

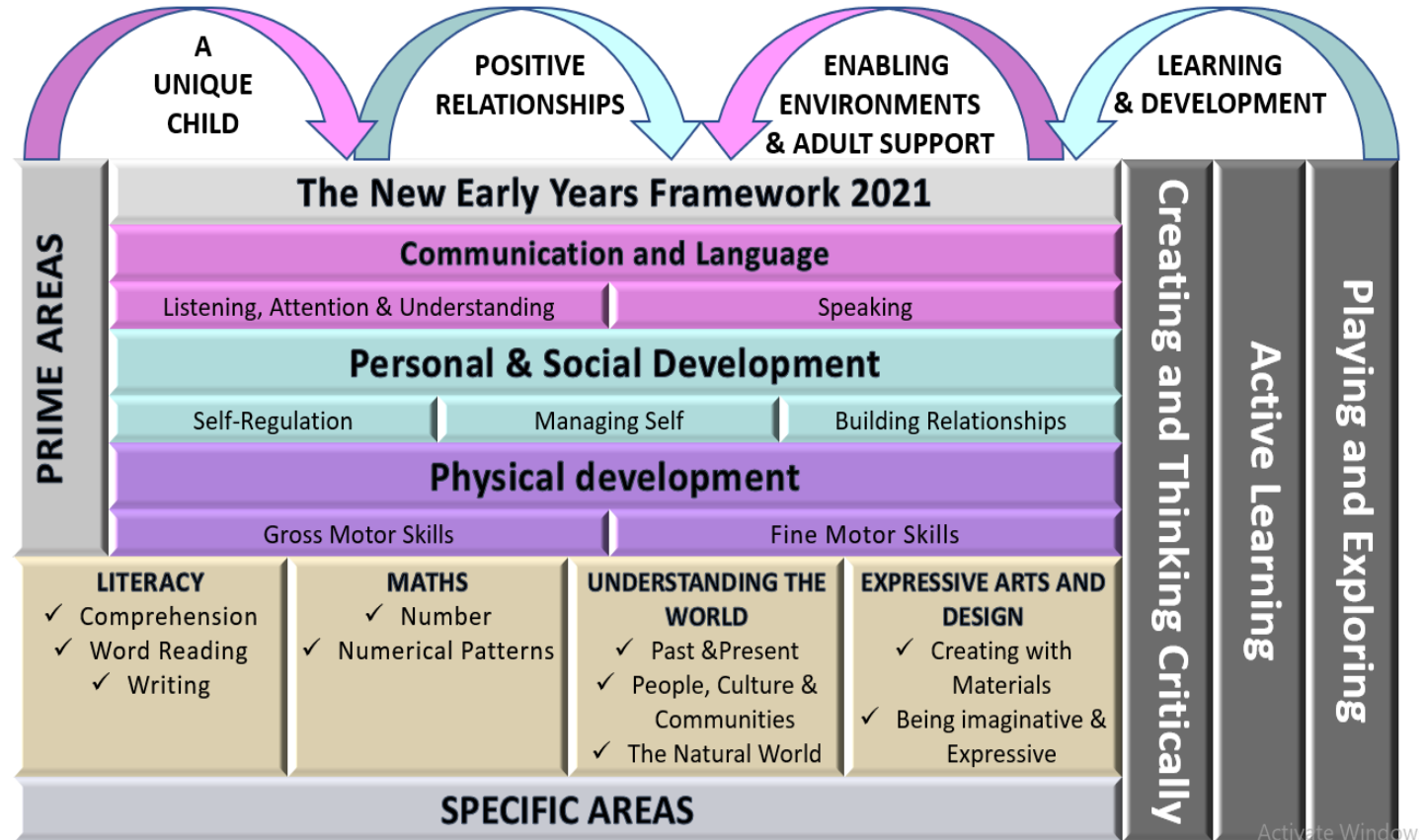
NURSERY

LONG TERM PLAN 24 - 25



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.

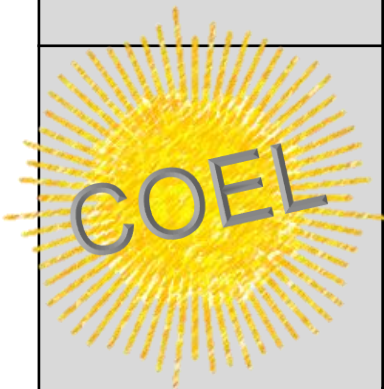


NURSERY LONG TERM PLAN 24 - 25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p>ALL ABOUT ME!</p> <p>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</p>	<p>LETS CELEBRATE!</p> <p>Bonfire night celebrations The Little Red Hen – Harvest The Nativity Father Christmas visits Christmas Lists Letters to Father Christmas</p>	<p>TAKE ONE PICTURE!</p> <p>Arts & Design focus A Starry Night Van Gogh Night time adventures Chinese New Year</p>	<p>GROWING!</p> <p>The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Reduce, Reuse & Recycle Easter</p>	<p>AMAZING ANIMALS!</p> <p>What lives in our pond? Life cycles Farm animals</p>	<p>OUR WONDERFUL WORLD!</p> <p>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</p>
<p>TRADITIONAL TALE & HIGH QUALITY TEXTS</p>	<p>Goldilocks and the Three Bears May include: The Gruffalo The day the crayons quit Room on the broom Guess how much I love you Plus other texts from our brilliant books, diversity list or relating to school theme of kindness</p>	<p>The Gingerbread man May include: Peace at last Cant you sleep little bear Shark in the park Stickman Plus other texts from our brilliant books, diversity list or relating to school theme of honesty</p>	<p>The Three Little Pigs May include: One snowy night The tiger who came to tea Where the wild things are Owl babies Plus other texts from our brilliant books, diversity list or relating to school theme of resilience</p>	<p>Jack and the Beanstalk May include: The very hungry caterpillar Monkey puzzle The enormous turnip The invisible Plus other texts from our brilliant books, diversity list or relating to school theme of love</p>	<p>The Three Billy Goats Gruff May include Chicken licken Chicken little Little red hen Three little pigs magic porridge pot Plus other texts from our brilliant books, diversity list or relating to school theme of hope</p>	<p>Little Red Riding Hood May include Rosies farm Farmer duck Rainbow fish Handas surprise What the ladybird heard Plus other texts from our brilliant books, diversity list or relating to school theme of tolerance</p>
<p>'WOW' MOMENTS / ENRICHMENT</p>	<p>What jobs do our parents do? School walk</p>	<p>Remembrance Day Guy Fawkes / Bonfire Night/firefighter visit Baking bread Christmas Time/Nativity/Santa New children visits</p>	<p>Valentines day Chinese New Year – food tasting National Storytelling week</p>	<p>Butterfly hatching Weather experiments Mother's Day World Book Day Easter bonnet parade/egg rolling/decorating New children visits</p>	<p>Frogspawn in setting Pond dipping</p>	<p>Father's Day Summer Fun Day Transition into full time school New children visits</p>

NURSERY LONG TERM PLAN 24 - 25

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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.

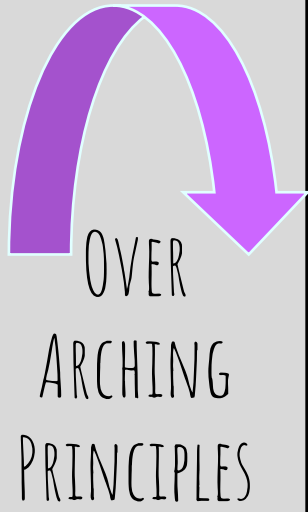
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

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.



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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/twilight/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/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
<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

<p>COLOUR MONSTER COLOUR MONSTER GOES TO SCHOOL MY GRANDPA IS AMAZING MY GRANDMA IS WONDERFUL GOLDILOCKS AND THE THREE BEARS THE DAY THE CRAYONS QUIT THE GRUFFALO ROOM ON THE BROOM FUNNYBONES WE'RE GOING ON A BEAR HUNT GUESS HOW MUCH I LOVE YOU</p>	<p>WHERE THE POPPIES GROW HAPPY BIRTHDAY BEAR THE GINGERBREAD MAN KIPPERS BIRTHDAY THE SCARECROWS' WEDDING THE GRUFFALO'S CHILD STICKMAN CHRISTMAS STORY PEACE AT LAST SHARK IN THE PARK OPEN VERY CAREFULLY CAN'T YOU SLEEP LITTLE BEAR?</p>	<p>ONE SNOWY NIGHT THE TIGER WHO CAME TO TEA WHERE THE WILD THINGS ARE KITCHEN DISCO OWL BABIES RED ROCKETS RAINBOW JELLY SUPERTATO TABBY McTAT OI DOG A SQUASH AND A SQUEEZE HOW TO GROW A DINOSAUR</p>	<p>THE VERY HUNGRY CATERPILLAR THE INVISIBLE MONKEY PUZZLE THE ENORMOUS TURNIP JACK AND THE BEANSTALK WHATEVER NEXT! WHERE'S MY TEDDY? YOU CHOOSE STOMP CHOMP HERE COME THE DINOSAURS DON'T LOOK IN THIS BOOK DINOSAURS LOVE UNDERPANTS</p>	<p>SNAIL AND THE WHALE CHICKEN LICKEN CHICKEN LITTLE DUCK IN THE TRUCK THE 3 BILLY GOATS GRUFF THE LITTLE RED HEN THE MAGIC PORRIDGE POT THE THREE LITTLE PIGS GIRAFFES CAN'T DANCE ELMER FIVE MINUTES PEACE</p>	<p>LITTLE RED RIDING HOOD CLICK CLACK MOO ROSIES FARM FARMER DUCK THE RAINBOW FISH TIDDLER HANDA'S SURPRISE SOMEBODY SWALLOWED STANLEY BUMBLE BUZZ TO THE RESCUE THE BUMBLE BEAR WHAT THE LADYBIRD HEARD</p>
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NURSERY LONG TERM PLAN 24 - 25

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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)	<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>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>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> <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</p>	<p>Rhymes of the week Words of the week Signs of the week</p> <ul style="list-style-type: none"> - Talk to adults and peers freely and with confidence about things that interest them - Use words to solve a disagreement e.g. stop I don't like it or lets do that after we've done this - Follow more complex instructions e.g. get your coat and book bag and then go and sit on the carpet - Talk about what is going to happen next in a story <p>Key vocab will be introduced specific to the cohort – please see weekly planning</p>

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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 crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
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>

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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	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 Funky Fingers daily	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 Funky fingers daily	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 Funky fingers daily	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 Funky Fingers daily	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 Funky fingers daily	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 - Funky fingers daily
GROSS MOTOR	Multiskills Balancing using our bodies Experimenting with different ways of moving Negotiating space Funky fingers daily	Dance Move energetically in different ways – skip, hop, jump and hold a pose Copy and remember basic actions Move to music Negotiate space Funky fingers daily	Gymnastics 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 Funky fingers daily	Athletics Running skills Balancing skills Following a sequence e.g. obstacle race Developing agility and stamina Competing at Sports day Funky fingers daily	Games Ball skills: throwing, catching, kicking Using different sized balls Following the rules of a game Making up own games to play with friends Funky fingers daily	Games Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game Making up own games to play with friends Funky fingers daily

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

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LITERACY	<p>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)</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"> - Find interesting words in books and talk about what these words mean - Talk about who drew the pictures in books – the illustrator - Look at books independently in the reading area- talk about what is happening in the pictures - Continue introducing one letter per week - Identify initial letter sounds in words - Oral blending and segmenting <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"> - Talk about things that happens at the beginning, in the middle and at the end of stories. - Talk about what might happen next? - Look at words in stories – can you see a space before and after the words - Continue introducing one letter per week - Identify initial letter sounds in words - 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>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						

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	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> <ul style="list-style-type: none"> - Balance when sitting. 	<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> <ul style="list-style-type: none"> - 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> <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 24 - 25 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 “Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi	<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>Showing interest in and joining in with number rhymes</p> <p>Explore colour and colour mixing</p> <p>Make comparisons between objects relating to size</p> <p>Make comparisons between objects relating to size</p> <p>Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and mathematical language – sides, corners, straight, flat, round</p>	<p>Showing interest in and joining in with number rhymes</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Talk about and identify patterns around them e.g. stripes on clothes, designs on rugs and wallpaper. Use informal language like pointy, spotty or blobs etc</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Showing interest in and joining in with number rhymes</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Showing interest in and joining in with number rhymes</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Recite numbers past 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Showing interest in and joining in with number rhymes</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p>Understand position through words alone for example, “The bag is under the table,” with no pointing.</p> <p>Describe a familiar route</p> <p>Discuss routes and locations using words like ‘in front of’ and ‘behind’;</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>-Showing interest in and joining in with number rhymes</p> <p>Explore the composition of numbers to 10.</p> <p>Recite numbers past 5.</p>

NURSERY LONG TERM PLAN 24 - 25

	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 Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	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.					
	Look at and talk about photographs of themselves and family Being curious about people and show interest in stories about themselves and family Find out about what they were like as a baby Discover how to care for babies Find out about the different jobs people do Talk about where they have been on holiday and look at photographs	Show interest in different occupations (Eg: fire fighters /nurse/police officers) Celebrate own birthday and that of others Find out about and talk about how and when their family celebrate Talk about differences and similarities between people and communities Changing Seasons - Winter	Make sense of own life-story and family's history through discussion and looking at photographs etc Exploring how things work e.g. wheeled toys etc Explore forces push and pull Explore collections of different materials	Talk about environments in stories Talk about places they have visited (e.g.: the park/ASDA) Follow positional language instructions Begin to notice changes in environment	See new friends have similarities and differences that connect them to, and distinguish them from, others Talk about places in and around school Explore and talk about the life cycle of animals Know why we need to respect and care for the environment and all living things	Look at and develop positive attitudes between people Find out about the different countries in the world and talk about the similarities and differences between them. Talk about where they have been on holiday Explore collections of different materials Plant seeds and care for growing plants and explore their life cycle Begin to talk about and describe changes in environment
	Learn about family customs and routines Which people are special to them 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	Talk about significant events in own experience What times are special and why? Birthday, weddings, Bonfire Night, festivals Which stories are special and why? Christmas	imitate everyday actions and events from own family and cultural background in pretend play What times are special and why? Chinese New Year	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	Know similarities and differences that connect and distinguish them from others What is special about our world? Awe and wonder: growth and change of animals	Develop a sense of responsibility and membership to a community What is special about our world? Summer Solstice

NURSERY LONG TERM PLAN 24 - 25

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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 their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <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>Exploring different materials freely and develop my ideas about how to use them and what to make.</p> <p>Use various construction materials</p> <p>Manipulate play dough (roll, knead)</p>	<p>Use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)</p> <p>Recognise and name colours.</p>	<p>Join different materials and explore different textures.</p> <p>Draw identifiable pictures</p> <p>Use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control</p>	<p>Talk about what they are creating</p> <p>Use representation to communicate, e.g. drawing a line and saying 'That's me.'</p>	<p>Draw a person with identifiable features</p> <p>Develop ideas and then decide which materials to use to express them.</p>	<p>Look at the work of different artists</p> <p>Look at and describe the texture of things</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>						