

EYFS Nursery Long Term Planning 2021-2022

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Possible themes/interests/lines of enquiry	Settling in All about me Healthy Me Autumn	Autumn Celebrations-Bonfire Remembrance Diwali Christmas Nativity-Christmas story Christmas in the past Christmas around the world	Winter Cold places and where WE live Bird watch RSPB	Spring-growing Traditional tales Easter Life-cycles	Hot places and where WE live Minibeasts Planting	Summer You Choose Moving on-transition
Communication and Language	<p>Listening -Can sit and listen to an adult and other children for short periods of time -Listens to stories in small groups Speaking -Speak in small, familiar groups, E.g registration Understanding Develop understanding of simple concepts-fast/slow, good/bad</p>	<p>Listening -Listen and remember short songs and rhymes -Listens to others in one-to one and or small groups when conversation interests them Speaking -Begin to use a range of tenses -Uses talk in pretending that objects stand for something Understanding Understands use of objects E.g which do we cut with- Kim's game</p>	<p>Listening -Enjoy listening to longer stories and can remember much of what happened Speaking -Speak more extensively about things that are more important to them -Uses talk in pretending that objects stand for something Understanding -Understands a simple question and instruction</p>	<p>Listening -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Speaking Use vocabulary learnt from stories in play Understanding -Show greater understanding of the books they have read by engaging in small world/puppet/role play related to the story</p>	<p>Listening Is able to follow some instructions Speaking -Begin to ask questions Understanding -Understand why questions like: Why do you think the caterpillar got so fat?</p>	<p>Listening Pay attention to more than one thing at a time, which can be difficult Speaking -Use longer sentences of 4-6 words -Become more confident to talk to others in their play Understanding -Follow simple instructions (1 step)</p>
	<p>-Use a wider range of vocabulary -Enjoy listening to stories, rhymes and songs -Sing a large repertoire of songs and rhymes -OC- at around 4 is the child using sentences of 4-6 words?</p>	<p>-Questions why things happen -OC- can they use past and future tenses?</p>	<p>-OC- at around 4 can the child answer simple why questions?</p>			

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Personal, Social & Emotional	<p>-Find ways of managing transitions-for example from their parents to key person</p> <p>Links to PSCHE Physical health and well being Healthy Me</p> <p>-Understand why it is important to brush their teeth, wash hands properly Healthy Me is then spoken about throughout the year so children have an in-depth understanding</p>	<p>-Separate from carer happily</p> <p>-Select and use activities and resources with help.</p> <p>-Feel comfortable with following routines of the classroom</p> <p>-Follow rules with support</p> <p>-Play alongside other children</p> <p>-Learn to use the toilet with help and then independently (this is VERY individual)</p> <p>-OC-Most children dry in the day by 4, if not support child/parents and seek help if needed</p> <p>Links to PSCHE-Mental health and well being</p> <p>-Talk about their feelings using words such as happy, sad, angry or worried.</p> <p>-Read books and notice characters who may be experiencing these feelings</p>	<p>-Feel confident to explore areas of the classroom</p> <p>OC-'Can the child sometimes manage to share or take turns with others, with adult guidance and understanding your and mine?</p> <p>-Be increasingly independent in meeting own care needs-brushing teeth, using toilet</p>	<p>-Select and use activities and resources independently.</p> <p>-Become more confident with unfamiliar people, in the safe context of their setting</p> <p>OC-'Does the child play alongside others or do they always want to play alone?'</p>	<p>-Show more confidence in social situations</p> <p>Links to PSCHE-Identity, society and equality</p> <p>-Develop their sense of responsibility and membership of a community (give appropriate tasks-moving onto Reception)</p> <p>-Seek other children out to play with</p> <p>OC-'Does the child take part in pretend play?'</p>	<p>-Feel confident to move into Reception and accept new children into the class</p> <p>-Understand gradually how others might be feeling</p> <p>-Have their own friends</p> <p>-Develop appropriate ways of being assertive</p>
	<p>We plan and react to what the children need. If there are any particular issues such as sharing, friendship or issues we have noticed regarding safe guarding that the children are dealing with in the setting or at home, we would work on that area of need, either through stories or circle time to ensure we are reacting to what the cohort needs at that time.</p>					

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Links to Islington PSCHE Scheme of work Links to Islington PSCHE Scheme of work ONGOING -Drug, alcohol& Tobacco (Y1-What goes into bodies, what shouldn't) -Keeping safe and managing risk (Y1-personal safety, safety in familiar settings, who can help) What is risk? What does that mean? What can we do if we do not feel safe at home, school, online? -Mental health and wellbeing Links to DM-PSED recognising and talking about feelings, who can help -Physical health and well-being Links to DM-PSED Physical activity, healthy eating, oral health, screen time, sleep, safe pedestrian -Careers & financial wellbeing (Y1- where money comes from, savings, jobs) Playing with money, shops, tills. Understanding things cost money and to take care of them. Job links in YOU CHOOSE topic -Identity, society & equality (Y1- what makes us special, responsibilities, co-operation) Links to DM- PSED rules and expectations at school, friendship and care of others, highlight children's interests and adults in class form good respectful relationships with the children						
Physical Development	<u>Gross Motor Skills</u>	<u>Gross Motor Skills</u>	<u>Gross Motor Skills</u>	<u>Gross Motor Skills</u>	<u>Gross Motor Skills</u>	<u>Gross Motor Skills</u>
	OC-Around their 3 rd birthday can the child climb confidently, catch a large ball and pedal a trike. HALL TIME-sticky kids exercise and instructions	-Increasingly be able to use and remember sequences and patterns of movements related to music (galloping to music-copying, leading etc) HALL TIME-apparatus sessions	-Practise using wheeled toys in the outdoor area HALL TIME- apparatus sessions, gymnastics	HALL TIME- ball skills	-Start taking part in group activities which they make up for themselves or in teams SPORTING INFLUENCE- (join in) Athletics outdoors, Exercise and movement outside	SPORTING INFLUENCE- (join in) Athletics outdoors, Exercise and movement outside
-Continue to develop their movement, balancing, riding (scooters, trikes, bikes) and ball skills -Go up and down stairs and apparatus using alternative feet -Match their developing physical skills to tasks and activities in the setting -Collaborate with others to manage large items, such as moving along plank safely, carrying large hollow blocks -Daily access to large outdoor space to run freely, climb, slide, build, use scooters, balls						

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		<p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Engage in classroom activities which promote FMS (play dough, lego, snack etc) 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Engage in classroom activities which promote FMS (play dough, lego, snack etc) -Explore mark making equipment in the setting both inside and outside 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Explore scissors, choosing appropriate ones for child's stage, with adult support. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Use one handed tools and equipment, for example making snips in paper 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Use mark making equipment with increased control and strength 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Use pens and pencils to copy name or parts of name and write some recognisable letters -Use a comfortable grip when using pens and pencils -Show a preference for a dominant hand -Be increasingly independent as they get dressed e.g putting coats on and doing up zips
Literacy	Reading	<ul style="list-style-type: none"> -Sit together in small groups to enjoy listening to stories, non-fiction books and poems every day. 	<ul style="list-style-type: none"> -Listen to and answer simple questions about the stories read to them. -Enjoy taking bed time books home to share 	<ul style="list-style-type: none"> -Engage in non-fiction books -Notice the different format of non-fiction books-contents, page numbers etc 	<ul style="list-style-type: none"> -Re-tell a simple familiar story -Predict the ending of the story 	<ul style="list-style-type: none"> -Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> -Ask questions about the books that are read to them
		<ul style="list-style-type: none"> -Engage in play based on stories and books they are familiar with -Understand the 5 key concepts about print: print has meaning, print can have different purposes, we read English top to bottom, left to right the names of the different parts of a book page sequencing 					

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Writing	<p><u>Early emergent writing</u> -Enjoy drawing freely</p>	<p><u>Early emergent writing</u> -Give meaning to the marks they make -Explore mark making materials inside and outside the classroom to encourage and practise small and large movements (large-muscle co-ordination first)</p>	<p><u>Early emergent writing</u> -Draw with increased accuracy -Explore mark making materials inside and outside the classroom to encourage and practise small and large movements (large-muscle co-ordination first)</p>	<p><u>Early emergent writing</u> -Draw with increased accuracy -Begin to write their name</p>	<p><u>Early emergent writing</u> -Draw with accuracy, adding smaller details -Write some or all of their name -Use some letters they know in their mark making and play</p>	<p><u>Early emergent writing</u> -Write some or all of their name, correctly forming some of the letters</p>
	<p><u>Adult led writing</u> -Recognising name and familiar words</p>	<p><u>Adult led writing</u> -Recognising name and familiar words</p>	<p><u>Adult led writing</u> -Name writing copying the letters which have been correctly formed (links to Mathematics positional language-up, down, round etc to write letters correctly)</p>	<p><u>Adult led writing</u> -Name writing copying the letters which have been correctly formed (links to Mathematics positional language-up, down, round etc to write letters correctly)</p>	<p><u>Adult led writing</u> -Name writing from memory</p>	<p><u>Adult led writing</u> -Name writing from memory, forming the letters correctly</p>
<p>-Model writing on the board showing that there is a correct way to form the letters -Children explore mark making materials daily-white boards, IWB, chalk, pens, paints, clipboards -Large paper sessions -Fine motor skills sessions-dough gym, scissor skills, group MM, Gross motor skills-climbing, running, sweeping, scooting, apparatus sessions</p>						
Phonics	<p>-Develop their phonological awareness so they can: Spot and suggest rhyme Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother</p>					
	<p>Using Little Wandle Foundations for phonics: -Share high quality stories, non-fiction books and poetry daily -Learn a range of nursery rhymes and action rhymes -Join in with activities that develop focused listening and attention including oral blending -Support language development through using high quality language with the children</p>					

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Mathematics		-Enjoy number time in small groups with other nursery children.	-Can say how old they are. -Talk about and explore 2D and 3D shapes using informal and mathematical language (Shape names, sides, corners, round) -Talk about and explore pattern around them- stripes, spots etc	-Make comparisons between objects relating to sizing, weight, length and capacity	-Understand position through words alone -Discuss routes and locations using words like 'in front of' and 'behind.' -Talk about and explore 2D and 3D shapes using informal and mathematical language (Shape names, sides, corners, round) -Explore ABAB patterns	-Make comparisons between objects relating to sizing, weight, length and capacity	-Show 'finger numbers' up to 5 -Talk about and explore 2D and 3D shapes using informal and mathematical language (Shape names, sides, corners, round) -Explore ABA patterns
	-Sing number songs and rhymes, using fingers to show an amount -Recite numbers past 5 -Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number) -Say one number for each item in order; 1,2,3,4,5						
Understanding the World	(Links to History NC)	-Enjoy circle times talking about things that are important to themselves and families.	-Enjoy discovering about and joining in with celebrations at school and at home- Bonfire Night, Remembrance Day, Diwali, Christmas -Understand there are festivals that they don't celebrate but others do		-Begin to make sense of their own life-story and family's history-look at pictures of how much they have grown and discuss in small groups		
	(Links to Geography NC)	-Talk about their family and where they live-who lives in their house as they get to know the other nursery children	-Show an awareness there are other festivals around the world	-Know there are different countries in the world and talk about the differences they have experienced and seen in photos-notice and talk about the differences they notice between where they live and the COLD places we are learning about	-Explore maps in the environment -Listen to stories about maps- E.g Me on a map in small groups	-Know there are different countries in the world and talk about the differences they have experienced and seen in photos-notice and talk about the differences they notice between where they live and the HOT places we are learning about	-Show an interest in different occupations (YOU CHOOSE)

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Links to Science NC	<ul style="list-style-type: none"> -Autumn walk around the village -Harvest-links to Church -Enjoy books about Autumn 	<ul style="list-style-type: none"> -Talk about the differences between materials and changes they notice- MELTING CHOC for Christmas 	<ul style="list-style-type: none"> -Talk about the differences between materials and changes they notice-ICE -Feed the birds in the outdoor environment -Walk around the village looking for signs of Winter -Enjoy books about Winter 	<ul style="list-style-type: none"> -Observe life cycles in the classroom (butterflies/frogs) -Enjoy books about growing/Spring 	<ul style="list-style-type: none"> -Plant seeds and care for growing plants -Look after plants and insects in the outdoor environment -Walk around the village looking for signs of Spring 	<ul style="list-style-type: none"> -Show an interest in different occupations (YOU CHOOSE)
	<ul style="list-style-type: none"> -Use all of their senses in hands-on exploration of natural materials -Talk about what they see, using a wide range of vocabulary -Begin to understand the need to respect and care for the environment and all living things -Explore and talk about different forces they feel (floating/sinking, magnets) Exploration table -Talk about the differences between materials and changes they notice –sinking/floating, shadows, cooking, melting etc 					
R.E	Believing F1-Which stories are special and why?	Believing F2-Which people are special and why?	Expressing F3-Which places are special and why?	Expressing F4-Which times are special and why?	Living F5-Where do we belong?	Living F6-What is special about our world and why?
Expressive Arts and Design	KAPOW Music Unit-Exploring Sounds <ul style="list-style-type: none"> -Vocal sounds -Body sounds -Instrumental sounds -Environmental sounds -Nature sounds 	KAPOW Music Unit-Celebration Music <ul style="list-style-type: none"> -Diwali -Christmas music -Christmas action songs 	KAPOW Music Unit-Movement and Music <ul style="list-style-type: none"> -Action songs -Finding a beat -Exploring tempo -Exploring tempo & pitch through dance -Music & movement performance 	KAPOW Music Unit-Music and stories <ul style="list-style-type: none"> -Moving to music -Using instruments to represent characters -Story telling with actions 	KAPOW Music Unit-Big Band <ul style="list-style-type: none"> -What makes an instrument? -Introduction to Orchestra -Follow the beat 	Music, songs and performances and imaginative play linked to YOU CHOOSE topic
	<ul style="list-style-type: none"> -Take part in simple pretend play, developing storylines, using small world equipment and open ended resources. -Explore different materials freely, joining them together and developing their ideas about how to use them and what to make. -Draw with increased complexity and detail -Explore colour and colour mixing -Show different emotions in their drawings and paintings 					