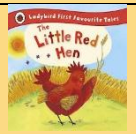
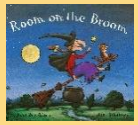
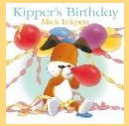
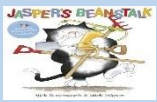
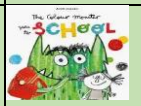
# Communication and Language Nursery - Long Term Plan

Statutory Guidance from the EYFS Framework for 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.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Potential Themes/ Interests of children** | All About Me<br>Starting Nursery<br>New beginnings<br>Harvest | Celebrations<br>Colours/ Colours in the environment | Traditional Tales<br>3 Little Pigs | Growing<br>Planting<br>Easter<br>Easter arts and crafts | Mini beasts<br>Planting | Under the sea<br>Transition |
| **Possible Celebrations & Experiences** | Starting Nursery<br>Harvest<br>Birthdays<br>Favourite songs<br>Halloween | Harvest time<br>Bonfire Night<br>Christmas time<br>Nativity, Diwali<br>Nursery Rhyme week | Lunar New Year / Chinese New Year<br>Shrove Tuesday | Planting seeds outside Gardening<br>Nature scavenger hunt<br>Mother's day<br>Easter egg hunt<br>Fruit tasting | Creating own mini beasts, Eid, Start of Ramadan<br>Planting | Picnic outside (with families)<br>Transition |
| **Suggested Texts – Fiction and Non-Fiction** | <br><br> | <br><br> | <br> | <br><br> | <br><br> | <br><br> |
| **The Reception expectations in C&L for reference. Where are children going?** | **Listening, Attention and Understanding** • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | | | | |

**Communication and Language –** Nursery Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Ongoing Communication and Language skills developed throughout the year** | Communication and Language is developed throughout the year through;<br>• High quality interactions. ShREC<br>• Daily group discussions.<br>• Learning new vocabulary and its meaning.<br>• Using new vocabulary in a range of contexts.<br>• Using new vocabulary in conversations and discussions – with teachers and peers.<br>• Learning new rhymes, poems and songs and repeating these.<br>• Speech and Language interventions when needed. | | | | | |
| **Listening skills**<br><br>Intent<br>Vocabulary<br>Implementation | Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities.<br>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.<br>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. | Listens to simple stories. Listens to other people speaking to me.<br>Listen, reading, wait, turn, story, caret time, join in, hand up, song, rhyme, poem.<br>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking. | Listens to others speaking and continues the conversation following on from what has been said.<br>Listen, looking, wait, turn, story, caret time, join in, question.<br>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking. | Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read.<br>Listen, wait, turn, story.<br>Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the pictures. | Listens more carefully. Knows why we should listen.<br>Listen, wait, turn, instruction, patient, patience, join in, why, safe.<br>Carpet time, group work, encouraging children to listen and explaining how to keep safe and why we should listen at different times. | Listen attentively and respond to what they hear with relevant questions, comments, or actions.<br>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.<br>Carpet time, group work, assembly time, asking children questions and modelling questions. |
| **Attention skills**<br><br>Intent<br>Vocabulary<br>Implementation | Focusing on an activity of my own choice for a short period of time.<br>Beginning to show attention to the adults in my setting. | Focusing more attention on stories being told to them.<br>Give attention to others who are speaking to me. | Paying attention when listening to longer stories.<br>Switches attention between listening to others and completing a task. | Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate. | Knows they sometimes have to wait their turn when speaking.<br>Sitting, listening, and joining in, turn | Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more |

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| | Choosing, playing, area, want, my turn, your turn, listening. A range of activities for the children to choose from, adults conversing with children. | Listening, story, looking, friends, turn taking, my turn, your turn. Daily story time and text sharing time. Adults modelling turn taking, adults supporting children to converse. | Carpet, sitting, listening, joining in, stories, group. Carpet time, daily story time, adults modelling completing tasks and conversing and listening and supporting children to do this. | Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen. | taking, my turn, your turn. Adults reminding children to take turns and supporting them to do this. Group activities set up for children to access. | than one thing at a time. Carpet, sitting, listening, joining in, hand up, group. Carpet time, assembly time, visual and verbal reminders to sit and listen. |
| **Responding skills**<br><br>Intent<br>Vocabulary<br>Implementation | Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions. Listen, join in, come, instruction, sit, drink, Story time, discussions with adults in nursery, adults given children instructions with increasing complexity. | Responds to adults and children that are trying to converse with me. Chat, discuss, my turn, your turn, turn taking. Discussions with adults in nursery, adults given children instructions with increasing complexity. | Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play. Questions, who, what, where, chat, discuss, my turn, your turn, turn taking. Discussions with adults in nursery, adults given children instructions with increasing complexity. | I am responding during conversations and reasoning using the word 'because'. Reply, respond, because, converse, conversation, talking, my turn, your turn, turn taking. Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'. | Responds to simple questions. Why, when, where, because, tell me, questions. Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'. | Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'. Joins phrases with simple connectives such as and, because, so, if Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening. |

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| **Understanding skills**<br><br>Intent<br>Vocabulary<br>Implementation | Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.<br>Instruction, telling, listen, follow, question, explain, because.<br>Asking and encouraging children to answer questions either verbally or physically, giving children simple clear instructions, conversations with children. | Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'.<br>Pictures, stories, listening, book, big, small, dark, light, open, shut.<br>Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'. | Recalling what happens in a story I have read. Understanding a three key word sentence.<br>Pictures, stories, listening, book, listening, understanding.<br>Modelling conversations with children and staff, giving children opportunities to talk about stories that have been read and shared together. | Beginning to understand one step instructions and questions.<br>Instructions, listening, questions, get, move.<br>Modelling asking and answering questions, asking children questions in a variety of situations. | Understanding prepositional language e.g. on, under. Asking why things are happening.<br>On, under, in, inside, outside, forwards, backwards, why, explain, questions.<br>Modelling the use of prepositional language, activities based around prepositional language, encouraging children to ask questions and answering the questions children have. | Follow 1 step instructions Understand 'why' questions.<br>Instruction, telling, listen, follow, why, question, explain, because.<br>Asking and encouraging children to answer why questions, giving children simple clear instructions. |
| **Speaking skills**<br><br>Intent<br>Vocabulary<br>Implementation | Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.<br>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, want, needs.<br>Giving children lots of opportunities to talk during carpet time, | Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'.<br>Conversation, turn taking, why, because, and, what, me, him, her.<br>Adults modelling conversations and supporting children to converse. Giving children lots of opportunities to talk | Answering 'who, what, where' questions. I can a recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'.<br>Who, what, where, rhymes, speak, talk, sentence, and.<br>Giving children lots of opportunities to talk during carpet time, group tasks, | I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions.<br>Birthday, weekend, holidays, where, when.<br>Adults modelling and supporting children to recount their weekends or special events in their life, adults asking children where and who questions and | Using a wider range of vocabulary in my play. Singing some songs independently.<br>Vocabulary related to topics children have learnt throughout the year, sing, songs.<br>Adults planning in topic specific vocabulary across the year, children learning a range of songs. | Use simple sentence with 4-6 words consistently. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play. Take turns back and forwards with exchanges. Uses language to express feelings and needs. Uses language to negotiate and collaborate in play. |

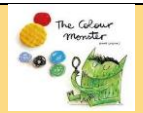
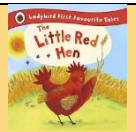
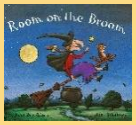
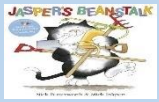
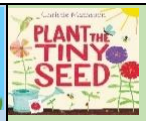
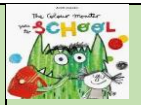
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| | group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, encourage more reluctant children to talk. | during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, modelling the use of 'me, him, her'. | playing, and general discussions, asking children questions and modelling and supporting children to ask questions and answering them. Daily rhymes. | supporting children to ask these questions too. | | Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. |

**Expressive Arts and Design the World** Nursery **-** Long Term Plan

***Statutory Guidance from the EYFS Framework:***

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Potential Themes/ Interests of children** | All About Me<br>Starting Nursery<br>New beginnings<br>Harvest | Celebrations<br>Colours/ Colours in the environment | Traditional Tales<br>3 Little Pigs | Growing<br>Planting<br>Easter<br>Easter arts and crafts | Mini beasts<br>Planting | Under the sea<br>Transition |
| **Possible Celebrations & Experiences** | Starting Nursery<br>Harvest<br>Birthdays<br>Favourite songs<br>Halloween | Harvest time<br>Bonfire Night<br>Christmas time<br>Nativity, Diwali<br>Nursery Rhyme week | Lunar New Year / Chinese New Year<br>Shrove Tuesday | Planting seeds outside Gardening<br>Nature scavenger hunt<br>Mother's day<br>Easter egg hunt<br>Fruit tasting | Creating own mini beasts, Eid, Start of Ramadan<br>Planting | Picnic outside (with families)<br>Transition |

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| **Suggested Texts – Fiction and Non-Fiction** |                  |
| **The Reception expectations in EAD for reference. Where are children going?** | **Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.<br><br>**Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

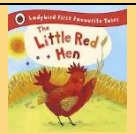
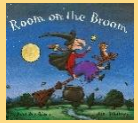
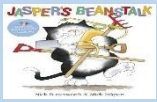
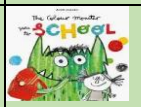
**Expressive Arts and Design the World** Nursery **-** Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Creating with Materials**<br><br>Intent<br>Vocabulary<br>Implementation | Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment. Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, up Children painting and colouring pictures using crayons and pencils, children having access to paint and thick paintbrushes to use, children having a malleable area with dough and tools to use, children having larger constructions equipment available. | Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card. Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas. Children having glue sticks modelled to them by the adults in the setting, glue sticks available for children to use at all times, children being shown ideas e.g. for a Christmas card and then given the free choice to make the card. | Becoming more confident when drawing e.g. tree. people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter. Drawing, pencils, paper, colouring pencils and pens, what, where, why, pom-poms, glitter, feathers, pasta, sequins. Children having free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process, adults 'stocking up' the creative area with a range of resources for children to freely access. | Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill. Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas. Children having access to spring loaded scissors. Children having scissor based activities to develop their scissor skills, adults modelling scissor safety, adults guiding children to print clearly and name the tools and then these to be available in the provision for children to use themselves. | Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend. Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together. Children having a range of construction kits available – starting large in Autumn and getting smaller by Summer. Children having access to printing materials and tools. | Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader. Children having scissor skill based tasks and access to the scissors at all times, children having a range of glue types to explore, children building for a range of purposes and supported to do this |

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| | | | | | | using a range of materials – not just one 'kit'. |
| **Being Imaginative and Expressive**<br><br>Intent<br>Vocabulary<br>Implementation | Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.<br>Dance, music, move, arms, legs, high, low, small world, roleplay, act out, play<br>Listening to music and songs together, learning new nursery rhymes, adults modelling dancing to music, small world area set up for children based on their interests and more resources available for children to create their own small world, roleplay area and dressing up clothes or materials. | Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.<br>Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting<br>Roleplay area and clothes for children to try on, props for children to use, adults modelling roleplaying and joining in as well as singing song and nursery rhymes with the children daily | Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.<br>Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments.<br>Adults supporting children to roleplay if needed, adults setting up roleplay areas with props following children's interests, children working in guided sessions to listen to different music from around the world and compare it. | Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.<br>Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up.<br>Children exploring a range of musical instruments together with an adults and then having them in the class. Children having access to small world and roleplay materials. | Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.<br>Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family.<br>Daily singing of a range of songs and learnt rhymes where children join in and follow the actions too, children having access to a roleplay and small world resources / area to play in. | Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument,<br>Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument.<br>Children encouraged to sing and perform to one another or in front of a small group, children encouraged to act out stories and roleplay and having the available resources to do this, children listening to a range of stories to base their roleplaying on. |

**Literacy** Nursery **-** Long Term Plan

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Potential Themes/ Interests of children** | All About Me<br>Starting Nursery<br>New beginnings | Celebrations<br>Colours/ Colours in the environment | Traditional Tales<br>3 Little Pigs | Growing<br>Planting<br>Easter<br>Easter arts and crafts | Mini beasts<br>Planting | Under the sea<br>Transition |
| **Possible Celebrations & Experiences** | Starting Nursery<br>Autumn trail<br>Birthdays<br>Favourite songs<br>Halloween | Harvest time<br>Bonfire Night<br>Christmas time<br>Nativity, Diwali<br>Nursery Rhyme week | Lunar New Year / Chinese New Year<br>Shrove Tuesday | Planting seeds outside Gardening<br>Nature scavenger hunt<br>Mother's day<br>Easter egg hunt<br>Fruit tasting | Creating own mini beasts, Eid, Start of Ramadan<br>Planting | Picnic outside (with families)<br>Transition |
| **Possible Celebrations & Experiences** |    |    |   |    |    |    |
| The Reception expectations in Literacy for reference. Where are children going? | **Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.<br>**Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.<br>**Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. | | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reading Comprehension<br><br>Intent<br>Vocabulary<br>Implementation | Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone. Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. Children having access to a variety of texts. (link to themes and books suggested above) | To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support. Texts, books, story, careful, print, words, says, pictures, happening. Reading together, exploring a wide range of books and discussing them together, Asking questions about books and modelling to the children how to talk about the pictures. | To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes. Rhymes, songs, listen, join in, actions, story, repeat. Daily songs and nursery rhymes, children having story time with increasingly longer stories being told, stories with repetition in them to be shared with the class more than once so children can learn the phrases used. | To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author. Story, words, direction, top, bottom, front, cover, title, author. Stories shared daily with the children, adults to model reading the story using their finger along the words they read. Adult to tell the children the parts of the book and book title and author when sharing the story with the class. | To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story. Story, discuss, talk, questions, predict, guess, happen next. Children having story time with increasingly longer stories being told, Adults asking children what happens in a story they have already read, or what they think might happen in a story, children having access to stories to read independently | To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt. Discuss, questions, why, end, guess, predict, tell, retell, words. Daily story time, adults prompting children to discuss the stories they have read, children making predictions about what might happen at the end of a story, a variety of books on offer in nursery. |
| Word Reading Development<br><br>Intent<br>Vocabulary<br>Implementation | Hear different environmental sounds around me. Begin to recognise some environmental print | Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say | To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables. | To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes. | To begin recognising some words that start with the same initial sound. To begin to recognise some | To recognise my own name independently. To begin to recognise some individual letter sounds with |

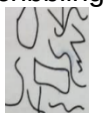
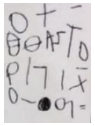
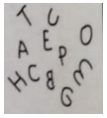
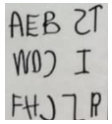
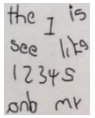
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| | such as supermarket logos. Hearing, listening, sound, recognise, logo. Support and modelling of listening to environmental sounds. Logos in the environment and in role play areas for children to discuss. | the rhyming word at the end of a familiar rhyme Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in. Children listening to instruments as we as having access to using instruments too. Children learning new nursery rhymes and accompanying actions. Children being prompted to say the missing words in known nursery rhymes. | Name, rhythm, clapping, syllables. Children clapping out the syllables in their name as supported by the adults e.g. after dinner before going outside children clapping their name as the outdoor 'password'. | Meaning, sign, symbol, logo, rhyme, rhyming words. Adults to provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas. Children signing songs and rhymes, playing rhyming games verbally. | individual letter sounds with support Sound, letters, meaning. Children having access to text in the environment and in books. Letters and sounds around in the nursery for children to have access to and see/speak to adults about. | support. Recognise some words with the same initial sound e.g. m for mummy and milk. Orally blend a simple word. Name, letters, words, same. Children seeing their name written in a variety of places e.g. peg, bottle, hats, placemats, letters being in the environment, discussions with adults about words with similar sounds, adults supporting children to orally blend words. |

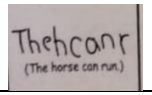
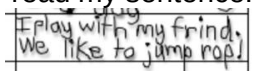
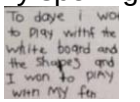
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| Phonics Development<br><br>**Please read alongside the phonics scheme**<br><br>Intent<br>Vocabulary<br>Implementation | **Phase 1** Hear environmental sounds Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees. Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and | **Phase 1:** Hear environmental sounds Hear instrumental sounds Instrument, sound, listen, loud, quiet, different, same Playing with instruments, listening to the different sounds that can be made using them, exploring loud and | **Phase 1:** Hear environmental sounds Hear instrumental sounds Hear Body percussion Listen, sound, rhythm, pattern, clap, slap, hit, and stomp. In guided groups – clapping, copying different sounds using the body like | **Phase 1:** . Hear voice sounds Oral blending and segmenting Speech, voice, sound, vocal, loud, quiet, same, different. Discussing the difference in vocal sounds we can make, listening to adults model different vocal sounds and repeating these, | **Phase 1:** Hears rhythm and rhyme Hears alliteration Rhyme, rhythm, listen, sound, same, similar. Listening to stories and rhymes with alliteration and rhyme in, children playing rhyme games, children finishing off words in a known rhyme or suggesting | **Phase 1/2:** Possible introduction to Phase 2 if children are ready for the first set of sounds. Sound, listen, grapheme, phoneme, letter. Emphasis on orally segmenting and blending and rhyme. Children introduced to the first Phase 2 |

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| | teachers modelling sounds. | quiet sounds, discussing the sounds that have been made. | stomping, tapping, hitting legs gently and prompting children to discuss the sounds they've made. | listening to oral segmenting and bleeding being modelled. | words that can rhyme. | sounds – s,a,t,p if ready. |
| Emergent Writing Development / Mark Making<br><br>Intent<br>Vocabulary<br>Implementation | Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.<br>Marks, pencils, pens, paper, drawing, writing.<br>Adults to provide children with writing equipment in provision for children to access independently at any time. | Draws marks that are not always distinguishable. Follows large pattern templates available.<br>Marks, pencils, pens, paper, drawing, writing, trace, copy.<br>Adults to provide children with writing equipment in provision for children to access independently at any time. | Adds some marks to drawings. Adds marks that to them symbolises their name.<br>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.<br>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name. | Beginning to give meaning to the marks I make.<br>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.<br>Adults to provide children with writing equipment in provision for children to access independently at any time. | Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.<br>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.<br>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name. | Gives meanings to the marks made. Secure with pre-writing patterns independently and has refined finger control to at least 4 fingers and thumb grip.<br>To orally compose their own simple sentences and can repeat back as the adult scribes.<br>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds.<br>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name. |
| Handwriting development<br><br>Intent<br>Vocabulary | Sits in a balanced position. Can pretend to write. Can make controlled marks | . Can make controlled marks using tools or their finger in sand, glitter etc. | Makes smaller controlled lines. Beginning to use a two finger and a | Holds a pencil or tool with a preferred hand.<br>Writing, mark making, pencils, | Continue with pre-writing patterns independently and has refined finger control to at least 4 | Secure with pre-writing patterns independently and has refined finger control to at least 4 |

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| Implementation | using tools or their finger in sand, glitter etc.<br>Balance, comfortable, straight, pencil, marks, sand, glitter.<br>.<br>Adults to provide children with writing equipment in provision for children to access independently at any time. Activities set up for children to write in a range of materials e.g. glitter, sand, mud. | Makes controlled marks e.g. dots, circles, scribbles.<br>Copies shapes and patterns with developing accuracy.<br>Balance, comfortable, straight, pencil, marks, sand, glitter. .<br>Writing, mark making, pencils, pens, copy, trace.<br>Writing patterns available to children see handwriting scheme, writing materials always available to children. | thumb grip when writing.<br>Copies shapes and patterns with developing accuracy.<br>Writing, mark making, pencils, pens, copy, pencil grip.<br>Writing patterns available to children see handwriting scheme, writing materials always available to children. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. | pens, copy, pencil grip, hand.<br>Writing patterns available to children see handwriting scheme<br>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.. | fingers and thumb grip.<br>.<br>Writing, mark making, pencils, pens, copy, trace, pencil grip, hand<br><br>Writing patterns available to children see handwriting scheme Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. | fingers and thumb grip.<br><br>Writing, mark making, pencils, pens, copy, trace, pencil grip, hand, letter writing.<br>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.<br>Writing provision available at all times for the children to access. |

Typical Writing development from Nursery to the Reception Year and beyond.

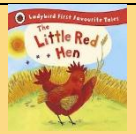
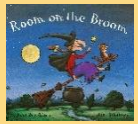
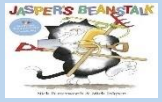
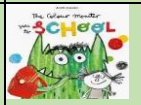
| | 1. Pre writing | | 2. Letter strings | | | 3. Early developmental spelling | |
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| **Early Steps** | I explore making marks, but I do not communicate meaning.<br>Random scribbling.<br> | I draw pictures.<br>I use lines to look like writing.<br>Scribble writing<br>Left to right direction<br>I begin to assign meaning.<br>  | I write symbols and shapes that look like writing.<br>I assign meaning to the marks<br>**Attempts to write name**<br> | I am able to write taught letters with correct formation<br>**Writes name from memory**<br> | **I am able to write all letters with correct formation from memory** | I can phonetically write a dictated sentence with correct letter formation..<br> | I copy words that I see in the environment around me.<br>I often do not know what the words say.<br> |

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| **Developing Writing**<br><br>**Words** | I am beginning to hear initial sounds and attempt to write these down.<br>**m - mum**<br>**letter for name** | I can hear initial sounds in words and write the letters down to match.<br>**c - cat**<br>**d- dog**<br>**p - pig** | I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right.<br>**muy - mummy**<br>**sbr - strawberry** | I can spell out and write down vc cvc words by matching letters and sounds.<br>**at in up**<br>**cat**<br>**dog**<br>**pig** | I can write High Frequency decodable and tricky words from memory.<br>**mum dad. and can**<br><br>**I go to the no into** | I can spell out words with consonant clusters, vowel digraphs and trigraphs.<br>**buzz fill. mess ship. chip thing rush**<br>**boat sheep now soil**<br>**chair night. Pure.** | I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Plausible attempts<br>**Phase 2, 3 and 4 HF words**<br>**Adjacent consonants** | |
| **Developing Writing**<br><br>**Sentences** | I can formulate and say a simple sentence for writing. | I can orally compose a sentence and hold it in my memory before I start to write it.<br><br>**Repeats & recalls** | I can write a series of beginning letters and sounds for my phrase in line with phonics teaching. There may be no spaces between words. Begins to be readable to others.<br> | I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.<br> | I can write a sentence. I can re-read it and check that it makes sense. Others can read my sentence.<br> | I can write spaces between all the words in my sentences. Medial and end sounds evident including vowels in my spellings.<br> | I can say and write a phonetically plausible sentence, with correct letter formation independently. | |
| **Text forms and purposes** | ShREC | I can write simple label with phonic sounds taught and letter formation that has been taught. | I can write simple lists<br>Using phonic sounds taught and letter formation that has been taught. | I can write short captions and messages.<br>I can write lists, greeting cards and menus<br>Using phonic sounds taught and letter formation that has been taught. | I am beginning to say and write a phonetically plausible sentence with correct letter formation .. | I can say and write a simple phonetically plausible sentence with correct letter formation | . I can say and write a simple phonetically plausible sentence with correct letter formation. I can tell others what my writing says and self correct where needed. | |

**Mathematics** Nursery **-** Long Term Plan

***Statutory Guidance from the EYFS Framework for Mathematics:***

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Potential Themes/ Interests of children** | All About Me<br>Starting Nursery<br>New beginnings<br>Harvest | Celebrations<br>Colours/ Colours in the environment | Traditional Tales<br>3 Little Pigs | Growing<br>Planting<br>Easter<br>Easter arts and crafts | Mini beasts<br>Summer<br>Planting | Under the sea<br>Transition |
| **Possible Celebrations & Experiences** | Starting Nursery<br>Harvest<br>Birthdays<br>Favourite songs<br>Halloween | Harvest time<br>Bonfire Night<br>Christmas time<br>Nativity, Diwali<br>Nursery Rhyme week | Lunar New Year / Chinese New Year<br>Shrove Tuesday | Planting seeds outside Gardening<br>Nature scavenger hunt<br>Mother's day<br>Easter egg hunt<br>Fruit tasting | Creating own mini beasts, Eid, Start of Ramadan<br>Planting | Picnic outside (with families)<br>Transition |
| **Suggested Texts – Fiction and Non-Fiction** |    |    |   |    |    |    |
| **The Reception expectations in Maths for reference. Where are children going?** | **Number** • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.<br>**Numerical Patterns** • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | |

**Mathematics –** Nursery Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Number and Numerical Patterns**<br><br>Intent<br>Vocabulary<br>Implementation | To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked.<br>Count, number, one, colour, colour names, number songs.<br>Adults providing colour matching activities and modelling naming colours, adults to model counting out during various activities and daily routines, adults to ask children for one of something and support children who are still learning to do this. | To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.<br>Count, number, one, two, number songs.<br>Adults to model counting out during various activities and daily routines, adults to ask children for two of something and support children who are still learning to do this. | To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.<br>Count, number, one, two, three, number songs, more, less.<br>Adults to model counting out during various activities and daily routines, adults to ask children for three of something and support children who are still learning to do this, activities based on more than and fewer than. | To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.<br>Count, number, one, two, three, four, number songs, more, less.<br>Adults to model counting out during various activities and daily routines, adults to ask children for four of something and support children who are still learning to do this, activities based on more than and fewer than. | To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.<br>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting.<br>Adults to model counting out during various activities and daily routines, adults to ask children for five of something and support children who are still learning to do this, dice and track guided activities and within the nursery provision. | To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond.<br>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different.<br>Children showing 5 on their fingers in different ways e.g. how many fingers are up and how many are down, children Subitising using dice, numicon or dot cards, children counting to 10 and beyond during games, in adult guided groups or independently in play. |
| **Shape, Space and Measure**<br><br>Intent<br>Vocabulary<br>Implementation | To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw. | To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'. | To use positional language 'in', 'out', 'on'. To find shapes in the environment. To use 3D shapes to build models. | To use the terms 'long' and 'short' when describing height and size. To understand and follow the | To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name | To describe weight using 'heavy, light. To copy or create a 2 part pattern. To understand and use a range of |

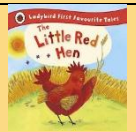
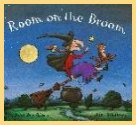
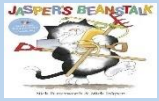
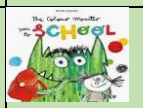
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| | Shape, shape names, together, new shape, pictures and images, jigsaw, missing, turn, tessellate. Children to have access to shapes to play with and build pictures with, children to have access to puzzles to complete. | Compare, big, small, tall, short, different. Adults modelling the use of vocabulary, children completing activities based on height and size comparison. | In, out, on, shape, shape names, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface. Adults modelling the use of positional language. 3D Shapes available in provision for children to build with – adults modelling this and modelling the use of curves shapes Vs flat shapes. | instructions 'forwards' and 'backwards'. Long, short, describe, compare, height, size, forwards, backwards. Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill. | some simple shapes – circle, square, triangle. Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle. Adults explaining what a pattern is and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use. | prepositional language. Heavy, light, weight, heavier, lighter, pattern, colour, repeat, up, down, under, on top, near, next to, across Children taking part in weight exploration tasks, children completing pattern tasks in guided activities, adults modelling prepositional language and supporting children to use these terms too. |

**Physical Development** Nursery **-** Long Term Plan

***Statutory Guidance from the EYFS Framework for Physical Development:***

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Potential Themes/ Interests of children** | All About Me<br>Starting Nursery<br>New beginnings<br>Harvest | Celebrations<br>Colours/ Colours in the environment | Traditional Tales<br>3 Little Pigs | Growing<br>Planting<br>Easter<br>Easter arts and crafts | Mini beasts<br>Planting | Under the sea<br>Transition |
| **Possible Celebrations & Experiences** | Starting Nursery<br>Harvest<br>Birthdays | Harvest time<br>Bonfire Night<br>Christmas time | Lunar New Year / Chinese New Year<br>Shrove Tuesday | Planting seeds outside Gardening | Creating own mini beasts, Eid, Start of Ramadan | Picnic outside (with families)<br>Transition |

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| | Favourite songs Halloween | Nativity, Diwali Nursery Rhyme week | | Nature scavenger hunt<br>Mother's day<br>Easter egg hunt<br>Fruit tasting | Planting | |
| **Suggested Texts – Fiction and Non-Fiction** |    |    |   |    |    |    |
| **The Reception expectations in PSED for reference. Where are children going?** | **Gross Motor Skills**<br>• Negotiate space and obstacles safely, with consideration for themselves and others.<br>• Demonstrate strength, balance and coordination when playing.<br>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br><br>**Fine Motor Skills**<br>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br>• Use a range of small tools, including scissors, paintbrushes and cutlery.<br>• Begin to show accuracy and care when drawing. | | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **General yearly Physical Development progression** | • Supporting children to pick up heavier items with two hands and handling heavier objects carefully – or asking for support.<br>• Balancing on one foot for short periods of time – still or hopping.<br>• Learning to climb with care.<br>• Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps.<br>• Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games.<br>• Learning to ride a balance bike by 'scooting' along and using feet as brakes. | | | | | |
| **Gross Motor Development**<br><br>Intent<br>Vocabulary<br>Implementation | Walk and crawl confidently. Climb using two feet at a time. Knowing how to scoop and pour e.g. sand, mud. To run around the setting with some | Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with | Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down | Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using | To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource, | To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting |

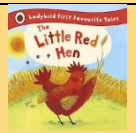
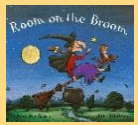
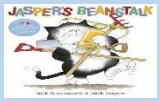
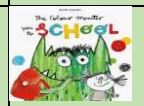
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| | control and direction. Clapping and stamping to music.<br>Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping.<br>Children playing games that involve walking and crawling, adults modelling good posture when walking and crawling, children supported on a climbing frame physically and verbally, children having access to mud, sand, water, children dancing and clapping during a guided singing time. | some independence.<br>Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump.<br>Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them, children using a swing and verbally supported or modelled to – how to use. | stairs with control and balance.<br>Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance.<br>Children encouraged to put on their coat and shown how to do this step by step, children encouraged to put on their shoes and shown how to do this step by step, children going up and down stairs to develop confidence and independence to do so. | different parts of their body. To use the available equipment to create an obstacle course to navigate.<br>Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.<br>Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow. | To begin to show good posture when sitting on the carpet.<br>Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, cross arms, smart sitting.<br>Children having access to balance bikes to use independently, Children having access to a climbing frame and obstacle like equipment, children given time to sit and listen on the carpet and supported to sit correctly during this time. | on the floor or at the table.<br>To be able to climb safely. Children choosing the right equipment to move safely.<br>Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.<br>Children having music to dance to and move to, Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use. |

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| **Fine Motor development**<br><br>Intent<br>Vocabulary<br>Implementation | Children using a palm grip when using mark making tools. Children using a spoon to feed themselves correctly. Children using spring loaded scissors to make snips into paper with adult support. Pencils, tools, spoon, food, feed, safely, hand, scissors, snips. Pencils available for children at all times, spring loaded scissors available for children to use, children supported to feed themselves. | Children mark making by scribbling and colouring. Children exploring a range of fine motor activities and implements, Children using a spoon and a fork to feed themselves. Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Children having access to mark making materials at all times, children encouraged to feed themselves with spoons and forks. | Beginning to use a four finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo, Magnitiles. To develop more independence when using spring loaded scissors. Pencil, grip, hand, fingers, skill, scissors, snips, control, build, independence. Adults supporting children to develop their pencil grip – verbally, moving fingers, construction kits available for the children to use. | Children making more controlled marks when drawing and mark making, Children manipulating dough through rolling, squeezing, balling and patting. Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking. Children having access to mark making materials to use independently, children having dough to use and manipulate, adults modelling the use of dough and how to draw with skill. | Children using a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. Children showing some threading skills. Thumb and fingers, pencil, grip, draw, pencil, shape, drawing, care, time, threading. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Threading activities and independent activities too e.g. leaves and string, children being able to draw freely. | Children using pencils and other equipment comfortably for them. Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name. Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes. Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper. |

## **Personal, Social and Emotional Development** Nursery **-** Long Term Plan

***Statutory Guidance from the EYFS Framework for PSED:***

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Potential Themes/ Interests of children** | All About Me<br>Starting Nursery<br>New beginnings<br>Harvest | Celebrations<br>Colours/ Colours in the environment | Traditional Tales<br>3 Little Pigs | Growing<br>Planting<br>Easter<br>Easter arts and crafts | Mini beasts<br>Summer<br>Planting | Under the sea<br>Transition |
| **Possible Celebrations & Experiences** | Starting Nursery<br>Harvest<br>Birthdays<br>Favourite songs<br>Halloween | Harvest time<br>Bonfire Night<br>Christmas time<br>Nativity, Diwali<br>Nursery Rhyme week | Lunar New Year / Chinese New Year<br>Shrove Tuesday | Planting seeds outside Gardening<br>Nature scavenger hunt<br>Mother's day<br>Easter egg hunt<br>Fruit tasting | Creating own mini beasts, Eid, Start of Ramadan<br>Planting | Picnic outside (with families)<br>Transition |
| **Suggested Texts – Fiction and Non-Fiction** | <br><br> | <br><br> | <br> | <br><br> | <br><br> | <br><br> |
| **The Reception expectations in PSED for reference. Where are children going?** | **Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.<br>**Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br>**Building Relationships** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. | | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Self-Regulation** | I can express when I feel happy, sad, tired or upset. I can | I can sit nicely and keep my feet to myself. I can look | I will talk about my feelings. I can wait my turn. I tidy up | I know what 'right' choices are and I try my best to make the | I can calm myself down using a strategy that works | I am showing more control over my feelings and |

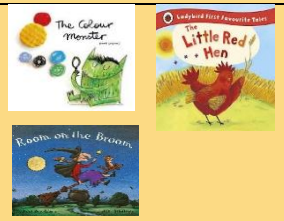
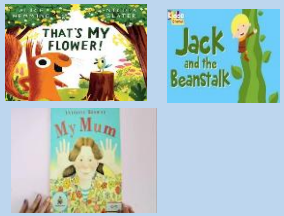
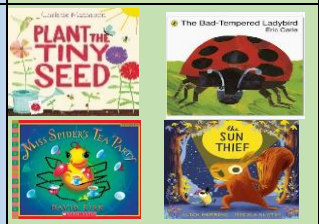
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| -Expressing feelings<br>- Managing behaviour<br><br>Intent<br>Vocabulary<br>Implementation | find out about emotions through stories and discussions.<br>Feelings, emotions, happy, sad, angry, tired, upset, scared, Books read focusing on feelings and emotions. Group discussions on emotions – particularly relating to starting nursery. Adults asking children to express how they're feeling- adults modelling too. | after the toys and equipment at my setting.<br>Sit, smart sitting, listening ears, careful, look after, tidy up. Children being supported and reminded to sit nicely on the carpet and keep their feet to themselves. Children having a regular tidy up time where they are supported and encouraged to tidy up. | the resources that I have used. I am following the behaviour expectations of my nursery.<br>Feel, feelings, wait, turn, patience, tidy, tidy up, behaviour, rules, listening. Adults supporting children to talk about their feelings. Children being told when it is tidy up time and told if an area needs to be tidies up, children reminded of the behaviour expectations and supported to follow them. | right choice. I can talk about my feelings and explore why I might be feeling this way.<br>Right, good choice, bad choice, feelings, why. Adults prompting children to explain the choices they have made. Children talking about their feelings with adults at their setting and exploring together why they feel this way – discussions, stories etc. | for me. I am managing my feelings. I show control with my emotions. I can think about how others feel.<br>Calm, breathe, quiet space, feel, friends. Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently. | behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel.<br>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, nervous, excited, change Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently. Discussions around starting school and transition between nursery and school. |
| **Managing Self**<br><br>-Self-awareness<br>-Keeping healthy<br>-Independence<br>-Collaboration<br><br>Intent<br>Vocabulary<br>Implementation | I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support.<br>Turn taking, children, friends, classroom, explore, areas, toilet, wipe, flush, wash hands. Adults supporting children to turn take, | I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so.<br>Try, have a go, washing hands, soap, water, dry. Children encouraged to try new things in their setting and regular activities available for children to choose from, | I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day.<br>On my own, by myself, independently, confident, explore, have a go, try, timetable, next. | I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices.<br>Toilet, wipe, flush, wash hands, focus, attention, listen, healthy, treat food, fruit and vegetables. Children encouraged to use the toilet independently, | I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play.<br>Routine, happens next, change, wash hands, healthy, health, play, nice, friends, turn taking, sharing, joining in. | I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school.<br>Proud, pride, positive, happy, independent, on my own, by myself, school. Discussions about the year and the progress the children have |

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| | children encouraged to explore their setting and the available resources, children supported to use the toilet in their setting. | children encouraged verbally to use the toilet. | Children encouraged to independently do things by the staff, children having access to the visual timetable that is changed daily. | children working in guided groups to complete activities, children learning about food choices and what a healthy food choice is. | Children learning about germs and then importance of washing our hands and bodies to keep safe and clean, children encouraged and supported to play nicely with other children. | made, children encouraged to be independence in their care and learning and linking this to discussions around school readiness. |
| **Building Relationships**<br><br>-Social Skills<br>-Communication<br><br>Intent<br>Vocabulary<br>Implementation | I can take turns with other children with support from the adults in my setting. I can separate from my parent/caregiver with adult support.<br>Turn taking, sharing, friends, help, listening, later, worry, parent names.<br>Children supported to separate from care giver – transition settling in sessions to take place before full time nursery is possible, children supported to turn take in a guided group session. | I will play alongside other children in my setting and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children's play.<br>Play, nicely, share, turn take, adult, help, nicely, join in, friends.<br>Adults modelling play and verbally supporting play, children playing turn taking games in the adults. | I can come into my setting with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers.<br>Happy, proud, come in, family, family names, friends, friendly.<br>Children praised for coming into their setting well, adults prompting children to discuss their families and who lives with them – guided and independent tasks based around this, children encouraged to be friendly to the other children in their setting. | I am forming friendships with some children in my setting. I am becoming more confident in the social situations.<br>Friends, special friend, best friend, confident, talking.<br>Adults modelling social situations and back and forth conversation, children having time to play with who they want in the area of their choosing. | I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence.<br>Sad, help, upset, tissue, problem, solve, together, friends, turn taking, confident, outgoing, talking.<br>Adults modelling supporting upset children for children to copy themselves e.g. giving hugs, giving tissues or a favourite teddy, children given methods to resolve conflicts such as using a sand timer when sharing a toy. | I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked.<br>Questions, why, where, what, when, solution, fix, turn take, adult help, friend, friend names.<br>Children encouraged to ask questions to people, children encouraged to resolve conflict using the techniques learnt at school children discussing who they are going to school with next year. |

# Understanding the World Nursery - Long Term Plan

***Statutory Guidance from the EYFS Framework for Understanding the World:***

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Potential Themes/ Interests of children** | All About Me<br>Starting Nursery<br>New beginnings<br>Harvest | Celebrations<br>Colours/ Colours in the environment | Traditional Tales<br>3 Little Pigs | Growing<br>Planting<br>Easter<br>Easter arts and crafts | Mini beasts<br>Summer<br>Planting | Under the sea<br>Transition |
| **Possible Celebrations & Experiences** | Starting Nursery<br>Harvest<br>Birthdays<br>Favourite songs<br>Halloween | Harvest time<br>Bonfire Night<br>Christmas time<br>Nativity, Diwali<br>Nursery Rhyme week | Lunar New Year / Chinese New Year<br>Shrove Tuesday | Planting seeds outside Gardening<br>Nature scavenger hunt<br>Mother's day<br>Easter egg hunt<br>Fruit tasting | Creating own mini beasts, Eid, Start of Ramadan<br>Planting | Picnic outside (with families)<br>Transition |
| **Suggested Texts – Fiction and Non-Fiction** |  |  |  |  |  |  |
| **The Reception expectations in UTW for reference. Where are children going?** | **Past and Present** • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.<br>**People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | | | | | |

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| | **The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Development of Past and Present**<br><br>Intent<br>Vocabulary<br>Implementation | Children using words 'now' and 'next'. Children talking about their family, who they live with and any pets.<br>Now, next, family, family member's names, mum, dad, brother, sister, dog, cat, rabbit, pets,<br>Children playing discussion games about themselves, family and friends.<br>Children having the opportunity to ask parents and grandparents about their lives in the past.<br>Adults promoting children to talk about their home and home life.<br>Children exploring a family tree. | Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words 'then' 'now' 'next' 'before'. Children asking questions to family members about when they were young.<br>Past, before, events, now, then, before, next.<br>Adults modelling these terms correctly and rephrasing children's words so they are too using them correctly.<br>Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time). | Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos<br>New, old, past, present, now, different, same, rusty, black and white, modern.<br>Children going on a local walk and looking at old a new – houses, shops, cars, statues or memorials.<br>Children looking at photos and objects or books from the past. | Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past. Children to observe how a seed grows over time on-going<br>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.<br>Children discussing how they have celebrated Easter in the past.<br>Children looking at photos and objects or books from the past.<br>Children exploring how things change over a period of time e.g. seed growing. | Children confidently talking where they live and compare to the habitat of a mini beast<br>Family, live with, different, setting, house, home, habitat<br>Children comparing settings discussion to talk about similarities and differences. | Children continuing to understand a sequence of events. Children sequencing family members e.g. baby, mum, grandma. Sequencing their life up to going to school.<br>Sequence, first, last, then, before, family, names, nursery, reception. school<br>Children being taught how to 'sequence' using two familiar events – either in the present day or from across the year. |
| **Development of People, Culture and Communities**<br>Intent<br>Vocabulary | Children talking about their families. Children talking about who is special to them and why. Children naming their family members. | Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes. Children talking about the | Children recognising familiar signs, shops in my environment and local environment. I can talk about the similarities and differences between | Children speaking positively about differences between people and ways of life. Children to explore a range of foods in a range of cultures. | Children developing an idea of 'belonging'. Children talking about where they live. Children beginning to understand what the 'wider world' is and how we all play and | Children using the correct vocabulary to name different features of their community. Children know there are other countries than |

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| Implementation | Family, family names, special.<br>Adults prompting children to talk about their families and homes. Adults asking children at drop off and pick up times; who it was/will be today. | celebration of Christmas and Diwali.<br>Friends, family, care, look after, Christmas, Diwali, celebrations.<br>Adults encouraging children to look after their friends and family if they want to e.g. get them a tissue.<br>Adults discussing with children their homes and what is inside their homes.<br>Children exploring a range of celebrations at nursery including Christmas. | celebrations I know and celebrations in other countries e.g. Christmas and Chinese New Year.<br>Shop, memorial, stop sign, traffic light, transport, community, local areas, same, different, celebrate, Chinese new year, Christmas.<br>Adults promoting the celebration of a range of festivals around the world.<br>Children exploring the local environment and looking at familiar shops/signs etc. | Differences, same, healthy vegetable and fruit names planting, seed, flower stem environment.<br>Children to explore a range of fruit and vegetables with all of their senses. Children to grow beans and celery.<br>Children to explore food in different cultures.<br>Children listening to stories that celebrate diversity and equality and encouraged and supported to do so in nursery too. | differences and similarities.<br>Belonging, groups, own ideas, the world, other countries, and other people. Getting along, patience, tolerance.<br>Names of the features in the environment, countries, same, different, hot, cold.<br>Adults introducing the idea of British Values through activities, discussions and stories.<br>Children learning about other countries around the world and comparing them to the country we live in | England and that they look different to ours.<br>Names of everyday items they may see of a journey, Mr Gumpy's journey boat, animal names, what did he see.<br>Children exploring the local environment and looking at their journey to school, drawing maps, creating small worlds versions of their local area.<br>Children learning about other countries around the world and comparing them to the country we live in. |
| **Development of the Natural world**<br>Intent<br>Vocabulary<br>Implementation | Children showing respect and care for their environment.<br>Children talking about their home environment and school environment.<br>Children exploring their world and environment through their senses.<br>Children naming parts of the body.<br>Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste, body part names, leaves, seasons, changes., senses, colour. | Children continuing to explore using their senses.<br>Children showing more of an interest in the world.<br>Respect, care, look after, materials, man-made, natural, nature, light, dark, day, night colour names,<br>Adults teaching children about nature, the world and animals and how and why we care for them. Exploring colours in nature.<br>Adults setting up activities to explore colour. | Children exploring the changing weather and seasons (Winter).<br>Children exploring a range of materials and natural objects.<br>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, explore, cook.<br>Stories, discussions and activities based on the weather and seasons.<br>Adults setting up activities for children to explore.<br>Discussions about the world.<br>Adults basing activities on children's interests. | Children exploring the changing weather and seasons (Spring).<br>Children learning about new life and plants based around Spring time.<br>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, flowers, Seeds, soil, water, care, look after, grow, living.<br>Stories, discussions and activities based on the weather and seasons.<br>Adults setting up activities for children to explore. | Children understanding how and why we respect and care for insects.<br>Children growing plants from seeds and caring for them. continues from last term. Children exploring how these plants grow and change over time.<br>Children to explore different environment comparing them to their own.<br>Seeds, soil, water, care, look after, grow, living.<br>Adults supporting children to plant their | Children exploring under the sea comparing the habitats and environments..<br>Sea creature names, ocean names, water waves, tide .<br>Stories, discussions and activities based on the under the sea. Adults setting up activities where 'changes' and 'processes' are involving such as ice melting or colour changing experiments. |

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| | Adults modelling respect and care and encouraging children to do this too.<br>Adults talking to children about their home environment, school environment and natural environment.<br>Adults setting up activities for children to explore. | | | Spring based stories and activities.<br>Looking at lambs, chicks, tadpoles.<br>Adults supporting children to plant their own seeds and grow them, Children re-visiting their plants to see how they have grown. | own seeds and grow them, Children re-visiting their plants to see how they have grown. | |