historian needs to understand	Begin to make sense of their own life-story and family's history.					
History History Association EYFS schemes of work available to link into key learning	The children will be looking at their family tree. They will make a class birthday board.	The children will learn about the First Christmas- The Nativity.	The children will be introduced to Florence Nightingale.	The children will be learning about Capability Brown and looking and discussing the gardens that he designed.  Easter The children will be learning about how people use to walk up Holcombe Hill and roll hard boiled eggs down it at Easter Time.	How was the land worked before farm machinery?	Children to learn about James Cook and the traditions of the different countries they visit in the learning.
Art Workshop in provision supports independent application of skills	My First painting.	Leaf Man pictures. Christmas Cards.	The children will be drawing their favourite Person that helps us, e.g. doctor, nurses, vet, firefighter etc	Real life drawings of daffodils.	Collage animal pictures.	Children to look at art in different countries.
Music	All about me Songs Nursery Rhymes	Autumn Songs Mr Cookies Christmas Songs Investigating Instruments	People who help us songs. Nursery Rhymes	Songs about the garden. Learning about keeping the rhythm.	Farm animal songs	Songs from around the world
Physical Development	Continue to develop their movement, balancing, riding scooter/bikes and ball skills. Climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large – muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing skills to tasks and activities in the setting.					

	Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Use one handed tools and equipment. Use a comfortable grip with good control. Show a preference for a dominant hand. Be increasingly independent.					
Religious Education PSED link Reflection Area	Who am I? I am special to God. Harvest	Diwali Advent Christmas The Nativity	Ramadan	Noah's Ark The Easter Story Eid	The Creation	Stories from the bible
Active Citizenship How can we be good citizens?	What can a citizen do? An introduction to citizenship. Read the story and discuss with the children what we can do. 	Maybe Something Beautiful. Read the story to the children. Children to make their own paintings or pictures to share with the community. 	Be Kind Read the story to the children. Children to make bags of kindness to hand out to different people in the community. 	Rabbits Gift Children to make food to share with others. 	Remarkably You Read the story to the children and discuss what each child is good at and celebrate this. 	What does it mean to be global? Read the story to the children and discuss. -Link to All around the World Topic. 
British Values 	Democracy: making decisions together: - Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. - Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued. Rule of law: understanding rules matter - Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. - Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up Individual liberty: freedom for all - Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks.					

	- Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. Mutual respect and tolerance: treat others as you want to be treated - Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences - To encourage and explain the importance of tolerant behaviour such as sharing and respecting other's opinions Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.					
Parental Involvement	Workshop: Makaton – Communicating with your child Stay and Play- All About Me!	Workshop: Reading- The importance of sharing a book with their child. Stay and Read Sessions Christmas Sing-along	Workshop: Maths- What this looks like and ideas. Stay and Read Session	Workshop: Early Phonics and Mark making Stay and Read Sessions	To be planned for the need of parents Stay and Read Sessions	To be planned for need of parents Stay and Read Sessions