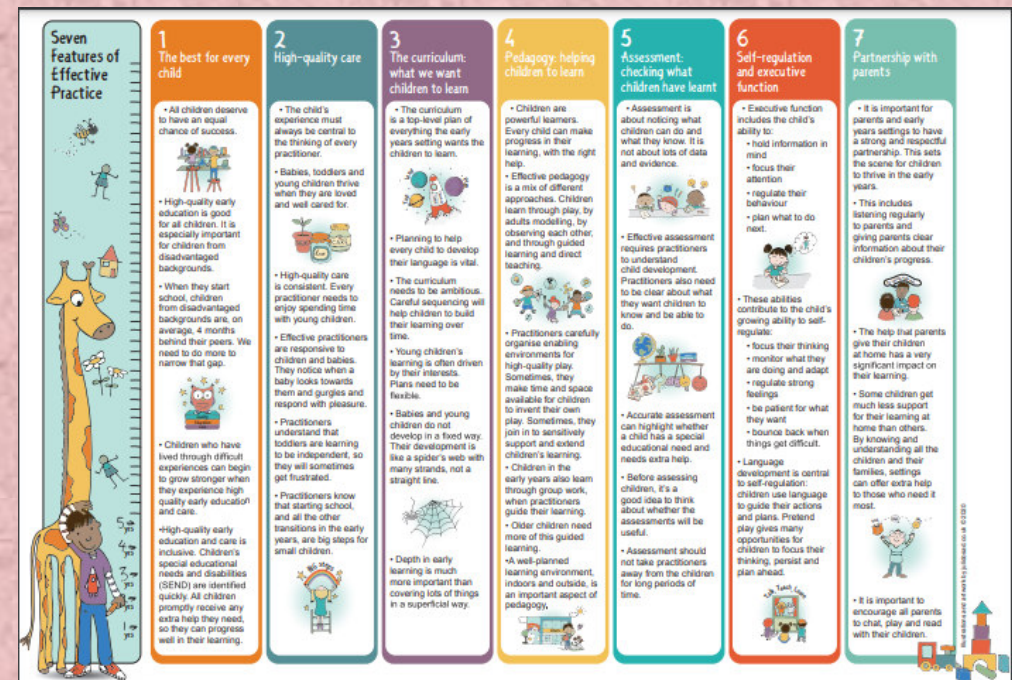


NURSERY LONG TERM PLAN

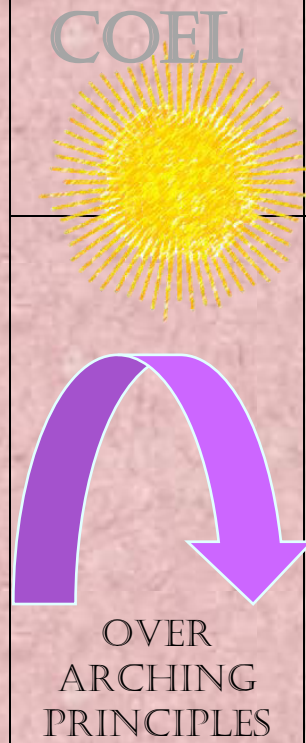
The children at Nawton and Rosedale Abbey Community Primary School will receive an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities and language acquisition. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021, children's own interests and our core texts.




Nursery Long Term Plan

	Autumn 1 Autumn 2	Spring 1 Spring 2	Summer 1 Summer 2
General Themes These themes may be adapted at various points to allow for children's interests to flow through the provision, to enjoy celebrations throughout the year.	Autumn All about me/Let's celebrate	Spring Farm Animals All about me	Summer Minibeasts Let's go on a journey
Enrichment	Make a sandwich Take a tour of a police van/fire engine	Eggs Hatching Decorate an egg Visit from a lamb Farm visit	School Beach Day/ watch an entertainer Create an ice-cream sundae
our unique community	St Hilda's Harvest Festival St Hilda's Christmas Carol Service School Nativity Christmas Lunch and party Panto Visit	Mother's Day Assembly Egg Rolling Easter Service	Father's Day Assembly Sports Day Transition

Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>OVER ARCHING PRINCIPLES</p>	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>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</p> <p>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.</p> <p>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.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>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.</p> <p>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.</p> <p><i>PLAY: At Nawton, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">OUR VALUES</p> 	<p>Our intention is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.</p> <p>Our intention is that all Nawton pupils have SPIRIT:</p> <p>Strong sense of community Pride in all that they do, Independence, Resilience and perseverance when facing challenges, Inquisitive thinking, Tolerance, kindness and respect to all others.</p>					
<p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p>	<p>In- house Baseline (on-entry data 0-3 years/3-4 years)</p> <p>Observations</p> <p>All about me booklet information from parents</p>	<p>On going assessment</p> <p>Across Federation moderation</p>	<p>On going assessment</p> <p>Across Federation moderation</p> <p>In- house Baseline (on-entry data)</p>	<p>On going assessment</p> <p>Across Federation moderation</p>		<p>Reports</p> <p>On going assessment (on track/not on track)</p> <p>Across Federation moderation</p> <p>Three and Four year old check point</p>
<p style="text-align: center;">PARENTAL INVOLVEMENT</p>	<p>Transition visits</p> <p>Parents meeting</p>		<p>Transition visits</p> <p>Parents meeting</p>		<p>Transition to Reception</p>	

Nursery Long Term Plan

GENERAL THEMES	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.					

At the start of nursery (baseline) a child on track will

- * I can express and talk about a variety of feelings and emotions.
- * I can use the toilet or potty when I need to and can wash and dry.
- * I can seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests.
- * I can seek comfort from a familiar adult or use a comforter to comfort myself when I feel sad.
- * I can explore new situations with support from a familiar adult.
- * I can show empathy and concern towards people who are special to me.
- * I can recognise that my actions have consequences and stop myself from doing something I should not do.
- * I can show increasing independence during some selfcare routines, such as washing my hands or brushing my teeth.
- * I can make friends and build relationships with people who are special to me.

	<p>I am aware of the 'pants' rule.</p> <p>PANTS</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p> <p>I can talk about my feelings by using words such as happy, sad, angry.</p> <p>I know what I can do to calm down if I feel cross.</p> <p>I can manage some of my own personal needs (putting on shoes/coat/washing hands/going to the</p>	<p>I can select and use resources they need to complete an activity.</p> <p>I have developed a sense of responsibility in the classroom community eg handing out snack</p> <p>I am becoming more confident with unfamiliar people.</p>	<p>I can follow instructions in school (not always needing an adult to remind them).</p> <p>I can follow classroom rules and routines.</p> <p>I can help to find solutions to conflicts and rivalries with support from an adult.</p>
--	---	--	---

	<p>toilet/using cutlery).</p> <p>https://www.bbc.co.uk/iplayer/episodes/b07950p4/our-family- My family (lots of different families for the children to watch and discuss with them) Try to watch a variety- family, race, religion and disability</p>		
	<p><u>Threaded throughout the year- start in September</u></p> <p>Internet safety</p> <p>I know the smart rules when using a digital device.</p> <p>SMART RULES</p> <p>To tell an adult if they see something on a digital device that upsets them.</p> <p>To know not to give out any information about themselves.</p> <p>To know that not everything they see on the internet is true.</p>		

Nursery Long Term Plan

GENERAL THEMES	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>COMMUNICATION AND LANGUAGE</p> <p>Whole EYFS focus – C&L is developed throughout the year through high quality interactions, daily group discussions, stories, singing, speech and language interventions, Pie Corbetts Talk for Writing, EYFS Nativity.</p> <p>daily story time using high quality texts</p>	<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>At the start of nursery (baseline) a child on track will</p> <ul style="list-style-type: none"> *Can listen to and respond to a variety of familiar sounds * I can concentrate on activities, I have chosen, for short lengths of time. * I can follow simple instructions that include action words. * I can answer simple questions. * I can use talk to express my feelings, thoughts, ideas and experiences. * I can hold a simple conversation, often changing topics. 		
	<p>Children can listen to stories, songs and rhymes – joining in with repeated refrains and actions. Children are using talk to organise their play, communicate their wants and needs. Children can follow simple instructions such as go and wash your hands</p>	<p>Children can stop what they are doing and listen to an adult (switching their attention). Children can take part in a conversation with others Children are speaking clearly (not covering mouths) Children are using 4 – 6 words in sentences</p>	<p>Children can retell a familiar story using simple story language Children can respond to simple why questions or 2 part instructions directed to them. Children are showing an awareness of tenses although they may not be accurate/. Children are using wider vocabulary to describe, recount or retell events.</p>

Nursery Long Term Plan

GENERAL THEMES	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PHYSICAL DEVELOPMENT</p> <p>Fine Motor</p> <p><i>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</i></p> <p>Gross Motor –</p> <p>Some children will access PE specific lessons depending on their days in school.</p> <p>Opportunities to develop the skills will be accessed through set up activities in the outdoor provision weekly.</p>	<p>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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>At the start of nursery (baseline) a child on track will (2-3 year old milestone)</p>						

<ul style="list-style-type: none"> * I can kick, throw and catch a large ball. * I can use my thumb and fingers to hold mark-making tools.. * I can feed myself and drink from a cup without spilling. *I can jump forwards a little way and also into the air.. * I can walk and run safely on different surfaces. * I can use large wheeled toys, such as bikes, trikes or scooters. 			
	Children can choose and use utensils to dig, scoop and pour with control. Children can make snips with scissors (paper, dough, string)	Children can use tweezers to pick up and move objects. Children can thread objects such as beads onto string, pipe cleaners etc	Children are holding mark making tools in a tripod grip with good control.
	Children can use large muscle movements to wave flags, streamers etc Children can ride the tricycles and scoot self along on scooters Explores throwing and catching different objects and items (eg scarves, bean bags, balls, Bubbles) Can roll balls and equipment along the floor/planks/guttering Can jump on balls of their feet onto targets Explores moving in a variety of ways on the floor (crawling, sliding, walking, running, jumping) Can keep still and hold a frozen shape on 2 feet.	Children can throw large balls and bean bags overarm and sometimes at a target They can catch a large ball between extended arms. Can roll balls and equipment towards a target Explores moving in a variety of ways on the floor and some equipment (crawling, sliding, walking, running, jumping) Balance on large patches/ body parts such as the bottom, back, side and front. Jump on the spot with two feet together and land safely.	Children can step up and balance along the trim trail. Children can walk, run or jump along a self made obstacle course maintaining their balance. Throw large balls to a partner with a short distance and to large targets. Roll <u>large</u> balls to a friend / cones/ skittles along the floor - short distance. Jump with two feet together and jump forwards and backwards. Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike.

Nursery Long Term Plan

GENERAL THEMES	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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).					
At the start of nursery (baseline) a child on track will (2-3 year old milestone) * I can explore drawing and writing on different surfaces using different materials. * I can use my thumb and fingers to hold mark-making tools. * I can recognise and respond to a variety of familiar sounds. * I can join in with actions, words or phrases from my favourite stories, rhymes and songs.						
Literacy: Reading	Children can handle books with care		Children can identify the character and setting in		Children can handle books with care, turning the	

Yearly overview

The yearly overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Nursery Long Term Plan

GENERAL THEMES		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNDERSTANDING THE WORLD		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.					
Understanding the World	Past and Present	Can talk about photos/objects from experiences in their own lives (Halloween, bonfire night, Christmas) Can talk about who they are and who they live with (including pets) can show some awareness of the time of day, e.g., dinnertime or bedtime.	Can talk about members of their family (parents, grandparents, siblings) Can sequence family members by age Can comment on fictional/historical figures or familiar objects or situations from the past. Shows an awareness of morning, dinnertime, afternoon, and evening.	Can talk about photos/objects from experiences in their own lives “this was me at the farm . (looking through learning journeys/floorbooks) Can use some words to sequence, e.g, first, then, next, after that, in the end.			
	People, Culture and Communities	People, Culture and Communities Can talk about how other children and families celebrate special occasions that may be unfamiliar to them					
		Diwali Christmas Harvest	Chinese New Year Shrove Tuesday Mothering Sunday Easter				
		Can talk about the roles of different occupations in the school community eg teachers, cook, etc Can talk about celebrations in their own life.(birthdays, Halloween, bonfire night, Christmas) Can comment on recent photographs of experiences in my own life (linked to above)	Know there are other places that are similar and different to Nawton. Know what type of home I live in, e.g., house, bungalow or flat. Can talk about my home, e.g., what it looks like, and its name, its number or position. Can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library Can talk about the different occupations in the community (nurse/doctor/police)		Can talk positively about the differences between people. Know that there are places of worship near to where I live. https://www.bbc.co.uk/iplayer/episodes/b07950p4/our-family- My family (lots of different families for the children to watch and discuss with them) Try to watch a variety- family, race, religion and disability I can follow some positional language such as near, next to, in front of.		

		<p>Can name and talk about familiar features that they see in own environment (home/school) house, tree, road, garage, shed, classroom</p> <p>I know that a map has places/features on and what it is used for.</p>	<p>Can comment on <u>recent</u> photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year.</p> <p>I can talk about what daily life is like in our country.</p>	<p>I can talk about how daily life may be different for other children.</p>
	The Natural World	<p>Explore and talk about different forces (pushing and pulling).</p> <p>Explore collections of materials to identify simple properties.</p> <p>I can name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy.</p>	<p>Children use their senses to explore.</p> <p>Can plant a seed and care for a growing plant</p> <p>I can name some animals correctly.(farm)</p> <p>I can use simple language to describe animals.(Farm)</p> <p>I can talk about familiar sounds at home and school.</p> <p>I understand that sounds can come from a range of sources.</p>	<p>Observes and comments on the life cycle of an animal frog/butterfly</p> <p>I can name some animals correctly (minibeasts/wild/jungle)</p> <p>I can use simple language to describe animals.</p> <p>I can name some plants correctly – daisy, dandelion, sunflower, daffodil</p> <p>I can use simple language to describe plants, e.g., colour and size.</p>
		<p>Children use their senses to explore and use technical vocabulary to describe what they find.</p> <p>Children can recognise how the seasons change noticing changes in weather.</p>		

Nursery Long Term Plan

GENERAL THEMES	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMPUTING Our aim is that the children leave class 1 having had their lessons brought to life through ICT. The new EYFS Framework acknowledges that children are now surrounded by technology in their every day life. Our Computing teaching prepares children with the skills they will need in KS1 and develops their understanding and	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)	
	SMART RULES -I know how to be safe when using technology I know the SMART rules To use a digital device if an adult is around. To tell an adult if they see something on a digital device that upsets them. To know not to give out any information about themselves. To know that not everything they see on the internet is true. Internet safety- threaded throughout the year.					

thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed.	https://www.thinkuknow.co.uk/4_7/ https://projectevolve.co.uk/toolkit/resources/years/
--	--

Nursery Long Term Plan 2024-2025

GENERAL THEMES		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.					
JunExpressive Arts and Design	Painting	Uses ready mixed paints and are able to name colours Can hold a thick brush in the palm of their hand Enjoys using hands, feet and fingers to paint	Prints with blocks and sponges. Can hold brushes in the palm of their hand with more control With close supervision can use the self serve paint bottles.	Explores mixing primary colours and can say the colours they have made. Can squeeze the paint they require into a palette with less adult supervision Can create lines, spots with brushes understand that to print, I must press down and carefully lift off the printing tool.			
	Drawing	Makes marks using circles and lines Uses lines to create enclosed spaces and may give meaning	Draws faces with simple features Draws potato people (no neck or body)	Can draw things they observe			
	Collage	Can use glue sticks – may require adult support. Children collage but product is usually all one texture	Can describe the different textures – using language such as soft, shiny, bumpy Children can use glue spatulas with support – to spread	Beginning to weave ribbons, paper and materials on a large scale.			
	Sculpture/playdough	Explores clay or dough with different tools. Makes marks in malleable materials	Uses shaped cutters in the dough. Beginning to use a rolling pin with effect.	Beginning to additional resources for effect and purpose			
	Sculpture/construction blocks	Can build towers using different blocks understanding to build on top of flat surfaces.	Can build walls to create enclosed spaces. Can build using the larger outdoor blocks.	Begins to add additional resources to constructions so they have a clear purpose. Using the large outdoor blocks build with a purpose and begin to use in their play.			
	Junk Modelling	Will use glue to join materials together.	Explores joining different 'junk materials by stacking may use glue or tape.	Beginning to add additional materials to their models.			
	Music	Enjoys listening to music. Responds to music (eg tapping feet, moving body,	Explores musical instruments through banging, tapping, shaking, striking	Can name percussion instruments Can make up their own compositions			

		clapping)		
	Singing and Dancing	Knows and sings along to taught songs and rhymes Copies basic actions	Can watch performances for a short period of time	Copies basic actions and moves to music (not action rhymes) Developing a range of songs/rhymes
	Role Play/small world	Enjoys playing in the home corner with familiar resources Plays with simple small world (self selects from baskets).	Acts out familiar experiences, making tea, using the phone	Uses small world set ups to retell familiar stories and rhymes

Nursery Long Term Plan 2024-2025

Observational Checkpoints – Development Matters 2021 (3-4 year Olds)

Communication and Language	Personal, social, emotional development
<p>Around the age of 3 can the child shift attention from 1 task to another if you fully obtain their attention. e.g. by using their name.</p> <p>Around the age of 4 is the child using sentences of 4 -6 words – “I want to play with cars.” “What’s this called?”</p> <p>Can the children use sentences joined up using words such as ‘because’, ‘or’, ‘and’.</p> <p>e.g. I like ice cream because it makes my tongue shiver.</p> <p>Is the child using future and past tense.</p> <p>E.g. I am going to the park. I went to the shop.</p> <p>Can the child answer simple why questions.</p>	<p>Look out for children who appear overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check.</p> <p>Most but not all children are reliably dry during the day by the age of 4.</p>