Nursery Long Term Plan

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Deeper Learning Focus		Who is in my family? What changes happen in Autumn?	Rhyme Time	Where do I live?	Who lives on a farm? What changes happen in Spring?	What lives at the bottom of the garden?	What lives in the sea? What changes happen in Summer?
Parental Engagement Opportunities		Sharing family photographs Stoke Speaks Out Little Wandle Phonics meeting Scarecrow dress up day	Parents' Evening Christmas Concert Open Evening, Meet the Teacher & Home visits for the new Term 2 cohort.	Easter Bonnet parade Stoke Speaks Out	Open Evening, Meet the Teacher & Home visits for the new Term 3 cohort. Give Your Dummy to the Easter Bunny	Sports Day Stoke Speaks Out	Open Evening, Meet the Teacher & Home visits for the new Term 1 cohort. Prize giving Sharing holiday / seaside photographs
Cultural Capital/ Enrichment Activities		Exploring the new school environment indoor & outdoors. Autumn walk.	Walk to the post box Christmas card letter box Santa Claus trip (train)	Snowy Day at school - sledges & snowmen. People Who Help Us visits	Sharing our pet photographs. Visit a farm.	Minibeast experience - bug lady. Explore nature at school - the Secret Garden / Minibeast Hotel / allotment.	Seaside day at Longton
EYFS Curriculum	Wider Curriculum Subject Area/ Schemes of Work	Key Learning Outcomes and Themes Autumn Term		Key Learning Outcomes and Themes Spring Term		Key Learning Outcomes and Themes Summer Term	
Personal, Social and Emotional Development	PSHE	-Separate from main carer with support. -Can attend to toileting needs most of the time themselves, usually washing own hands. -Helps with clothing. -Recognises danger and seeks support. -Find ways to calm themselves with support.		--Dresses with some help -Make healthy choices about food, drink and activities. -Have a growing ability to distract themselves when upset. -Become aware that actions can hurt or harm others. -Can play with a child or with a group of children.		-Become increasingly independent when taking care of their own care needs. -Make healthy choices about food, drink and activities. -Express own feelings. -Have an established sense of self. -Select and use resources to complete achieve a chosen or directed goal. -Develop a sense of responsibility and membership of a community.	
	Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	P.E.	-Climb confidently. -Move in a range of ways. -Start to kick, throw and catch balls. -Build independently with a range of resources. -Sit on a push along toy, use a scooter, ride a tricycle. -Collaborate with others to manage large items. -Imitates drawing simple shapes (circles and lines)		-Continue to develop their movement; balancing, riding and ball skills. -Go up steps using alternative feet. -Use large-muscle movements to wave flags, streamers and paint and make marks. -Choose the right resources to carry out a plan. -Use a comfortable grip when holding pens or pencils. -Show a preference for a dominant hand.		--Move freely and with confidence in a range of ways. -Skip, hop, stand on one leg and hold a pose. -Match their developing physical skills to tasks and activities in the setting. -Choose the right resources to carry out their own plan. -Use one-handed tools and equipment.	

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		-Use large and small motor skills to do things independently. -Use a knife and fork independently. -Explore different materials.	-Can copy some letters, e.g. letters from their name.	-Can copy some letters, e.g. letters from their name.
Communication and Language	English 	-Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. -Sing a large repertoire of songs. -Develop understanding of concepts. -Understand instructions. -Learn new words rapidly and use them when communicating. -Put 4/5 words together in sentences. -Ask questions. -Use verbs and nouns and tell simple past events in order.	-Understands use of objects (e.g. "What do we use to cut things?') -Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture. -Beginning to use more complex sentences to link thoughts (e.g. using and, because) -Questions why things happen and gives explanations.	-Enjoy listening to longer stories and can remember key events. -Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Speaking -Builds up vocabulary that reflects the breadth of their experiences. -Uses a range of tenses (e.g. play, playing, will play, played).
Literacy	English 	-Show an interest in print. -Ask questions and make comments about books. -Share own ideas and develop play around favourite stories using props. -Enjoy rhyme and rhythmic activities. -Recognise some letters of their own name. -Develop phonological awareness. -Sometimes give meaning to marks. -Use some of their print and letter knowledge in early writing.	-Understand that print has meaning and different purposes. -Shows awareness of rhyme and alliteration -Recognises own name -Begins to join in with games involving oral blending/segmenting. -Hears and says some letter sounds. -Gives meaning to marks they make in a range of media and drawings/paintings are recognisable to others. -Developing correct posture for writing.	-Shows awareness that we read English text from left to right and from top to bottom, that the different parts of a book have a name and that pages are sequenced -Joins in with conversations about stories, learning and using new vocabulary -Orally blend and segment a few CVC words. -Writes some letters accurately and writes some or all of their name.
Maths	Maths 	-Name groups of 1, 2, 3. -Join in with finger rhymes representing numbers. -Connect some number names with objects. -Begin to count by saying one number for each object. -Compare two groups and explore finding one more/ one less. -Begin to share by 'dealing out'. -Make small groups and begin to recognise equal groups.	-Begin to subitise small quantities (recognise quantities without counting) -Show finger numbers up to 5 -Recognises, says and identifies numerals 1 to 3. -Recites numbers to 10. -Compare collections up to 5 using the language of 'more/ 'less'. -Makes small equal groups (fewer than 5).	-Explore composition to five by partitioning and recombining sets. -Develops accurate one-to-one correspondence for small groups of objects when in a line. -Understand the 'one more than/one less than' relationship between consecutive numbers.
Understanding the World	History  Past and Present	-Remember and talk about significant events in their own experiences.	-Makes sense of their own life story and family's history e.g. special times or events.	-Shows interest in people's different roles and ways of life.
	Geography  People, Culture	-In small world play children talk about objects found in real life environments. -Learn about similarities and differences that connect them or set them apart from others.	-Shows an awareness of features within their immediate environment and begin to use taught vocabulary in their play. .	-Talk about their own family and community and begin to develop positive attitudes towards others; Begin to talk about different beliefs, customs and ways people celebrate special times

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	and Communities					- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
	Science  The World	Talk about the natural world using a range of taught vocabulary. -Explore natural materials using all of their senses and begin to discuss different/ similar properties.		-Understand how to care for living things and the environment; Can talk about some of the things they have observed such as plants, animals, natural and found objects.		-Talks about why things happen and how things work e.g. wind-up toys and pulleys; talk about properties and changes to materials.	
	R.E.  People, Culture and Communities	Thematic What times/ stories are special and why? R.E. is not always taught discretely in the EYFS, we will look at special times at times that they happen and significant stories as they are relevant and as they relate to celebrations.					
Expressive Arts Creating with Materials	Art 	Artist: Kandinsky (closed circles) Self portraits	Bear collage	Sound painting (Including colour mixing)	Artist: Goldsworthy Transient art	Minibeast printing	Self portrait/ Emotion based painting
	D&T 	Houses and Homes	Build a bridge that does not fall down!	Emergency Vehicles	Paper plate masks	Minibeast hotel	Food Technology - Biscuit making/ decorating
Expressive Arts Being Imaginative and Expressive	Music 	-Engages in imaginative role-play based on own first-hand experiences. -Start to develop pretend play, pretending that one object represents another. -Joins in singing a range of favourite songs. -Make rhythmical and repetitive sounds.		-Explore different materials, using all their senses to investigate them. -Explores colour and how colours can be changed. -Realises tools can be used for a purpose. -Use drawing to represent ideas like movement or loud noises. -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Sings a few familiar songs. -Listen with increased attention to sounds. -Explore rhythms with a range of musical instruments		-Beginning to be interested in and describe the texture of things. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Show different emotions in their drawings and paintings, like happiness, sadness, fear. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. -Developing preferences for forms of expression. -Remember and sing entire songs.	

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