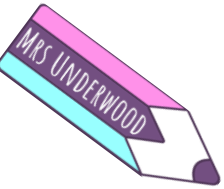
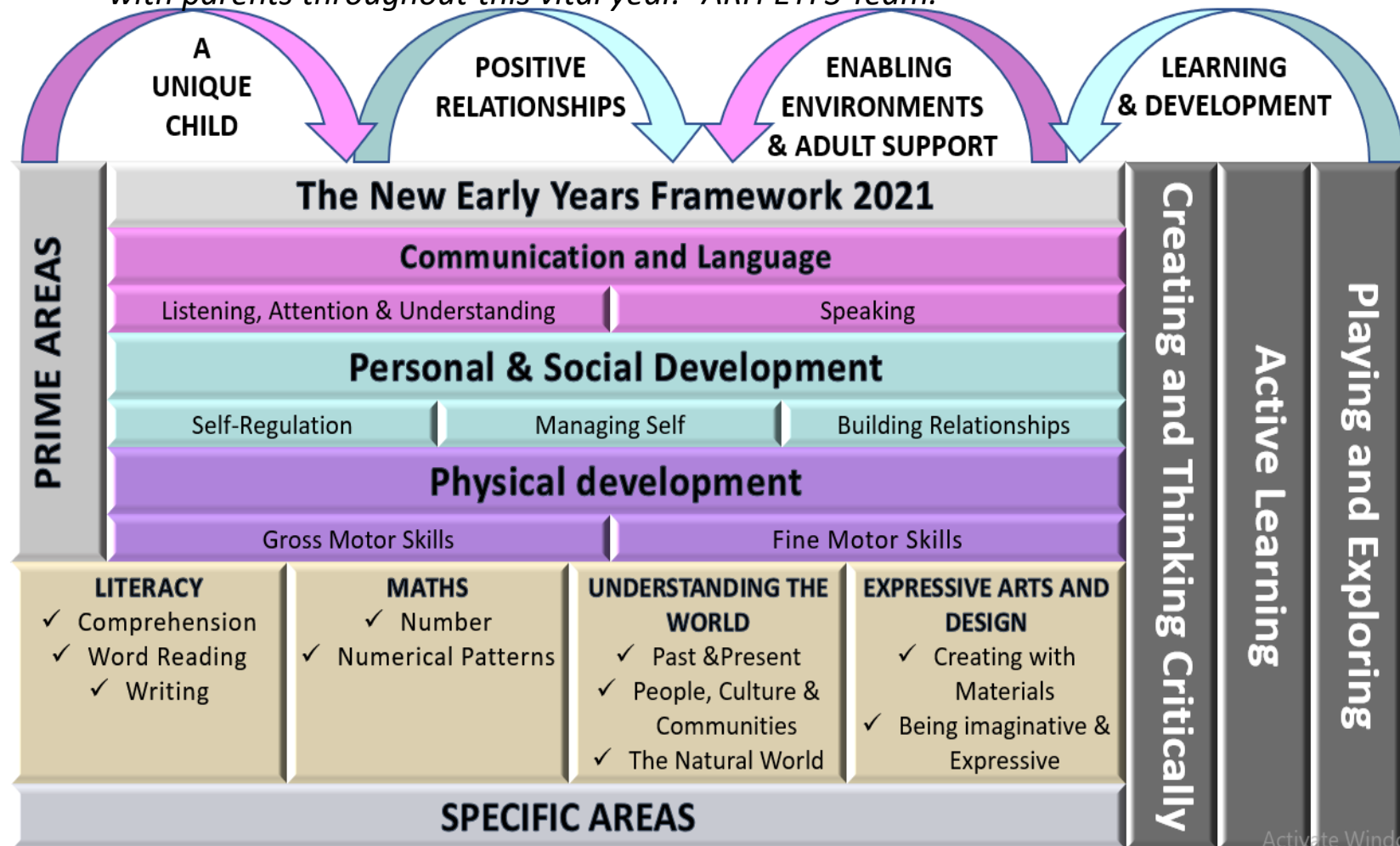


NURSERY LONG TERM PLAN



"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests." ARH EYFS Team

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision. We want to offer our children first hand, exciting experiences and opportunities. At ARH, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." ARH EYFS Team.



NURSERY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION

ALL ABOUT ME AND MY COMMUNITY!

Starting school / my new class /
New Beginnings
Superheroes
People who help us / Careers
Staying healthy / Food / Human body
How have I changed?
My family / Emotions
What am I good at?
How do I make others feel?
Being kind / staying safe

TERRIFIC TALES!

Traditional Tales
Little Red Hen - Harvest
Farms
Farm animals
Materials
Baby animals
Gingerbread Man
3 little pigs
The Nativity
At the Panto
Christmas Lists
Letters to Father Christmas

BEASTS & WILD THINGS!

Dinosaurs
Emotions
Exploring size
Looking at how the earth has changed
Where the wild things are
Volcanoes

COME OUTSIDE!

Plants & Flowers
Weather / seasons
The great outdoors
Woodland and ponds
Planting seeds
Make a sculpture: Andy Goldsworthy
Reduce, Reuse & Recycle
Fun Science / Materials
Life cycles
Mini beasts
Birds
Being healthy, fruits and vegetables

OFF TO NEVERLAND!

Pirates
Mermaids and fairies
Boats
Sinking and floating
Make believe
Adventures and journeys
Treasure maps

JOLLY HOLIDAY!

Oceans and animals
Plastic Pollution
We are all different-
Tropical Terry
Planet protectors
Recycling plastic challenge
Off on holiday / clothes
Send me a postcard!
Marine life
Seasides in the past
Compare: Now and then!
Seaside art

POSSIBLE TEXTS AND 'OLD FAVOURITES'

The Smartest Giant
The Colour Monster
Funny Bones
Beegu
The Big Book of Families
Hug
Daddy is my hero
We're all special
All are welcome
Guess how much I love you?

Christmas Story / Nativity
Rama and Sita
Farmer Duck
Rosie's walk
3 little pigs
The gingerbread man
The little red hen

10 little dinosaurs
Trouble at the dinosaur café
Where the wild things are
Zog

The Tiny Seed
Oliver's Vegetables
The Gruffalo
A stroll through the seasons
Percy the park keeper
Fox in the dark
Frog on a log
Super worm
The bad tempered ladybird
If only
Mini beast non fiction

10 little pirates
The night pirates
Pirates love underpants
Pirate Cruncher
Pirates next door
Beegu
Alien tea on planet zum zee
The way back home

The Snail and the Whale
Rainbow fish
Tiddler
Sharing a shell
Bright Stanley
Where's the starfish?
Tropical Terry
Commotion in the ocean
Under the sea non fiction

'WOW' MOMENTS / ENRICHMENT AFTERNOONS

Autumn Trail
Remembrance Day
Nurse / Firefighter visit
Harvest Time
Birthdays
Favourite Songs
Talent show
Halloween
What do I want to be when I grow up?
Video for parents.
People who help us

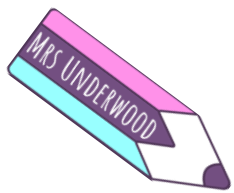
Guy Fawkes / Bonfire Night
Christmas Time / Nativity
Diwali
Hannukah
Black History Month
Remembrance day
Road Safety
Stories by the Fireside
World Space Week
Children in Need
Anti- Bullying Week

Chinese New Year
LENT
Story Telling Week (parents)
Random Acts of Kindness Week
Valentine's Day
Internet Safety Day
Dinosaur dig day
Fossil hunting

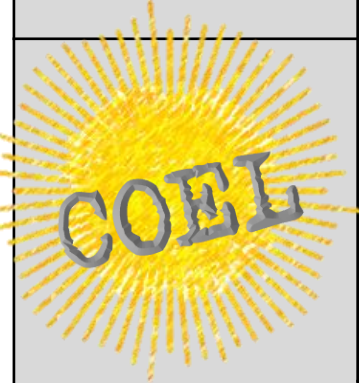

Walk to the field / Picnic
Planting seeds
Easter time
Weather experiments
Weather Forecast videos
Nature Scavenger Hunt
Vincent Van Gogh Study
Mother's Day
Queen's Birthday
Science Week
Eater Egg Hunt

Map work - Find the Treasure
Eid
Pirate Day
Making tropic fish for we are all different display
Parents breakfast
Alien crash landing

Father's Day
Heathy Eating Week
World Environment Day
Anniversary of the NHS
Let's fly - Role play
Sports day (parents)
Ice - Cream on the field
Visit to the beach introduction day
Under the Sea - singing songs and sea shanties
Recycle/planet protector day



NURSERY LONG TERM PLAN

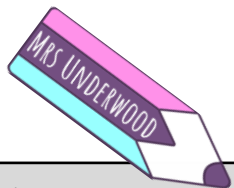
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME AND MY COMMUNITY!	TERRIFIC TALES!	AMAZING SPACES AND FARAWAY PLACES!	COME OUTSIDE!	OFF TO NEVERLAND!	TICKET AROUND THE WORLD!
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: At Alderman Richard Hallam School, we understand that children learn best when they are happy, engaged, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i> We will ensure that all children learn and develop well and are kept healthy and safe at ALL times. <i>The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.</i>					



NURSERY LONG TERM PLAN

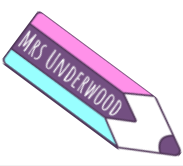
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME AND MY COMMUNITY!	TERRIFIC TALES!	BEASTS AND WILD THINGS!	COME OUTSIDE!	OFF TO NEVERLAND!	JOLLY HOLIDAY!
OUR VALUES ASSEMBLIES / SHARING CIRCLES We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	Go through and discuss transition info and more info sheets In-house - Baseline data on entry	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Autumn 2 Assessments Phonics assessments	Cluster moderation EYFS team meetings Phase meeting and internal moderations Data analysis	Pupil progress meetings Parents evening info EYFS team meetings Spring 2 assessments Phonics assessments	Cluster moderation EYFS team meetings Data analysis	Pupil progress meetings Reports EYFS team meetings EOY data Phonics assessments
PARENTAL INVOLVEMENT	Staggered Start Parent visits/ Parents Evening Harvest Assembly School intro assembly	Xmas concert Phonics workshop Parents Evening Book at Bedtime Starting to read LLS workshop	Maths workshop Share a story Look at me! Talent show!	Parents Evening Art workshop / Gallery Share a story	Share a story Planet protector day/recycling	Proud Clouds Share a story Parents Evening Parent's breakfast Sports day

We recognise that all children are unique and special.



NURSERY LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 .					
Vocabulary	Learn new vocabulary	Use new vocabulary throughout the day	Develop social phrases	Use new vocabulary in different contexts	Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen	
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, opportunities for role play, show and tell, play partnering DAILY STORY TIME	Enjoys listening to longer stories and can remember much of what happens. Pays attention to more than one thing at a time.	Uses a wider range of vocabulary. Understands a question or instruction that has two parts. Understands why questions.	Sings a large repertoire of songs. Knows many rhymes, is able to talk about familiar books and is able to tell a long story.	Develops their communication but may continue to have problems with irregular tenses and plurals such as 'ranned', 'swimmed'. Develops their pronunciation but may have problems saying; -some sounds; r, j, th, ch, sh -multi-syllabic words such as 'pterodactyl', 'hippopotamus'.	Starts conversations with an adult or friend and continue it for many turns. Uses talk to organise themselves and their play; 'lets go on a bus...you sit there...ill be the driver.'	Is able to express a point of view and can debate when they disagree with an adult or a friend, using words as well as actions.



NURSERY LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME AND MY COMMUNITY!	TERRIFIC TALES!	BEASTS & WILD THINGS!	COME OUTSIDE!	OFF TO NEVERLAND!	JOLLY HOLIDAY!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	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 .					
SELF - REGULATION	Selects and uses activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop s their sense of responsibility and membership of a community.	Becomes more outgoing with unfamiliar people, in the safe context of their setting. Shows more confidence in new social situations.	Increasingly follows rules, understanding why they are important. Remembers rules without needing an adult to remind them.	Plays with one or more other children, extending and elaborating play ideas. Finds solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	Develops appropriate ways of being assertive. Talks with others to solve conflicts. Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understands gradually how others might be feeling.	Is increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Makes healthy choices about food, drink, activity and tooth brushing
MANAGING SELF						
BUILDING RELATIONSHIPS						



NURSERY LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME AND MY COMMUNITY!	TERRIFIC TALES!	BEASTS & WILD THINGS!	COME OUTSIDE!	OFF TO NEVERLAND!	JOLLY HOLIDAY!
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 .					
GROSS MOTOR	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Use large-muscle movements to wave flags and streamers, paint and make marks.	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
FINE MOTOR	Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES					

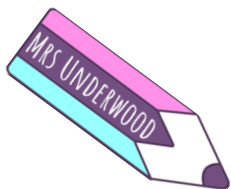
All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.



NURSERY LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME AND MY COMMUNITY!	TERRIFIC TALES!	BEASTS & WILD THINGS!	COME OUTSIDE!	OFF TO NEVERLAND!	JOLLY HOLIDAY!
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 .					
FINE MOTOR SKILLS	To be able to use the whole hand to grasp and squeeze different objects Uses fingers to grip everyday items	To be able to use hand and fingers together to squeeze, for example a syringes, paper clips, bulldog clips	Uses fingers to pinch small items for example when counting objects, using cotton buds to paint Can use hand muscles to twist and turn items like the lid or a jar or bottle	Can use finger muscles even when restricted like geo boards, using a plastic band Can use fingers to twist and turn small objects like nuts and bolts, keys	To use hands to carry out actions in a coordinated and skilled way, for example hitting nail into a hammer	To use fingers to carry out coordinated actions like threading

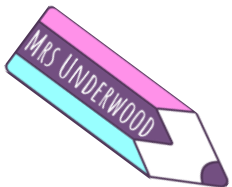
All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.




NURSERY LONG TERM PLAN

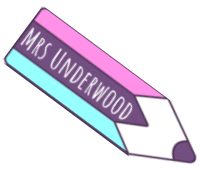
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING WORD READING WRITING	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (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 (articulating ideas and structuring them in speech, before writing)					
	Understand that print has a meaning	Understand that print can have different purposes	Engage in extended conversations about stories, learning new vocabulary.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Write some letters accurately. Write some or all of their name spot and suggest rhymes count or clap syllables in a word Understand the names of the different parts of a book page sequencing	recognise words with the same initial sound, such as money and mother we read English text from left to right and from top to bottom

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



NURSERY LONG TERM PLAN

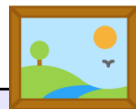
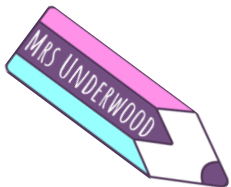
		AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
<div>MATHS</div> <div>Number</div> <div>Numerical Patterns</div>		<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, 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.</p>											
		<p>Recite numbers past 5 Develop fast recognition of up to 3 objects, without having to count them individually ('subsiding').</p>	<p>Experiment with their own symbols and marks as well as numerals Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p>Say one number for each item in order: 1,2,3,4,5. Solve real world mathematical problems with numbers up to 5. Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind'. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>						



NURSERY LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME AND MY COMMUNITY!	TERRIFIC TALES!	BEASTS & WILD THINGS!	COME OUTSIDE!	OFF TO NEVERLAND!	JOLLY HOLIDAY!
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.					
PAST AND PRESENT	Uses all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties.	Talk about what they see, using a wide vocabulary. Explore how things work.	Begin to understand the need to respect and care for the natural environment and all living things.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	Explore and talk about different forces they can feel. Continue developing positive attitudes about the differences between people.	Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
THE NATURAL WORLD						
PEOPLE, CULTURE & COMMUNITIES						

Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.



NURSERY LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME AND MY COMMUNITY!	TERRIFIC TALES!	BEASTS & WILD THINGS!	COME OUTSIDE!	OFF TO NEVERLAND!	JOLLY HOLIDAY!
EXPRESSIVE ARTS AND DESIGN CREATING WITH MATERIALS <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i>	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Listen with increased attention to sounds	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. . Respond to what they have heard, expressing their thoughts and feelings. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore different materials freely, to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Remember and sing entire songs.	Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Join different materials and explore different textures Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.



NURSERY LONG TERM PLAN



COMMUNICATION AND LANGUAGE

Listening, Attention & Understanding Autumn

Enjoy listening to longer stories and can remember much of what happens
Pay attention to more than one thing at a time, which can be difficult.

Spring

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?".

Observation checkpoint: Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Summer

Observation checkpoint: Is able to answer simple 'why' questions?
Sing a large repertoire of songs.

Speaking Autumn

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying:

Some sounds: r, j, th, ch and sh. Multi syllabic such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
Start a conversation with an adult or a friend and continue it for many turns.

Sings a large repertoire of songs.

Spring

Use a wider range of vocabulary.
Use longer sentences of four or six words.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver".

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.



PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Self regulation Autumn

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Spring

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follows rules, understanding why they are important.

Does not always need an adult to remind him/her of a rule.
Observation checkpoint: Can settle to some activities for a while.

Summer

Develop appropriate ways to be assertive.

Talk with others to solve conflicts.
Is developing his/her sense of responsibility and membership of a community.

Managing Self Autumn

Show more confidence in new social situations.

Spring

Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly.

Summer

Is able to make healthy choices about food, drink, activity and toothbrushing.

Building Relationships Autumn

Become more outgoing with unfamiliar people, in the safe context of their setting.



PHYSICAL DEVELOPMENT

Gross Motor Autumn

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.

Spring

Start taking part in some group activities which they make up for themselves or in teams.

Match their developing physical skills to tasks and activities in the setting.
For example, they decide whether to walk, crawl or run across a plank, depending on its length and width.

Summer

Choose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Fine Motor Autumn

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Spring

Use a comfortable grip with good control when holding pens and pencils.

Summer

Show preference for a dominant hand.
Is increasingly independent as he/she gets dressed and undressed e.g. putting his/her coat on and doing up zips.



LITERACY

Comprehension Autumn/Spring/Summer

Engages in extended conversations about stories, learning new vocabulary

Word Reading Autumn

Understands that print has meaning.
Understands the names of the different parts of the book.

Spring

Understands that print can have different purposes.
Understands that we read English text from left to right and from top to bottom.
Understands page sequencing.

Summer

Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes.

Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word.

Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother.

Writing Autumn

Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Spring

Writes some or all of his/her name.

Summer

Writes some letters accurately.



MATHS

Number Autumn

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Show 'finger numbers' up to 5.
Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.

Spring

Displays fast recognition of up to 3 objects, without having to count them individually ('subitising').
Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.

Know that the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle').

Summer

Is experimenting with his/her own symbols and marks as well as numerals.

Is able to solve real world mathematical problems with numbers up to 5.

Can compare quantities using language such as 'more than', 'fewer than'.



UNDERSTANDING THE WORLD

Past & Present Autumn/Spring/Summer

Begin to make sense of their own life story and family's history.

People, Culture & Communities Autumn

Explores how things work.

Spring

Continue developing positive attitudes about the difference between people.

Shows an interest in difference occupations.

Summer

Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.

The Natural World Autumn

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.

Spring

Plant seeds and care for growing plants.
Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all the living things.

Summer

Explore and talk about different forces they can feel.

Talk about the difference between materials and changes they notice.



EXPRESSIVE ARTS AND DESIGN

Creating with materials Autumn

Explore different materials freely, in order to develop their ideas about how to use them and what to make.
Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Spring

Create closed shapes with continuous lines, and begin to use these shapes to represent objects
Draw with complexity and detail, such as representing a face with a circle and including details.
Use drawing to represent ideas like movement or loud noises.

Summer

Explore colour and colour-mixing.
Being Imaginative & Expressive

Autumn

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Spring

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.
Play instruments with increasing control to express their feelings and ideas

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

NURSERY LONG TERM PLAN



COMMUNICATION AND LANGUAGE

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

PHYSICAL DEVELOPMENT

LITERACY

MATHS

UNDERSTANDING THE WORLD

EXPRESSIVE ARTS AND DESIGN

Summer

Observation checkpoint: Around the age of 4, is the child using sentences of four to six words- 'I want to play with cars' or 'what's that thing called?'

Observation checkpoint: can use sentences joined up with words like 'because', 'or', 'and' e.g. 'I like ice cream because it makes my tounge shiver'.

Observation checkpoint: Is able to use the future and past tense 'I am going to the park' and 'I went to the shop'.

Spring

Play with one or more other children, extending and elaborating play ideas.

Is beginning to understand how others might be feeling.

Observation checkpoint: Around the age of 3, can the child sometimes manage to share and take turns with others, with adult guidance and understanding 'yours' and 'mine'?

Summer

Observation checkpoint: Around the age of 4, does the child play alongside others or do they always want to play alone?

Observation checkpoint: Takes part in pretend play (e.g. being 'mummy' or 'daddy')

Observation checkpoint: Takes part in pretend play with different roles- being the Gruffalo, for example, he/she generally negotiates solutions to conflicts in his/her play.

Health & Self Care

Autumn

Start eating independently and learning how to use a knife and fork.

Spring

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Summer

Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and tooth brushing.

Writing PD

Autumn

Develop manipulation and control when mark making

Manage buttons, zips and pour drinks.

Explore different materials and tools safely.

Spring

Use one handed tools such as scissors

Use a comfortable grip with good control when holding pens and pencils.

Summer

Show preference for dominant hand.

Use scissors confidently.

Use a comfortable grip with good control when holding pens and pencils.

Numerical Patterns

Autumn

Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc.

Can make comparisons between objects relating to size, length, weight and capacity.

Combines shapes to make new ones; an arch, a bigger triangle etc.

Spring

Understands position through words alone e.g. 'the bag is under the table', with no pointing.

Can describe a familiar route.

Is able to discuss routes and locations, using words like 'in front of' and 'behind'

Summer

Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat' and 'round'.

Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/she uses informal language like 'pointy', 'spotty', 'blobs' etc.

Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf.

Notifies and corrects an error in a repeating pattern.

Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then'.....

Summer

Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc.

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.