

EYFS Long Term Plan 24-25



Independence is the key to the children's success at St. Mary's

Imagination – through role play, story telling and story writing

Nurture – caring for the whole child supporting them both at school and home

Desire – a desire to learn is embedded within the Early Years

Engagement – children are fully engaged in their learning

Play – Children who experience learning through play have time to consolidate their knowledge and have a deeper understanding

Excitement - an excitement for life and to grow and learn

Nature – to understand the importance of our wonderful world and how to care for it

Daring – children who take risks and challenge their own learning and thinking to gain a deeper understanding of something

Excellence – that we are our best selves

Noticing – that we are asking questions, investigating and making statements to extend and challenge our learning

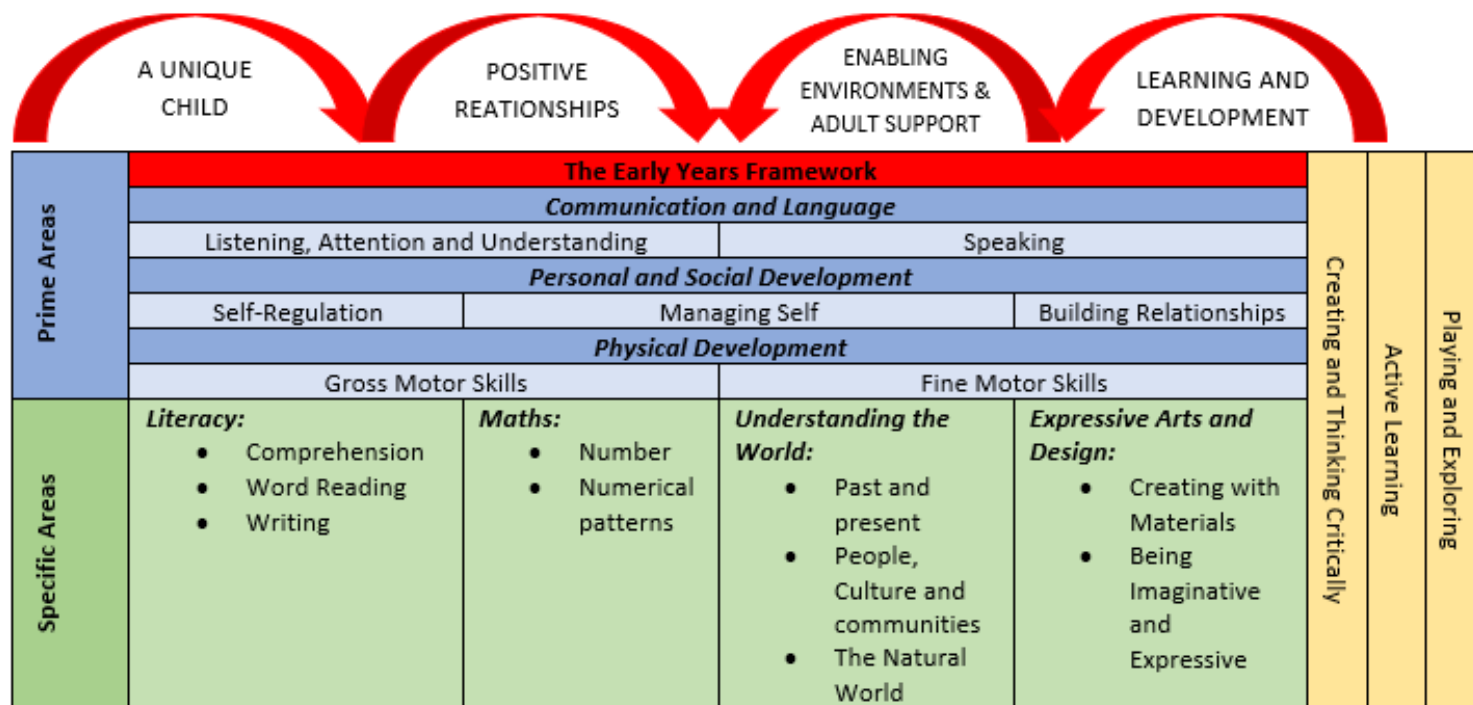
Caring – that we care for ourselves, others and the environment

Early Years – that we are building the foundations of future learning and our school career

St Mary's EYFS Team

“At St. Mary's Catholic Primary School we understand the importance of real opportunities when submerging children into their learning. We ensure that learning is engaging, challenging, fun and supports all children no matter where their starting point. We believe in high quality interactions and positive relationships ensuring children feel safe and regulated while at school. We will deliver our curriculum both indoors and out through a balance of adult-led and child initiated activities based on the EYFS framework 21”

St Mary's EYFS Team





Nursery Long Term Plan 24-25



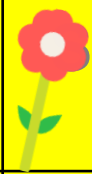
Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2

General Themes
NB: These themes may be adapted at various points to allow for children's interests to flow through the provision
WELL-BEING & Behaviour For Learning

All About me!
 New beginnings
 All about me/ my family
 Babies and mothers
 New environments
 Feelings
 Halloween/ Autumn

Terrific Tales!
 Traditional Tales
 Repetitive stories
 Gingerbread Man
 Diwali
 Remembrance day
 Bonfire night
 The Nativity
 Christmas traditions / stories

Amazing Animals!
 Safari
 Animals around the world
 winter / Arctic
 Animal patterns
 Chinese new year
 Valentines Day

Come Outside!
 Plants & Flowers
 Weather / seasons
 The great outdoors
 Planting seeds
 Farm
 Mini beasts
 Easter
 Lent

Ticket to ride!
 Around the Town
 How do I get there?
 Where in the world have you been?
 What a wonderful world
 Vehicles and transport!

Fun at the Seaside!
 Under the sea
 Off on holiday / clothes
 Where in the world shall we go?
 Send me a postcard!
 Seasides

Possible Texts / 'old favourites'

Owl Babies
 Once there were Giants
 The Colour Monster
 The Big Book of Families
 Goldilocks and the three bears
 Marvellous me
 You choose
 Monkey Puzzle

The Three little pigs
 The scarecrows wedding
 Room on the broom
 Meg and Mog books
 The Jolly Christmas Postman
 Christmas Story / Nativity
 The Gingerbread Man
 Dear Santa
 We're going on an elf hunt
 Stick man

The Gruffalo
 Lost and found
 The snail and the whale
 Dear Zoo
 Brown Bear Brown Bear
 what do you see
 Rumble in the Jungle
 Polar bear polar bear
 what do you hear?
 Doing the animal bop!

The Tiny Seed
 Oliver's Vegetables
 Jasper's Beanstalk
 The Very Hungry Caterpillar
 Aghh Spider!
 Pig in the Pond
 Farmer Duck
 What the Ladybird Heard
 We're going on an egg hunt.
 The Three Billy Goats Gruff

The Smeds and the Smoos
 Whatever next
 The smartest giant in town
 Mr. Gumpy's Outing
 The Train Ride
 Oi! Get off my train!
 Who sank the boat
 Handa's surprise

Billy's Bucket
 Commotion in the ocean
 Sharing a shell
 Tiddler
 Lets go to the seaside
 The singing mermaid
 The night pirates
 Pirates love underpants

'Wow' moments /

Autumn Trail
 Birthdays
 Favourite Songs
 Halloween

Guy Fawkes / Bonfire Night
 Christmas Time / Nativity
 Diwali
 Remembrance day

Chinese New Year
 Valentine's Day

Planting seeds
 Easter time
 Mother's Day
 Eater Egg Hunt

Food tasting – different cultures
 Map work - Find the Treasure

Visit to the beach
 Under the Sea – singing songs and sea shanties
 World Environment Day



Reception Long Term Plan 24-25



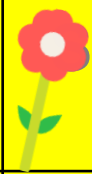
Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2

General Themes
NB: These themes may be adapted at various points to allow for children's interests to flow through the provision
WELL-BEING & Behaviour For Learning

All About me!
 Starting school
 My new class
 New Beginnings
 Staying healthy / Food The human body
 How have I changed?
 My family / PSED focus
 What am I good at?
 How do I make others feel?
 Being kind
 Staying safe
 Halloween/ Autumn

Terrific Tales!
 Traditional Tales
 Familiar tales
 Gingerbread Man
 The Nativity
 Christmas Lists
 Letters to Father Christmas
 Christmas cards
 Stick Man
 Diwali
 Remembrance day
 Bonfire night

Amazing Animals!
 Life cycles
 Safari
 Animals around the world
 Climates / Hibernation/ winter / Arctic
 Night and day animals
 Animal patterns
 Chinese new year
 Valentines Day

Come Outside!
 Plants & Flowers
 Weather / seasons
 The great outdoors
 Planting seeds
 Farm
 Mini beasts
 Easter
 Lent

Ticket to ride!
 Around the Town
 How do I get there?
 Where in the world have you been?
 Where do we live in the UK / world?
 Vehicles past and Present
 Design your own transport!

Fun at the Seaside!
 Under the sea
 Off on holiday / clothes
 Where in the world shall we go?
 Send me a postcard!
 Marine life
 Seasides in the past
 Compare: Now and then!
 Seaside art

Possible Texts and 'old favourites'

Owl Babies
 Once there were Giants
 The Colour Monster
 The Big Book of Families
 Goldilocks and the three bears
 Marvellous me
 You choose
 Peepo
 Grandpa Bodley and the Photographs
 Pumpkin Soup

The tiger who came to tea
 The Jolly Christmas Postman
 Christmas Story / Nativity
 Rama and Sita
 Stick Man
 The Gingerbread Man

The Great Race
 A Dot in the Snow
 Little Red Riding Hood
 The Gruffalo
 Handa's surprise
 Brown Bear brown bear what do you see?
 Polar bear polar bear what do you hear?
 Cuddly Duddley

The Tiny Seed
 Oliver's Vegetables
 Jack and the Beanstalk
 Jasper's Beanstalk
 The Very Hungry Caterpillar
 Aghh Spider!
 Pig in the Pond
 Mr Wolf's Pancakes
 The Three Billy Goats Gruff

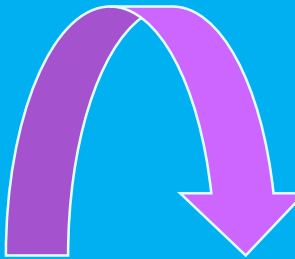
The Snail and the Whale
 The Way back Home
 Mr. Gumpy's Outing
 The Train Ride
 Oi! Get off my train!
 On the way home
 The Three little pigs
 What did the Tree See?

Under the Sea Non – Fiction
 The Journey
 World Atlases
 Tiddler
 Billy's Bucket

EYFS Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!



Over Arching Principles

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.

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 St. Mary's Catholic Primary School we understand the importance of Play, the opportunity to embed learning, become absorbed in it and that we learn best when we are interested, involved and active. Play encourages active learning, we plan and prepare for children to work with other children, adults, objects, stimuli and events. We are proud to promote play and that the ethos in our Early Years setting has play at the heart enabling our children to become active participants in their learning leading their thinking and becoming independent. Play enables our children to become confident and resilient building relationships allowing our children to set their own goals and solve problems. Play is essential in developing the whole child and supporting children's development. We believe in a balance of children leading their own play and taking part in play that is guided by adults."

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



EYFS Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Our Values <i>Assemblies / Sharing Circles</i> These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	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.	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.	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.	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.	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.	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.
Assessment opportunities	Analyse Nursery Assessments (Rec) In-house - Baseline data on entry National Baseline data by end of term	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings itrack data	Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings itrack data EOY data
Parental Involvement	Proud Clouds staggered Start Home visits / Parents Evening Home / School Agreements Phonics parental information	Proud Clouds Nativity Maths parental information Parents Evening Bug club Tapestry/dojo	Proud Clouds Writing parental information Stay and Read morning Tapestry/dojo	Proud Clouds Parents Evening Reading parental information Tapestry/dojo	Proud Clouds Tapestry/dojo	Proud Clouds End of year reports Parent's Picnic Tapestry/dojo

We recognise that all children are unique and special.



Nursery Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Communication and Language	<p>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.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	<p>Welcome to EYFS Settling in activities Making friends – learning peers names Children using talk about things familiar to them. What do you like/dislike? This is me! Rhyming Familiar Print – my name All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Naming areas Introducing new stories</p>	<p>Tell me a story! Settling in activities Develop vocabulary Tell me a story - begin joining in with stories Story language Listening and responding to stories Following one instruction Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Settling in activities! Using language well Understand and answer simple how and why questions... Retell a well known story with story language with support Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it?” Talk about a familiar story they have listened to.</p>	<p>What happened? Settling in activities Re-read some books so children learn the language necessary to talk about what is happening in each illustration Talk about their own lives</p>	<p>Time to share! Talk about likes and dislikes Naming and discussing familiar objects in activities and pictures Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
Daily story time	<p><i>We understand that children will make progress at different times. There is no right time... they will progress when they are ready.</i></p>					



Reception Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Communication and Language	<p>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.</p> <p><small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small></p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Tell me a story! Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask’s how and why questions... Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
Daily story time	<p><i>We understand that children will make progress at different times. There is no right time... they will progress when they are ready.</i></p>					



Nursery Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
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	<p>New Beginnings See themselves as a valuable individual. Being me in my world Beginning to understand class Rules and Routines Supporting children to build relationships Likes and dislikes</p>	<p>Understanding that some things are right and some are wrong Feeling our own emotions Self - Confidence Build relationships.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify their own feelings. Encourage them to think about their own feelings and those of others by reading stories and exploring pictures</p>	<p>Relationships Being a good friend Healthy me Random acts of Kindness Looking After our world and animals model and encourage why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Show resilience and perseverance in the face of challenge. Model and encourage why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behavior preparing for their transition to either big Nursery or Reception Class</p>
Self - Regulation	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>					
Link to Behaviour for Learning	<ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting 					
	<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and identifying strategies and reviewing what has worked well."</i> (Mazzocco, 2017)</p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>					



Reception Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
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	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios sharing stories and discussing pictures</p>	<p>Relationships What makes a good friend? Healthy me Looking After our world and animals Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behavior. Preparing for Year 1 transition</p>
Self - Regulation	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning 			<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve children’s ability of self-control and reduce impulsivity. Activities typically include supporting children to articulate their plans and strategies, and to reflect on their actions and review.”</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		
Link to Behaviour for Learning						



Nursery Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
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	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw/paint large lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in mark making.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form lines and closed shapes. Handle tools, objects, construction and malleable materials with increasing control Encourage children to mark make and draw freely. Holding Small Items making snips with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil model and support grip Forms letter shapes	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil control Use one hand consistently for fine motor tasks Cut along a straight line with scissors /	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly colour inside the lines of a picture draw pictures that are recognisable Build things with wooden blocks or duplo
Daily opportunities for Fine Motor Activities	Cooperation games i.e. parachute games. Different ways of moving to be explored with children children to develop good personal hygiene – washing hands Toilet training Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- rolling, kicking Moving with confidence indoor ad out Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. wheelbarrows, prams and carts are all good options	Ball skills- rolling, kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Balance	Balance- children moving with confidence Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Time in reception garden for climbing, balancing	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to. Dance / moving to music Time in reception garden for climbing, balancing	Races / team games involving gross motor movements Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Time in reception garden for climbing, balancing
Gross motor	From Development Matters 21': 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 or drawing and writing, paintbrushes, scissors, knives, for and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.					

Weekly mindful

All these topics will be revisited each term. Children need time to practise and consolidate. Repetition is good thing



Reception Long Term Plan 24-25



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General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
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	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut a shape out: straight edges/ Curved edges	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Draw pictures that are recognisable Build things with smaller linking blocks, such as Lego
Daily opportunities for Fine Motor Activities	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. 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 pedal bikes without stabilisers	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Movements and Balance
Gross motor	<p>From Development Matters 21’:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.</i></p> <p>Use the 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.</p>					



Nursery Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
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>					
	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of role play to tell the story. Begin to recognise name. Name writing activities. Engage in conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists using pictures. Retelling stories using images with support. Pie Corbett Actions to retell the story. Retelling of stories. Sequence story – introducing the idea of beginning and end. Enjoys an increasing range of books</p>	<p>Making up stories in their play using the role play resources or acting them out themselves. Encourage children to record stories through picture drawing/mark making.</p> <p>Look at a variety of books such as non fiction books.</p>	<p>Introduce the idea of reading in different places such as back of seed packets, instructions etc.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Answer questions about a story</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, and title.</p>
	<p>Initial Phonics: Sound games Rhyming games Stories Songs Listening games</p>	<p>Initial Phonics: Sound games Rhyming games Stories Songs Listening games</p>	<p>Initial Phonics: Sound games Rhyming games Stories Songs Listening games</p>	<p>Initial Phonics: Sound games Rhyming games Stories Songs Listening games</p>	<p>Initial Phonics: Sound games Rhyming games Stories Songs Listening games</p>	<p>Initial Phonics: Sound games Rhyming games Stories Songs Listening games</p>
Comprehension - Developing a passion for reading						



Reception Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
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)					
	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character in their play – Encourage children to record stories through picture drawing/mark making and/or writing.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home.</p>	<p>Information leaflets about animals in the garden/plants and growing. Gathering information from other sources such as backs of seeds packets, instructions etc.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story and write a sentence about them</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
	Comprehension - Developing a passion for reading					
Word Reading	<p>Phonic Sounds: initial code whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their phonics knowledge (initial code)</p>	<p>Phonic Sounds: initial code whole class</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words as they are introduced.</p> <p>Show children how to touch each finger as they say each sound. For</p>	<p>Phonic Sounds: initial code whole class</p> <p>Reading identifying characters and settings.</p>	<p>Phonic Sounds: initial code whole class</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know:</p>	<p>Phonic Sounds: extended code whole class</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been</p>	<p>Phonic Sounds: extended code whole class</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
	Children will be focusing on Sounds Write as a whole class. Focus on consolidation of Initial code moving on to extended code at the end of the year					



Nursery Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Writing	<p>Texts as a Stimulus:</p> <p>Owl Babies Once there were Giants The Colour Monster The Big Book of Families Goldilocks and the three bears Marvellous me You choose Monkey Puzzle</p> <p>Making marks – using different media such as paint, pencil, crayon felt pen etc.</p> <p>Name recognition and writing available in continuous provision all year</p>	<p>Texts as a Stimulus:</p> <p>The Three little pigs The scarecrows wedding Room on the broom Meg and Mog books The Jolly Christmas Postman Christmas Story / Nativity The Gingerbread Man Dear Santa We're going on an elf hunt Stick man</p> <p>Making marks and beginning to give them meaning. Retelling stories.</p> <p>Beginning to Sequence the story</p> <p>Name recognition and writing available in continuous provision all year</p>	<p>Texts as a Stimulus:</p> <p>The Gruffalo Lost and found The snail and the whale Dear Zoo Brown Bear Brown Bear what do you see Rumble in the Jungle Polar bear polar bear what do you hear? Doing the animal bop!</p> <p>Making marks and beginning to give them meaning. Drawings pictures. Retelling stories.</p> <p>Using instruments alongside stories</p> <p>Name recognition and writing available in continuous provision all year</p>	<p>Texts as a Stimulus:</p> <p>The Tiny Seed Oliver's Vegetables Jasper's Beanstalk The Very Hungry Caterpillar Aghh Spider! Pig in the Pond Farmer Duck What the Ladybird Heard We're going on an egg hunt. The Three Billy Goats Gruff</p> <p>Making marks and give them meaning. Drawings pictures. Using different media. Retelling stories.</p> <p>Using instruments alongside stories</p> <p>Name recognition and writing available in continuous provision all year</p>	<p>Texts as a Stimulus:</p> <p>The Smeds and the Smoos Whatever next The smartest giant in town Mr. Gumpy's Outing The Train Ride Oi! Get off my train! Who sank the boat Handa's surprise</p> <p>Making marks and give them meaning. Drawings pictures. Using different media. Retelling stories.</p> <p>Using instruments alongside stories</p> <p>Name recognition and writing available in continuous provision all year</p> <p>Some children forming</p>	<p>Texts as a Stimulus:</p> <p>Billy's Bucket Commotion in the ocean Sharing a shell Tiddler Lets go to the seaside The singing mermaid The night pirates Pirates love underpants</p> <p>Making marks and give them meaning. Drawings pictures. Using different media. Retelling stories.</p> <p>Using instruments alongside stories</p> <p>Name recognition and writing available in continuous provision all year</p> <p>Some children forming letters from their name</p>
	<p>Talk for writing used as stimulus across the year</p> <p>Texts may vary due to children's interests</p>					

Reception Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Writing	<p>Texts as a Stimulus: Marvellous Me The Colour Monster You Choose Goldilocks and the three bears Owl babies The big book of families Peepo Monkey puzzle Once there were giants GrandPa Bodley and the Photographs We are all wonders Pumpkin Soup</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels.</p>	<p>Texts as a Stimulus: The Jolly Christmas Postman Christmas story/ Nativity Rama and Sita The gingerbread man Dear Santa The Christmas Bear We're going on a bear hunt Stick Man</p> <p>Name writing, labelling using initial sounds, Retelling stories in writing area, Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>Texts as a Stimulus: The Great race A dot in the snow Little Red Riding hood Handa's Surprise Brown Bear Brown Bear Polar bear Polar bear Doing the animal bop The Gruffalo</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story</p>	<p>Texts as a Stimulus: The Tiny Seed Oliver's Vegetables Jaspers Beanstalk The very hungry caterpillar Aghh spider Pig in the Pond Mr Wolfs Pancakes The Tiger who came to tea</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Character descriptions.</p>	<p>Texts as a Stimulus: The Way back home Mr Grumpy's outing The Train Ride Oi! Get off my train! On the way home The three little pigs What a wonderful world What did the owl see? The Snail and the Whale What did the tree see?</p> <p>Writing for a purpose: recipes, lists, cards in role play using phonetically plausible attempts at words, use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p>Texts as a Stimulus: Billy's Bucket Commotion in the ocean Sharing a shell Lets go to the seaside Under the sea – non fiction Tiddler World Atlas The Journey</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character</p>
<p>Talk for writing used as stimulus across the year</p> <p>Texts may vary due to children's interests</p>						



Nursery Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside	Ticket to Ride!	Fun at the Seaside
Maths <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i> Mathematics Mastery	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.					
	Early Mathematical Experiences Counting rhymes and songs Finger rhymes Building with shapes and blocks Beginning to use random numbers in play Birthdays – knowing my age	Early Mathematical Experiences Counting rhymes and songs Finger rhymes Building with shapes and blocks Beginning to use random numbers in play for counting 1,3,4 Birthdays – knowing my age Completing puzzles patterns	Early Mathematical Experiences Counting rhymes and songs Finger rhymes Building with shapes and blocks Beginning to count in play Birthdays – knowing my age and recognizing familiar numbers – 3 “I am 3” Completing puzzles patterns	Early Mathematical Experiences Counting rhymes and songs Finger rhymes Talk about and explore shapes Counting in sequence Beginning to count out quantities under 6 Birthdays –recognizing familiar numbers – 3 “I am 3” Completing puzzles patterns	Early Mathematical Experiences Counting rhymes and songs Finger rhymes Talk about and explore shapes Counting in sequence Beginning to count out quantities under 6 Birthdays –recognizing familiar numbers – 3 “I am 3” Completing puzzles patterns Capacity, weight length – comparing more or less	Early Mathematical Experiences Counting rhymes and songs Finger rhymes Talk about and explore shapes Counting in sequence Beginning to count out quantities under 6 Birthdays –recognizing familiar numbers – 3 “I am 3” Completing puzzles patterns Capacity, weight length – comparing more or less Link numeral and quantity up to 5



Reception Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside	Ticket to Ride!	Fun at the Seaside
Maths <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i> <i>Mathematics Mastery</i>	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.					
	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.	Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six	Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less	Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing	Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns	Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards One more one less •Estimate and count •Grouping and sharing Odd and even numbers
	Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment.	Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths	Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away	Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer	Addition and subtraction within 20 •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving	
		Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately	Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer	Doubling and halving Doubling and halving & the relationship between them	Money Coin recognition and values	
		Calendar and time Days of the week, seasons			Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	



Nursery Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
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>					
	<ul style="list-style-type: none"> Identify themselves in pictures Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can begin to talk about what they do with their family and places they have been with their family. Begin to draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. How we have changed from being a baby to growing up to be 2, 3 or 4!. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas’ in the past. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.. 	<ul style="list-style-type: none"> Listening to stories. Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a ‘Bug Hotel’ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. 	<ul style="list-style-type: none"> Use Handa’s Surprise to explore a different country. Introduce transport, how we can get to different places Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Take children to places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
	<p>Our RE Curriculum Come and See 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>	Special Times	Special Times	Special Times	Special Times	Special Times
		Diwali Hannukah Christmas	Epiphany	Ash Wednesday Palm Sunday Easter Start of Ramadan	Eid Fathers day	



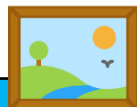
Reception Long Term Plan 24-25




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
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>					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.. 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. 	<ul style="list-style-type: none"> Use Handa’s Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? What did the tree see? Take children to places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
	<p>Our RE Curriculum Come and See 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>Special Times</p>	<p>Special Times</p> <p>Diwali Hannukah Christmas</p>	<p>Special Times</p> <p>Epiphany</p>	<p>Special Times</p> <p>Ash Wednesday Palm Sunday Easter Start of Ramadan Mothers day</p>	<p>Special Times</p> <p>Eid Fathers day</p>



Nursery Long Term Plan 24-25



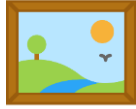
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. 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>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>junk modelling, take picture of children's creations and record them explaining what they are.</p> <p>Exploring sounds and how they can be changed,</p> 	<p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>animal prints / Designing homes for animals.</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around The very hungry caterpillar - symmetrical butterflies</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>

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.

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.



Reception Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
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.					
	<p>Join in with songs; mixing colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>animal prints / Designing homes for hibernating animals. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which</p>	<p>Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts</p>

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.

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.





Reception Long Term Plan 24-25

Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!



Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.