

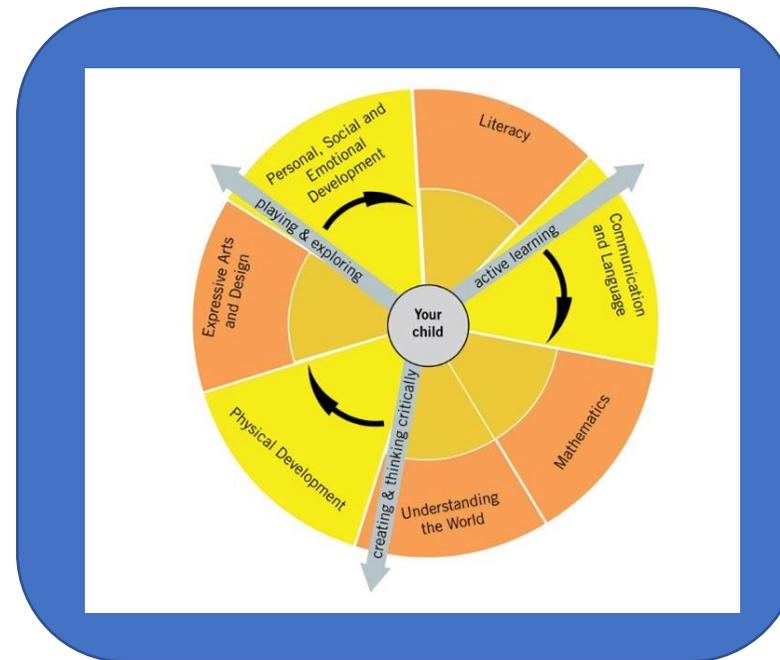
# EYFS Nursery Long term plan 2022-2023



## Gwladys Street EYFS Long Term planning 2022-2023



### Curriculum Intent



In EYFS we would like children to develop a life time love of learning through effective relationships and a stimulating and effective learning environment. We would like children to have acquired and developed skills in all areas of learning to ensure that they reach ELG enabling them to successfully access National Curriculum and therefore ensuring Year One readiness.

## EYFS Nursery Long term plan 2022-2023

### **We aim to do this by:**

Providing a challenging and stimulating learning environment which takes account of children's individual interests.

Provide high quality interactions which support and develop children's natural curiosity and desire to explore and make sense of the world around them.

Asking a range of questions which support children to problem solve and find out answers to their own questions.

Support and extend vocabulary and model new vocabulary effectively and in context through learning opportunities.

Build upon prior knowledge and experiences. Our curriculum is the cultural capital we know our pupils needs and we support them so that they can gain knowledge, skills and understanding they require for success. Children can only succeed if we embed the right habits for learning through the characteristics of effective teaching and learning -Play and Exploration, Active Learning and Creative and Critical Thinking. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. In Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of uninterrupted play

## EYFS Nursery Long term plan 2022-2023

and sustained thinking following children's interests and ideas within both indoor and outdoor provision. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips and visitors.



# EYFS Nursery Long term plan 2022-2023

## Golden Opportunities for Assessment and Learning



## EYFS Nursery Long term plan 2022-2023

Our plans are flexible to allow us to respond to children's individual interests and fascinations...

|                                       | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---------------------------------------|--|---|---|---|---|---|
| General Theme                         | <b>Marvellous me</b>   | <b>Night and day</b>  | <b>Once upon a time</b>   | <b>Down in the garden</b>   | <b>Off on an adventure</b>                                | <b>Pirates and the seaside</b>                    |
|                                       | Starting school<br>All about me<br>Families and emotions   | Bonfire night<br>Harvest<br>Christmas<br>The story of Christmas<br>Diwali<br>Autumn | Traditional tales<br>Chinese New Year<br>Pancake day<br>Weather | Spring<br>Planting<br>Easter<br>The great outdoors<br>Life cycles | Summer<br>Countries<br>Maps                               | Holidays<br>Journeys<br>Local area<br>Transition  |
| Characteristics of Effective Learning | <p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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> |   |   |   |   |   |
| High quality texts                    | Peepo!<br><br>Super Duper you!   | Dear zoo<br><br>Owl babies  | The three little pigs<br><br>Goldilocks and the three bears     | The very hungry caterpillar<br><br>Jaspers beanstalk              | We're going on a bear hunt<br><br>What the ladybird heard | Ten little pirates<br><br>Pirates love underpants |

# EYFS Nursery Long term plan 2022-2023

|                          |   |   |  |  |  |   |
|--------------------------|---|---|--|--|--|---|
| EYFS planned Story spine | We're going on a bear hunt: Michael Rosen<br>Too many carrots: Kate Hudson<br>The Hungry Caterpillar: Eric Carl<br>Dear zoo: Rod Cambell<br>Owl babies: Martin Waddell<br>Which will you choose? Claire Potter<br>Peace at last: Gill Murphy<br>Dinosaurs love underpants: Claire Freedman<br>Let's go for a walk Ranger Hamza<br>Who is hiding in the woods? Katherine Mc Ewen<br><b>All story texts planned for on Medium term planning</b> |   |  |  |  |   |
| Nursery rhymes           | 1. Heads shoulders.<br>2. If you're happy and you know it<br>3. Ten little fingers<br>4. This old man<br>5. Two little dicky birds<br>6. I'm a little tea pot   | 1. Baa baa black sheep<br>2. Little Bo Peep<br>3. Jack and Jill<br>4. Hickory dickory dock<br>5. Twinkle Twinkle<br>6. Hickory dickory dock | 1. 1,2,3,4,5<br>2. Doctor Foster<br>3. Mulberry bush<br>4. Hey diddle diddle<br>5. 1,2, Buckle my shoe | 1. Incy Wincy spider<br>2. Pat a cake pat a cake<br>3. Georgie Porgy<br>4. Ten in a bed<br>5. Hot cross buns<br>6. 5 little men in a flying saucer | 1. 5 Little speckled frogs<br>2. Mary had a little lamb<br>3. Little Jack Horner<br>4. Ten green bottles<br>5. The Grand old Duke of York<br>6. 5 Little ducks | 1. Row, row, row your boat<br>2. Little boy blue<br>3. Sing a song of six pence<br>4. Ten fat sausages<br>5. Mother goose<br>6. London Bridge |
| Vocabulary concepts      | Big<br>Little<br>Fat<br>Dry<br>Wet<br>Noisy<br>Quiet<br>Loud  | Fast<br>Slow<br>In<br>Out<br>Under<br>Behind<br>Top<br>Bottom   | Empty<br>Full<br>More<br>Lots<br>Long<br>Short   | Tall<br>Small<br>Large<br>Hard<br>Soft<br>Quick<br>Through   | Near<br>Between<br>Side<br>Front<br>back<br>Over<br>Around<br>Next to  | Some<br>Less<br>A bit<br>All<br>Most<br>First<br>Last<br>After  |
| Stages of block play     | Stage 1: Carrying, exploring, pre-building  | Stage 2: Stacking, rows, towers, repetition   | Stage 3: Bridges and passageways   | Stage 4: Enclosures  | Stage 5: Symmetry and Patterns   | Stage 6: Early representational functional and naming structures<br>Stage 7: Representational, complex and symbolic                           |

## EYFS Nursery Long term plan 2022-2023

|                                      |                                   |  |  |  |  |   |
|--------------------------------------|-----------------------------------|--|--|--|--|---|
| <b>Key events and opportunities.</b> | Diwali day<br>National poetry day | Bonfire night<br>World nursery rhyme week<br>Remembrance Day<br>Christmas songs around the tree<br>Stay and play | Valentine's day<br>Chinese New Year<br>National story telling week | Stay and play<br>Mothering Sunday<br>World book day<br>Easter bonnet parade/egg rolling/decorating | Father's Day<br>Caterpillars<br>Contact a school over seas | Stay and play<br>Walk to the park<br>Teddy bears picnic |
|--------------------------------------|-----------------------------------|--|--|--|--|---|

## EYFS Nursery Long term plan 2022-2023

|                          |  |   |   |   |  |   |
|--------------------------|--|---|---|---|--|---|
| British Values           | <p><b>Mutual respect</b><br/>We are all unique<br/>We respect differences between different people and their belief in our community, in this country and all around the world. All cultures are learned, respected and celebrated</p> | <p><b>Tolerance</b><br/>Everyone is valued all cultures are celebrated and we all share and respect the respect and opinion of others. Mutual tolerance of those with different faiths and beliefs and those without faiths</p> | <p><b>Rule of the law</b><br/>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. Class rules.</p> | <p><b>Individual Liberty</b><br/>We have the right to have our own views. We are all respected as individuals. We feel safe and can have a go at new activities. We understand and celebrate the fact that everyone is different.</p> | <p><b>Democracy</b><br/>We all have the right to be listened to. We respect everyone and we value their different opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinion of others</p> | <p><b>Recap all British Values</b><br/>Fundamental British values underpin what it is to be children in a modern and diverse 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.</p> |
| Assessment opportunities | Baseline<br>EYFS team meetings<br>In house moderation  | Pupil progress meetings<br>EYFS team meetings<br>Ongoing assessment<br>End of term data input   | Ongoing assessment<br>EYFS team meetings<br>In house moderation   | Pupil progress meetings<br>EYFS team meetings<br>Ongoing assessment<br>End of term data input   | Ongoing assessment<br>EYFS team meetings   | Pupil progress meetings<br>EYFS team meetings<br>Ongoing assessment<br>End of year data input   |

## EYFS Nursery Long term plan 2022-2023

|                         |   |   |  |  |        |  |
|-------------------------|---|---|--|--|--------|--|
|                         |   | Parents evening<br>info<br>SEND meetings  |  | Parents evening<br>info<br>SEND meetings                                   |        | Parents<br>evening info<br>SEND meetings   |
| Parental<br>involvement | Home visits<br>Transition/meet<br>the teacher<br>sessions<br>Seesaw | Parents evening<br>Stay and play<br>Seesaw<br>Christmas songs<br>World Nursery<br>rhyme week<br>performance<br>SEN meetings | Seesaw<br>Transition/meet<br>the teacher | Parents evening<br>Stay and play<br>Seesaw<br>Easter songs<br>SEN meetings | Seesaw | Parents<br>evening<br>Stay and play<br>Seesaw<br>SEN meetings<br>Local area<br>walk<br>Transition/meet<br>the teacher<br>Home visits |

## EYFS Nursery Long term plan 2022-2023

Communication and language: 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.

|   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---|--|---|--|---|--|--|
| General Theme                                 | Marvellous me  | Night and day   | Once upon a time   | Down in the garden  | Off on an adventure  | Pirates and the seaside  |
| <b>Taught throughout continuous provision</b> | <p>Listen to a short story with interest</p> <p>Join in with simple songs and rhymes</p> <p>Follow simple instructions</p> <p>Talk in front of others</p> <p>Speak in simple sentences</p> | <p>Listen to conversations</p> <p>Respond to stories and rhymes that I have heard</p> <p>Use new vocabulary when I talk</p> <p>Use pronouns when I talk</p> | <p>Respond to conversations</p> <p>Remember parts of stories I have shared</p> <p>Join in with a story</p> <p>Use describing words when talking in my sentences</p> <p>Use time words in my story: First, next, finally.</p> | <p>Join in with conversations</p> <p>Take turns when I talk</p> <p>Answer questions</p> <p>Follow simple instructions that include prepositions</p> <p>Recite songs and rhymes from memory</p> <p>Retell parts of a story</p> | <p>Join in with repeated phrases</p> <p>Retell simple stories</p> <p>Talk about what is happening</p> <p>Make predictions as to what might happen next and why</p> | <p>Respond to how and why questions</p> <p>Talk about a past event</p> <p>Speak in full sentences</p> <p>Ask simple questions</p> <p>Describe actions and events</p> |

# EYFS Nursery Long term plan 2022-2023

WELLCOMM ONGOING THROUGHOUT THE ACADEMIC YEAR

## EYFS Nursery Long term plan 2022-2023

PSED: 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.

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|---|---|--|---|--|--|---|
| General Theme   | Marvellous me   | Night and day  | Once upon a time  | Down in the garden   | Off on an adventure  | Pirates and the seaside   |
| Managing self<br>Self-regulation<br>Making relationships<br><br><b>Taught throughout continuous provision</b> | Join in with others during play<br><br>Talk to others playing near me<br><br>Have a go when trying new things, with support<br><br>Follow rules with support<br><br>Wash and dry hands with support | Choose who to play with<br><br>Invite other children to play with me<br><br>Persevere with support<br><br>Dress and undress with support e.g. Wet gear<br><br>Talk about special occasions | Respond appropriately to others in play<br><br>Talk to others in play<br><br>Behave appropriately and within boundaries<br><br>Understand that my words and actions can affect others | I am learning to share and take turns with support<br><br>Be more independent when following rules<br><br>Persevere with challenges<br><br>Wait for my turn<br><br>Talk about bedtime routines | Be aware of others needs and wishes<br><br>Dress and undress independently<br><br>Shift attention from one thing to another<br><br>Talk about how to be healthy by brushing my teeth | Be a good friend<br><br>Recognise what is healthy and unhealthy<br><br>Follow a 2-part instruction<br><br>Help others and compromise in play with support |

## EYFS Nursery Long term plan 2022-2023

|   |   |   |  |  |  |   |
|---|---|---|--|--|--|---|
|   | Understand that I have different emotions<br><br>Talk about myself and my family                          |   | Say how I am feeling with support  |  |  |   |
|   | Me and my family<br>Getting to know my class members<br>Making good choices<br>Learning to be independent | Celebrating together<br>Learning about special occasions<br>Knowing and understanding how to be a good friend | How I feel<br>Learning about my body<br>Finding out and talking about how I feel in different situations | Easter celebrations<br>Special people in my life<br>Caring about the natural world/environment | What make us special?<br>Celebrating difference<br><br>Growing and changing<br>Caring for our plants | Becoming independent<br><br>Being a good friend<br><br>Special places |
| <b>JIGSAW DISCREET SESSIONS TAUGHT THROUGHOUT THE ACADEMIC YEAR</b> |   |   |  |  |  |   |

## EYFS Nursery Long term plan 2022-2023

**Physical development:** Gross motor 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.**

**Physical development:** 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.**

|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|--|---|---|---|---|--|--|
| General Theme  | Marvellous me   | Night and day   | Once upon a time  | Down in the garden  | Off on an adventure  | Pirates and the seaside  |
| <b>FINE MOTOR:</b><br>Consciously and continually check a child's pencil grip, letter formation and directionality of writing. Scaffold and support. | Fine:<br>Enclose<br>Make lines<br>Draw a simple face<br>Draw a simple figure<br>Attempt observational drawings.<br>Make letter like | Fine:<br>Enclose<br>Make lines<br>Draw a simple face<br>Draw a simple figure<br>Attempt observational drawings.<br>Make letter like | Fine:<br>Enclose<br>Make lines<br>Draw a simple face<br>Draw a simple figure<br>Attempt observational drawings.<br>Make letter like | Fine:<br>Enclose<br>Make lines<br>Draw a simple face<br>Draw a simple figure<br>Attempt observational drawings.<br>Make letter like | Draw a detailed face<br>Draw a detailed figure<br>Draw detailed observational drawings.<br>Attempt to write own name with recognisable letter shapes | Draw a detailed face<br>Draw a detailed figure<br>Draw detailed observational drawings.<br>Attempt to write own name with recognisable |

## EYFS Nursery Long term plan 2022-2023

|  |   |   |  |  |  |   |
|--|---|---|--|--|--|---|
| <p>Daily opportunities to promote fine motor control.</p> <p><b>GROSS MOTOR:</b><br/>Weekly planned session to support physical development<br/><b>Sensory circuits and proprioception and vestibular learning sessions.</b></p> <p><b>Maximum daily outdoor opportunities to support well-being, engagement and good mental health</b></p> <p><b>Taught throughout continuous provision</b></p> | <p>shapes.<br/>□ Draw writing patterns such as zig zags, waves and I - O + / X</p> <p>Gross:<br/>Build finger strength<br/>Use one handed tools<br/>Move in a range of ways<br/>Move around space safely<br/>Use whole arm whilst drawing</p> | <p>shapes.<br/>□ Draw writing patterns such as zig zags, waves and I - O + / X</p> <p>Gross:<br/>Build finger strength<br/>Use one handed tools<br/>Use my core strength to balance<br/>Develop upper body strength</p> | <p>shapes.<br/>□ Draw writing patterns such as zig zags, waves and I - O + / X △</p> <p>Attempt to write own name</p> <p>Beginning to make letter like shapes.</p> <p>Gross:<br/>Build finger strength<br/>Use one handed tools<br/>Move in a range of ways<br/>Move around space safely<br/>Use whole arm whilst drawing<br/>Cross the midline<br/>Use both sides of the body to do the same thing at the same time</p> | <p>shapes.<br/>□ Draw writing patterns such as zig zags, waves and I - O + / X △</p> <p>Attempt to write own name</p> <p>Beginning to make letter like shapes.</p> <p>Gross:<br/>Build finger strength<br/>Use one handed tools<br/>Move in a range of ways<br/>Move around space safely<br/>Use whole arm whilst drawing<br/>Use both sides of my body to do the same thing alternatively<br/>Kick a ball</p> | <p>and initial letter in place.<br/>Make recognisable letter like shapes<br/>Writing emerges</p> <p>Writing random letters<br/>Writing initial sounds<br/>Writing other words<br/>Forming letters correctly<br/>Writing 2 or more words<br/>Writing short sentences</p> <p>Tripod grip</p> <p>Gross:<br/>Build finger strength<br/>Use one handed tools<br/>Move in a range of ways<br/>Move around space safely</p> | <p>letter shapes and initial letter in place.<br/>Make recognisable letter like shapes<br/>Writing emerges</p> <p>Writing random letters<br/>Writing initial sounds<br/>Writing other words<br/>Forming letters correctly<br/>Writing 2 or more words<br/>Writing short sentences</p> <p>Gross:<br/>Build finger strength<br/>Use one handed tools<br/>Move in a range of ways<br/>Move around space safely</p> |
|--|---|---|--|--|--|---|

# EYFS Nursery Long term plan 2022-2023

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
|  |  |  |  |  | Use whole arm whilst drawing<br>Use both sides of my body to do the same thing alternatively<br>Kick a ball<br>Throw and catch a variety of different objects of different weights and sizes. | Use whole arm whilst drawing<br>Use both sides of my body to do the same thing alternatively<br>Kick a ball<br>Move confidently in a range of ways |
| <b>REAL PE TAUGHT THOROUGHOUT THE YEAR</b> |  |  |  |  |   |  |

## EYFS Nursery Long term plan 2022-2023

**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 to 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, includes both the speedy working out of pronunciation of unfamiliar printed words (decoding) and speedy recognition of familiar printed words. **Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing)**

|   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|---|---|---|---|--|---|
| General Theme   | Marvellous me   | Night and day   | Once upon a time  | Down in the garden  | Off on an adventure  | Pirates and the seaside   |
| <b>High quality interactions, daily discussions Small group times stories, nursery rhymes, singing and SALT interventions</b> | <p>AUDITORY MEMORY</p> <p>Listen to and respond to stories, poems and rhymes</p> <p>Discriminate between sounds</p> <p>Join in rhythmically</p> | <p>AUDITORY MEMORY/ SEQUENCING/AUDITORY DISCRMINATION</p> <p>I can talk about stories I like saying why</p> <p>Act out parts of a familiar rhyme</p> <p>Copy a sequence of sounds</p> <p>Keep in time to a beat</p> | <p>VISUAL MEMORY AND VISUAL DISCRIMINATION</p> <p>Listen and respond to stories, rhymes and poems</p> <p>Talk about key events in a story that I like</p> | <p>RETELLING NARRATIVES AND INFERENCE</p> <p>Act out parts of a familiar rhyme or story</p> <p>Retell parts of a story</p> <p>Recognise that some</p> | <p>PHONOLOGICAL AWARENESS</p> <p>Talk about key events in stories</p> <p>Say what has happened in a story</p> <p>Make a set of rhyming words</p> | <p>PHONOLOGICAL AWARENESS</p> <p>Predict what might happen in a story</p> <p>Work from left to right and top to bottom</p> <p>Write initial sound in a word</p> |

## EYFS Nursery Long term plan 2022-2023

|  |  |   |   |   |   |                               |
|--|--|---|---|---|---|-------------------------------|
| <p><b>Daily story time using carefully chosen and high-quality texts/dialogic book talk</b></p> <p><b>Taught throughout continuous provision</b></p> | <p>with songs and rhymes</p> <p>Hold a book the right way up</p> <p>Turn a page within a book, in order</p> <p>Talk about the marks I make</p> | <p>Make letter like shapes when writing</p> | <p>Recognise that some words sound the same</p> <p>Know that a sentence has lots of words</p> | <p>words start with the same sound</p> <p>Identify syllables in a word</p> <p>Copy letters in my name correctly</p> | <p>Recognise familiar words and signs</p> <p>Write some letters in name correctly</p> | <p>correctly with support</p> |
|--|--|---|---|---|---|-------------------------------|

**NARRATIVE IMMERSION/PHONICS TAUGHT DAILY/ WELLCOMM ONGOING THROUGHOUT THE ACADEMIC YEAR**

## EYFS Nursery Long term plan 2022-2023

### Mathematics:

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**.

# EYFS Nursery Long term plan 2022-2023

|                                 | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|---------------------------------|--|--|---|---|--|--|
| General Theme                   | Marvellous me  | Night and day  | Once upon a time  | Down in the garden  | Off on an adventure  | Pirates and the seaside  |
| <b>Cardinality and counting</b> | <p><b>Number and place value: Numbers up to 3 comparing groups within 3</b></p> <p>Count reliably to 3 and from 3 and recognise the numerals 1, 2 and 3. They will begin to recognise the different representations of numbers up to 3/ composition of number such as those shown in a five frame and on dice, and to understand that even if the order or arrangement changes, the number stays the same.</p> | <p><b>Place Value Change within 3/5</b></p> <p>Find one more and one less than a number up to 3 in the context of a first, then, now story structure. They will use pictures, objects and a five frame to show what is happening.</p> <p>Comparing identical sets. Comparing non-identical sets.<br/><b><u>Representing 1,2,3 in play</u></b></p> <p><b><u>Routines and recite numbers to 10</u></b></p> | <p><b>Numbers to 5.</b></p> <p>Count to 5 and represent numbers using concrete and pictorial representations. The ten frame and counters are used for the first time and the concept of number bonds is explored.</p> <p>Numbers can be made by combining smaller numbers including 0. Comparison of numbers to 5. If some are added or taken away the amount</p> | <p><b>Number bonds to 5.</b></p> <p>Explore addition, looking specifically at the number bonds to 5. These are shown in a ten frame and using the whole-part model, which have both been used before. Children begin to explore the bonds in a more systematic way and recognise the commutative law of addition. Children are introduced to missing parts as a precursor to subtraction by</p> | <p><b>Counting on and counting back to and from 5/10</b></p> <p>Explore addition and subtraction through counting on and counting back. Use a number track to practise counting the number of jumps required to move on or back rather than the actual numbers they are landing on. This is the basis of addition and subtraction.</p> <p><b>Numbers to 10</b></p> | <p><b>Composing and decomposing shapes</b></p> <p>Recognising that a shape can have other shapes within it. Beginning by using two shapes to make a new shape, building on this composition of shapes skill to attempt building one shape in multiple ways. Partitioning numbers has been introduced previously allow children to see that shapes can also be 'partitioned' in multiple ways. Combine shapes to make new ones (sheets/paper)</p> |
| <b>Subitising</b>               |  |  |   |   |  |  |
| <b>Comparison</b>               |  |  |   |   |  |  |
| <b>Composition</b>              |  |  |   |   |  |  |
| <b>Number recognition</b>       |  |  |   |   |  |  |
| <b>Pattern Shape</b>            |  |  |   |   |  |  |
| <b>Space</b>                    |  |  |   |   |  |  |
| <b>Measure</b>                  |  |  |   |   |  |  |
| <b>Mathematical vocabulary</b>  |  |  |   |   |  |  |

# EYFS Nursery Long term plan 2022-2023

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|  | <p>Use the language of more and fewer by comparing groups of up to 3 objects presented in different ways, including dice formation. They will also learn that groups of objects can have the same amount in them, even if they look different.</p> <p>Count forwards and backwards to 3 Count 3 objects in different arrangements, touching objects to count. Say number names in a stable order. Children to say the total in a group.</p> | <p><b>Number bonds within 3/5</b></p> <p>Find one more and one less up to 3 and putting objects into two groups, to using a part-whole model to represent the groups and the bond to 3.</p> <p><b>Space/Development of spacial reasoning</b></p> <p>Focus on the key language related to space. Children start by using positional and directional language to describe where an object is. Use of 3D shapes can then reinforce the shapes properties.</p> | <p>changes. Can combine sets together. Addition as counting on. Subtraction as take away. Number bonds to 5 in the context of a part-whole model.</p> <p><b>Comparing numbers within 5</b></p> <p>Identify more or less than a number up to 5, introducing the concept of addition by combining two groups of objects and of subtraction as the difference between two amounts. There are numbers within numbers (e.g. five</p> | <p>counting on or back.</p> <p><b>Subtraction</b></p> <p>Continue exploring subtraction, looking specifically at the number bonds to 5. These are shown using counters and the part-whole model. Children will begin to work with subtraction number bonds, following the 'missing part' structure.</p> <p><b>Exploring pattern</b></p> <p>Recognise, extend, create and explain simple repeating patterns. They will consider patterns not just in pictures but in their</p> | <p>Explore numbers from 0 to 10. Apply this new knowledge to previously taught concepts, such as comparing, representing and finding one more and one less and understanding that more will mean counting on, with the answer going up, and less will mean counting back, with the answer going down.</p> <p><b>Numerical patterns</b></p> <p>Patterns of doubling, halving and odd and even numbers. Explore the</p> | <p><b>Volume and capacity</b></p> <p>Compare two or more items using the vocabulary of measure and will begin to compare containers visually</p> <p><b>Sorting</b></p> <p>Noticing similarities and differences in collections of objects found in the classroom. Children will have the opportunity to sort objects into two groups based on size, colour and shape. They will discover that collections can be sorted in a number of ways and into more than two groups.</p> <p><b>Time</b></p> <p>Sequencing of activities and events in their day. Developing a sense of time in terms of daily routine.</p> <p><b>Things can be the same and different.</b></p> |
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## EYFS Nursery Long term plan 2022-2023

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|  | <p>Understand the final number is the total. Subitise up to 3 Count 3 out from a larger set. Recognise, represent and manipulate numbers to 3. Count groups of objects up to 1, then 2 and 3. Children will learn to recognise and count different representations of numbers up to 3 and use a five frame to help structure the counting and reasoning</p> <p><b>2d and 3d shape</b></p> <p>Compare 3D and 2D shapes. Introduce shapes and their properties with a</p> |  | <p>contains 2 and 3)</p> <p><b>Addition to 5</b></p> <p>Part-whole model mastery of the skill of combining two groups to find a whole up to 5.</p> <p><b>Measure (Length, height and weight)</b></p> <p>In this unit, children will compare length, height and weight. They will learn how to compare two or more items using the vocabulary of measure and will begin to use non-standard units of measurement</p> | <p>everyday environment and using sounds, words and actions for example natural patterning, animal skill patterns and patterns in music and sound.</p> | <p>patterns and practise using the new vocabulary</p> | <p><b>Understanding and using the language of time in everyday life. Sequence activities and events in their day. Describe a route. Describe a sequence of events</b></p> <p><b>Money in role play and what is it for? Money week</b><br/> <b>Recite numbers to 20</b></p> <p><b>Consolidation of mathematical graphics: Recognising numerals, can represent amounts with fingers, marks or numeral. Uses representations to solve a problem-Using fingers/objects.</b></p> |
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# EYFS Nursery Long term plan 2022-2023

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|   | focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations. Knowing the names and understanding the properties. |  |  |  |  |  |
| <b>ADAPTED POWER MATHS SESSIONS TAUGHT THROUGHOUT THE ACADEMIC YEAR</b> |   |  |  |  |  |  |

## EYFS Nursery Long term plan 2022-2023

**Understanding the world:** This 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.

## EYFS Nursery Long term plan 2022-2023

|   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|---|--|--|---|--|---|---|
| General Theme                                 | Marvellous me  | Night and day  | Once upon a time  | Down in the garden   | Off on an adventure   | Pirates and the seaside   |
| <b>Taught throughout continuous provision</b> | <p>Talk about myself and people that I know</p> <p>Notice features of my immediate environment</p> <p>Say what makes me special and use my senses to explore</p> | <p>Talk about the jobs of people that I know</p> <p>Talk about the features of the immediate environment</p> <p>Talk about people celebrate different traditions</p> <p>Use my senses to explore living things</p> <p>Notice things in the natural world</p> | <p>Talk about past and present events that have happened in my own life</p> <p>Use maps of my immediate environment</p> <p>Use non-fiction books to find out where we live</p> <p>Talk about different religions and cultures</p> | <p>Talk about events in nursery that happened in the past</p> <p>Use maps within the environment to identify landmarks</p> <p>Recognise that some people celebrate particular festivals</p> <p>Ask questions and make comments about the world around me</p> | <p>Talk about myself as a baby</p> <p>Compare myself as a baby to now</p> <p>Talk about past events in the lives of familiar people</p> <p>Talk about the features where we live</p> <p>Talk about different religions and cultures</p> | <p>Talk about people that I come across and the jobs that they do</p> <p>Talk about how I have changed since I started Nursery</p> <p>Use maps and non-fiction books to find out about other countries</p> <p>Talk about the ways people are different and unique</p> |

## EYFS Nursery Long term plan 2022-2023

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|                                     |        | Talk about the changes that I notice | Talk about how things look, feel, sound and smell | Talk about how things grow and change                       | Take care of living things   | Talk about the weather and different seasons |
| <b>Being part of Gwladys Street</b> | Diwali | Christmas<br>Nativity                | Chinese New Year<br>Pancake day<br>Cooking        | Easter Story<br>Mothering Sunday<br>Easter Sunday<br>Baking | Growth and change of animals | Summer solace                                |

## EYFS Nursery Long term plan 2022-2023

**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.

|   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|---|--|--|--|--|--|---|
| General Theme                                 | Marvellous me  | Night and day  | Once upon a time   | Down in the garden   | Off on an adventure  | Pirates and the seaside   |
| <b>Taught throughout continuous provision</b> | Explore colour<br>Explore texture<br>Explore different media<br>Join materials<br>Experiment with sounds<br>Listen carefully and responds to the sounds we hear<br>Engage in pretend play based on experiences<br>Experiment with movement | Use malleable materials<br>Use a variety of tools<br>Draw different lines<br>Talk about what I am doing<br>Talk about the sounds I hear<br>Sing familiar songs and rhymes from memory<br>Engage in role play with others<br>Negotiate space when dancing | Experiment with different techniques<br>Use lines to draw shapes<br>Use simple shapes in drawings<br>Make up my own songs and rhymes<br>Experiment with different instruments<br>Act out familiar stories using props and character voices | Draw a person with features<br>Represent ideas using 3d materials<br>Talk about my ideas<br>Keep in time with music<br>Develop narratives in imaginary play<br>Balance and cross the midline with dance<br>Copy movements to music | Talk about what I am doing in my art<br>Explore colour mixing<br>Talk about my plans when constructing<br>Tap out a rhythm I have heard<br>Engage in imaginary play with a group<br>Copy sequence and movements of a dance | Make and use props when pretending<br>Draw with greater detail<br>Solve problems<br>Find different ways of doing things<br>Share my music making with others<br>Negotiate roles within imaginary play with my friends |

# EYFS Nursery Long term plan 2022-2023

DISCREET CHARANGA SESSIONS TAUGHT THROUGHOUT THE YEAR

## EYFS Nursery Long term plan 2022-2023

### ELGS:

| Communication and Language  | Personal, social and emotional development  | Physical development   | Literacy  | Maths   | Understanding the world   | Expressive arts and design   |
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| <p><b>Listening, Attention and Understanding ELG:</b><br/>Children at the expected level of development will: - 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; - Make comments about what</p> | <p><b>Self-Regulation ELG:</b><br/>Children at the expected level of development will: - 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</p> | <p><b>Gross Motor Skills ELG:</b><br/>Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping,</p> | <p><b>Comprehension ELG:</b><br/>Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand</p> | <p><b>Number ELG:</b><br/>Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; - 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,</p> | <p><b>Past and Present ELG:</b><br/>Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings,</p> | <p><b>Creating with Materials ELG:</b><br/>Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and</p> |

## EYFS Nursery Long term plan 2022-2023

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| <p>they have heard and ask questions to clarify their understanding;<br/>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking ELG:</b><br/>Children at the expected level of development will:<br/>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;<br/>- Offer explanations for why things might happen,</p> | <p>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><b>Managing Self ELG:</b><br/>Children at the expected level of development will:<br/>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;<br/>- Explain the reasons for rules, know right from wrong and try to behave</p> | <p>skipping and climbing.</p> <p><b>Fine Motor Skills ELG:</b><br/>Children at the expected level of development will:<br/>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;<br/>- Use a range of small tools, including scissors, paint brushes and cutlery;<br/>- Begin to show accuracy and care when drawing.</p> | <p>recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word Reading ELG:</b><br/>Children at the expected level of development will:<br/>- Say a sound for each letter in the alphabet and at least 10 digraphs;<br/>- Read words consistent with their phonic knowledge by sound-blending;<br/>- Read aloud simple sentences and books that are consistent with their phonic</p> | <p>including double facts.</p> <p><b>Numerical Patterns ELG:</b><br/>Children at the expected level of development will:<br/>- Verbally count beyond 20, recognising the pattern of the counting system;<br/>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;<br/>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>characters and events encountered in books read in class and storytelling;</p> <p><b>People Culture and Communities ELG:</b><br/>Children at the expected level of development will:<br/>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;<br/>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p> | <p>materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive ELG:</b><br/>Children at the expected level of development will:<br/>- Invent, adapt and recount narratives and stories with peers and their teacher;<br/>- Sing a range of well-known nursery rhymes and songs;<br/>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in</p> |
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## EYFS Nursery Long term plan 2022-2023

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| <p>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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>accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships ELG:</b> Children at the expected level of development will: Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> |  | <p>knowledge, including some common exception words. Writing ELG Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> |  | <p>experiences and what has been read in class; - 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><b>The Natural World ELG:</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences</p> | <p>time with music.</p> |
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# EYFS Nursery Long term plan 2022-2023

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|  |  |  |  |  | between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |  |
|--|--|--|--|--|--|--|