

EYFS Long Term Planning: Nursery 2021-22

Learning and Development		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		All About Me	Celebrations/ Frozen Worlds	Traditional Tales	Hungry Caterpillars	Superheroes	Little Explorers	
P R I M E A R E A S	Personal, Social and Emotional Development	Self Regulation SR	<ul style="list-style-type: none"> Transitioning to school Learning to self-regulate and how to deal with uncertainty Learning about who can help me in and out of school Importance of good hygiene Routines of classroom Making friends Sharing resources 	<ul style="list-style-type: none"> Beginning to understand personal awareness and its purpose in safety Building confidence in trying new activities Talking about own and others behaviour and its consequences Working as part of a group or a class Playing cooperatively, taking turns Showing sensitivity to others needs and feelings Forming positive relationships with adults and children Discussing own preferences and reasons why 		<ul style="list-style-type: none"> To be able to talk about growing and developing an understanding of growth and decay over time Speaking to others confidently Taking account of one another's ideas about how to organise their activity Talking about own ideas Being able to say which activities they like more than others Being able to say what they are good at 		
		Managing Self MS	<p>Talk about their feelings using words 'sad, happy, angry or worried'</p> <p>Begin to understand how others might be feeling</p> <p>Talk with others to solve conflict</p> <p>Develop appropriate ways of being assertive</p> <p>Increasingly follow rules, understand why they are important and do not always need an adult to remind them of a rule.</p>					
		Building Relationships BR	<p>Play with one or more children, extending and elaborating play ideas</p> <p>Help to find solutions to conflict and rivalries e.g. accepting not everyone can be Spiderman in the game and suggesting other ideas</p> <p>Show more confidence in new social situations</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>					
	Physical Development	Gross Motor Skills GM	<p>Develop their movement, balancing, riding scooters and ball skills</p> <p>Go up and down 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>Use large movements to wave flags, streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank depending on its length and width</p> <p>Choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items</p>					

		PE Themes	Basic skills Skip, hop, stand on one leg and hold a pose for a game like musical statues Use large movements to wave flags, streamers, paint and make marks.	Basic skills Develop their movement, balancing, riding scooters and ball skills Go up and down stairs, or climb up apparatus using alternate feet.	Dance Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Gymnastics Skip, hop, stand on one leg and hold a pose for a game like musical statues	Games Start taking part in some group activities which they make up for themselves, or in teams	Games Start taking part in some group activities which they make up for themselves, or in teams	
		Fine Motor Skills FM	Use one-handed tools and equipment Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, e.g. putting on coats and doing up zips Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand						
	Communication and Language	Listening, Attention & Understanding LAU	<ul style="list-style-type: none"> Listening to stories daily and recall what has happened in the story Understand a questions or instruction with two parts (Get your coat and line up) Understand why questions Sing a range of rhymes and songs daily 						
		Speaking	<ul style="list-style-type: none"> Use a range of vocabulary – linked to new areas of learning Talk in longer sentences of four to six words Express likes and dislikes Use talk to organise themselves Starting conversations with an adult or a friend and continue it for many turns 						
SPECIFIC AREAS	Literacy		Core books Peepo Only One You Incredible You I Like Myself	Core books One Snowy Night Little Snowflake The Lonesome Polar Bear Say Hello to the Snowy Animals	Core books The Little Red Hen The Three Little Pigs Jack and the Beanstalk The Gingerbread Man The Three Billy Goats Gruff	Core books The Very Hungry Caterpillar The Tiny Seed The Very Busy Spider Plant a Rainbow	Core books Super Daisy 10 Little Superheroes Midnight Superhero Supertato Super Duck	Core books Lilly & Baa in Paris Welcome to our World Wonder Little People, Big Dreams – David Attenborough	
			<ul style="list-style-type: none"> 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 different parts of a book, page sequencing Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sounds such as money and mother Engage in extended conversations about stories learning new vocabulary Use some of their print and letter knowledge in their early writing Write some or all of their name Write some letters accurately 						

	Maths	Number	<p>Reciting numbers 1:1 correspondence of objects up to 5 Fast recognition of objects up to 3, without having to count them (subitising) Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinality) Link numerals and amounts Show finger numbers up to 5 Experiment making symbols and marks as well as numerals Solve real life number problems Compare quantities using language 'more than', 'fewer than'</p>					
		Numerical Patterns	<p>Talk about patterns and identify the patterns around them e.g. stripes on clothes, designs on rugs Extend and create ABAB patterns - , stick, leaf, stick, leaf Notice and correct an error in a repeated pattern Begin to describe a sequence of events Talk about and explore 2D and 3D shapes Use prepositional language Select shapes appropriately: flat surfaces for building</p>					
	Understanding the World	Past and Present	<p>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 Begin to make sense of their own life-story and family's history</p>					
		People, Culture & communities	<p>Show interest in different occupations Explore how things work Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal</p>					
		The Natural World	<p>Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel Talk about differences between materials and changes they notice Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>					
	World events Themed days		<p>Autumn and seasonal changes Harvest Local walk – park trip</p>	<p>Winter and seasonal changes Christmas Diwali Bonfire night Halloween Nativity</p>	<p>Winter Weather Chinese New Year Shrove Tuesday Sundown Trip</p>	<p>Mother's Day Easter Spring and seasonal changes</p>	<p>St George's Day Father's Day</p>	<p>Summer and seasonal changes Seaside Day</p>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Take part in simple pretend play, using objects to represent different things • Begin to develop complex stories using small world • Make imaginative and complex 'small worlds' • Explore different materials freely • Develop own ideas and then decide which materials to use to express them • Join materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a small circle • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings - happiness, sadness, fear • Listen with increased attention to sounds 					
		Being imaginative & Expressive						

			<ul style="list-style-type: none">• Respond to what they have heard, expressing their thoughts and feelings• Remember and sing entire songs• Sing the pitch of a tone sung by another person• Sing the melodic shape of familiar songs• Create their own songs and improvise a song around one they know• Play instruments with increasing control to express their feelings and ideas
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