



## Early Years Long Term Plan: Nursery

	Key Vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		<b>All About me</b> Getting to know you Friends/Kindness People who help us	<b>Light and Dark</b> (Autumn/ Wonderful world/Diwali/Fireworks /Remembrance day/Christmas)  Harvest Autumn Getting ready Hibernation Fireworks Diwali Christmas	<b>Once upon a time</b> (National Bird watch/ Changes in the weather/Chinese New Year  Chinese New Year Winter Feelings Fairy tales	<b>We're creating changes!</b> (Planting/growing)  Spring lifecycle Easter Farm animals	Amazing Journeys  Mini-beasts Incredible me Transport Farm Animals	Nursery and Beyond  Science and water Maps Weather seasons Shapes and me Mini-beasts
Texts		<ul style="list-style-type: none"><li>We are all different</li><li>Rosie's walk</li><li>Where's my mum?</li><li>Goldilocks and the three bears</li><li>Scaredy bear</li><li>We Going on a bear hunt</li><li>Handas Surprise</li></ul>	<ul style="list-style-type: none"><li>The Nativity</li><li>The story of Rama and Sita</li><li>Can't you sleep little bear?</li><li>Owl babies</li><li>The Gruffalo</li><li>Stick Man</li><li>Gingerbread Man</li></ul>	<ul style="list-style-type: none"><li>Robins Winter song</li><li>One snowy night</li><li>Winter sleep</li><li>Sidney the squirrel</li><li>Saving Mr Hoot</li><li>Story of Chinese New Year</li><li>Cinderella</li><li>Spinderella</li></ul> <p>Introduce a collection of common nursery rhymes</p>	<ul style="list-style-type: none"><li>Three Billy goats gruff</li><li>Jack and the Bean stalk</li><li>Oliver Vegetables</li><li>Oliver's Fruit salad</li><li>The boring egg</li><li></li></ul>	<ul style="list-style-type: none"><li>The Pirate – Cruncher</li><li>Pirates love under pants</li><li>Who sank the Boat</li><li>The owl and the pussy cat</li><li>Pirate Princess</li><li>Pirate gran</li><li>The Pirate next door</li></ul>	<ul style="list-style-type: none"><li>Very Hungry caterpillar</li><li>Crunch crunch munch</li></ul>
<p>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.</p>							
		<p>Learn to listen to a friend or adult one to one when the conversation interests them.</p> <p>Learn some key words to talk about family – using photos as prompts.</p> <p>Listen to new songs and rhymes.</p> <p>Learn new vocabulary related to friends.</p>	<p>Learn to hold a phone piece to their ear – real phones in the environment indoors and out.</p> <p>Learn games that focus on taking turns.</p> <p>Listen to new songs and rhymes.</p> <p>Listen to some Christmas jokes.</p> <p>Learn new vocabulary related to light and dark.</p> <p>Develop and extend theme related vocabulary and learn topic related rhymes.</p> <p>Understands a two-part instruction,</p>	<p>Learn some simple storytelling actions using 'Pie Corbett' inspired actions.</p> <p>Learn how to build stories using props.</p> <p>Listen to new songs and rhymes.</p> <p>Learn to follow a one part instruction as a part of everyday routine. E.g. learn the phrase put your coat on.</p> <p>Learn new vocabulary related to storytelling.</p>	<p>Learn listening rules – to turn to the adult or child that is talking to them.</p> <p>Learn to hold phone to ear during role play – provide real phones old and new.</p> <p>Learn games that focus on looking at the person who is talking.</p> <p>Introduce dialogic talk.</p> <p>Learn to speak in longer sentences 4 to 6 words.</p>	<p>Learn strategies of how to play and listen to their friends at the same time.</p> <p>Learn how to hold conversations, expressing themselves effectively when engaged in back and forth exchanges.</p> <p>Learn new songs and rhymes.</p> <p>Learn new vocabulary related to growing.</p>	<p>Learn to talk about specific events like Eid, birthdays or a recent event.</p> <p>Learn to follow a two part instruction or question as a part of everyday routines in Nursery. E.g. learn the phrase find a friend and line up.</p> <p>Learn how to express their point of view when talking with another child or adult. For example when talking about adventures.</p> <p>Learn new songs and rhymes.</p>

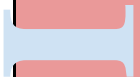


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			such as "get your coat on and wait at the door" Enjoy listening to longer stories and can remember much of what happens		Learn new songs and rhymes.  Learn new vocabulary		
	<p>Children's personal, social and emotional development (PSED) is crucial 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.</p>						
		<p>Learn about different emotions and how to identify emotions- happy, sad, excited, cross and scared. Interactive emotions display.</p> <p>Learn how to indicate when they need the toilet - toilet training strategies.</p> <p>Learn the Nursery routine.</p> <p>Learn how to put coat on using 'hood on first' strategy.</p> <p>Opportunities to learn to the turning tap technique.</p>	<p>Learn strategies to give comfort to peers when they are distressed - group time.</p> <p>Learn strategies to share toys.</p> <p>.</p> <p>Learn to identify some fruit names and try a variety of fruit. Learn how to turn the taps in the bathroom.</p> <p>Learn how to help an adult in brushing their teeth - talk about healthy teeth.</p> <p>Learn to thread wool, string or thread through a large hole with support - provide lots of fine motor opportunities.</p>	<p>Add knives, forks and spoons to the home corner - learn to identify them.</p> <p>Learn how to put their shoes/ wellies on with help.</p> <p>Learn to identify some vegetable names and try a range of vegetables.</p> <p>Add washing up props to the role play area to role play washing up.</p>	<p>Learn what a rule is - why we have rules - look at the rules of games the children play.</p> <p>Learn about what makes people happy and sad - group time.</p> <p>Learn how to put boiler suit on - sit down, legs in first and pull up over shoulders.</p> <p>Learn how to fasten and unfasten buckles, locks etc. - Investigation area</p> <p>Learn to take turns when talking at group time.</p>	<p>Learn vocabulary to talk about feelings.</p> <p>Pick fresh fruit and vegetables from a garden and learn how to cut this.</p> <p>Introduce the workbench and the tools - talk about how to keep safe. E.g. wearing goggles.</p> <p>Learn some turn taking games.</p> <p>Learn to thread wool/ string or thread through a hole with success - large scale threading.</p> <p>Learn to take turns when talking at group time.</p>	<p>Learn how to use cutlery in the role play area.</p> <p>To learn how to play a simple game like snap or dominoes with an adult support.</p> <p>Learn how to manage simple changes to routine in the Nursery day through self-regulation strategies.</p> <p>Learn to take turns when talking at group time.</p>
	<p>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.</p>						

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		<p>Learn how to use a dustpan and brush in the role play area.</p> <p>Provide lots of mark making opportunities to learn how to hold a mark maker with a whole hand grasp.</p> <p>Learn how to pour and fill jugs - provide lots of pouring and filling opportunities in the environment</p> <p><b>Locomotion</b> Developing skills to move around the hall in a safe way/ in the same direction/changing direction. Finding new ways to move running/skipping/jumping/hopping</p>	<p>Introduce snipping tree - Introduce how to use scissors to snip wool.</p> <p>Learn to roll a ball - back and forth - practice at group times.</p> <p>Learn how to help an adult in brushing their teeth - talk about healthy teeth.</p> <p>Learn to thread wool, string or thread through a large hole with support - provide lots of fine motor opportunities.</p> <p>Learn to use tweezers to pick up small items. Busy fingers - morning work activities to develop hand strength. Use of equipment, e.g. making snips in paper. Hand Hygiene</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <b>Gymnastics</b> developing skills in balance <b>Balance on the beam moving safely and landing safely</b></p>	<p>Learn strategies to balance - standing on one foot and putting arms out.</p> <p>Learn how to climb onto a tricycle and how to maintain balance.</p> <p>(Gymnastics developing upper body strength to enable children to be able develop gross and fine motor skill. To help strengthen their hands in preparation to hold writing tools.)</p>	<p>Learn how to use a brush to sweep.</p> <p>Learn to use a three finger tripod grip to hold a mark maker or begin to progress through developmental grasps.</p> <p>Learn how to safely hold scissors to make snips.</p> <p>Learn to throw a ball - lots of different sized balls outside. (Children learn ball skills to control and maneuver a ball with their hands. To help strengthen their hands in preparation to hold writing tools).</p>	<p>Learn strategies to balance - putting arms out to balance.</p> <p>Learn how to push a tricycle forward by pushing their feet on the ground.</p> <p>Learn to throw a ball - lots of different sized balls outside.</p> <p>Learn to use a three finger tripod grip for mark makers or begin to progress through developmental grasps. (Games Attack and Defence Children to learn to work in a team combine this with movement skills taught previous locomotive learning)</p> <p>Introduce hammers - learn how to safely hold a hammer. <b>Games (Attack v Defence)</b> Children learn teamwork through game situations and combine this with movement skills taught during previous units. This will also prepare them for Reception</p>	<p>Learn to use a three finger tripod grip or begin to progress through developmental grasps.</p> <p>To begin to learn strategies for managing risk when negotiating the space around them.</p> <p>Learn how to brush their teeth independently.</p> <p>(Dance children move themselves as different objects continuing past learning locomotive skills and new skills moving to music) <b>Dance</b> Taught after key skills for upper body strength and writing. Children move themselves with the music, imagining themselves as different objects. This allows them to work on their movements while also allowing them to develop their imagination. Keeps in with the theme of child led and links to nursery rhymes</p>
	<p>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)</p>						
	<p><b>Phonics</b></p> <p>Phase 1 Aspect 1 <i>General sound discrimination</i> <i>Environmental sounds</i></p> <p><b>Reading</b></p> <p>Pick up their name card at the start of the session and start to</p>	<p><b>Phonics</b></p> <p>Phase 1 Aspect 2 <i>General sound discrimination</i> <i>Instrumental sounds</i></p> <p>Phase 1 Aspect 3 <i>General sound discrimination</i> <i>Body Percussion</i></p> <p><b>Reading</b></p>	<p><b>Phonics</b></p> <p>Phase 1 Aspect 4 <i>Rhythm and rhyme</i> <i>Rhyming Books</i> <i>Songs and Rhymes</i></p> <p>Rhyme Time Challenge</p> <p><b>Reading</b></p>	<p><b>Phonics</b></p> <p>Phase 1 Aspect 5 <i>Alliteration</i> <i>I spy names</i> <i>Sounds around</i></p> <p>Phase 2 Alphabet song</p> <p><b>Reading</b></p> <p>Recognise familiar words and</p>	<p><b>Phonics</b></p> <p>Phase 1- Aspect 6 <i>Voice Sounds Mouth movements</i> <i>Voice sounds</i> <i>Sound story time</i></p> <p>Phase 1-Aspect 7 <i>Oral segmenting &amp; blending</i></p>	<p><b>Phonics</b></p> <p>Phase 2 <i>Linking letters to sounds sets 3+</i> <i>Blending and Segmenting skills</i></p> <p><b>Reading</b></p> <p>Understanding information</p>	



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		<p>recognise name.</p> <p>Enjoying being read stories, rhymes, songs, poems and joins in with words or phrases.</p> <p>Talk about books they are read in simple terms. Enjoy looking at books independently, turning the pages correctly and pointing out pictures that interest them.</p> <p><b>Writing</b> <b>We're Going on a Bear Hunt Adventure</b></p> <p>Become aware that writing has meaning. Use drawings and mark making in play.</p> <p><b>(January 23 intake N1) Phonics</b></p> <p>Phase 1- Aspect 6 <i>Voice Sounds Mouth movements</i> <i>Voice sounds</i> <i>Sound story time</i></p> <p>Phase 1-Aspect 7 <i>Oral segmenting &amp; blending</i></p> <p>Phase 2 <i>Linking letters to sounds Sets 1 and 2</i></p> <p><b>Reading</b></p> <p>Develop a deeper understanding of events by talking about stories and suggest how a story might end.</p>	<p>Develop an awareness of rhyme and alliteration, joining in with alliteration, rhyming and rhythmic activities.</p> <p>Listen to and join with repeated refrains in stories and poems.</p> <p>Act out part of stories showing an awareness of emotions of characters.</p> <p><b>Writing</b> <b>Rosie's Walk Story</b></p> <p>Attempt to copy their own name on their independent work. Focus on correct pencil grip.</p> <p>Mark making used in play for purpose.</p> <p><b>(January 23 intake N1) Phonics</b></p> <p>Phase 2 <i>Linking letters to sounds sets 3+</i> <i>Blending and Segmenting skills</i></p> <p><b>Reading</b></p> <p>Understanding information can be relayed in the form of print.</p> <p>Relate their own experiences and emotions to stories.</p>	<p>Anticipating key events and phrases in rhymes and stories.</p> <p>Develop awareness of the way different stories are structured.</p> <p>Recall stories and retell them in sequence with support.</p> <p>Describe main story settings, events and principal characters.</p> <p><b>Writing</b> <b>Chocolate Cake</b></p> <p>Talk about the marks and letters they write, ascribing meaning</p> <p><b>January intake N1 Phonics</b> Phase 1 Aspect 1 <i>General sound discrimination</i> <i>Environmental sounds</i></p> <p><b>Reading</b> Pick up their name card at the start of the session and start to recognise name.</p>	<p>signs such as their own name and labels.</p> <p>Develop a love of poetry and recite poems together.</p> <p><b>Writing</b> <b>On Sudden Hill Story</b></p> <p>Developing an awareness of individual letter sounds.</p> <p>Learn the alphabet song</p> <p><b>January intake N1</b> Phase 1 Aspect 2 <i>General sound discrimination</i> <i>Instrumental sounds</i> Phase 1 Aspect 3 <i>General sound discrimination</i> <i>Body Percussion</i></p> <p><b>Reading</b> Develop an awareness of rhyme and alliteration, joining in with alliteration, rhyming and rhythmic activities.</p>	<p>Phase 2 <i>Linking letters to sounds Sets 1 and 2</i></p> <p><b>Reading</b></p> <p>Develop a deeper understanding of events by talking about stories and suggest how a story might end.</p> <p><b>Writing</b> <b>Jack and the Jellybean Stalk Traditional Tale</b></p> <p>Learn to write the letters they are learning the sounds for. Attempt this in independent work.</p> <p><b>January intake N1 Phonics</b> Phase 1 Aspect 4 <i>Rhythm and rhyme</i> <i>Rhyming Books</i> <i>Songs and Rhymes</i></p> <p>Rhyme Time Challenge</p> <p><b>Reading</b></p> <p>Anticipating key events and phrases in rhymes and stories.</p> <p>Develop awareness of the way different stories are structured.</p> <p>Recall stories and retell them in sequence with support.</p> <p>Describe main story settings, events and principal characters</p>	<p>can be relayed in the form of print.</p> <p>Relate their own experiences and emotions to stories.</p> <p><b>Writing</b> <b>Harry and the Jaggedy Daggers</b></p> <p>Start to segment words to break them into sounds and attempt to write cv, vc and cvc words.</p> <p><b>January intake N1 Phonics</b> Phase 1 Aspect 5 <i>Alliteration</i> <i>I spy names</i> <i>Sounds around</i></p> <p>Phase 2 Alphabet song</p> <p><b>Reading</b></p> <p>Recognise familiar words and signs such as their own name and labels.</p> <p>Develop a love of poetry and recite poems together.</p>
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<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</p>	<p>Number rhymes based on seasons</p> <p><b>Number vocab:</b></p> <p>'one', 'two', 'three', 'lots', 'fewer', 'hundreds', 'how many?' and 'count' in a variety of situations</p> <p>'more/less'</p> <p>:</p> <p>'sphere', 'shape', 'box', 'in', 'on', 'inside', 'under', 'long, longer', 'longest', 'short', 'shorter', 'shortest', 'heavy', 'light', 'full' and 'empty' 'heavy / light'</p>	<p>Number</p> <p>Recite number names in sequence to 5 in songs.</p> <p>Use number names and number language in play.</p> <p>Count objects and discuss quantities 0-5.</p> <p>Realises anything can be counted, e.g. claps, jumps etc.</p> <p>Begin to use the language of size in stories and play.</p> <p>Introduced to 2D shape names.</p> <p>Uses shapes to make pictures and in construction.</p> <p>Introduced to</p>	<p><b>Number</b></p> <p>Recite number names in sequence to 10 in songs.</p> <p>Count objects and discuss quantities 0-10</p> <p>Shows an interest in representing numbers.</p> <p>Asks questions/ makes comments about numbers.</p> <p>Categorize objects by shape and size.</p> <p>Make arrangements with shapes and objects of different sizes.</p> <p>Uses positional language in play.</p>	<p><b>Number</b></p> <p>Recite number names in sequence to 10 forwards and backwards in songs.</p> <p>Count objects and discuss quantities of groups of objects.</p> <p>Recognises numbers 0-5. Represent numbers using fingers, marks on Paper or pictures.</p> <p>Identify how many objects are in a set.</p> <p>Identify numerals in the environment and represent numbers in play.</p> <p>Introduced to some 3D shape names.</p> <p>Compare objects using the language of size.</p> <p>Extends knowledge of and use of positional language.</p>	<p><b>Number</b></p> <p>Recite number names forwards and backwards 10 independently.</p> <p>Recognises numbers 0-10.</p> <p>Compare quantities of two groups using more or less.</p> <p>Making arrangements with 3D objects through construction, using language spontaneously.</p> <p>Describe properties of shapes.</p> <p>Uses positional language to solve problems.</p>	<p><b>Number</b></p> <p>Recite number names forwards and backwards 10 + independently.</p> <p>Matches numeral and quantity correctly. Shows an interest in number problems.</p> <p>Compares two or more groups, saying when they have the same number.</p> <p>Recognising and naming 2D and 3D shapes in the environment.</p> <p>Order objects by length and height.</p> <p>Uses positional language to retell events.</p>	<p><b>Number</b></p> <p>Counting objects that cannot be moved.</p> <p>Select the correct numeral to represent up to 10 objects.</p> <p>Recognises similarities and differences of shapes in the environment.</p> <p>Chooses and uses shapes appropriately for tasks.</p> <p>Give instructions using positional language.</p>



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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.

**Number**

Recite



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<p>number names in sequence to 5 in songs.</p> <p>Use number names and number language in play.</p> <p>Count objects and discuss quantities 0-5.</p> <p>Realises anything can be counted, e.g. claps, jumps etc.</p> <p><b>SSM</b></p> <p>Begin to use the language of size in stories and play.</p> <p>Introduced to 2D shape names.</p> <p>Uses shapes to make pictures and in construction.</p> <p>Introduced to positional language.</p>							
	<p>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.</p>						





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		<p>Learn skills to make friends.</p> <p>Learns how to notice differences and similarities between themselves and others.</p> <p>Learn 5 or 6 Makaton signs.</p> <p>Learns about our EYFS unit- what is in each area and who names of adults in Nursery.</p> <p>Learns about how to care for plants and the environment. For example watering and weeding the garden.</p> <p>Learns to name animals that can be found on the farm.</p>	<p>Learns vocabulary to talk about significant events in their own experiences.</p> <p>Learn 5 or 6 Makaton signs.</p> <p>Learns about our EYFS unit - exploring further - who the staff are in Reception.</p> <p>Learn to recognise their own name and know it is their name</p> <p>Learns how to roll, pinch and squeeze dough.</p> <p>Learns about how to care for plants in the classroom - watering them daily.</p> <p>. Learn about weather and talk about the change in the weather - Autumnal weather.</p> <p>Learns about how to create a shadow using a light.</p> <p>Learns about creatures that can create light</p>	<p>Learns to recognise and talk about special times or events for family and friends</p> <p>Learns vocabulary to name many occupations and talk about them.</p> <p>Learns vocabulary to talk about a pet or a favourite animal.</p> <p>Learns how to explain how to make slime in steps so as to show a nursery child how to make slime.</p> <p>Explores slime and learns some key vocabulary to talk about it.</p>	<p>Learn vocabulary to talk about what makes themselves and their friends special.</p> <p>Learn vocabulary to talk about photos of recent events.</p> <p>Learn about the school - explore the building.</p> <p>Learn about how water can be changed.</p> <p>Learns how to make dough from the raw ingredients.</p> <p>Learn vocabulary to talk about different forces they can feel.- pushing something down under water.</p> <p>Learn some simple science experiments with water and the vocabulary to talk about what happens to materials.</p> <p>Learn how to change the colour of water.</p>	<p>Learn vocabulary to talk about different occupations - visits.</p> <p>Learn about what a pet needs.</p> <p>Learn about what an address is and what their house number is.</p> <p>Learns that there are similarities and differences that both connect and distinguish them from one and other.</p> <p>Learn vocabulary about garden plants, insects and what we find at the bottom of the garden.</p> <p>Learn about what a plant needs to grow.</p> <p>Learns how to talk about the changes that occur to ingredients when making salt dough.</p>	<p>Learn 1 or 2 Makaton signs.</p> <p>Learn vocabulary to talk about different forces they can feel - explore magnets.</p> <p>Learns how to combine ingredients together to make slime.</p> <p>Learns how to follow pictorial instructions to make dough.</p>
	<p>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.</p> <p>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.</p>						
		<p>Joining in with dancing and ring games.</p> <p>Joins in with singing familiar songs.</p> <p>Draw basic shapes.</p> <p>Using chalk, paint and collage.</p> <p>Colour mixing make orange, green.</p> <p>Engage in simple role play.</p>	<p>Joining in with songs and music-prepare for Christmas performances with songs by the tree and videos.</p> <p>Joining in with dancing and ring games.</p> <p>Taps out repeated rhythms.</p> <p>Makes up rhythms.</p>	<p>Sings a wider range of songs. Recalls many by heart.</p> <p>Uses lines to enclose a space and use shapes to represent objects.</p> <p>Beginning to be interested in and describe textures.</p> <p>Use various construction materials.</p>	<p>Explore how we can change textures using modelling clay/paper/card</p> <p>Explores sounds and how sounds can be changed.</p> <p>Explores sounds and how sounds can be changed.</p> <p>Make up their own music and songs.</p>	<p>Creating shapes to represent objects using junk modelling/ houses i.e. mini beasts</p> <p>Makes music with others, engaging in role play.</p> <p>Beginning to be interested in and describe textures.</p> <p>Captures own experiences with</p>	<p>Makes up actions for songs.</p> <p>Artwork has more accurate representation.</p> <p>Takes part in Nursery concert.</p> <p>Looking at different mediums to create pictures</p>





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			<p>Sing cultural songs.</p> <p>Moves body to beat of music.</p> <p>Draw basic shapes.</p> <p>Colour mixing make purple.</p> <p>Builds stories around toys and resources.</p> <p>Takes part in Christmas concert.</p>	<p>Uses movement and dance to express feelings.</p> <p>Uses and make props to support role play.</p>	<p>Abstract Art and primary colours.</p> <p>Use various construction materials and loose parts.</p> <p>Captures what they know with art and role play.</p>	<p>music, drama and dance.</p>	
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## Early Years Long Term Plan: Nursery

3-4 year old outcomes – for the end of the academic year - Holistic / best fit Judgement!						
Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Write some or all of their name.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</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').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</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'.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing. • Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle, etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>



## Early Years Long Term Plan: **Nursery**

<p>it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Write some letters accurately.</p>	<p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
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