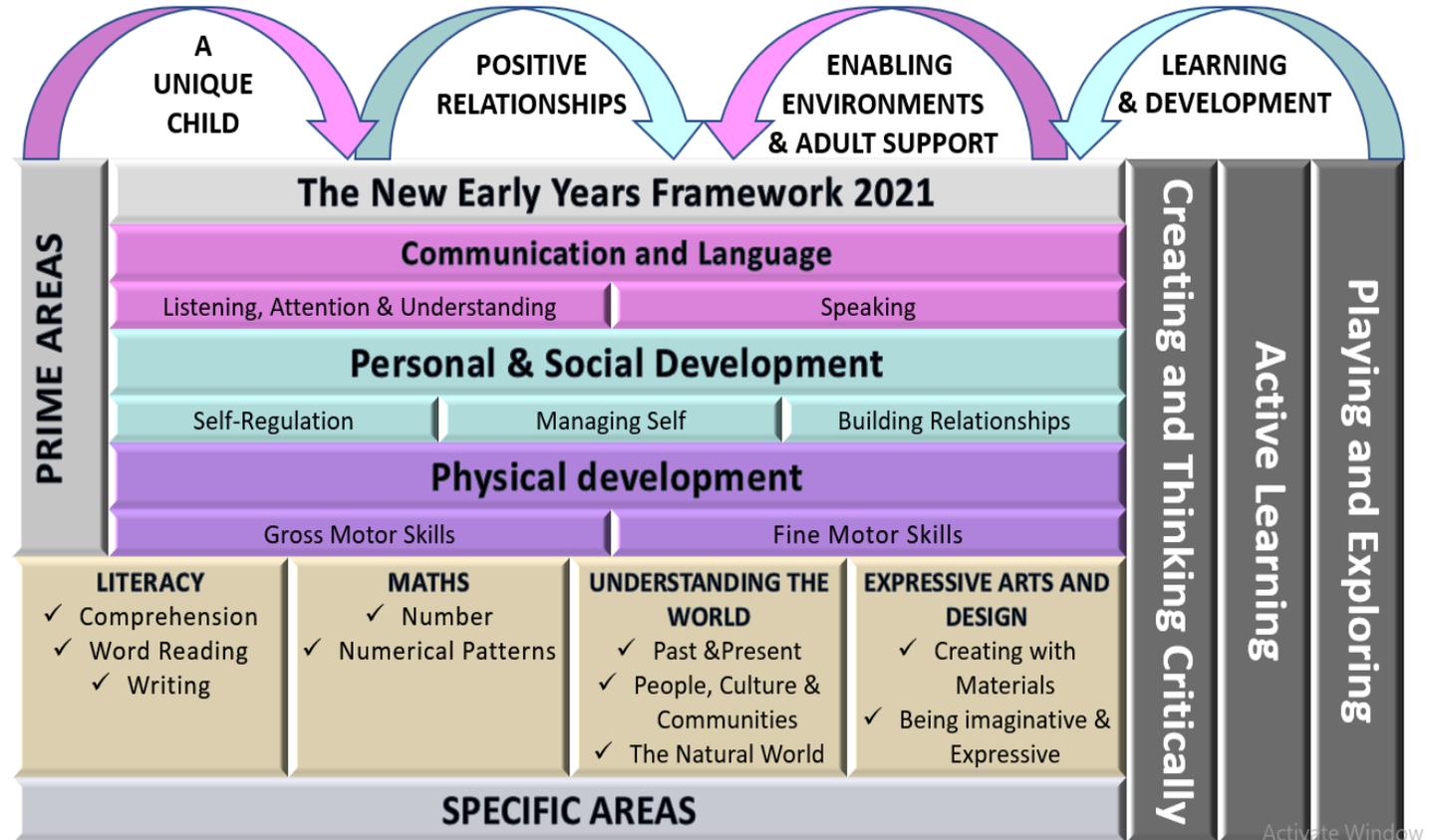


NURSERY LONG TERM PLAN 21-22



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 21-22



AUTUMN 1



AUTUMN 2



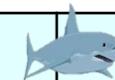
SPRING 1



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
Ginger bread man – 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

HIGH QUALITY TEXTS

May include:
Peace at last
Ness the nurse
Busy people – Police officer
Mrs Vole the Vet
Captain Tom Little People Big Dreams
Plus other texts from our brilliant books list

May include:
Firefighters non fiction
Father Christmas needs a wee
The Gingerbread man
Owl babies
The Christmas Story
Christmas Week
Plus other texts from our brilliant books list

May include:
Jack frost
Wow said the Owl
Room on the broom
I don't want to go to bed
Chinese New Year
The Tiger who came to Tea
Plus other texts from our brilliant books list

May include:
Non-fiction books on chicks
Jasper's Beanstalk
The Little Yellow Chicken
Nursery Rhymes
Plus other texts from our brilliant books list

May include:
Down by the cool of the pool
Frog life-cycle (non-fiction)
Farmer Duck
Pig in a Pond
Goldilocks and the Three Bears
Plus other texts from our brilliant books list

May include
Somebody Swallowed Stanley
Blue Planet David Attenborough
Little People Commotion in the Ocean
Rainbow Fish
10 Little Pirates
Anna's Amazing Glasses
Mouse Paint
Plus other texts from our brilliant books list

'WOW' MOMENTS / ENRICHMENT

Nurse /police officer/vet/soldier visit
School walk

Remembrance Day
Guy Fawkes / Bonfire Night/firefighter visit
Remembrance day
Baking Gingerbread men
Christmas Time/Nativity/Santa

Valentines day
Chinese New Year
National Storytelling week
30th Jan-6th Feb

Living eggs
Weather experiments
Mother's Day
Food tasting – different cultures
World Book Day 3rd March
Easter bonnet parade/egg rolling/decorating
New children visits

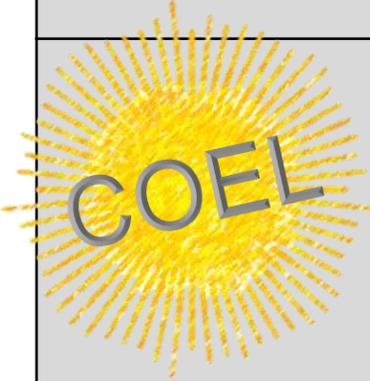
Caterpillars in
Frogspawn in classroom or pond visits

Under the Sea – singing songs and sea shanties
Map work - Find the Treasure
Father's Day
Pirate Day
Transition into full time school
New children visits



NURSERY LONG TERM PLAN 21-22

	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.



OVER
ARCHING
PRINCIPLES



NURSERY LONG TERM PLAN 21-22

	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>Mutual respect We are all unique. 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>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law 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 know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. 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>Democracy 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. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</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/twilight/home visits</p>	<p>New starter meetings Dojo involvement</p>	<p>Dojo involvement Parents Evening Easter bonnet parade New children visits/stay and play/twilight/home visits</p>	<p>New starter meetings Dojo involvement</p>	<p>Dojo involvement Trip Reports to parents New children visits/stay and play/twilight/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
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 LITTLE PEOPLE BIG DREAMS BOOKS	THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS	WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON	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	MY PIRATE MUMS MT TWO GRANDADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES



NURSERY LONG TERM PLAN 21-22

	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!
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
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)	Rhymes of the week Signs of the week Settling in activities Making friends Show an interest in the lives of other people - I can respond to my name and change my activity when encouraged - I can use everyday words to talk about people I know - I can follow simple instructions with visuals - I can listen and respond to adults and peers Key vocab: colours, nursery areas, adult names, rules & routines	Rhymes of the week Signs of the week - I can follow two-step simple instructions with visuals - I can concentrate for slightly longer periods - I can join in with a small group - I can remember and join in with stories and rhymes - Key vocab: celebrations, describing words, food/ingredients	Rhymes of the week Signs of the week Settling in activities (Rising Threes) - I can speak in 2/3/4 word sentences - I can understand more simple questions and answer appropriately - I can express desires, feelings and needs - I can begin to hold two-way conversations with adults and peers Key vocab: seasonal language, revisit colour, light & dark	Rhymes of the week Signs of the week - I can begin to understand and ask why and how questions - I can remember and use new words - I can engage in imaginary role-play sometimes building stories around objects and toys Key vocab: Chick life cycle, planting/growing, recycling	Rhymes of the week Signs of the week Settling in activities (Rising Threes) - I can explain my own thinking/ideas - I can describe the story settings and characters - I can join in with the repeated lines and refrains - I can use language as a powerful means of widening contacts and sharing feelings Key vocab: Frog life cycle, seasonal changes, animals and habitats	Rhymes of the week Signs of the week - I can communicate effectively with my peers and adults - I can follow three-step simple instructions, sometimes without visuals - I can anticipate key events in stories - I can take turns in small groups - I can ask simple questions and wait for a response Key vocab: emotions, positional language/prepositions. revisit colour.



NURSERY LONG TERM PLAN 21-22

	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	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 .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p>SCARF: Me and My Relationships Marvellous me I'm special People who are special to me</p> <p>Naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.</p> <p>Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none"> - I can separate from my main carer with support - I can distract myself when I am upset - I know about oral hygiene 	<p>SCARF: Valuing Difference Me and my friends Friends and family Including everyone</p> <p>Independence: selecting and putting back own and school belongings</p> <ul style="list-style-type: none"> - I can express my own feelings - I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings - I can demonstrate friendly behaviour and form good relationships with adults and peers 	<p>SCARF: Keeping myself safe People who help me keep safe Safety indoors and outdoors What's safe to go in my body?</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p> <ul style="list-style-type: none"> - I can separate from my main carer with support (Rising Threes) - I can distract myself when I am upset (Rising Threes) - I can use an adult as a secure base - I can begin to accept the needs of others and can take turns and share resources - I can show confidence in asking adults for help 	<p>SCARF: Growing and changing Growing and changing in nature When I was a baby Girls, boys and families</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p> <ul style="list-style-type: none"> - I am beginning to understand about foods that are healthy and unhealthy - I can express my own preferences and interests - I can respond to a few appropriate boundaries 	<p>SCARF: Being my best What does my body need? I can keep trying I can do it</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p> <ul style="list-style-type: none"> - I can separate from my main carer with support (Rising Threes) - I can distract myself when I am upset (Rising Threes) - I can use an adult as a secure base (Rising Threes) - I am confident to talk to other children when playing - I can usually tolerate delay when my needs are not immediately met - I can seek out others to share experiences - I welcome value and praise for what I have done 	<p>SCARF: Rights and responsibilities Looking after myself Look after others Look after my environment</p> <p>Transition into Reception School readiness</p> <ul style="list-style-type: none"> - I enjoy the responsibility of carrying out small tasks - I can select and use activities and resources independently - I can follow rules and understand why they are important - I understand that my wishes my not always be met - I am confident and outgoing with familiar people in the safe context of my setting



NURSERY LONG TERM PLAN 21-22

	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!

PHYSICAL DEVELOPMENT

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**.

FINE MOTOR

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

<ul style="list-style-type: none"> - I can hold a pencil (digital plus grip) to make marks - I am beginning to do up my own large buttons - I can turn the pages in a book 	<ul style="list-style-type: none"> - I can fit the pieces of a puzzle together - I can pick up tiny objects using a fine pincer grasp - I can use one-handed tools and equipment, e.g. make snips in paper with child scissors 	<ul style="list-style-type: none"> - I can use tweezers - I can use tools effectively in playdough (eg: cutters/rollers) - I can take off and put on my own shoes (not laces) I am beginning to do up my own zip 	<ul style="list-style-type: none"> - I can show increasing control over tools like pencils and crayons. - I can use tools for mark making with control. - I am beginning to grip using modified tripod grasp for control. 	<ul style="list-style-type: none"> - I can use a modified tripod grasp - I can use pincers, tweezers and threading equipment with increasing control and confidence 	<ul style="list-style-type: none"> - I can use scissors effectively to cut straight lines in paper - I am beginning to use 3 fingers (tripod grip) to hold my pencil
---	---	--	--	---	--

GROSS MOTOR

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

<p>Multiskills</p> <ul style="list-style-type: none"> Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills 	<p>Dance</p> <ul style="list-style-type: none"> Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups 	<p>Gymnastics</p> <ul style="list-style-type: none"> Balance Core muscle strength Jumping and landing Awareness of space 	<p>Games</p> <ul style="list-style-type: none"> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game 	<p>Athletics</p> <ul style="list-style-type: none"> Running skills Agility Sports day 	<p>Games</p> <ul style="list-style-type: none"> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game
---	--	---	---	---	---

CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options

From Development Matters 2020':

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.

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.

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.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

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.

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.



NURSERY LONG TERM PLAN 21-22

	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	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)					
	<ul style="list-style-type: none"> - I can fill in missing words from well-known rhymes - I can show a preference for a book or a song or a rhyme. 	<ul style="list-style-type: none"> - I can identify myself in a story and show enjoyment for stories about familiar people - I can hold a book, turn the pages and indicate an understanding of pictures and print. 	<ul style="list-style-type: none"> - I am beginning to be aware of the way stories are structured. - I show interest in illustrations and print in books and print in the environment. 	<ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can make suggestions about what might happen next in a story 	<ul style="list-style-type: none"> - I can talk about events and characters in a book - I can suggest how a story might end 	<ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can tell a story to friends
	<ul style="list-style-type: none"> - I can join in with rhymes and stories 	<ul style="list-style-type: none"> - I can identify rhymes. - I can join in with the rhythm of well-known rhymes and songs. - I can notice and repeat sounds 	<ul style="list-style-type: none"> - I can understand that print has meaning - I can hold a book the right way up and turn pages by myself 	<ul style="list-style-type: none"> - I know that print can have different purposes - I know the names of the different parts of a book 	<ul style="list-style-type: none"> - I know that we read English text from left to right and from top to bottom - I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage. 	<ul style="list-style-type: none"> - I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
<p>COMPREHENSION</p> <p>- DEVELOPING A PASSION FOR READING</p> <p>Children will take a library book home weekly</p> <p>WORD READING</p>						



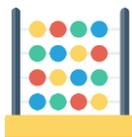
NURSERY LONG TERM PLAN 21-22

	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> <ul style="list-style-type: none">- I can randomly scribble on the page, sometimes with both hands.- I can begin to balance when sitting.- I can make connections between my actions and the marks being made.	<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> <ul style="list-style-type: none">- I can control the marks on the page.- I can use a range of tools to make marks and show an interest in my own marks and others marks.	<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> <ul style="list-style-type: none">- I can make connections between my actions and the marks being made.- I ascribe meaning to my marks	<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> <ul style="list-style-type: none">- I can distinguish between the different marks I make.- I can tell an adult what my marks mean- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.- I can copy shapes, letter and pictures	<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> <ul style="list-style-type: none">- I can identify sounds from my own name in other words.- I can write some or all of my name.	<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> <ul style="list-style-type: none">- I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.- I can write some letters accurately



NURSERY LONG TERM PLAN 21-22 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 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><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"> - I can show interest in and join in with number rhymes - I can recite some number names in sequence - I can attempt a simple jigsaw - I can recognise, name and match colours - I am beginning to sort objects using one simple criteria - I can continue a simple ABAB pattern - I can create a simple ABABAB pattern 	<ul style="list-style-type: none"> - I can show interest in and join in with number rhymes - I am beginning to make comparisons between objects relating to size, length, weight and capacity - I am beginning to understand and use simple positional language - I can recite some number names in sequence beyond 5 - I can have conversations about numbers 	<ul style="list-style-type: none"> - I can show interest in and join in with number rhymes - I can recite some number names beyond 5 in sequence - I can bring 1, 2 or 3 objects to an adult when asked - I can experiment with my own symbols, marks and numerals - I am beginning to recognise and count small quantities accurately 	<ul style="list-style-type: none"> - I can show interest in and join in with number rhymes - I am beginning to recite number names to 10 in sequence - I can bring up to 5 objects to an adult when asked - I can experiment with my own symbols, marks and numerals - I can recognize and count small quantities accurately 	<ul style="list-style-type: none"> - I can show interest in and join in with number rhymes - I can recite number names to 10 in sequence - I can correct a simple pattern - I can show understanding of simple comparisons – less - I can take one object away when asked - I can use informal language such as 'stripy' 'pointy' when sorting objects 	<ul style="list-style-type: none"> - I can show interest in and join in with number rhymes - I can say one number name for each item in order to five - I can link numerals and amounts - I can show finger numbers up to five - I can describe a sequence of events in order - I can use mathematical language to describe shapes - I can represent numbers using marks



NURSERY LONG TERM PLAN 21-22 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 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><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"> - I can show interest in and join in with number rhymes - I can recite some number names in sequence - I can attempt a simple jigsaw - I can recognise, name and match colours - I am beginning to sort objects using one simple criteria - I can continue a simple ABAB pattern - I can create a simple ABABAB pattern 	<ul style="list-style-type: none"> - I can say when two small groups have the same number - I am beginning to recognise and count small quantities - I am beginning to understand that the last number reached when counting objects is how many in total <p>I am beginning to say one number name for each item in order to five</p>	<ul style="list-style-type: none"> - I can identify the shape of everyday objects - I am beginning to identify numerals in the environment - I am beginning to recognise and count small quantities - I am beginning to understand that the last number reached when counting objects is how many in total - I am beginning to say one number name for each item in order to five 	<p>I know that the last number reached when counting objects is how many in total</p> <ul style="list-style-type: none"> - I can say one number name for each item in order to five - I can show understanding of simple comparisons – more - I can give one more object when asked - I can identify the shape of everyday objects - I can identify numerals in the environment 	<ul style="list-style-type: none"> - I know that the last number reached when counting objects is how many in total - I have fast recognition of up to 5 objects - I can compare quantities- more, fewer, same 	<ul style="list-style-type: none"> - I can make comparisons between objects relating to size, length, weight and capacity - I understand and can use positional language

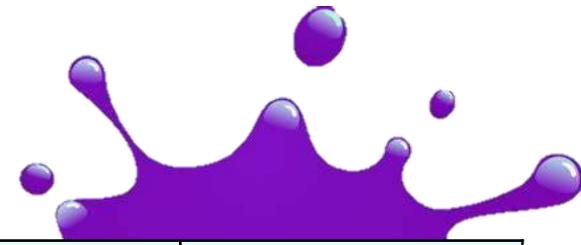


NURSERY LONG TERM PLAN 21-22

	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 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>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>- I enjoy joining in with family customs and routines 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>- I can remember and talk about significant events in my own experience What times are special and why? Which stories are special and why? Christmas</p>	<p>- In pretend play I can imitate everyday actions and events from my own family and cultural background What times are special and why? Chinese new year</p>	<p>I can recognise similarities and differences What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter</p>	<p>I know that I have similarities and differences that connect me to and distinguish me from others What is special about our world? Awe and wonder: growth and change of animals</p>	<p>I can develop my sense of responsibility and membership of a community What is special about our world? Summer Solstice</p>
	<p>- I am interested in photographs of myself and familiar people and objects</p> <p>- I am curious about people and show interest in stories about myself and my family</p> <p>- I can talk about what I was like when I was a baby</p>	<p>- I show interest in different occupations (Eg: fire fighters/nurse/police officers)</p> <p>- I enjoy celebrating my birthday and that of others</p> <p>- I can make observations about my immediate environment</p> <p>- I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>- I can begin to make sense of my own life-story and family's history</p> <p>- I can identify where things belong in my environment Eg: where my bottle/coat/painting goes</p>	<p>- I can talk about environments in stories</p> <p>- I can talk about places I have visited (e.g.: the park/ASDA)</p> <p>- I can follow positional language instructions</p> <p>- I am beginning to notice changes in my environment</p>	<p>- I can see my new friends have similarities and differences that connect them to, and distinguish them from, others</p> <p>- I can talk about places in and around school</p>	<p>- I can use simple positional language</p> <p>- I am beginning to talk about and describe changes in my environment</p>



NURSERY LONG TERM PLAN 21-22



	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	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. 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.					
	<ul style="list-style-type: none"> - I can explore different materials freely, in order to develop my ideas about how to use them and what to make. - I can use various construction materials - I can manipulate play dough (roll, knead) 	<ul style="list-style-type: none"> - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) - I can recognise and name colours. 	<ul style="list-style-type: none"> - I can join different materials and explore different textures. - I can draw identifiable pictures - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control 	<ul style="list-style-type: none"> - I can talk about what I am creating - I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' 	<ul style="list-style-type: none"> - I can draw a person with identifiable features - I can develop my own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> - I have been exposed to a different range of artists - I can show interest and describe the texture of things

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.

*Work will be displayed in the classroom
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.*

