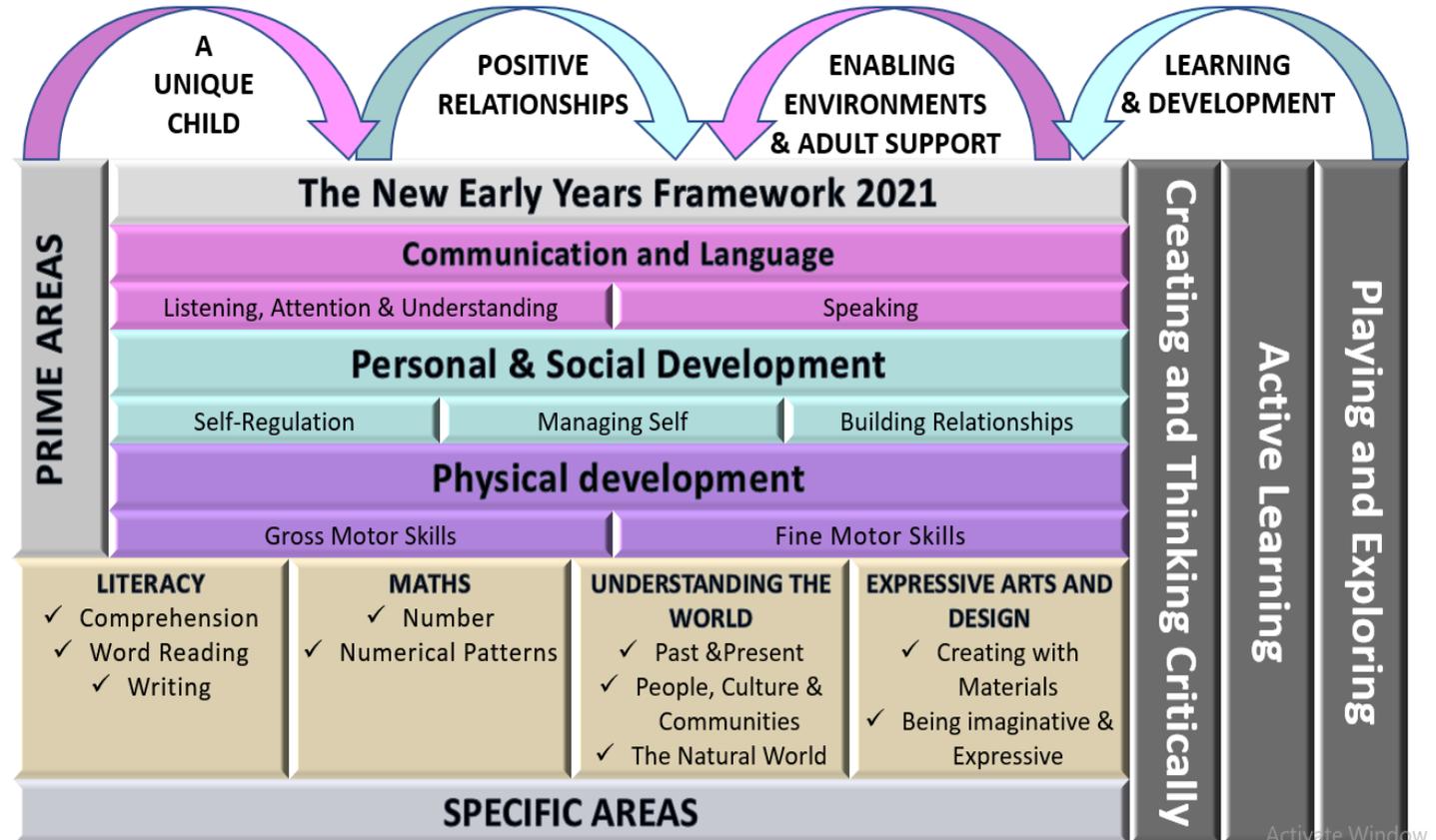


# NURSERY LONG TERM PLAN 23-24



AT CHAPEL END WE AIM FOR OUR CHILDREN LEAVE US AS HEALTHY, HAPPY, WELL ROUNDED INDIVIDUALS WHO:

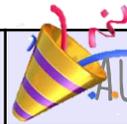
- HAVE RESPECT FOR THE WORLD AND UNDERSTAND THEIR RESPONSIBILITIES AS A GLOBAL CITIZEN IN ENSURING THAT IT IS CONSERVED FOR FUTURE GENERATIONS
- ARE AWARE OF THEIR PLACE IN SOCIETY AND THEIR RESPONSIBILITY TO CONTRIBUTE POSITIVELY TO IT
- ARE POLITE, HELPFUL AND HAVE RESPECT AND TOLERANCE FOR OTHERS AND THEIR BELIEFS AND CULTURES AND POSSESS THE SKILLS AND KNOWLEDGE THAT THEY WILL REQUIRE TO ENABLE THEM TO CONTINUE THEIR LEARNING AND REACH THEIR FULL POTENTIAL.



# NURSERY LONG TERM PLAN 23 - 24



AUTUMN 1



AUTUMN 2



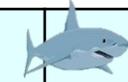
SPRING 1



SPRING 2



SUMMER 1



SUMMER 2



GENERAL THEMES

**ALL ABOUT ME!**

Starting nursery/my new class / New Beginnings  
People who help us / Careers  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe

**LETS CELEBRATE!**

Bonfire night celebrations  
The Little Red Hen – Harvest  
The Nativity  
Father Christmas visits  
Christmas Lists  
Letters to Father Christmas

**TAKE ONE PICTURE!**

Arts & Design focus  
A Starry Night  
Van Gogh  
Night time adventures  
Chinese New Year

**GROWING!**

The great outdoors  
Plants & Flowers  
Weather / seasons  
Planting beans/seeds  
Reduce, Reuse & Recycle  
Easter

**AMAZING ANIMALS!**

What lives in our pond?  
Life cycles  
Farm animals

**OUR WONDERFUL WORLD!**

Where in the world shall we go?  
Send me a postcard!  
Marine life  
Seasides in the past  
Compare: Now and then!  
Seaside art  
Reduce, Reuse & Recycle  
Fun Science / Materials

*NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS*

TRADITIONAL TALE & HIGH QUALITY TEXTS

Goldilocks and the Three Bears  
  
May include:  
Elmer  
Five minutes peace  
Funnybones  
Giraffes can't dance  
Guess how much I love you  
Monkey Puzzle  
Where's my teddy?  
The day the crayons quit  
Plus other texts from our brilliant books list or elsewhere

The Little Red Hen  
  
May include:  
Room on the broom  
The Gruffalo  
The Gruffalo's child  
Stickman  
The Scarecrows wedding (Julia Donaldson focus)  
Christmas stories  
Plus other texts from our brilliant books list or elsewhere

The Three Little Pigs  
May include:  
Can't you sleep little bear?  
The Tiger who came to Tea  
Kitchen Disco  
Owl Babies  
Where the wild things are  
Peace at last  
Open very carefully  
Plus other texts from our brilliant books list or elsewhere

Jack and the Beanstalk  
May include:  
A squash and a squeeze  
The very Hungry Caterpillar  
Supertato  
How to grow a dinosaur  
  
Plus other texts from our brilliant books list or elsewhere

The Three Billy Goats Gruff  
May include:  
Farmer Duck  
Oi dog  
Tabby McTatt  
The Bumble Bear  
Duck in the truck  
We're going on a bear hunt  
Dear Zoo  
  
Plus other texts from our brilliant books list or elsewhere

Little Red Riding Hood  
May include  
Handa's Surprise  
Shark in the park  
The Rainbow Fish  
Tiddler  
Whatever next  
You choose  
Aliens love underpants  
Dinosaurs love underpants  
Plus other texts from our brilliant books list or elsewhere

'WOW' MOMENTS / ENRICHMENT

What jobs do our parents do?  
School walk

Remembrance Day  
Guy Fawkes / Bonfire Night/firefighter visit  
Baking bread  
Christmas  
Time/Nativity/Santa  
New children visits

Valentines day  
Chinese New Year – food tasting  
National Storytelling week

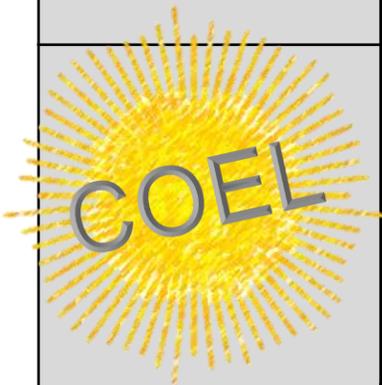
Butterfly hatching  
Weather experiments  
Mother's Day  
World Book Day  
Easter bonnet parade/egg rolling/decorating  
New children visits

Frogspawn in setting  
Pond dipping

Father's Day  
Summer Fun Day  
Transition into full time school  
New children visits

# NURSERY LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!



### Characteristics of Effective Learning

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

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

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

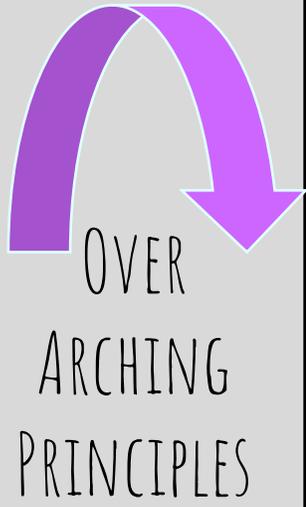
**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: At Chapel End we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'*

**We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.**



# NURSERY LONG TERM PLAN 23 -24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
BRITISH VALUES SHARING CIRCLES	<p>Kindness We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p>	<p>Honesty We know right from wrong. We recognise that we are accountable for our actions.</p>	<p>Resilience We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We must work together as a team when it is necessary. Class rules</p>	<p>Love We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Hope We are all unique. We all have the right to have our own views. We listen with intrigue and value and respect the opinions of others.</p>	<p>Tolerance We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry On going assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term judgements</p>	<p>In-house - Baseline data on entry (Rising Threes) On going assessments LA moderation EYFS team meetings In house moderation</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings End of term judgements</p>	<p>In-house - Baseline data on entry (Rising Threes) On going assessments LA moderation EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Reports EYFS team meetings Exit Nursery data</p>
PARENTAL INVOLVEMENT	<p>New starter meetings Dojo involvement Ready Steady Go Autumn disco</p>	<p>Dojo involvement Nativity Parents Evening New children visits/stay and play/twilights/home visits Christmas Fair</p>	<p>New starter meetings Dojo involvement</p>	<p>Dojo involvement Parents Evening Easter bonnet parade New children visits/stay and play/twilights/home visits</p>	<p>New starter meetings Dojo involvement</p>	<p>Dojo involvement Trip Reports to parents New children visits/stay and play/twilights/home visits Summer Fun Day</p>

# DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
<p>SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO THE PROUDEST BLUE</p>	<p>THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS DIFFERENT IS NOT BAD PINK IS FOR BOYS</p>	<p>WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON JUST ASK</p>	<p>ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS WHAT HAPPENED TO YOU SUSAN LAUGHS</p>	<p>MY PIRATE MUMS MT TWO GRANDADS MY TWO GRANNYS THE GIRL WITH TWO DADS WE ARE FAMILY WE BELONG TOGETHER MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES</p>

# 50 BRILLIANT BOOKS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

ALIENS LOVE UNDERPANTS  
CAN'T YOU SLEEP LITTLE BEAR?  
DINOSAURS LOVE UNDERPANTS  
DON'T LOOK IN THIS BOOK  
ELMER  
FARMER DUCK  
FIVE MINUTES PEACE  
FUNNYBONES  
GIRAFFES CAN'T DANCE  
GUESS HOW MUCH I LOVE YOU

HANDA'S SURPRISE  
HOW TO GROW A DINOSAUR  
KITCHEN DISCO  
MONKEY PUZZLE  
OI DOG  
OWL BABIES  
PEACE AT LAST  
ROOM ON THE BROOM  
SHARK IN THE PARK  
A SQUASH AND A SQUEEZE  
OPEN VERY CAREFULLY

STICKMAN  
SUPERTATO  
TABBY MCTAT  
THE BUMBLE BEAR  
THE DAY THE CRAYONS QUIT  
DUCK IN THE TRUCK  
THE GRUFFALO  
THE GRUFFALO'S CHILD  
THE RAINBOW FISH  
THE SCARECROWS' WEDDING  
THE SNAIL AND THE WHALE

THE TIGER WHO CAME TO TEA  
THE VERY HUNGRY CATERPILLAR  
TIDDLER  
WE'RE GOING ON A BEAR HUNT  
WHAT THE LADYBIRD HEARD  
WHATEVER NEXT!  
WHERE THE WILD THINGS ARE  
WHERE'S MY TEDDY?  
YOU CHOOSE  
STOMP CHOMP HERE COME THE  
DINOSAURS

GOLDBLOCKS AND THE THREE BEARS  
JACK AND THE BEANSTALK  
LITTLE RED RIDING HOOD  
THE ENORMOUS TURNIP  
THE GINGERBREAD MAN  
THE LITTLE RED HEN  
THE MAGIC PORRIDGE POT  
THE THREE LITTLE PIGS  
THE THREE BILLY GOATS GRUFF



# NURSERY LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	AMAZING ANIMALS!	GROWING!	OUR WONDERFUL WORLD!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions,  DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Make friends and building relationships with familiar adults through talk Tell people their name Talk about what they have been doing and what they enjoy In Nursery Listen to stories (re reading them regularly) Respond to simple instructions e.g. come to the carpet Learn new words e.g. cloakroom, tray and names of my teachers and friends Refer to themselves as I rather than me</p> <p>Key vocab will be introduced specific to the cohort – please see weekly planning</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Talk about where I want to play and who with Talk about things they have been doing at home Join in with small group activities Join in with nursery rhymes and stories at carpet time Follow simple 2 step instructions e.g. get your coat and line up Join in with simple role activities indoors and outdoors</p> <p>Key vocab will be introduced specific to the cohort - see weekly planning</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Settling in activities (Rising Threes) Suggest words to go on our 'Wonderful words' board and talk about what they mean Listen to and retell familiar stories sometime re-enacting them e.g. We're going on a bear hunt</p> <p>Approach adults and their friends and start and continue and conversation with them Join in with small group activities for a longer time sometimes taking turns independently Speak in longer sentences Welcome new children to the setting</p> <p>Key vocab will be introduced specific to the cohort – see weekly planning</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <p>Join in with familiar stories at storytime Join in with familiar stories at storytime Tell a story to a friend using a familiar book Talk about books they have read – did they like it? Why? Start to pay attention to one thing at a time e.g. name please come to me.... Start to ask why questions about things they see/hear To wait until an adult has finished speaking so that I don't interrupt them Use some irregular plurals correctly</p> <p>Key vocab will be introduced specific to the cohort – see weekly planning</p>	<p>Rhymes of the week Words of the week Signs of the week Settling in activities (Rising Threes)</p> <p>Continue to find about about the world by asking why questions Start to use words to solve a disagreement e.g. can I have it after you? with adult support initially. Use talk when role playing to continue and extend storylines with their friends e.g. lets go to the shop and then to the park Talk about the words on the wonderful word board and say what they mean Welcome new children to the setting</p> <p>Key vocab will be introduced specific to the cohort – see weekly planning</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <ul style="list-style-type: none"> <li>- Talk to adults and peers freely and with confidence about things that interest them</li> <li>- Use words to solve a disagreement e.g. stop I don't like it or lets do that after we've done this</li> <li>- Follow more complex instructions e.g. get your coat and book bag and then go and sit on the carpet</li> <li>- Talk about what is going to happen next in a story</li> </ul> <p>Key vocab will be introduced specific to the cohort – please see weekly planning</p>



# NURSERY LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><u>SCARF: Me and My Relationships</u> Recognise that we are unique Describe different feelings and use this skill to manage relationships Understand that some families are different from theirs, but these families also love and care for one another</p> <p>Children will also be supported in separating from their main carer as they start Nursery. Time will be spent introducing/re introducing the routines within the setting e.g. morning routines, snack routines etc Behavioural expectations will be continually modelled. We will spend time getting to know one and other and making friends. Talk about how to play with our friends so that we are all happy in Nursery. Select and use the resources in Nursery and start to tidy them away when it is time (with adult support)</p>	<p><u>SCARF: Valuing Difference</u> Recognise that there are differences and similarities between themselves Celebrate their friends and include them Understand people have different cultures and religions</p> <p>Talk about what it means to be part of our Nursery class Talk about the simple rules we need to follow and why? Talk to the adults and children in the setting with increasing confidence Play with friends within the setting Enjoy developing some independence e.g. hanging up own coat in the morning, starting to get snack independently Manage some self care needs with increasing independence or independently e.g. going to the toilet, washing hands</p>	<p><u>SCARF: Keeping myself safe</u> Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown products</p> <p>Increasingly follow rules and routines with less adult support and talk about why we have these rules Talk to unfamiliar adults who visit Nursery Play in a larger group of children independently of an adult and talk about what you are doing together</p> <p>Enjoy going out into the local area to explore or community e.g. to post a letter, buy healthy snack etc.</p> <p>New Rising Three children will be supported in separating from their main carer as they start Nursery. Time will be spent introducing the routines within the setting e.g. morning routines and snack routines</p>	<p><u>SCARF: Growing and changing</u> Talk about change in the environment Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</p> <p>Enjoy going out into the local area to explore or community e.g. to post a letter, buy healthy snack etc. Increasingly follow rules without reminders Talk about making healthy choices and why it is important to be healthy We will explore how to play fairly in a group so that everybody is happy. We will encourage the children to take it in turns to suggest ideas and lead play. We will talk about the importance of being kind to all living things around including our friends and animals etc</p>	<p><u>SCARF: Being my best</u> Talk about healthy choices and activities Develop resilience and persistence in their learning Working cooperatively with others when faced with a challenge</p> <p>Talk about and encourage a can do attitude within the setting where the children are encouraged to rise to the challenge of meeting goals set by a teacher or by setting and working towards their own goals. Talk about how good we feel when we have achieved a goal and how praise from teachers or friends makes us feel. Model and talk about how to solve conflicts with our friends and words, phrases and actions we can use to be assertive without being unkind</p> <p>New Rising Three children will be supported in separating from their main carer as they start Nursery. Time will be spent introducing the routines within the setting e.g. morning routines and snack routines</p>	<p><u>SCARF: Rights and respect</u> Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment</p> <p>Understand gradually how others might be feeling. Develop appropriate ways of being assertive and how to talk with others to solve conflicts. Talk about how other children might be feeling and why Explore how other children may be feeling in different situations and how it is OK to have different ideas to those of your friends. Talk about how we feel when we fall out with our friends, the reasons we may fall out and how we can become friends again.</p> <p>We will talk about moving into Reception and how we feel about moving on</p>



# NURSERY LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	AMAZING ANIMALS!	GROWING!	OUR WONDERFUL WORLD!
PHYSICAL DEVELOPMENT	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
FINE MOTOR	<p>Use large, vertical surfaces to make marks Use streamers outdoors Use the climbing frame outdoors and practice going up the steps using alternative feet Use the wheeled toys outside Use the equipment on the games trolley outdoors To attempt to put on their own coat with some help Lining up and following a line</p> <p>Funky Fingers daily</p>	<p>Enjoy completing jigsaw puzzles as part of a group Putting on own coat independently Use one handed tools e.g. scissors, pencils etc Develop further control when using mark making equipment</p> <p>Funky fingers daily</p>	<p>Move from digital grasp from modified tripod grasp Continue to develop control over mark making tools e.g. draw a person with a head and body Experiment with other one handed tools e.g. tweezers, extruders, threading equipment Try to fasten zip or buttons on coat</p> <p>Funky fingers daily</p>	<p>Use a modified tripod grasp Use equipment outdoors for a specific purpose and explain why they have chosen that piece of equipment Continue to develop confidence when using one handed tools e.g. scissors Begin to show a preference for a dominant hand Put on and take off shoes independently</p> <p>Funky fingers daily</p>	<p>Move from a modified tripod grasp towards a tripod grasp (if appropriate for the child) Take off and put on clothing e.g jumpers with a degree of independence Work as part of a team to move larger equipment outdoors e.g. planks and tubes during water play</p> <p>Funky Fingers daily</p>	<p>Move from a modified tripod grasp towards a tripod grasp Take off and put on clothing e.g jumpers with an increasing degree of independence Work as part of a team to move larger equipment outdoors e.g. planks and tubes during water play</p> <p>- Funky fingers daily</p>
GROSS MOTOR	<p><b>Multiskills</b> Balancing using our bodies Experimenting with different ways of moving Negotiating space</p> <p>Funky fingers daily</p>	<p><b>Dance</b> Move energetically in different ways – skip, hop, jump and hold a pose Copy and remember basic actions Move to music Negotiate space</p> <p>Funky fingers daily</p>	<p><b>Gymnastics</b> Balancing using different parts of your body Moving across equipment in different ways e.g. crawling, walking, running etc Developing core strength Jumping and landing</p> <p>Funky fingers daily</p>	<p><b>Games</b> Ball skills: throwing, catching, kicking Using different sized balls Following the rules of a game Making up own games to play with friends</p> <p>Funky fingers daily</p>	<p><b>Athletics</b> Running skills Balancing skills Following a sequence e.g. obstacle race Developing agility and stamina Competing at Sports day</p> <p>Funky fingers daily</p>	<p><b>Games</b> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game Making up own games to play with friends</p> <p>Funky fingers daily</p>

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES

WEEKLY PE SESSION, FUNKY FINGERS CROSSING MIDLINER ACTIVITIES AND DISCO BALLS



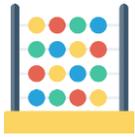
# NURSERY LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
LITERACY	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will take a library book home weekly	<p>Looking at print in our environment and the wider world Talk about books at storytime – introduce the term book, cover and page Join in with nursery rhymes. Talk about favourite nursery rhymes</p> <p>Aspect 1 - General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds</p>	<p>Look at books in the reading area with friends – handle the books correctly and turn the pages carefully Talk about stories they have read at home</p> <p>Aspect 1 - General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds</p>	<p>Talk about the text in books – why is it there? Pretend to read by pointing at the words from left to right and from top to bottom Talk about who wrote the story Talk about whether you liked the book and why Introduce a letter a week starting with satpin Identify initial letter sounds in words</p> <p>Aspect 1 - General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7 Oral blending and segmenting</p>	<ul style="list-style-type: none"> <li>- Find interesting words in books and talk about what these words mean</li> <li>- Talk about who drew the pictures in books – the illustrator</li> <li>- Look at books independently in the reading area- talk about what is happening in the pictures</li> <li>- Continue introducing one letter per week</li> <li>- Identify initial letter sounds in words</li> <li>- Oral blending and segmenting</li> </ul> <p>Aspect 1 - General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7 Oral blending and segmenting</p>	<ul style="list-style-type: none"> <li>- Talk about things that happens at the beginning, in the middle and at the end of stories.</li> <li>- Talk about what might happen next?</li> <li>- Look at words in stories – can you see a space before and after the words</li> <li>- Continue introducing one letter per week</li> <li>- Identify initial letter sounds in words</li> <li>- Aspect 1 - General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7 Oral blending and segmenting</li> </ul>	<p>Read familiar stories to friends in the reading area Talk about the characters in the story and whether you like them or not Continue introducing one letter per week Identify initial letter sounds in words Oral blending and segmenting</p> <p>Aspect 1 - General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7 Oral blending and segmenting</p>
WORD READING						



# NURSERY LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
WRITING	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Mark make for a variety of different purposes and talk about what the marks say</p> <p>Randomly scribble on the page, sometimes with both hands.</p> <p>- Balance when sitting.</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Mark make for a variety of different purposes and talk about what the marks say</p> <p>Begin to control the marks on the page.</p> <p>- Use a range of tools to make marks and show an interest in my own marks and others marks.</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Mark make for a variety of different purposes and talk about what the marks say</p> <p>Use some known letters when writing</p> <p>Begin to start writing some letters from their name</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Mark make for a variety of different purposes and talk about what the marks say</p> <p>Use some known letters when writing</p> <p>Begin to start writing some letters from their name</p> <p>Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <p>Copy shapes, letter and pictures</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Mark make for a variety of different purposes and talk about what the marks say</p> <p>Use some known letters when writing</p> <p>Write letters they can hear in words</p> <p>Write some or all of the letters from their name</p>	<p>Texts as a Stimulus: Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities.</p> <p>Mark make for a variety of different purposes and talk about what the marks say</p> <p>Use some known letters when writing</p> <p>Write letters they can hear in words</p> <p>Begin to start writing some letters from their name</p> <p>Write some letters accurately</p>



# NURSERY LONG TERM PLAN 23 - 24 MATHS PAGE 1 OF 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi</p>	<ul style="list-style-type: none"> <li>- I can show interest in and join in with number rhymes</li> <li>- I can recite some number names in sequence</li> <li>- I can attempt a simple jigsaw</li> <li>- I can recognise, name and match colours</li> <li>- I am beginning to sort objects using one simple criteria</li> <li>- I can continue a simple ABAB pattern</li> <li>- I can create a simple ABABAB pattern</li> </ul>	<ul style="list-style-type: none"> <li>- I can show interest in and join in with number rhymes</li> <li>- I am beginning to make comparisons between objects relating to size, length, weight and capacity</li> <li>- I am beginning to understand and use simple positional language</li> <li>- I can recite some number names in sequence beyond 5</li> <li>- I can have conversations about numbers</li> </ul>	<ul style="list-style-type: none"> <li>- I can show interest in and join in with number rhymes</li> <li>- I can recite some number names beyond 5 in sequence</li> <li>- I can bring 1, 2 or 3 objects to an adult when asked</li> <li>- I can experiment with my own symbols, marks and numerals</li> <li>- I am beginning to recognise and count small quantities accurately</li> </ul>	<ul style="list-style-type: none"> <li>- I can show interest in and join in with number rhymes</li> <li>- I am beginning to recite number names to 10 in sequence</li> <li>- I can bring up to 5 objects to an adult when asked</li> <li>- I can experiment with my own symbols, marks and numerals</li> <li>- I can recognize and count small quantities accurately</li> </ul>	<ul style="list-style-type: none"> <li>- I can show interest in and join in with number rhymes</li> <li>- I can recite number names to 10 in sequence</li> <li>- I can correct a simple pattern</li> <li>- I can show understanding of simple comparisons – less</li> <li>- I can take one object away when asked</li> <li>- I can use informal language such as 'stripy' 'pointy' when sorting objects</li> </ul>	<ul style="list-style-type: none"> <li>- I can show interest in and join in with number rhymes</li> <li>- I can say one number name for each item in order to five</li> <li>- I can link numerals and amounts</li> <li>- I can show finger numbers up to five</li> <li>- I can describe a sequence of events in order</li> <li>- I can use mathematical language to describe shapes</li> <li>- I can represent numbers using marks</li> </ul>



# NURSERY LONG TERM PLAN 23 - 24 MATHS PAGE 2 OF 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p>	<ul style="list-style-type: none"> <li>- I can show interest in and join in with number rhymes</li> <li>- I can recite some number names in sequence</li> <li>- I can attempt a simple jigsaw</li> <li>- I can recognise, name and match colours</li> <li>- I am beginning to sort objects using one simple criteria</li> <li>- I can continue a simple ABAB pattern</li> <li>- I can create a simple ABABAB pattern</li> </ul>	<ul style="list-style-type: none"> <li>- I can say when two small groups have the same number</li> <li>- I am beginning to recognise and count small quantities</li> <li>- I am beginning to understand that the last number reached when counting objects is how many in total</li> </ul> <p>I am beginning to say one number name for each item in order to five</p>	<ul style="list-style-type: none"> <li>- I can identify the shape of everyday objects</li> <li>- I am beginning to identify numerals in the environment</li> <li>- I am beginning to recognise and count small quantities</li> <li>- I am beginning to understand that the last number reached when counting objects is how many in total</li> <li>- I am beginning to say one number name for each item in order to five</li> </ul>	<p><b>I know that the last number reached when counting objects is how many in total</b></p> <ul style="list-style-type: none"> <li>- I can say one number name for each item in order to five</li> <li>- I can show understanding of simple comparisons – more</li> <li>- I can give one more object when asked</li> <li>- I can identify the shape of everyday objects</li> <li>- I can identify numerals in the environment</li> </ul>	<ul style="list-style-type: none"> <li>- I know that the last number reached when counting objects is how many in total</li> <li>- I have fast recognition of up to 5 objects</li> <li>- I can compare quantities- more, fewer, same</li> </ul>	<ul style="list-style-type: none"> <li>- I can make comparisons between objects relating to size, length, weight and capacity</li> <li>- I understand and can use positional language</li> </ul>



# NURSERY LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
UNDERSTANDING THE WORLD RE/FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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>Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p><b>I enjoy joining in with family customs and routines</b> Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Chapel End family Which stories are special and why? Diwali</p>	<p><b>I can remember and talk about significant events in my own experience</b> What times are special and why? Which stories are special and why? Christmas</p>	<p><b>In pretend play I can imitate everyday actions and events from my own family and cultural background</b> What times are special and why? Chinese new year</p>	<p><b>I can recognise similarities and differences</b> What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter</p>	<p><b>I know that I have similarities and differences that connect me to and distinguish me from others</b> What is special about our world? Awe and wonder: growth and change of animals</p>	<p><b>I can develop my sense of responsibility and membership of a community</b> What is special about our world? Summer Solstice</p>
	<p><b>I am interested in photographs of myself and familiar people and objects</b></p> <p><b>I am curious about people and show interest in stories about myself and my family</b></p> <p><b>I can talk about what I was like when I was a baby</b></p>	<p><b>I show interest in different occupations (Eg: fire fighters/nurse/police officers)</b></p> <p><b>I enjoy celebrating my birthday and that of others</b></p> <p><b>I can make observations about my immediate environment</b></p> <p><b>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</b></p>	<p><b>I can begin to make sense of my own life-story and family's history</b></p> <p><b>I can identify where things belong in my environment Eg: where my bottle/coat/painting goes</b></p>	<p><b>I can talk about environments in stories</b></p> <p><b>I can talk about places I have visited (e.g.: the park/ASDA)</b></p> <p><b>I can follow positional language instructions</b></p> <p><b>I am beginning to notice changes in my environment</b></p>	<p><b>I can see my new friends have similarities and differences that connect them to, and distinguish them from, others</b></p> <p><b>I can talk about places in and around school</b></p>	<p><b>I can use simple positional language</b></p> <p><b>I am beginning to talk about and describe changes in my environment</b></p>

# NURSERY LONG TERM PLAN 23 - 24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. 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><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<ul style="list-style-type: none"> <li>- I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</li> <li>- I can use various construction materials</li> <li>- I can manipulate play dough (roll, knead)</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)</li> <li>- I can recognise and name colours.</li> </ul>	<ul style="list-style-type: none"> <li>- I can join different materials and explore different textures.</li> <li>- I can draw identifiable pictures</li> <li>- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about what I am creating</li> <li>- I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> </ul>	<ul style="list-style-type: none"> <li>- I can draw a person with identifiable features</li> <li>- I can develop my own ideas and then decide which materials to use to express them.</li> </ul>