



EYFS - Nursery Long Term Plan

The 4 principles for EYFS:

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.

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. We must be aware of children who need greater support than others

Characteristics of Effective Learning:

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions saying – about children's interests and cohort changes

	Aspirations		Sustainability		Equality	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Look at what I can do!</i>	<i>Come and join the celebration! What a wonderful World</i>	<i>Ticket to Ride</i>	<i>Grow and grow and grow</i>	<i>Animal Antics! Dinosaurs - following children's interests</i>	<i>Fairytales- is it fair/ different stories</i>
<u>NH Focus Texts for learning</u>	Nursery Rhymes (linked to peg labels- inc Number rhymes) Titch Dear Zoo	Supertato Carnival Catastro-pea The Traditional Christmas Story	The Naughty Bus Who sank the boat?	The Very Hungry Caterpillar Tiny Seed	Dinosaur Roar Ten Little Dinosaurs	Traditional Tales – 3 Little Pigs Traditional Tales – Goldilocks and the 3 bears

<u>Key Vocab to be introduced and encouraged to be used</u>	I, Me, My Family, Grow, Titch – short, tall Body features -head, body, feet/foot, hand, arm Mouth, teeth, tongue, throat Feelings – happy, sad, angry, shy. Old, past.	Celebrate, Festival Believe, carnival. Cold, ice, freezing, Different, same,	Transport, vehicle, wheels, road, Float, sink, Fast, slow	Grow, growing, tall, short, sun, rain, soil, Light, dark, life cycle, cocoon/chrysalis, egg. Fruit/Veg Healthy	Animal names, vocab linked to texture/description – long, wavy, thick, oozy, squishy, swashy Day, night, time.	Tale Story Character Beginning, end
<u>Key questions</u>	I can... I am good at... My... When I grow up... When I was a baby...	Who celebrates Christmas and why? What do you celebrate in your house? Is everywhere the same? Do we all live in the same way?	How far can it travel? How do you know? Does it sink? How do you know?	What does it need to grow? How can we help? Is it healthy?	How has the world changed?	What happened at the beginning? What happened at the end of the story?
Additional Texts	Hug! Starting School PSED – Colour Monster - Feelings	My Hair (Hannah Lee) PSED – The Hugasaurus – Being kind.	You can't take an elephant on a bus Runaway train The little airplane PSED – What if pig? Recapping Colour Monster	The Enormous turnip Someone swallowed Stanley PSED – Grumpy Frog	Mad about minibeasts Night monkey, Day monkey PSED - Blue Chameleon	All Traditional tales PSED The Family Book
Communication and Language	To know the rhymes...Jack and Jill, Incy Wincy, Twinkl, twinkl little star, Once I caught a fish alive. Begin to follow simple instructions – Get your coat. Wait at the door. Pick up	Begin to listen for longer – story time increasing. 5 terms – To begin to remember some of the story by answering direct and clear questions.	To know the rhyme - The Wheels on the bus Listen carefully to stories – be able to recall some of the story and talk about favourite parts. Understand <u>why</u> questions	Listens to longer stories and can remember much of what happens – sequence the stories and can re-tell through pictures/story sacks/puppets. Uses vocabulary linked to stories.	To know the rhyme - Old Macdonald had a farm Retell the story in their own words. Use longer sentences 4-6 words.	To be able to say the beginning and the end of the story 3 little pigs and goldilocks and the 3 bears. e.g. <i>Goldilocks went to the bears house, The bears found goldilocks.</i> To know and recite the song Goldilocks went to

	the car (red car)					the house of the bears.
Plan progression (Plan, do, review)	Children are encouraged to take turns to place their name on a place they would like to start their play. Model phase – Blue zone, Reception, Nursery, Garden. 5 terms – Today I am going to play in...		Children are encourage to listen carefully to what their friends choose – possibly answer/point where a friend has chosen. Share thoughts with a friend before the group. Sentence – Today I am going to play... Extension – Today I am going to play in...with... and pick a friend or an area e.g. sand.		Children take turns to say where they are going to play. Some children can say where someone else has chosen. Sentence – Today I am going to play...telling the group the area and specific thing or one or the other – they choose.	
Key focuses Health and Wellbeing	Oral health Toileting	Independence Independent coat putting on (using over the head trick) Hanging up own things in a morning on their peg.	Hand washing focus Book – <u>I don't want to wash my hands.</u>	Healthy Eating Growing fruit and veg Sort fruit and veg Sort healthy and unhealthy	Link to PE – healthy bodies – exercise. Teeth - how do we look after our teeth? why are teeth important?	Readiness for Reception - How have we changed?
Environment Enhancements	Home corner – Basics kitchen, babies, books Small World – Mini me's Outdoor role – play – Prams	Home corner – Add objects/pictures linked to festivals – decorate ready for the festivals including Xmas tree etc Small World – Multicultural stories Outdoor role-play – den building – using tarpaulin in the rain, umbrellas.	Home Corner - Postcards, ironing board, suitcases Small World – Space Outdoor role-play – Car wash, using chairs/crates and wheel – bus, aeroplane Steering wheels – bus stops Timetables – bus/train Tickets – shop/conductor Construction – challenges	Home corner – some artificial flowers/plants, small pretend watering can for indoor plants. Small World – minibeasts – longs/loose parts, make homes Outdoor role-play – Flower shop/Garden Centre – plant pots, Mud Kitchen – Herbs/Flowers/Bulbs and seeds	Home Corner – pets – toy dog, cat, guinea pig with the items to look after them. Small World – Dear Zoo story/ jigsaw/props Construction – make animal enclosures/homes/ things for the animals to travel in	Home Corner – Mini Explorers back pack Small World – Dinosaurs Mud Kitchen -
Significant people/People from the past Artists? Explorers? Authors?		Santa – St Nic	Wright Brothers		David Attenborgh	

EYFS Trips/Visits	Dentist Librarian	Panto - R Christmas Artventurers - N	Fire Service Road Safety	Rockpool School Fun little foodies	Northumberland Zoo Whitehouse farm Beach trip Pets/Animal workshop (big bugs)	Circus Skills Library Visit/Librarian to us Police
Specific festivals/celebrations explored in EYFS	Birthdays Bonfire Night	Diwali Hanukkah Christmas	Chinese New Year - Feb Pancake Day	Eid Holi Easter	Look back at the festivals/celebrations over the year.	
Digital Literacy	Exposure to Ipads and their uses - apps, photos. Programmable toys. Toys with buttons and switches - how do they work?					
PSED	Talk about the children being a part of the New Hartley community Introduction to rules and routines. Talk about feelings	Remembering rules. Selecting more 'do' activities independently.	Explore empathy (linked to whole school behaviour) Eddie Elephant – Understanding how others might feel. No George! Story	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Focus on the emotion angry.	Playing with others confidently - sharing and turn taking - setting up situations with less items than children, new things to share.	Showing confidence in new situations and settings. Change Transition - coping. Remembering rules and understanding the importance of them
PD (PE) <u>Specific Vocab:</u>	<u>Multi-Skills</u> Top priority - Fine motor activities Dough Disco <u>Scissor/Pencil grip/Mark making baseline assessment</u>	<u>Multi skills</u> Top priority - Fine motor activities Dough Disco – Squiggle whilst you wiggle <u>Scissor/Pencil grip/Mark making assessment</u>	<u>Yoga</u> Top priority - Fine motor activities Pencil grip Dough Disco – Squiggle whilst you wiggle	<u>Multi skills</u> <u>Scissor/Pencil grip/Mark making assessment</u> Dough Disco – Squiggle whilst you wiggle	<u>Multi skills – link to being healthy with exercise</u> Pencil grip - Beginning to form some letters accurately – linked to Literacy	<u>Multi skills</u> <u>Scissor/Pencil grip/Mark making assessment for Reception</u>
Understanding of the World	Developing positive attitudes about the differences between people. Begin to make	Use their senses to explore ice. Talk about what they see and feel. Talk about differences they	Continue to develop positive attitudes about the differences between people –likes and dislikes of traveling and those	Use their senses in hands on exploration – explore the season (Spring) Plant seeds –	Day and Night	Use their senses in hands on exploration – explore the season (Summer)

	<p>sense of their history and that of their families – looking and compare now and then (baby)</p> <p>Use their senses in hands on exploration – explore the season (Autumn)</p> <p>Know there are different countries – holiday photos</p>	see.	<p>that have, those that haven't</p> <p>Explore and talk about forces – floating and sinking</p> <p>Explore and talk about different forces they can feel – cars on a ramp</p> <p>Use their senses in hands on exploration – explore the season (Winter)</p> <p>Know there are different countries – holiday photos (postcard sent from...)</p> <p>Maps – describe a familiar route</p> <p>Discuss routes and locations.</p>	<p>sunflower, beans, cress</p> <p>Understand a life cycle (butterflies in the post)</p> <p>Look after our plants and their seeds</p> <p>Talk about the differences and changes they see when their seeds grow. What does a seed to grow.</p>		
<p>Literacy</p> <p>(See separate Literacy – Writing Long-term plan.)</p>	<p>To be able to talk about the book Titch.</p> <p>Be able to pick up a book and find the front cover and turn pages correctly and carefully.</p>	<p>Distinguish between print and pictures in books.</p> <p>Turning pages left to right confidently.</p>	<p>Know where to start reading.</p> <p>Writing on maps/routes/tickets</p>	<p>Identify a books title.</p> <p>Be able to sequence a set of pictures from a familiar story.</p>	<p>Be able to retell a familiar story using stories.</p> <p>Name writing</p>	<p>Know that we read from left to right.</p> <p>Name writing</p>
<p>Mathematics</p> <p>(See separate Maths Long-term</p>	<p>Make comparisons between objects and people in relation to size (tall, short)</p>			<p>Size – tall, short, measure</p>		

plan.)	Using mini mes – where is... using positional language to describe Recite numbers in rhymes					
Expressive Arts and Design Specific Vocab: Art Creative Colour Texture Design	<u>Marvellous marks</u> crayons, felt tips, chalk, pencil. Assessment – <u>Draw a person</u>	Explore colour and colour mixing (Concentrate on primary colours) Assessment – <u>Name colours</u> – red, blue, yellow, green, white, black, brown, grey, purple.	<u>Painting and mixed media</u> Finger painting, outdoor painting, painting to music, collage and transient art, landscape collage, group art	<u>Sculpture and 3D -</u> Creation station Clay, Playdough, 3D landscape art, Designing animal sculptures, painting animal sculptures		
Specific tasks	Hall Display – Book cover Calendars – Autumn 1 Xmas Cards – Autumn 2		Mother day cards - Spring Easter cards – Spring 2 <u>Drawing and Sculpture</u> Junk modelling – building for a purpose and attaching things together – Vehicle's		<u>Printing</u> Experiment with printing – fingers, hands, objects link to pattern. Colour – Choosing a colour for a purpose	
DT (Kapow)	<u>Structures - Junk modelling</u> Exploring junk modelling Cutting and scissor skills Choosing resources Making models Evaluation and presentation Temporary joins		<u>Structures - Boats</u> Waterproof materials Floating and sinking Boats Investigating boards Designing boats Creating and testing boats	<u>Food - Soup</u> Fantastic fruits and veg Pumpkin soup Designing soup Fine motor skills Making soup Designing soup packaging	<u>Seasonal projects</u> Autumn - Hibernation boxes Easter - Hanging egg decoration Spring/Summer - Design a rainbow salad	
Music	Nursery rhyme	Listen to different	Sing the pitch of a	Explore musical	Enjoy animal	

	focus - with puppets Charanga	music associated with celebrations Learn and perform Christmas songs for Nativity	tone sung by another person – pitch match.	instruments – play loud and quiet, fast and slow.	songs – join in and perform	
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Notes – children that are 5 termers and moving up to Reception - progression