

Nursery Long Term Plan 2023 - 2024



The EYFS curriculum at Lanchester EP



Overarching, statutory guiding principles

Four guiding principles shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
 - children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
 - importance of **learning and development**. Children develop and learn at different rates.







The EYFS curriculum at Lanchester EP Primary School is designed around four key principles:

- our agreed curriculum goals
- a set of core books, songs & rhymes
- a language rich environment
- a range of stimulating experiences which link into our local community.

The EYFS curriculum at Lanchester EP is delivered through:

- Well-planned and purposeful play-based activities.
- Teacher-directed lessons and learning activities.
 - Child-led activities.
- Well-resourced indoor and outdoor learning areas.
- Ensuring continuity and progression of learning through skills development and sequenced experiences.
 - Opportunities for exploration, allowing time for children to become immersed in their play.
- Thoughtful interactions and support from adults who know the children well and are able to plan for, and put into place, the next steps in their learning.

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Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes These are subject to change according to the interests and needs of the children	Who am I? Me, my family and home Autumn – noticing changes	Autumn – developing seasonal vocabulary Light and Dark	Snow and ice Favourite foods	People who help us Superheroes	Planting and growing Farm life	Mini beasts Seaside
Special Occasions	Harvest	Bonfire night Diwali Remembrance Day Christmas Road Safety Week World Nursery Rhyme Week Children in Need	Lunar New Year Pancake Day Bird Watch National storytelling week Valentine’s Day Children’s mental health week	Easter St David’s Day World Book Day Red nose Mother’s Day Eid/Ramadan	Earth Day	Father’s Day Sports Day Move up Day World Ocean Day
Community experiences	Autumn walk - collecting Autumn items Village walk (Reception)	First Stay and Play session Cultural links for staff and children Remembrance Day – visit to War Memorial (Reception) Christmas show in school Art gallery visit (Reception)	Food from other cultures Shop visit Library trips	Easter Stay and Play Fire brigade/ police visit Library trips	Dentist visit Farm trip (Nursery) Zoo trip	Sports Day/Big Toddle Family beach trip
Core Texts						

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<p>Poems and rhymes</p>	<p>I'm a little Teapot Tommy Thumb Incy Wincy Spider Wind the Bobbin up Heads, Shoulders, Knees and Toes Hickory Dickory Dock</p> <p><u>Poetry Basket</u> Chop,Chop Falling Apples</p>	<p>Here is the Church... See Saw Margery Daw Twinkle, Twinkle Little Star I hear thunder The North Wind Jingle Bells</p> <p><u>Poetry Basket</u> Breezy Weather Wise Old Owl</p>	<p>Miss Polly had a dolly Humpty Dumpty This Little Piggy went to Market Hickety Pickety Frere Jacques Sleeping Bunnies</p> <p><u>Poetry Basket</u> I can build a snowman Let's put on our mittens</p>	<p>Pat-a-cake Two Little Dickie Birds Hot Cross Buns Baa Baa Black Sheep Little Bo-Peep Old Mac Donald had a Farm</p> <p><u>Poetry Basket</u> A little seed Stepping Stones</p>	<p>Round and Round the garden Here is a beehive 1,2,3,4,5 Once I caught a fish alive 5 Little Ducks The Mulberry Bush Pussy cat, Pussycat</p> <p><u>Poetry Basket</u> Pitter Patter The Fox If I were so very small</p>	<p>Row, Row, Row your boat The Wheels on the Bus Ring a Ring o' Roses Ride a Cock Horse Hokey Cokey 5 Little Monkeys jumping on the bed</p> <p><u>Poetry Basket</u> Under a stone Going to the seaside Seashells</p>
<p>Books we will share to support children's understanding of diversity and inclusion:</p>						
<p>PSED</p>	<p>Autumn 1</p> <p>Marvellous Me! I'm Special People who are special to me</p>	<p>Autumn 2</p> <p>Me and my friends Friends and family Including everyone</p>	<p>Spring 1</p> <p>People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body</p>	<p>Spring 2</p> <p>Looking after myself Looking after others Looking after my environment</p>	<p>Summer 1</p> <p>What does my body need? I can keep trying I can do it!</p>	<p>Summer 2</p> <p>Growing and changing in nature When I was a baby Girls, boys and families</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>Awareness of good looking, good listening. Listens for sounds in the environment. Listen to and remember a short story. Suggest changes to known rhymes e.g Twinkle twinkle chocolate bar. Learn and act out a familiar story e.g. Rosie’s Walk. Learn and join in with simple rhymes and poems. Identify colours. Explain something in simple words e.g I’m hurt.</p>	<p>Continue with Autumn 1 intentions plus: Identifies sounds in the environment. Knows skills for conversation e.g looks at other person. Listen for pretend sounds. Begins to hear and suggest rhymes Learns how to play memory games e.g I went to the shops, Kim’s Game Shows interest in listening for initial sounds Follows instructions without visual clue Introduced to thinking e.g. I wonder, What if, I have an idea Turn-taking games Knows some vocabulary related to Christmas/Winter</p>	<p>Continue with Autumn Intentions plus Developing awareness of story-structure Makes up alliterative jingles in play Is able to remember a sequence of objects Starting to ask questions Starting to use creative thinking skills Blends simple words by copying an adult Tells an oral story using Character-setting-problem solution Knows some vocabulary - Spring</p>	<p>Continue with Autumn and Spring Intentions plus Makes plans and describes them to others Knows some vocabulary around growing, planting and life-cycles</p>	<p>Continue with Autumn and Spring Intentions plus: Knows some vocabulary around summer, transitions, change. Blends simple words independently Orally segments simple words by copying an adult Suggests a word to rhyme with a given word Beginning to use ‘because’ when comparing/explaining</p>	<p>Continue with all skills learnt so far.</p>
Physical Development – Gross Motor Skills	<p>Enjoy starting to kick, throw and catch balls Build with a range of appropriate resources</p>	<p>Develop manipulation and control Climb up apparatus using alternate feet Clap and stamp to music</p>	<p>Throwing and catching Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p>	<p>Skip, hop, stand on one leg and hold a pose for game Dance – following a pattern</p>	<p>Use and remember sequences and patterns of movements related to rhythm and music Collaborate with others to manage large items such as large blocks and planks</p>	<p>Athletics skills - running and taking part in races Ring games</p>
Physical Development – Gross Motor Skills	<p>Can draw some lines and circles. Can hold and pour water from jugs and cups. Can balance blocks to build a small tower.</p>	<p>Demonstrates sufficient arm and shoulder strength by showing they are able to move hands and fingers without the need to move shoulders. -Able to move and rotate lower arms and wrists independently Can shape and mould malleable materials using hands. Can accurately position puzzle pieces.</p>	<p>Developing and working towards a comfortable pencil grip. Can use one-handed tools with hand-over-hand help. Can use large paintbrushes to make purposeful marks.</p>	<p>Can use a spoon effectively for scooping up food. Can thread large objects, such as beads onto string. Can pull a zip up after an adult has started it. Can open and close containers, such as tubs</p>	<p>Beginning to use a comfortable pencil grip with good control. Can shape and mould malleable materials using fingers. Can draw circles using both clockwise and anticlockwise movements.</p>	<p>Can copy some simple shapes and patterns. Beginning to form some letters.</p>

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Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds	Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds Aspect 3 Body Percussion	Revise Aspects 1-3 Aspect 6 Voice Sounds Aspect 5 Alliteration	Revise Aspects 1-3,6 Aspect 4 Rhythm and Rhyme Aspect 7 Oral Blending and Segmenting	Revise Aspects 6-7	Revise Aspects 4-7
Literacy Focus	Recognise name Know print has meaning Talking about stories & books	Understand 5 concepts of print	Recognise words with the same initial sound Early writing & mark making for a purpose	Count or clap syllables in a word. Spot & suggest rhymes. Engage in extended conversations about stories, learning new vocabulary.	Write some letters accurately. Write some or all their name.	Use some of their print and letter knowledge in their early writing.
Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Subitise up to 2 Recite numbers past 5 Make comparisons between objects- size, length, weight and capacity Use shapes for building thinking about their properties e.g. flat sides for stacking Spot patterns and talk about them e.g. stripes on a scarf	Experiment with their own symbols and marks Link numerals and amounts to 3 Count to 3 Use shapes for building thinking about their properties e.g. flat sides for stacking Describe familiar routes Discuss routes and locations- positional language	Make comparisons between objects related to size, height and length Capacity Make comparisons between quantities Say one number name for each item See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting	Create and extend ABAB patterns Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. Show 'finger' numbers to 5	Count, order, recognise and use numbers to 5 Subitise up to 3 objects (recognise up to 3 objects quickly without counting) Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)	Solve real world problems More and fewer Experiment with own symbols and marks Identify, explain, continue and create patterns Sequence events using time language e.g. first, next, then

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Understanding the World	<p>All about me – discuss the notion of growing up. Their immediate family and their role in their family.</p> <p>Explore changes in autumn</p>	<p>Family celebrations and events celebrated by different groups of people – Christmas, Diwali</p> <p>Explore what happens on cold winter days – ice, frost</p>	<p>What do I know? Family stories. Share past experiences.</p> <p>New life in spring – taking care of the world around us.</p>	<p>Easter – who celebrates Easter and why</p> <p>Real life superheroes – people who help us.</p> <p>Simple animals life cycles.</p>	<p>Look how I’ve grown – explore change over time.</p> <p>Create a vegetable garden – explore growing seeds such as cress and vegetables such as tomatoes. Taking care of plants.</p>	<p>Explore different forces and name simple forces – push, pull.</p>
	Awesome Autumn	Busy Bodies	Winter Warmers	Super Space/Springtime	Boats Ahoy	Summer Fun
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Pencil skills/Brush Skills Begins to explore markmaking</p> <p>Music Beginning to join in with songs and rhymes</p> <p>DT Structures: Junk Modelling – exploring materials and joins. Product: Box or basket for Harvest</p>	<p>Introduce Fixing & joining skills Beginning to use a variety of construction materials</p> <p>Exploring Paint Explores how paint can be used to create a range of effects.</p> <p>Performance Moves and dances to music; Begins to join in some songs - Diwali dancing/Xmas Concert</p> <p>Music Shows an interest in soundmakers and instruments</p> <p>DT Textiles: Christmas Decorations</p> <p>Pupils will explore different materials, cutting, gluing and collage.</p> <p>Product: Christmas decorations.</p>	<p>Collage techniques Beginning to use a range of materials to express my ideas</p> <p>Performance - Moves and dances to music; Chinese dancing</p> <p>Music Joins in with singing favourite songs and rhymes</p>	<p>Using a range of media- (chalk, wax crayons, paint, pencil) Expresses ideas and feelings through making marks</p> <p>Music Plays instruments in different ways Joins in with dancing and ring games</p> <p>DT Seasonal Project: Easter Hanging Decorations.</p> <p>After listening to the Easter Story pupils plan and make an Easter Egg hanging decoration.</p>	<p>Paint skills- (colour mixing, printing) Explores colour and colour mixing Shows different emotions in their drawings and paintings</p> <p>Music Remembers and sings entire songs Sings the pitch of a tone sung by another person</p>	<p>Fixing & joining skills (tape, glue, paper clips)</p> <p>Makes imaginative and complex small world with blocks and construction kits</p> <p>Joins different materials and explores different textures</p> <p>Music Creates own songs or improvises known songs</p> <p>DT Food Technology: Make a rainbow smoothie.</p> <p>Pupils learn about a healthy diet and explore fruit combinations.</p> <p>Product: Smoothie</p>