

NURSERY LONG TERM PLANNING

<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Dates</u>	04.09.23-27.10.23 (8 weeks)	06.11.23-19.12.23 (6 weeks & 2 days)	03.01.24-16.02.24 (6 weeks & 3 days)	26.02.24-28.03.24 (5 weeks)	15.04.23-24.05.23 (6 weeks)	03.06.23-23.07.24 (7 weeks & 2 days)
General Themes						
<u>2 Year Olds</u>	All About Me Autumn	Nursery Rhymes Christmas/ Celebrations	Food, Glorious Food	Things That Move Easter	Amazing Animals	Plants and Flowers
<u>Nursery</u>	Marvellous Me Autumn	People Who Help Us Christmas/ Celebrations	I Wonder ...	All Creatures Great and Small/ Plants Easter	Once Upon a Time	Oh I Do Like to be Beside the Seaside
NB: These themes may be adapted at various points to allow for children's interests						
	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, showing curiosity about events, objects and people. They are willing to 'have a go' at new activities and represent their experiences through play.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. Children show high levels of involvement, energy and fascination in their play.</p> <p>Creating and thinking critically: - Children develop their own ideas that are meaningful to them. They are imaginative and use resources to represent previous experiences. They explore different approaches with a range of resources and materials.</p>					

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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.

(EYFS Statutory Framework)

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Term	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1
<u>2 Year Olds</u>	<p>What I Like About Me</p> <p>My Body</p> <p>Incredible You</p> <p>Find Out About Feelings</p> <p>Find Out About Kindness</p> <p>Wow, Said the Owl!</p>	<p>Mother Goose's Nursery Rhymes</p> <p>My First Nursery Rhymes</p> <p>Bay's First Nursery Rhymes</p> <p>Dear Santa</p> <p>Nativity Story for Toddlers and Kids</p>	<p>Chocolate Mouse for Greedy Goose</p> <p>The Hungry Caterpillar</p> <p>Food Faces</p> <p>Count Your Greens</p> <p>Kitchen Disco</p> <p>Don't Put Your Finger in the Jelly Nelly</p>	<p>Trains, Trains, Trains</p> <p>Cars, Cars, Cars</p> <p>Planes, Planes, Planes</p> <p>Diggersaurus</p> <p>Busy Tractor</p> <p>Busy Boats</p> <p>Five little Chicks</p> <p>Easter Egg Hunt</p>	<p>Dear Zoo</p> <p>Oh Dear</p> <p>Busy Pets</p> <p>Busy Vet</p> <p>Where's Mr Dog</p> <p>Katie the Kitten</p>	<p>Jack and the Beanstalk</p> <p>Jasper's Beanstalk</p> <p>Growing</p> <p>Sam Plants a Sunflower</p> <p>Ruby Plants a Radish</p> <p>Grow it</p>
<u>Nursery</u>	<p>My First Day At Nursery School</p> <p>The Colour Monster</p> <p>The Family Book</p> <p>The Feelings Book</p> <p>The Great Big Book of Families</p> <p>It's Ok to be Different</p> <p>The Leaf Thief</p>	<p>Meg and Mog</p> <p>Funny Bones</p> <p>Books about police, paramedics, doctors, dentist</p> <p>The Donkey's Song</p> <p>Nativity Story</p>	<p>Lost and Found</p> <p>Snow Bears</p> <p>Polar Bear, Polar Bear, What Do You See?</p> <p>Little Penguin</p> <p>The Black Rabbit</p> <p>Mrs Gumpy's Outing</p> <p>Magnets Push, Magnets Pull</p>	<p>Jasper's Beanstalk</p> <p>That's My Flower</p> <p>Twist and Hop, Minibeast Bop</p> <p>The Hungry Caterpillar</p> <p>Mad About Minibeasts</p> <p>We're Going on an Egg Hunt</p>	<p>The Gingerbread Man</p> <p>The Three Little Pigs</p> <p>Goldilocks and the Three bears</p> <p>The Elves and the Shoemaker</p> <p>The Ugly Duckling</p> <p>The Three Billy Goats Gruff</p>	<p>Sharing a Shell</p> <p>Look What I Found at the Seaside</p> <p>Somebody Swallowed Stanley</p> <p>The Magic Beach</p> <p>Under the Sea</p> <p>The Rainbow Fish</p> <p>Tiddler</p>

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<p><u>Special Occasions</u></p>	<p>Random acts of kindness Harvest 01-23.10.23 People who help us visit – police dogs/ firefighters/ nurse (Topic in Autumn 2)</p>	<p>Halloween 31.10.23 Guy Fawkes / Bonfire Night 05.11.23 Remembrance Day 11.11.23 Diwali/ Festival of Light 12.11.23 Christmas Celebrations - Nativity</p>	<p>Valentine's day 14.02.24 Lunar New Year 10.01.24 Shrove Tuesday 13.02.24</p>	<p>Mother's Day 10.03.24 World Book Day 07.03.24 Easter Celebration 31.03.24 Caterpillars</p>	<p>Church Visit linked to Baptism Village walks Eid Ul Fitr 08/09.04.24</p>	<p>Raksha Bandhan – Hindu festival 19.08.24 Father's Day 16.06.24 Sports day</p>
<p><u>Parental Events</u></p>	<p>Meet the staff Harvest Festival / crafts Love Reading Workshops</p>	<p>Parents Evening School fair Nativity performance</p>	<p>Valentine's Family Time/Crafts</p>	<p>Parents Evening Mini beast workshop</p>	<p>Love Maths Workshops</p>	<p>School fair Sports day Parents Evening School report</p>

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Prime Areas						
<u>2 Year Olds</u>	All About Me Autumn	Nursery Rhymes Christmas/ Celebrations	Food, Glorious Food	Things That Move Easter	Amazing Animals	Plants and Flowers
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<u>Communication and Language</u> <u>Educational Programme</u>	<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, storytelling 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>					
<u>2 Year Olds</u> <u>Listening and attention</u>	Moves whole body towards sounds they enjoy such as music or a regular beat.	Concentrates intently on an object or activity of their choosing for short periods.	Pays attention to a dominant stimulus but may be easily distracted by noises or other people talking.	Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.	Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations.	Pays attention to own choice of activity, may move quickly from activity to activity

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<p>Understanding</p>	<p>Developing the ability to follow others' body language, including pointing and gesture.</p>	<p>Responds to simple questions when in a familiar context. (Where's mummy? Where's your nose?)</p>	<p>Understands single words in context.</p>	<p>Understands different situations, able to follow routine events and activities using non-verbal cues.</p>	<p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</p>	<p>Understands simple sentences (throw the ball)</p>
<p>Speaking</p>	<p>Uses sounds in play. Uses single words. Imitates words and sounds.</p>	<p>Babbles and experiments with using sounds. Uses words to communicate.</p>	<p>Uses pointing to make requests and share an interest. Creates personal words as they begin to develop language.</p>	<p>Copies familiar expressions. Uses different types of everyday words.</p>	<p>Begins to put two words together. Begins to ask simple questions.</p>	<p>Begins to talk about people and things that are not present. Uses gestures sometimes with limited talk.</p>
<p>Nursery Listening and attention</p>	<p>Plays alongside their friends Talks to other children during play Begin to develop listening skills</p>	<p>Listens to stories and begins to show interest Starts to show an interest in play with sounds, songs and rhymes</p>	<p>Can be engrossed in a task or their own play Engage in role play and play imaginatively Begin to take turns in play and activities</p>	<p>Listen to others in 1-1 conversations Can follow directions from an adult Joins in with repeated from favourite stories</p>	<p>Listens to stories with increasing attention and recall Anticipate key events and phrases in rhymes and stories</p>	<p>Listens to others in group situations</p>

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<p>Understanding</p>	<p>Can understand 2-part sentences</p> <p>Starts to understand action words</p>	<p>Understands concepts such as fast and slow, big and small</p> <p>Responds to instructions</p>	<p>Responds to instructions with more elements</p>	<p>Understand who, what and where questions</p>	<p>Understands prepositions such as under, on top and behind</p>	<p>Begins to understand how and why questions</p>
<p>Speaking</p>	<p>Learns new words rapidly</p> <p>Uses sentences to speak</p>	<p>Uses longer sentences and uses new words in their conversations</p> <p>Holds a conversation, jumping from topic to topic</p> <p>Uses language to share feelings, experiences and thoughts</p>	<p>Begins to use word endings</p> <p>Uses talk in pretending that objects stand for something else in play</p>	<p>Uses a range of questions</p> <p>Can recall past events in correct order</p>	<p>Begins to use more complex sentences to link thoughts</p> <p>Uses talk to explain why things happen and gives explanations</p>	<p>Uses intonation, rhyming and phrasing to make the meaning clear to others</p> <p>Talks more extensively about the things that are of particular importance to them</p> <p>Builds u vocabulary that reflects the breadth of their experiences</p>

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<p><u>End of Nursery Goals</u></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Follow instructions made up of multiple parts • Listen carefully to songs, stories and rhymes and respond by joining in. • Understand and respond to instructions with 3 key words e.g. Can you wash dolly's face? • Understand and respond to 'why' questions. • Start a conversation and take it in turns to speak. • Explain, describe, recount and retell. • Join in with conversation (linked to listening) • Use a sentence of 4-6 words e.g. Can I have more milk please? • Talk about things that are important to them. • Use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice.
<p><u>Early Learning Goals</u></p>	<p><u>Listening, Attention and Understanding ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p><u>Speaking ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

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<u>Personal, Social and Emotional Development</u> <u>Educational Programme</u>	<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>					

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	Jigsaw – Being Me in my World	Jigsaw – Celebrating Difference	Jigsaw – Dreams and Goals	Jigsaw – Healthy Me	Jigsaw – relationships	Jigsaw – Changing Me
	<ol style="list-style-type: none"> 1. Helping others to feel welcome 2. Try to make our nursery a better place 3. Thinking about everyone’s right to learn 4. Care about others’ feelings 5. Working well with others 6. Choose to follow the learning charter 	<ol style="list-style-type: none"> 1. Accept that everyone is different 2. Include others when working and playing 3. Know how to help if someone is being bullied 4. Try to solve problems 5. Use kind words 6. Know how to give and receive compliments 	<ol style="list-style-type: none"> 1. Stay motivated when doing something challenging 2. Keep trying even when it is difficult 3. Work well with a partner or in a group 4. Having a positive attitude 5. Help others to achieve their goals 6. Are working hard to achieve their own dreams and goals 	<ol style="list-style-type: none"> 1. Have made a healthy choice 2. Have eaten a healthy, balanced diet 3. Have been physically active 4. Have tried to keep themselves and others safe 5. Know how to be a good friend and enjoy healthy friendships 6. Know how to keep calm and deal with difficult situations 	<ol style="list-style-type: none"> 1. Know how to make friends 2. Try to solve friendship problems when they occur 3. Help others to feel part of a group 4. Show respect in how they treat others 5. Know how to help themselves and others when they feel upset and hurt 6. Know and show what makes a good relationship 	<ol style="list-style-type: none"> 1. Understand that everyone is unique and special 2. Can express how they feel when change happens 3. Understand and respect the changes that they see in themselves 4. Understand and respect the changes they see in other people 5. Know how to ask for help if they are worried about changed 6. Are looking forward to change

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British Values	<p>Mutual respect</p> <p>We are all unique.</p> <p>We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned about, respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law</p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together as a team.</p>	<p>Individual liberty</p> <p>We all have the right to have our own views.</p> <p>We are all respected as individuals.</p> <p>We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen attentively and value and respect the opinions of others.</p>	
	<p>Draws others into social interactions.</p> <p>Shows interest and attention.</p>	<p>Co-operates with care giving experiences.</p>	<p>Is wary of new adults</p> <p>Explores confidently when they feel</p>	<p>Explores the environment and interacts when familiar person is nearby.</p>	<p>Enjoys playing alone and also with others.</p> <p>Watch, follow and imitate others in play.</p>	<p>Assert their own ideas and preferences.</p>

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<p>2 Year Olds Making relationships</p>	<p>Engages another person to help achieve a goal.</p>	<p>Builds relationships with special people.</p> <p>Displays attachment behaviours.</p>	<p>secure in the presence of a familiar adult.</p> <p>Is fascinated by other children.</p>	<p>Shows empathy by offering comfort to others.</p>		
	<p>Responds to their own name and enjoys finding body parts.</p> <p>Shows an interest in their reflection.</p>	<p>Shows separation anxiety as become more aware of themselves as individuals.</p> <p>Shows emerging autonomy through asserting choices and preferences.</p>	<p>Understands their own voice and actions causes an effect on others.</p> <p>Shows growing self-confidence through playing freely and with involvement.</p>	<p>Aware of their own and others' physical characteristics.</p> <p>Experiments with what their bodies can do.</p>	<p>Begins to use me, you and I in their talk to show awareness of their social identity of gender, ethnicity and ability.</p>	<p>Shows growing sense of self through asserting their likes and dislikes, choices, decisions and ideas.</p>
	<p>Shows a wider range of feelings.</p> <p>Begins to become aware of their emotions.</p>	<p>Uses a familiar adult to share feelings.</p> <p>Uses a comfort object, familiar others, routines or spaces to sooth themselves.</p>	<p>Becomes more able to adapt their behaviour and increase participation.</p>	<p>Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules.</p>	<p>Expresses positive and negative feelings through actions, behaviours and a few words.</p> <p>Experiences a wide range of feelings which can be overwhelming and result in lost losing</p>	<p>Aware of others' feelings and beginning to show empathy.</p> <p>Asserts own agenda strongly and may display frustration with having to comply with others' agendas and with changes and boundaries.</p>

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<p>Sense of Self</p> <p>Understanding emotions</p>					<p>control of feelings, body and thinking.</p>	
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<p><u>Nursery</u> Making relationships</p>	<p>Is wary of new adults</p> <p>Can separate from main carer</p> <p>Seeks out others to share experiences with</p>	<p>Builds relationships with friends</p> <p>Shows empathy and concern towards their friends</p>	<p>Consider the needs and wants of others</p> <p>Shows understanding that other people have different ideas and needs</p>	<p>Begins to co-operate in favourable situations, such as with familiar people or environments</p> <p>Seeks out companionship with adults and other children</p>	<p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join in</p> <p>Uses their experiences of adult behaviours to guide their interactions and relationships</p>	<p>Shows increasing consideration of other peoples' needs and gradually shows more impulse control</p> <p>Practices skills of assertion, negotiation and compromise</p> <p>Looks to an adult to help resolve conflict</p>
<p>Sense of Self</p>	<p>Knows their own name, preferences and interests, becoming aware of their unique abilities</p>	<p>Develops an understanding of difference in gender, ethnicity and ability Is gradually learning that actions have consequences and not always the consequences the child hopes for</p>	<p>Can talk about their ideas and preferences and make their own choices</p>	<p>Is sensitive to others' messages of appreciation or criticism</p>	<p>Enjoys a sense of belonging through being involved in daily tasks</p> <p>Is responsive of praise and can identify their own strengths or achievements</p>	<p>Becomes more aware of similarities and differences between themselves and others, in a more detailed ways and begins to identify themselves with social groups</p>
<p>Understanding emotions</p>	<p>Expresses pride or embarrassment as well as a wide range of feelings</p>	<p>May recognise that some actions can hurt others and may begin to stop themselves from</p>	<p>Is becoming able to think about their feelings and can begin to</p>	<p>Participates more in collective cooperation as their</p>	<p>Responds to the feelings of others, offering comfort and showing concern</p>	<p>Is more able to recognise the impact of their choices and behaviour/actions on others</p>

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	<p>Can feel overwhelmed by intense emotions</p> <p>Seeks comfort from a familiar adult when needed and distracts self when upset</p>	<p>doing something they should not</p>	<p>manage emotions</p>	<p>understanding of boundaries and routines grows</p>	<p>Talks about how others might be feeling and responds according to their understanding of what the other person wants/needs</p>	<p>Understands that expectations may vary depending on different events, social situations and changes in routines, and becomes more able to adapt behaviour.</p>
<p><u>End of Nursery Goals</u></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Join in with a range of different activities. • Talk about their feelings and is sensitive to the feelings of others. Knows their actions have consequences. • Follow basic instructions and the “rules” of the setting. • Start to tackle new experiences and challenges with more confidence. • Play with others cooperatively. • Use the toilet independently (inc. hygiene) and are usually dry throughout the day. • Make healthy choices. • Handle some of my own hygiene needs independently. 					
<p><u>Early Learning Goals</u></p>	<p><u>Self-Regulation ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p><u>Managing Self ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; 					

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- 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.

Building Relationships ELG

Children at the expected level of development will:

- 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.

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<p><u>Physical development</u></p> <p><u>Educational Programme</u></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>					
<p><u>2 Year Olds</u></p> <p><u>Moving and Handling</u></p>	<p>Starts walking independently on firm and uneven surfaces.</p> <p>Points with first finger, sharing attention with an adult.</p> <p>Starts to throw and release objects overarm.</p>	<p>Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint.</p> <p>Pushes, pulls, lifts and carries objects, moving them around and placing with intent.</p> <p>Climbs inside, underneath, into</p>	<p>Develops security in walking and can run short distances.</p> <p>Walks upstairs facing forwards holding rail or hand, both feet on a single step at a time.</p> <p>Changes position from standing to squatting and sitting with little effort.</p>	<p>Hands start to operate independently during a task that uses both, which each doing something different at the same time.</p> <p>Shows interest, dances and sings to music rhymes and songs, imitating movement of others.</p> <p>Can walk a considerable distance</p>	<p>Looks closely at small items and creatures, and can also see items at a substantial distance.</p> <p>When holding crayons and chalk makes connections between their movements and</p>	<p>Uses gesture and body language to convey needs and interests and to support emerging verbal use.</p>

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<p>Health and Self Care</p>		<p>corners and in between objects.</p> <p>Manipulates objects using hands singly and together such as squeezing water from a sponge.</p>	<p>Participates in finger and action rhymes.</p>	<p>with purpose, stopping, starting and changing direction.</p>	<p>the marks they make.</p>	
	<p>Expresses feelings and communicates through gesture, facial expressions, movement, body language and vocalisations.</p> <p>Shows rapid changes in energy levels.</p>	<p>Grasps finger food, shares control of spoon and bottle moving towards independent use.</p> <p>Attentive to sounds in the environment.</p>	<p>Can actively cooperate with nappy changing, dressing/undressing</p> <p>Starts to communicate regarding urination and bowel movement.</p> <p>Highly active in short bursts.</p>	<p>Enjoys hugs and cuddles and seeks comfort from familiar person.</p> <p>Uses physical expression of feelings to release stress.</p> <p>Intentionally makes sounds with objects and responds to singing and dancing.</p>	<p>Develops own likes and dislikes in food and drink, willing to try new food textures and tastes.</p> <p>Shows interest in indoor and outdoor clothing.</p>	<p>Clearly communicates a wet or soiled nappy, showing increasing awareness or bladder or bowel urges.</p> <p>Helps with dressing/undressing and care routines such as hand washing and tooth brushing.</p> <p>Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling.</p>

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<p>Nursery</p> <p>Moving and Handling</p>	<p>Begins to understand and choose different ways of moving</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p>	<p>Moves in response to music, or rhythms played on instruments such as drums or shakers</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>	<p>Turns pages in a book, sometimes several at once</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>	<p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Runs safely on whole foot</p> <p>Begins to walk, run and climb on different levels and surfaces</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p>	<p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p>	<p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p>
	<p>Can increasingly express their thoughts and emotions through words as well as</p>	<p>Develops some independence in self-care and shows an awareness of routines such as handwashing or</p>	<p>Develops increasing understanding of and control of the bowel and bladder urges and starts to</p>	<p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped</p>	<p>Begins to recognise danger and seeks the support and</p>	<p>Observes and can describe in words or actions the effects of physical activity on their bodies.</p>

NURSERY LONG TERM PLANNING

<p>Health and Self Care</p>	<p>continuing to use facial expressions</p> <p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</p> <p>Can name and identify different parts of the body</p> <p>Can mirror the playful actions or movements of another adult or child.</p>	<p>teeth cleaning but still often needs adult support</p> <p>Can wash and can dry hands effectively and understands why this is important.</p>	<p>communicate their need for the toilet</p> <p>Willing to try a range of different textures and tastes and expresses a preference.</p>	<p>jackets, wellington boots</p> <p>Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>comfort of significant adults</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>	<p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p>
	<p>Dance and movement – Explore different movements using different body parts</p>	<p>Dance and movement – Nursery rhymes</p>	<p>Locomotion – Explore walking using different body parts, in different directions, at different speeds and levels</p>	<p>Jumping – Explore jumping in different directions, at different speeds and different levels</p>	<p>Hands – Explore different ways of using hands to move a ball, different ways of pushing a ball and why it is important to keep it close.</p>	<p>Rackets, bats, balls and balloons – Explore different ways of using and controlling equipment</p>

NURSERY LONG TERM PLANNING

<p><u>Nursery</u> <u>Weekly PE</u> <u>session focus</u></p>	<p>OPPORTUNITIES IN CONTINUOUS PROVISION;</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p>
<p><u>End of Nursery</u> <u>Goals</u></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Balance (scooters, climbing) ● Skip, hop and stand on one leg ● Use controlled, large scale muscle movements ● Grasp and release a large ball with both hands ● Have a dominant hand ● Use one handed tools confidently ● Use a comfortable grip with good control when using pencils ● Use circles and lines in their drawing

NURSERY LONG TERM PLANNING

Early Learning Goals	<p><u>Gross Motor Skills ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor Skills ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
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Specific Areas						
Literacy						
<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>2 Year Olds</u>	All About Me	Nursery Rhymes	Food, Glorious Food	Things That Move	Amazing Animals	Plants and Flowers

NURSERY LONG TERM PLANNING

	Autumn	Christmas/ Celebrations		Easter		
Nursery	Marvellous Me Autumn	People Who Help Us Christmas/ Celebrations	I Wonder ...	All Creatures Great and Small/ Plants Easter	Once Upon a Time	Oh I Do Like to be Beside the Seaside
Literacy Educational Programme	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)					
2 Year Olds Reading	Handles books, printed and digital reading material with interest	Responds to sounds in the environment such as cars, sirens and birds	Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments	Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes	Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences	Is interested in and anticipates books and rhymes and may have favourites Begins to join in with actions and sounds in familiar song and book sharing experience
Writing		Begins to understand the cause and effect		Knows that the marks that they make are of value		Enjoys the sensory experience of making marks

NURSERY LONG TERM PLANNING

Nursery Reading		of their actions in mark making				
	<p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Looks at and enjoys print and digital books independently</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats and uses actions, words or phrases from familiar stories</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence</p>	<p>Shows interest in illustrations and words in print and digital books and words in the environment</p>	<p>Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p>
Writing	<p>Distinguishes between the different marks they make</p>	<p>Makes up stories, play scenarios, and drawings in</p>	<p>Sometimes gives meaning to their</p>	<p>Shows interest in letters on a keyboard,</p>	<p>Ascribes meanings to signs, symbols and words that</p>	<p>Includes mark making and early writing in their play</p>

NURSERY LONG TERM PLANNING

	<p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>response to experiences, such as outings</p>	<p>drawings and paintings</p>	<p>identifying the initial letter of their own name and other familiar words</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>	<p>they see in different places, including those they make themselves</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p>
<p>Little Wandle Phonics</p>	<p>Progression of sounds - s, a, t, p, l, n</p> <p>Use Reception picture cards</p> <p>Phonemic awareness – Hear initial sounds</p> <p>Games – Play With Sounds, Bertha the bus, Name Play</p>	<p>Progression of sounds – m, d, g, o, c, k, e</p> <p>Use Reception picture cards</p> <p>Phonemic awareness – Identify initial sounds. Distinguish between different sounds.</p> <p>Games – What's in the Box with</p>	<p>Progression of sounds – u, r, h, b, f, l, j</p> <p>Use Reception picture cards</p> <p>Phonemic awareness – Identify initial sounds of words and objects. Articulate sounds correctly.</p> <p>Games – Play With Sounds,</p>	<p>Progression of sounds – v, w, y, z, qu, ch</p> <p>Use Reception picture cards</p> <p>Phonemic awareness – Identify initial sounds of words and objects.</p> <p>Games – Play With Sounds, Bertha the bus, Name Play</p>	<p>Progression of sounds – ck, x, sh, th, ng, nk</p> <p>Use Reception picture cards</p> <p>Phonemic awareness – Identify initial sounds of words and objects.</p> <p>Games – Play With Sounds, Bertha the bus, Name Play</p>	

NURSERY LONG TERM PLANNING

		For each new sound play – What’s in the Box?	objects that start with different sounds For each new sound play – What’s in the Box?	Bertha the bus, Name Play For each new sound play – What’s in the Box?	For each new sound play – What’s in the Box?	For each new sound play – What’s in the Box? Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words.
End of Nursery Goals	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write some letters with good formation e.g. the letters from my name • Discriminate between different sounds • Use and apply some print knowledge to writing e.g. m for mummy • Write my their own name independently • Orally segment and blend sounds in simple CVC words • Say the initial sound in words • Identify alliteration in spoken words • Continue a rhyming string • Talk about stories they have heard • Retell some familiar stories in order • Join in with familiar rhymes and songs (and some patterned stories) • Use some story language or new vocabulary in my play 					
Early Learning Goals	<p>Comprehension ELG Children at the expected level of development will:</p>					

NURSERY LONG TERM PLANNING

- 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.

Word Reading ELG

Children at the expected level of development will:

- 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.

Writing ELG

Children at the expected level of development will:

- 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.

Mathematics

Mathematics						
<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

NURSERY LONG TERM PLANNING

<p><u>2 Year Olds</u></p>	<p>All About Me Autumn</p>	<p>Nursery Rhymes Christmas/ Celebrations</p>	<p>Food, Glorious Food</p>	<p>Things That Move Easter</p>	<p>Amazing Animals</p>	<p>Plants and Flowers</p>
<p><u>Nursery</u></p>	<p>Marvellous Me Autumn</p>	<p>People Who Help Us Christmas/ Celebrations</p>	<p>I Wonder ...</p>	<p>All Creatures Great and Small/ Plants Easter</p>	<p>Once Upon a Time</p>	<p>Oh I Do Like to be Beside the Seaside</p>
<p><u>Mathematics Educational Programme</u></p>	<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><u>2 Year olds</u> Comparison Counting Cardinality</p>	<p>May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers</p>	<p>Looks for things which have moved out of sight</p>	<p>Responds to words like <i>lots</i> or <i>more</i></p>	<p>Says some counting words</p>	<p>May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</p>	<p>Uses number words like one or two and sometimes responds accurately when asked to give one or two things</p>

NURSERY LONG TERM PLANNING

Spatial Awareness	Explores space around them and engages with position		Enjoys filling and emptying containers		Investigates fitting themselves inside and moving through spaces	
Shape Pattern Measures	Pushes objects through different shaped holes, attempts to fit shapes into spaces on inset boards or puzzles (S)	Becoming familiar with patterns in daily routines (P) Shows an interest in size and weight (M)	Beginning to select a shape for a specific space (S) Explores capacity by selecting, filling and emptying containers (M)	Joins in with and predict what comes next in story or rhyme (P)	Enjoys using blocks to create their own simple structures and arrangements (S) Beginning to understand that things might happen now or at another time, in routines (M)	Beginning to arrange items in their own pattern, e.g. lining up toys (P)
<u>Nursery</u> Comparison	Beginning to compare and recognise change in numbers of things, using words like <i>more</i> , <i>less</i> or <i>same</i>					Compares two small groups of up to five objects, saying when there are the same number of objects in each group
Counting		Begins to say numbers in order, some of which are in the right order (ordinality)	May enjoy counting verbally as far as they can go	Points or touches each item saying one number for each item, using the stable order of counting	Uses some number names and number language within play, and may show some fascination with large numbers	Begins to recognise numerals 0-10

NURSERY LONG TERM PLANNING

Cardinality	In everyday situations, takes or gives two or three objects from a group	Beginning to notice numerals (number symbols) Beginning to count on their fingers	Subitises one, two and three objects (without counting)	Counts up to five items, recognising that the last number said represents the total counted so far (cardinality)	Links numerals with amounts up to 5 and maybe beyond	Explores using a range of their own marks and signs to which they ascribe mathematical meanings
Spatial awareness	Moves their bodies and toys around objects and explores fitting into spaces	Begins to remember their way around familiar environments	Responds to some spatial and positional language		Explores how things look from different viewpoints including things that are near or far away	
Shape	Chooses puzzle pieces and tries to fit them in		Recognises that two objects have the same shape			Make simple constructions
Pattern	Joins in and anticipates repeated sound and action patterns	Is interested in what happens next using the pattern of everyday routines				Explores and adds to simple linear patterns of two or three repeating items, eg AB or ABC
Measures				Explores differences in size, length, weight and capacity	Beginning to anticipate times of the day such as mealtimes or home time	Beginning to understand some talk about immediate past and future time

NURSERY LONG TERM PLANNING

<p>Master the curriculum units (Linked to Reception WRM units)</p>	<p>Week 1&2 – Colours</p> <p>Week 3&4 – Matching</p> <p>Week 5&6 – Sorting</p> <p>Week 7 – Number 1</p> <p>Week 8 – Number 2 - Subitising</p>	<p>Week 1 – Number 2</p> <p>Week 2 – Number 2</p> <p>Week 3 – Pattern 1</p> <p>Week 4 – Pattern 2</p> <p>Week 5 – Consolidation</p> <p>Week 6 - Consolidation</p>	<p>Week 1 – Number 3 – Subitising</p> <p>Week 2 – Number 3</p> <p>Week 3 – Number 4</p> <p>Week 4 – Number 4 – Composition</p> <p>Week 5 – Number 5</p> <p>Week 6 – Number 5 - Composition</p>	<p>Week 1 – Number 6</p> <p>Week 2 – Height and length</p> <p>Week 3 – Mass</p> <p>Week 4 – Capacity</p> <p>Week 5 - Consolidation</p>	<p>Week 1 – Sequencing</p> <p>Week 2 – Positional language</p> <p>Week 3 – More than/fewer</p> <p>Week 4 – 2D shape</p> <p>Week 5 – 3D Shape</p> <p>Week 6 - Consolidation</p>	<p>Week 1 – Number consolidation</p> <p>Week 2 – What comes after</p> <p>Week 3 – What comes before</p> <p>Week 4 – Numbers to 5</p> <p>Week 5&6 - Consolidation</p>
<p><u>End of Nursery Goals</u></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Count 5 objects and beyond • Order numbers to 5 • Recognise numbers to 5 • Use numbers to 5 to solve real-world problems • Subitise up to 3 objects (recognise up to 3 objects quickly without counting) • Compare quantities using mathematical vocabulary e.g. greater, less, more, fewer and the same • Talk about patterns and spot errors • Continue and create repeating patterns (AB and ABC) • Sequence a pattern of events using time language e.g. first, next, then. • Talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat) 					

NURSERY LONG TERM PLANNING

<p>Early Learning Goals</p>	<p>Number ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>Numerical Patterns ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
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Understanding the World						
<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

NURSERY LONG TERM PLANNING

<p><u>2 Year Olds</u></p>	<p>All About Me Autumn</p>	<p>Nursery Rhymes Christmas/ Celebrations</p>	<p>Food, Glorious Food</p>	<p>Things That Move Easter</p>	<p>Amazing Animals</p>	<p>Plants and Flowers</p>
<p><u>Nursery</u></p>	<p>Marvellous Me Autumn</p>	<p>People Who Help Us Christmas/ Celebrations</p>	<p>I Wonder ...</p>	<p>All Creatures Great and Small/ Plants Easter</p>	<p>Once Upon a Time</p>	<p>Oh I Do Like to be Beside the Seaside</p>
<p><u>Understanding the World Educational Programmes</u></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>					
<p><u>2 Year Olds</u> Understanding the World: The World - Science</p>	<p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Autumn/Winter</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking – Continuous through provision</p>	<p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Winter/Spring</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking – Continuous through provision</p>	<p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Summer/Topic</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking – Continuous through provision</p>			

NURSERY LONG TERM PLANNING

			Remembers where objects belong and matches parts of objects that fit together – Continuous through provision.
Nursery Understanding the World: The World - Science	Notices detailed features of their environment – Linked to Autumn/Winter	Notices detailed features of their environment – Linked to Spring	Notices detailed features of their environment – Linked to Summer
	<p>Can talk about natural materials using a wide vocabulary linked to their senses</p> <p>Developing an understanding of growth, decay and changes over time (Pumpkins)</p>	<p>Explore natural and man-made materials and talk about their properties</p> <p>Talks about why things happen and how things work</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Shows care and concern for living things and the environment</p> <p>Talk about the key features of a life cycle</p>
2 Year Olds Understanding the World: Past and present - History	Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them	Is interested in photographs of themselves and other familiar people and objects	Enjoys stories about people and nature (birds, bees, snails, cats, dogs etc) and is interested in photographs of themselves with these.

NURSERY LONG TERM PLANNING

<p><u>Nursery</u> Understanding the World: Past and present - History</p>	<p>Has a sense of own immediate family and relations and pets</p> <p>Shows interest in the lives of people who are familiar to them</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Shows an interest in different occupations and ways of life indoors and outdoors.</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p>	<p>Talks about some of the ways they have changed over their life linked to life cycles</p>	<p>Talks about some of their own and their families history</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>
	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird – Through continuous provision</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird – Through continuous provision</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird – Through continuous provision</p>			
<p><u>2 Year Olds</u> Understanding the World: Past and present - Geography</p>	<p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Autumn/Winter</p>	<p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Winter/Spring</p>			<p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Summer/Topic</p>	

NURSERY LONG TERM PLANNING

<p><u>Nursery</u> Understanding the World: Past and present - Geography</p>	<p>Notices detailed features of objects in their environment</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Comments and asks questions about aspects of their familiar world such as the place they live</p>	<p>Talks about why things happen and how things work</p>	<p>Shows care and concern for living things and the environment</p>	<p>Begin to understand the effect their behaviour can have on the environment</p>
<p><u>2 Year Olds</u> Understanding the World: People and Communities - RE</p>	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p>		<p>Is interested in photographs of themselves and other familiar people and objects</p>		<p>Enjoys stories about people and nature (birds, bees, snails, cats, dogs etc) and is interested in photographs of themselves with these.</p>	
<p><u>Nursery</u> Understanding the World: People and Communities - RE</p>	<p>Let's find out about Harvest Enjoys joining in with family customs and routines</p>	<p>Let's find out about Diwali Let's find out about the Christmas story Recognises and describes special times or events for family or friends</p>	<p>Let's find out about the bible Beginning to have their own friends</p>	<p>Let's hear some stories about Jesus Let's find out about the Easter story</p>	<p>Let's find out about Baptism Remembers and talks about significant events in their own experience</p>	<p>Let's find out about Raksha Bandhan</p>

NURSERY LONG TERM PLANNING

<p><u>End of Nursery Goals</u></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about some of their own and their family’s history (grandparents, parents, etc.) and special events that they might celebrate such as birthdays • Talk about how they have changed from being a baby • Talk about the differences I have seen in people, countries and communities • Show an interest in different occupations • Talk about the key features of life cycles using key vocabulary • Talk about the world around us observing animals and plants
<p><u>Early Learning Goals</u></p>	<p><u>The Natural World ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p><u>Past and Present ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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; <p><u>People Culture and Communities ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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;

NURSERY LONG TERM PLANNING

- 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.

Expressive Art and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>2 Year Olds</u>	All About Me Autumn	Nursery Rhymes Christmas/ Celebrations	Food, Glorious Food	Things That Move Easter	Amazing Animals	Plants and Flowers
<u>Nursery</u>	Marvellous Me Autumn	People Who Help Us Christmas/ Celebrations	I Wonder ...	All Creatures Great and Small/ Plants Easter	Once Upon a Time	Oh I Do Like to be Beside the Seaside
Expressive Arts and Design Educational Programmes	<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>					

NURSERY LONG TERM PLANNING

<p>2 Year olds</p> <p>Expressive Arts and Design – Creating with materials</p>	<ul style="list-style-type: none"> Experiments with a range of media – tools, materials, sound and whole body movement – through multisensory exploration. Moves while singing/vocalising, whilst listening to sounds and music, while playing with instruments/sound makers 		<ul style="list-style-type: none"> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Mirrors and improvises actions they have observed, e.g. clapping or waving 		<ul style="list-style-type: none"> Notices and becomes interested in the transformative effect of their actions on materials and resources Sings/vocalises whilst listening to music or playing with instruments/sound makers 	
<p>Nursery</p> <p>Expressive Arts and Design – Creating with materials - Music</p>	<p>Joins in signing songs</p> <p>Creates sounds by rubbing, shaking, tapping, striking and blowing</p>	<p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. E.g. loud/quiet, fast/slow</p>	<p>Explores and learns how sounds and movement can be changed</p>	<p>Continues to explore moving in a range of ways, e.g mirroring, creating own movement patterns</p>	<p>Enjoys joining in with moving , dancing and ring games</p> <p>Sings familiar songs</p>	<p>Taps out a simple repeated rhythm</p> <p>Develops an understanding of how to create and use sounds intentionally</p>
<p>Nursery</p> <p>Expressive Arts and Design – Creating with materials – Art and Design/DT</p>	<p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p>	<p>Enjoys and responds to colour in a variety of ways, for example combining colours</p>	<p>Uses 3D and 2D structures to explore materials and /or express ideas</p>	<p>Continues to explore colour and how colours can be changed</p>	<p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p>	<p>Uses various construction materials</p> <p>Uses tools for a purpose</p>

NURSERY LONG TERM PLANNING

<p><u>Nursery</u> Expressive Arts and Design – Being imaginative</p>	<p>Expresses self through physical actions and sound</p>		<p>Pretends that one object represents another, especially when objects have characteristics in common</p>		<p>Creates sound effects and movements</p>	
<p><u>Nursery</u> Expressive Arts and Design – Being imaginative</p>	<p>Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</p>	<p>Begins to make believe by pretending using sounds, movements, words, objects. Beginning to describe sounds and music imaginatively</p>	<p>Creates rhythmic sounds and movements</p>	<p>Uses movement and sound to express experiences, expertise, ideas and feelings</p>	<p>Experiments and creates movement in response to music, stories and ideas</p>	<p>Sings to self and makes up songs Creates sounds, movements, drawings to accompany stories.</p>
<p><u>End of Nursery</u> <u>Goals</u></p>	<ul style="list-style-type: none"> • Use a range of art materials independently, joining and colour mixing purposefully and freely • Sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm • Start to develop own stories linked to what they know through role & small world play • Selects and uses a range of tools for a purpose. • Develops their own ideas and then decide which materials to use to express them. 					

NURSERY LONG TERM PLANNING

<p>Early Learning Goals</p>	<p>Creating with Materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
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	BAME main characters	Cultural diversity	Neurodiversity	physical disabilities	Different families
<p>A Diverse Curriculum Possible texts to cover throughout the year.</p>	<p>Best Diwali Ever Handa's Surprise Who's toes are these Ruby's worry Every Shade of Smile</p>	<p>Welcome to our world Nativity The Great Race Monkey King</p>	<p>The Same but Different Perfectly Norman</p>	<p>Freddie and the Fairy We are all welcome It's ok to be different</p>	<p>We are family In every house in every street Different families A handful of buttons</p>