







Our yearly planning is flexible in the foundation stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children does not always fit with the planned topics, with this in mind we adapt our planning to the interests and needs of the children.

<b>EYFS Long Term Planning: Nursery 2023-24</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>All About Me</b> 	<b>Festivals &amp; Celebrations</b> 	<b>Traditional Tales</b> 	<b>Hungry Caterpillars</b> 	<b>Superheroes</b> 	<b>Little Explorers</b> 
<b>Things we will cover</b>	<ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Things I like to do</li> <li>• Where I live and who I live with</li> <li>• Starting Nursery</li> <li>• Autumn</li> </ul>	<ul style="list-style-type: none"> <li>• Winter</li> <li>• Bonfire night</li> <li>• Diwali</li> <li>• Remembrance Sunday</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Mother's day</li> <li>• Planting</li> <li>• Easter</li> <li>• Minibeasts</li> <li>• Life cycle of a butterfly</li> </ul>	<ul style="list-style-type: none"> <li>• People who help us</li> <li>• Emergency services</li> </ul>	<ul style="list-style-type: none"> <li>• Journey's/travel</li> <li>• Places around the world</li> </ul>
<b>Books we will be looking at</b>	<ul style="list-style-type: none"> <li>• Super Duper You!</li> <li>• Peepo</li> <li>• Only You</li> <li>• Non-fiction texts</li> <li>• The little Red hen</li> </ul>	<ul style="list-style-type: none"> <li>• Little Snowflake</li> <li>• The Lonesome Polar Bear</li> <li>• Say Hello to the Snowy Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks and the three bears</li> <li>• The gingerbread man</li> <li>• The Three Billy goats gruff</li> </ul>	<ul style="list-style-type: none"> <li>• The very hungry caterpillar</li> <li>• The tiny seed</li> <li>• The very busy spider</li> </ul>	<ul style="list-style-type: none"> <li>• Super Daisy</li> <li>• 10 Little Superheroes</li> <li>• My Mum's a superhero</li> <li>• Non-Fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Lilly &amp; Baa in Paris</li> <li>• Welcome to our World</li> <li>• Wonder</li> <li>• Little People, Big Dreams – David Attenborough</li> </ul>
<b>'Awe and wonder' enrichment</b>	<ul style="list-style-type: none"> <li>• Learn about our school environment</li> <li>• Autumn Seasonal Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali food tasting</li> <li>• The Nativity</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese Banquet and Dragon dance</li> <li>• Ice surprises</li> <li>• Porridge tasting</li> </ul>	<ul style="list-style-type: none"> <li>• Easter bonnet parade</li> <li>• Mother's Day crafts</li> <li>• Farm visit</li> </ul>	<ul style="list-style-type: none"> <li>• St George's Day</li> <li>• Father's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Den building</li> </ul>

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			<ul style="list-style-type: none"> <li>Making gingerbread men.</li> </ul>	<ul style="list-style-type: none"> <li>Gardening and growing our own plants</li> </ul>		
<b>Nursery Rhyme focus</b>	<ul style="list-style-type: none"> <li>One Little Finger</li> <li>If you're happy and you know it</li> <li>Head, shoulders, knees and toes</li> </ul>	<ul style="list-style-type: none"> <li>Nursery Rhyme week</li> </ul>	<ul style="list-style-type: none"> <li>The gingerbread man song</li> <li>Incy wincy spider</li> </ul>	<ul style="list-style-type: none"> <li>Old Macdonald</li> <li>Dingle Dangle scarecrow</li> </ul>	<ul style="list-style-type: none"> <li>BINGO</li> <li>Here we go round the mulberry bush</li> </ul>	<ul style="list-style-type: none"> <li>Row, Row, Row your boat</li> <li>A sailor went to sea</li> </ul>
<b>Number rhyme focus</b>	<ul style="list-style-type: none"> <li>5 little monkeys</li> </ul>	<ul style="list-style-type: none"> <li>Five Little Ducks</li> </ul>	<ul style="list-style-type: none"> <li>3 little men in a flying saucer.</li> </ul>	<ul style="list-style-type: none"> <li>1,2,3,4,5 once I caught a fish alive</li> </ul>	<ul style="list-style-type: none"> <li>Ten green bottles</li> </ul>	<ul style="list-style-type: none"> <li>Ten in the bed</li> </ul>

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## Communication and language



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Throughout the year children will develop these listening skills

- Responding to questions and instructions directed to them

- Following 2 part instructions

- Taking part in short exchanges with others – listening and responding to adults and peers

- Taking turns in conversation

- Joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories Throughout the year children will develop these speaking skills

- Articulating and speaking clearly

- Speaking in 4-6 word sentences

- Explaining feelings in simple terms i.e. I am sad because....

- Expressing wants and needs, such as asking for particular resources


- Using simple conjunctions to connect ideas such as 'and' and 'because'

- Using some positional language


- Retelling a story/ event (not always in correct order)

- Joining in with repeated refrains in stories/ rhymes


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<b>Physical development</b> <b>*Gross motor skills</b> <b>*Fine motor skills</b>	<ul style="list-style-type: none"> <li>• Putting on coat</li> <li>• Hanging up our coats.</li> <li>• Taking off shoes and socks</li> <li>• Knowing how to use the outdoors safely.</li> <li>• Sweeping, balancing climbing</li> <li>• Mark making</li> <li>• Snipping with scissors</li> <li>• Hand washing</li> <li>• Dough disco</li> </ul>	<ul style="list-style-type: none"> <li>• Zipping up a coat</li> <li>• Chalking</li> <li>• Dough disco</li> <li>• Hand washing/hygiene</li> <li>• Moving freely jumping on and off objects over and through balancing and climbing equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing what makes us healthy</li> <li>• Putting on gloves/scarves</li> <li>• Dough disco</li> </ul>	<ul style="list-style-type: none"> <li>• Forming letters with correct pencil grip</li> <li>• Using tools scissors/pencils/brushes</li> <li>• Learn about eating a range of healthy foods</li> <li>• Dough disco</li> </ul>	<ul style="list-style-type: none"> <li>• Forming letters using the correct formation</li> <li>• Using tools scissors/pencils/brushes correctly</li> <li>• Dough disco</li> <li>• Kicking/passing/rolling</li> </ul>	<ul style="list-style-type: none"> <li>• Forming letters using the correct formation</li> <li>• Using scissors/pencils/brushes correctly</li> <li>• Simple games &amp; adapting the rules/scoring</li> <li>• Competitive games (winning and losing)</li> <li>• Dough disco</li> </ul>
<b>Ongoing throughout the year</b>	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					
<b>PE</b> 	<b>Basic skills</b> 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.	<b>Basic skills</b> Develop their movement, balancing, riding scooters and ball skills Go up and down stairs, or climb up apparatus using alternate feet.	<b>Dance</b> Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	<b>Gymnastics</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues	<b>Games</b> Start taking part in some group activities which they make up for themselves, or in teams	<b>Games</b> Start taking part in some group activities which they make up for themselves, or in teams
<b>Personal social and emotional development</b> <b>*Self-regulation</b> <b>*Managing self</b> <b>*Building relationships</b>	<ul style="list-style-type: none"> <li>• Transitioning to school</li> <li>• Learning to self-regulate and how to deal with uncertainty</li> <li>• Learning about who can help me in and out of school</li> <li>• Importance of good hygiene</li> <li>• Routines of classroom</li> <li>• Making friends</li> <li>• Sharing resources</li> </ul>		<ul style="list-style-type: none"> <li>• Beginning to understand personal awareness and its purpose in safety</li> <li>• Building confidence in trying new activities</li> <li>• Talking about own and others behaviour and its consequences</li> <li>• Working as part of a group or a class</li> <li>• Playing cooperatively, taking turns</li> <li>• Showing sensitivity to others needs and feelings</li> <li>• Forming positive relationships with adults and children</li> </ul>		<ul style="list-style-type: none"> <li>• To be able to talk about growing and developing an understanding of growth and decay over time</li> <li>• Speaking to others confidently</li> <li>• Taking account of one another's ideas about how to organise their activity</li> <li>• Talking about own ideas</li> <li>• Being able to say which activities they like more than others</li> </ul>	

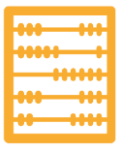
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and needs of the children:		• Discussing own preferences and reasons why		• Being able to say what they are good at		
		Talk about their feelings using words 'sad, happy, angry or worried' Begin to understand how others might be feeling Talk with others to solve conflict Develop appropriate ways of being assertive Increasingly follow rules, understand why they are important and do not always need an adult to remind them of a rule. Play with one or more children, extending and elaborating play ideas Help to find solutions to conflict and rivalries e.g. accepting not everyone can be Spiderman in the game and suggesting other ideas Show more confidence in new social situations Become more outgoing with unfamiliar people, in the safe context of their setting Develop their sense of responsibility and membership of a community 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.				
Literacy RETELLING AND RECALLING VOCABULARY ACQUISITION PREDICTION		Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning	Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times	Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area	Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area	Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen is stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area


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<b>Writing</b> 	<p>Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chalks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable</p>	<p>Mark making using mark makers such as chunky chalks, paintbrushes, pens Following large pattern templates Draw some marks on paper, not always distinguishable</p>	<p>Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</p>	<p>Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</p>	<p>Uses pens/ pencils/ paintbrushes with developing tripod grip. Can draw some recognisable pictures and give meaning to the marks they make</p>	<p>Uses pens/ pencils/ paintbrushes with developing tripod grip. form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)</p>
<b>Phonics</b>	<p>Introduction to nursery rhymes Singing and recognising songs <b>Sound identification through sound walks, playing sound lotto games and making music makers. Instruments in provision.</b></p>	<p>Daily singing of nursery rhymes and simple songs. <b>Instrumental sounds used to develop children's awareness of sounds. Explore making sounds with body percussion.</b></p>	<p>Daily singing of nursery rhymes and simple songs. <b>Alliteration- develop children's understanding through I spy games and matching object games</b></p>	<p>Daily singing of nursery rhymes and simple songs. <b>Children to develop awareness of Rhyme and rhythm.</b></p>	<p>Daily singing of nursery rhymes and simple songs. <b>Focus on oral blending and segmenting through games and teacher led activities</b></p>	<p>Daily singing of nursery rhymes and simple songs. <b>Focus on oral blending and segmenting through games and teacher led activities</b></p>

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<b>Mathematics</b> 	<p>Early Mathematical Experiences / Number Rhymes</p> <ul style="list-style-type: none"> <li>• Explores simple composition of number through number rhymes.</li> <li>• Having numbers around the Nursery environment i.e. displays.</li> <li>• Knows and sings a selection of number rhymes. Numbers to 5</li> <li>• Practise counting aloud to 5.</li> <li>• Show 'finger numbers' to three.</li> </ul>	<p>Numbers to 5</p> <ul style="list-style-type: none"> <li>• Subitise small amounts up to 3 objects.</li> <li>• Link numeral and quantity to 3. Shape and Space</li> <li>• Explore 2D and 3D shapes to create patterns/as construction resources.</li> <li>• Selects shapes appropriately i.e. triangular prism for a roof. Number Patterns</li> <li>• Days of the week, seasons</li> <li>• Sequence daily events</li> </ul>	<p>Numbers to 5</p> <ul style="list-style-type: none"> <li>• Count reliably to 5, and beginning to count beyond 5.</li> <li>• Say one number name for each item in order—1, 2, 3, 4, 5. Compare Quantities</li> <li>• Sort objects by a variety of criteria • Describes similarities and differences</li> </ul>	<p>Numbers to 5.</p> <ul style="list-style-type: none"> <li>• Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle') Shape and Space</li> <li>• Talk about and explore 2D and 3D shapes, using i n f o r m a l a n d mathematical language i.e. sides/ corners.</li> <li>• Understand and use positional language.</li> </ul>	<p>Numbers to 5</p> <ul style="list-style-type: none"> <li>• S olve real world mathematical problems up to 3.</li> <li>• Experiments with own symbols and marks as well as numerals.</li> <li>• Verbally rote count to 10 Number Patterns</li> <li>• Extend and create simple 'ABAB' patterns.</li> <li>• Spotting and exploring errors in repeating patterns. Shape and Space</li> <li>• Make comparisons between objects relating to size, length,</li> </ul>	<p>Numbers to 5 and beyond • Solve real world mathematical problems up to 5. • Experiments with own symbol and marks as well as numerals. • Verbally rote count to 10. Compare Quantities • Compares quantities by using the terms 'more than', 'less than' and 'the same'. Number Patterns • Begin to describe a sequence of events (real or fictional) using words such as first, then etc...</p>
<b>Ongoing throughout the year</b>	<p><i>Link the number symbol with its cardinal number value.</i>  <i>Count beyond 5. Compare numbers within it, just as numbers can.</i>  <i>Understand the 'one more/one less than' relationship between consecutive numbers.</i>  <i>Compare length, weight, and capacity.</i></p> <p><i>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</i>  <i>Compose and decompose shapes so that children recognise a shape can have other shapes</i></p> <p><i>Continue, copy, and create repeating patterns.</i></p>					

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<b>Understanding the world</b> *Past & present *People, culture and communities *The natural world 	<b>Chronology:</b> Able to say who they are and who they live with. (PSHE/ All About Me) • Can talk about any pets they may have. (All About Me) • Can talk about some members of their family. (All About Me)  <b>Enquiry:</b> Looking at seasonal changes- exploring the school grounds Talk about what they see in their own environment (school/ home). (PSHE) Talk about and describe different types of houses, including where they live. (All About Me) Hands on exploration using senses.	<b>Chronology:</b> Comments on experiences in their own life (Christmas, Diwali etc) • Shares similarities between characters, figures or objects (Traditional Tales/ Christmas)  <b>Enquiry:</b> Looking at seasonal changes- exploring the school grounds Exploring warm and winter	<b>Chronology:</b> • Comments on fictional characters in stories (Traditional Tales)  <b>Enquiry:</b> talk about differences between materials and changes – making porridge	<b>Chronology:</b> Comments on experiences in their own life (Easter)  <b>Enquiry:</b> Observe and record changes made from caterpillar to butterfly. Planting seeds and watching them grow- making observations. Identify suitable clothing for different weather (Spring)	<b>Chronology:</b> • Able to say who they are and who they live with (PSHE) • Can talk about any pets they may have (PSHE) • Can talk about some members of their family (PSHE) • Comments on experiences in their own life (PSHE)  <b>Enquiry:</b> Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. Explore different forces	<b>Chronology:</b> Order experiences in relation to themselves and others, including stories. Comments on experiences in their own life  <b>Enquiry:</b> Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
	<b>Respect:</b> Themselves, special things in their own lives.  Talk about and describe features of their own family, talk about families in other countries across the world	<b>Respect:</b> Develop positive attitudes about the differences between people – new friends in our class, different families  Understand different people celebrate different things	<b>Respect:</b> Recognise that people live differently to how we do – e.g. China (Chinese New Year)	<b>Respect:</b> Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., the local area.	<b>Respect:</b> Begin to understand the need to respect the natural environment and know how to care for plants and living things  Understand the key features of the life cycle of a plant or animal.	<b>Respect:</b> Understand that some places are special to members of their community.  Explore different countries in the world. Look at differences using videos, photos, or experiences.



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	<p><b>Natural World</b></p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Beginning to talk about what they see, using a wide vocabulary</p> <p>Begin to talk about what they see, making observations of seasonal changes</p> <p>Name &amp; identify body parts</p> <p>Look at key stages of development from birth to adult</p> <p>Observe &amp; describe in words or actions the effects of physical activity on body</p>	<p><b>Natural World</b></p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore different habitats outdoors, e.g. winter changes</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Observe the changes in the seasons and environmental changes in winter</p>	<p><b>Natural World</b></p> <p>Talk about the differences between materials and changes they notice e.g. cooking, melting, shadows, floating &amp; sinking</p> <p>Characteristics of liquids &amp; solids e.g. cooking eggs, melting chocolate</p> <p>Begin to talk about what they see, making observations of seasonal changes</p>	<p><b>Natural World</b></p> <p>Observe growth over time</p> <p>Understand the need to respect &amp; care for the natural environment &amp; all living things</p> <p>To know that most plants start growing from a seed or bulb</p> <p>To know that all plants need water &amp; light to grow &amp; survive</p> <p>Observe plants closely through a variety of means e.g. magnifiers &amp; photographs</p> <p>Use all the senses in hands-on exploration of plants</p> <p>Understand the key features of the life cycle of a plant</p> <p>Understand the key features of the life cycle of a butterfly</p>	<p><b>Natural World</b></p> <p>Explore how things work e.g. pulleys</p> <p>Explore &amp; talk about different forces they can feel e.g. stretch, snap, rigid, magnetic repulsion, water pushing up when pushing a boat under it</p>	<p><b>Natural World</b></p> <p>Observe animals closely through a variety of means e.g. magnifiers &amp; photographs</p> <p>Begin to talk about what they see, making observations of seasonal changes</p>
	<p><b>Communication:</b> Comment on what they notice about the environment where they live and <b>understand the effect of the changing seasons on the natural world around them.</b></p> <p><b>Describe what they see, hear, and feel outside.</b> Use all their senses in hands on exploration of natural materials</p> <p><b>Observation:</b> <b>Explore the natural world around them</b> by taking part in outdoor learning and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>					

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<p><b>Expressive Arts and Design</b></p> 	<p><b>Explore:</b> Drawing our faces and identifying the parts of the face Drawing circle shapes and lines for parts of the face Identifying what has been draw Choosing colour for parts of the face e.g. skin, eyes, lips Printing with Autumn leaves</p> <p><b>Music:</b> Responds to music – verbally and using movement • Sings in a group and tries to keep in time (Carpet time/routine songs)</p>	<p><b>Explore:</b> Exploring ‘cold’ colours of paint Table printing – snowflake shapes Printing Christmas paper designs Using different tools in the creative area</p> <p><b>Music:</b> Responds to music – verbally and using movement • Sings in a group and tries to keep in time (Carpet time/routine songs)</p>	<p><b>Explore:</b> Collage animals from the story Painting the three bears – using different size brushes for texture</p> <p><b>Music:</b> Talks about how music makes them feel • sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs)</p>	<p><b>Explore:</b> Painting butterflies and printing on one wing to another Playdough insects Drawing insects using pencils</p> <p>Using different tools in the creative area</p> <p><b>Music:</b> Talks about how music makes them feel • sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs)</p>	<p><b>Explore:</b> Creating superhero badges using clay and imprinting designs Using different tools in the creative area</p> <p>Printing designs on fabric for our superhero capes</p> <p><b>Music:</b> Copies basic actions and begins to learn short dance routines • Watches dances and performances • Able to name a wide variety of instruments (drum, tambourine, maraca, triangle) • Plays a given instrument to a simple beat (carpet time/ routine songs)</p>	<p><b>Explore:</b> Drawing, painting things we observe Using different tools in the creative area Printing flags with different size sponges Exploring colours of flags</p> <p><b>Music:</b> Copies basic actions and begins to learn short dance routines • Watches dances and performances • Able to name a wide variety of instruments (drum, tambourine, maraca, triangle) • Plays a given instrument to a simple beat (carpet time/ routine songs)</p>
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