

EYFS Long Term Planning (Nursery)

In the EYFS we follow the children's interests, therefore we do not follow set topics. We endeavour to make learning active, hands on and most importantly fun. We explore seasonal change and celebrations through stories and real life experiences. We use Talk 4 Writing as a tool to develop story language and story structures. This plan ties into our continuous provision, provision enhancements and daily routine plans.

	Autumn	Spring	Summer
PSED	<p>Ensure children feel confident and comfortable in their new surroundings.</p> <p>Supporting children to build new relationships and understand rules and routines for the unit.</p> <p>Encouraging children to access all areas of the provision independently.</p> <p>Children are able to share experiences from home through focus child bags/sheets which have been completed by parents.</p>	<p>Support children to make new friendships, encourage children to accept the needs of others and share resources without needing adult support where possible.</p> <p>Continue to promote rules and routines and ensure children are aware of new structures to the school day with use of a visual timetable.</p> <p>Children are able to share experiences from home through focus child sheets which have been completed by parents.</p>	<p>Model dialogue for children to solve their problems. Children are able to share experiences from home through focus child sheets which have been completed by parents.</p> <p>Starting to go into assembly.</p> <p>Prepare children for transition to their new class by having set days to access their new classroom and meet new teachers.</p> <p>Taster days for children who will be new to lunchtimes.</p>
Continuous provision, daily routine.	<p>Celebration Assembly – from Summer term, wow cards, feelings during message board, plan do review- progressive as year goes on, focus child time, reviewing learning by looking at photos weekly in LJ or on IWB, conflict resolution, stories focusing on issues, toy at circle time,</p>		
CL	<p>Supporting children to listen and follow simple instructions.</p> <p>Short carpet sessions with puppet/stories to encourage listening and attention skills.</p> <p>Encouraging children to speak in full sentences by modelling correct language.</p> <p>Joining in with rhymes/songs.</p>	<p>Encouraging children to talk together during play.</p> <p>Introduce carpet sessions using talk for writing to promote communication and language skills.</p> <p>Encouraging children to speak in full sentences by modelling correct language.</p> <p>Joining in with rhymes/songs.</p>	<p>Asking questions using how and why, modelling answers if necessary.</p> <p>Encouraging children to speak in full sentences by modelling correct language.</p> <p>Talk for writing to promote communication and language skills.</p> <p>Joining in with rhymes/songs.</p>
Continuous provision, daily routine.	<p>Plan do review built on during the year</p>		

PD Continuous provision, daily routine.	Promote use of large outdoor equipment encouraging children to manage risk independently. Assist children to swap shoes for outdoor wellies, encourage children to change their own shoes – dressing and undressing. Using a knife and fork to eat dinner, using fine motor skills to open straws for milk. Supporting toileting, hand washing and healthy routines.		
L	Short story time, mainly using big books. Phase 1 phonics is taught discretely in the first term, mainly through play and also through short carpet sessions. Aspects 1-6 mainly then aspect 7 once children show readiness.	Story time, introduce concepts of print and questioning. Focus on title, setting, characters. Phase 1 skills will still be practised through both discreet and indiscreet sessions.	Lots of oral blending and segmenting teaching will take place throughout the day during carpet sessions and through play. Children who are learning phonic sounds will write some of their own sounds/words in the Helicopter stories. Other children will be given the opportunity to mark-make. Phase 1 and 2 phonics continues with slightly longer sessions.
Continuous provision, daily routine.	Self-chosen story to take home, books in all areas, name recognition and writing, mark making areas, message board.		
T4W and learning based around texts	Brown Bear Brown Bear Bear Hunt Nativity	Dear Zoo Peace at Last Peppa Pigs Chinese New Year	Goldilocks and the Tree Bears The Very Hungry Caterpillar Children learn to retell stories through actions and story maps. They innovate the stories once they become confident with retelling
5 Term Children		The Tiger Who Came to Tea Where's Spot Walking through the Jungle	Farmer Duck Spinderella Oi Frog
M	All Maths is taught through play in the first term. The main focus is on basic counting skills: rote counting to 10 then 20, touch counting objects, encouraging children to always begin at 1. Basic 2d shapes.		
Continuous provision, daily routine.	Message board, drip-fed rote counting – when in line etc, number line, five frames, maths in all areas in class, Numicon.		

UTW	Autumn/Winter Christmas Nativity Bonfire, diawli, Halloween, harvest	Seasonal change Winter/Spring Pancake day, Mother's day, Chinese New Year, Easter	Seasonal change Spring/Summer Father's day
Continuous provision, daily routine.	Children are able to share experiences from home through focus child sheets which have been completed by parents, the home corner gives children the opportunity to role-play their own experiences and different occupations/ways of life, cooking, baking, exploring change, learning for plants and animals.		
EAD	World Nursery Rhyme. Christmas Nativity	Explore sounds using instrument area During carpet sessions sing familiar songs and encourage children to join in. Dancing and ring games during hall time. Explore sounds using instrument area Explore colour using paint/powder paint. Encourage imagination through adult interaction in all areas of the provision.	During carpet sessions sing familiar songs and encourage children to join in. Dancing and ring games during hall time. Explore sounds using instrument area Explore colour using paint/powder paint. Encourage imagination through adult interaction in all areas of the provision.
Continuous provision, daily routine.	Daily singing, ring games and dancing, creative and paint areas.		
Bank of core Rhymes for Nursery	Twinkle Twinkle, Incy Wincy, Old McDonald, Humpty Dumpty, Head, Shoulders, Baa Baa black sheep, Row your boat, 5 specked frogs/monkeys on the bed.		