

## Nursery Long Term Plan

Personal, Social and Emotional Development and Communication and Language underpin all teaching and learning in EYFS, alongside the development of children's characteristics of effective learning. Key themes focus planning and teaching linked to key elements of self-regulation, managing self and building relationships:

### Autumn 1

#### All About Me!

PSED Theme:  
Feelings and  
Friendships

Achieve self-chosen goals.  
Develop self-confidence and a sense of responsibility.  
Extend and elaborate ideas for work and play.

### Autumn 2

#### Let's Celebrate

PSED Theme:  
Respectful  
Relationships

Talk about feelings and differences in people's feelings.  
Develop a sense of responsibility and community.  
Develop confidence in front of others, including less familiar people.

### Spring 1

#### Stories

PSED Theme:  
Own Goals

Find solutions during collaborative learning.  
Develop a sense of responsibility and community.  
Extend and elaborate ideas for work and play.

### Spring 2

#### Shapes Are Everywhere

PSED Theme:  
Valuable Individuals

Talk about feelings and differences in people's feelings.  
Develop self-confidence and a sense of responsibility.  
Find solutions during collaborative learning.

### Summer 1

#### In The Garden

PSED Theme:  
Our Community

Achieve self-chosen goals.  
Develop self-confidence and a sense of responsibility.  
Develop confidence in front of others, including less familiar people.

### Summer 2

#### People Who Help Us

PSED Theme:  
Changes

Talk about feelings and differences in people's feelings.  
Maintain self-confidence when faced with new challenges.  
Find solutions during collaborative learning.

### Communication, Language and Literacy - Key focus:

Taking turns in conversation, including listening then responding, linked to the same theme. Speaking in a sentence, pronouncing sounds and words clearly.

**Autumn:** Elmer; I Like Bees I Don't Like Honey; The Journey Home from Grandpas; Titch; Umar; Leaf Man; The Scarecrow's Wedding. The Very Helpful Hedgehog; Biscuit Bear; Sammy Spider's First Hanukkah; Mama Panya's Pancakes; Birthday stories; Christmas stories.

**Spring:** Not a Box; No-Bot; The Three Little Pigs; The Magic Train Ride; The Very Hungry Caterpillar; Sharing a Shell; The Gruffalo.

**Summer:** Paula the Vet; Mog and the V-E-T; What the Ladybird Heard; Jasper's Beanstalk; Mad About Minibeasts; Percy the Park Keeper; The Secret Path.

**Maths** - Maths progress models provide clear guidance to support children's knowledge and understanding of maths concepts. Problem solving and mark making in maths are key areas of focus.

**Autumn:** Reciting number names; finger matching when counting; counting objects; making collections; grouping and sharing; recognising 2D shapes; size matching; recognising simple patterns; same; different.

**Spring:** all of the above and comparing similar and dissimilar; size comparing; 2D shape matching; pattern fixing.

**Summer:** all of the above and subitising; composing number values; 2D matching same and similar; pattern duplication.

**The Natural World** - Ongoing themes: Understanding the effects of the changing seasons on the natural world and everyday materials; exploring the natural world.

**Autumn:** Life cycles – harvesting fruit and vegetables. Talking about things which are the same, different and have changed. Learn about seasonal changes in the Autumn.

**Spring:** Feeling forces. Seasonal changes in the Spring. Ongoing observation of living things in our immediate environment and developing awareness of life cycles (plants, snails, chicks and caterpillars). British Science Week

**Summer:** British Wildlife – naming common animals; identifying and observing common living things in our immediate environment and local area. Name some common British plants; on-going focus on life cycles (plants, snails, chicks and caterpillars). Seasonal changes in the Summer time.

## People, Cultures and Communities

**Autumn:** Where we live – place names. Become familiar with simple maps.

Learn about celebrations from a range of cultures: Autumn; Harvest; Diwali (4-11-21); Bonfire Night; Remembrance day (11-11-21); Thanksgiving (25-11-21) Hanukkah (28-11-21 to 6-12-21) St Andrew's Day (30-11-21) Advent; Christmas

**Spring:** Describe immediate environment and settings in stories and non-fiction.

Holi (19-3-22); Chinese New Year (1-2-22) St Valentine's Day (14-2-22) St David's Day & Shrove Tuesday (1-3-22) St Patrick's Day (22-3-21) Easter

**Summer:** Simple similarities and differences between life in this country and other countries.

St George's Day (23-4-21); Queen Elizabeth's Birthday (21-4-22 and 11-6-22) Eid-al-fitr (2-5-21 to 3-5-21) Eid-al-adha (9-7-21 to 10-7-21)

## Past and Present

Timelines of stories and knowledge organisers across the year; photographs of events throughout the year; daily timetable.

**Autumn:** Own personal history – photographs of themselves and their family.

**What are our favourite celebrations each year?**

**Spring:** Photographs of local buildings and places now and in the past.

**Summer:**

Own personal history and the people who helped them when they were younger.

## Computing

Effective use of resources in provision and adult interactions with children, direct teaching and learning challenges using technology, provide a clear focus on the development of knowledge and skills in computing throughout the year.

- Know how to turn on and use simple equipment.
- Independently operate mechanical toys.
- Independently use an Ipad to take photographs and film.
- Retrieve information from computers.
- Complete a simple computer programme.

## Expressive Arts & Design- Creating with Materials & Imaginative and Expressive

-The development of children's mark-making knowledge and skills and confidence to express their ideas, feelings, experiences, underpins all art and design opportunities and teaching. Children's development may involve some or all of the stages below:

**scribbling -controlled scribbling-lines and patterns including shapes-pictures of objects and people**

-Exploration and experimentation with media, materials and methods with a focus on the arts process and self-review of work and awareness of the artwork of others.

-Developing sound awareness, creating sounds and rhythms using body percussion, playing percussion instruments, singing, chanting rhymes, listening and responding to music through song and dance, all underpin the music elements of the curriculum.

-Drama through re-enacting real experiences, events in stories and creating imaginary roles help children to make sense of their knowledge and the world.

**Autumn:** Creating representations of themselves in paint; making a printed card; performing in a musical event. **Spring:** Creating characters; making a prop for role play; performing in a musical event. **Summer:** Creating shared pieces of artwork; making representations of living things.

## Physical Development – Gross Motor

Daily opportunities for exploration and teaching: wake-up-shake-up dancing, movement play linked to rhymes and exploration of equipment for climbing, balancing, rolling, pedalling...

**Autumn:**

Exploring the school grounds – picking fruit from the orchard.

**Spring:** Scooter challenge

**Summer:**

School Adventure Playground. Local park playground equipment. Sporting challenge Fitness Friday

## Visits and Visitors

Throughout the year opportunities arise which enhance our planned learning. Being an active part of our local community enhances our curriculum. Events and experiences evolve beyond those detailed below:

**Autumn:** Visiting the school orchard; harvest vegetables with Mrs Vickers.

**Spring:** Local walks; visiting the school wildlife garden and pond.

**Summer:** Real life heroes from the local community. Local green spaces: parks, woods, gardens...

## Focus Weeks

**Autumn:** Entrepreneur **Spring:** Owlcotes Literature Festival

**Summer:** Outdoor Adventure

## Owlcotes Elements:

Grow fruit and veg. Perform in a musical event. Visit a local park. Observe and care for plants, snails, caterpillars and frogspawn over time. Travel in the school mini bus. Take part in a sporting event.

