

Nawton Community Primary School: EYFS/Nursery Long term Plan

	Term 1 and 2	Term 3 and 4	Term 5 and 6
Prime Area			
PSED	<p>Learning routines and settling in</p> <p>Learning to separate from main carer with support from key person.</p> <p>Learning to seek out others to play with and joining in play with others</p> <p>Learning to select and use activities through adult directed tasks.</p> <p>Shows understanding of behaviour expectations in school</p>	<p>Establishing routines</p> <p>Separating from main carer with little support from key person.</p> <p>Developing positive relationships with peers through playing in a group, sharing and elaborating on ideas.</p> <p>Selecting and using resources with some adult guidance.</p> <p>Talking more freely about home whilst playing.</p> <p>Is beginning to accept the needs of others and can take turns and share resources with adult support.</p> <p>Is learning to tolerate delay when needs are not immediately met, and understands wishes may not always be met. (waiting their turn)</p>	<p>Routines and behavioural expectations are established</p> <p>Separate from main carer on arrival independently and can sort their belongings.</p> <p>Keeps play going for longer periods of time with others or alone.</p> <p>Using resources and activities independently</p> <p>Will ask other adults in school for help.</p> <p>Is aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Is now able to adapt behaviour to different events, social situations in school (ie dinner hall, assemblies).</p>
CAL	<p>Listens with interest to short stories that are read to small groups.</p> <p>Shows an interest in playing with songs, sounds and rhymes. (L& S aspect 2)</p> <p>Listens carefully to environmental sounds. (L&S aspect 1)</p> <p>Explores different voice sounds (L&S aspect 6)</p> <p>Shows understanding of simple instructions eg put your coat on</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – can sit, listen and do a short directed activity.</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind'</p> <p>Understands the use of objects</p> <p>Using simple and complex sentences.</p> <p>Joins in the dialogue in make believe games</p>	<p>Listens to stories with increasing attention and recall.</p> <p>Listens to others one to one or in small groups, when conversation interests them. (takes part in show or tell)</p> <p>Listen and follow to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions and attempts to answer appropriately.</p>

	Encourage to use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.		Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Engages in imaginary role play
PD Moving and Handling	Can handle sand and water toys to fill and pour. Can kick a large ball. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. Pick up small objects using pincer grip.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can trace over letters in their name.	Experiments with different ways of moving. Jumps off an object and lands appropriately. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Holds pencil near point between first two fingers and thumb and uses it with good control. Uses one-handed tools and equipment with more control, e.g. cut round simple shapes. Can copy letters in their name.
Health & Self Care	Clearly communicates their need for potty or toilet. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, Beginning to be independent in self-care, but still often needs adult support.	Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	Usually dry and clean during the day. Can put own coat on, may need help positioning zip. Can manage washing and drying hands. Understands that equipment and tools have to be used safely
Specific Areas			
Literacy	Joins and sings favourite songs and rhymes. Can fill in the missing phrases of nursery rhymes.	Can recognise familiar signs and symbols around the environment (shop logos, tv logos, school logo). Can hold a book and turn the pages correctly)	Can recognise their own name. Can talk about events and characters in books.

	<p>Can recognise and name familiar sounds (environment). Adds body sounds to simple rhymes and stories (L&S Aspect 3)</p> <p>Can make different marks on a page (recognising the connection between the action made and marks made).</p>	<p>Can join in with the rhythm of well known songs and rhymes (L&S Aspect 4)</p> <p>Can join in with rhyme and stories.</p> <p>Can draw lines and circle in the air, on the floor, on paper.</p> <p>Can talk about what they have drawn or painted.</p> <p>Can recognise some of the letters in their name.</p>	<p>Can make suggestions about what might happen next in a story.</p> <p>Can tune into initial sounds (intro RWI letter sounds and rhyme (L&S Aspect 5)</p> <p>Can orally blend words (Fred Talk) (L&S Aspect 7)</p> <p>Ascribing meaning to marks they make as they play (eg shopping list, letter, card,)</p> <p>Copy the letters in their name.</p> <p>Can write their name.</p> <p>Beginning to write letter shapes in their mark making</p>
<p>Mathematical Development <i>Maths is not only taught as a specific session but wherever possible throughout the day and as part of the daily routine</i> <i>*Singing days of the week song.</i> <i>*General counting</i> <i>*Counting songs</i> <i>*Use of ordinal numbers</i> <i>*Maths games (track games)</i> <i>*Noticing maths in the environment (numerals and shapes/size)</i> <i>*Maths enhancements in the provision</i></p>	<p>Geometry – Recognising, naming and matching colours Sorting by various attributes Continuing AB patterns</p> <p>Measurement – Using the language of size</p> <p>Number and place value – Grasping the counting principles Comparing amounts of objects</p>	<p>Number and Place Value</p> <ul style="list-style-type: none"> - Understanding number 1 - Understanding number 2 - Understanding number 3 - Understanding number 4 - Understanding number 5 - Understanding number 6 	<p>Shape and Space – Shapes</p> <p>Measurement – Ordering the event of the day Length and Height Weight Capacity</p> <p>Shape and space – Positional language</p>

Topic Work	Autumn Topic Me and My World <i>(Families, Body, keeping healthy, where I live, travel and transport, autumn, celebrations)</i>	Spring 1 Topic Let's go exploring <i>Space, Arctic, Jungle, Dinosaurs</i>	Spring 2 Once upon a time	Summer Topic Underground/Overground <i>(planting, minibeasts, under the sea, travel and transport, the local environment)</i>
Understanding the World				
People and Communities	Recognise own immediate family In pretend play, imitate everyday actions and events from own family Can remember and talk about significant events from their own experience. Enjoys joining in with special times for others. Our Unique Community: Harvest Festival (St. Hilda's Church) Celebrating with colour/light Fireworks Diwali , Christmas Our Unique Community: Christmas Plays, Carol service	Can recognise and describe special times or events for family, friends or characters in story books. Celebrating New Year, Chinese New Year, Shrove Tuesday.	Can recognise and describe special times or events for family, Our Unique Community: Mothers day assembly, Easter egg assembly, World Book Day	Shows an interest in different occupations and ways of life. Our Unique Community: Father's Day Assembly, Sports Day, Teddy Bears Picnic
The World	Plays with small world models such as farm, garage, train track that has been set up. Notices features of the environment Is able to recognise and point to parts of the external body. Willing to try new foods.	Sets up and plays with small world models such as farm, garage, train track. Talks about aspects of the natural world using what they've seen and heard.	Can talk about why things happen and how things work.	Is beginning to develop an understanding of growth, decay and changes overtime. Shows care and concern for living things and the environment.

Technology	Will seek to acquire basic skills in turning on and operating some ICT equipment.		Shows an interest in technological toys and real objects such as camera, phones etc		Can operate simple equipment (beebots, CD player)	
Expressive Arts and Design	Joins in singing favourite songs. Creates sounds by banging, shaking, tapping, blowing. Experiments with blocks, colours and marks		Joins in with dancing and ring games Explores how sounds and colours can be changed. Uses various constructions materials (stacking vertically and horizontally – junk modelling).		Uses lines to enclose a space and shapes to represent objects.	
Being Imaginative	Role Play: Home corner Make believe – pretending everyday life		Role Play: Home Corner Building stories around animals etc Acting out known stories using props		Role Play: Home Corner Making their own props for play	
Experiences	Trying new foods Smoothie	Posting a card	Holding domestic animals	Making porridge	Holding minibeasts	Making a sandwich
Parental Engagement	Parents – stay and play Parent Consultation Meetings	Parents stay and play Xmas Craft Afternoon	Parents Stay and Play Parent Consultation Meetings	Parents stay and play Spring craft afternoon	Parents Stay and Play	Transition to reception Teddy Bears Picnic