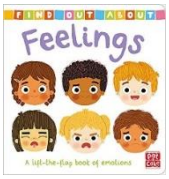
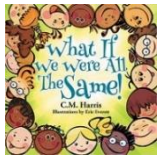
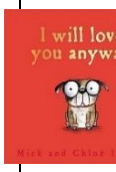
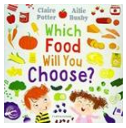
Our long term plan is delivered half termly throughout the year. We use the seasons as a guidance for topic starter/inspiration; however, these plans may change, as in the EYFS we plan to meet individual needs and interests. The prime areas of learning (PSED, Communication & Language and Physical Development) are taught consistently throughout the year, through all other areas of learning; these are not individually planned, however are met through cross curricular areas. Prime objectives are discussed and reviewed weekly during team time to ensure progress.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Autumn Family Traditional tales Halloween Colours Feelings Harvest	Autumn/Winter Family Halloween Bonfire night Diwali Christmas Traditional tales	Winter Arctic Chinese New Year Love/Valentine's Day People who help us	Spring Growing Mother's Day Easter Animals/Hibernation Life Cycles	Spring Donnas Delightful Cake Decorator Transport	Summer Sports Day Holidays Trips Father's Day Moving up/Transition
Communication and Language Listening and Attention Understanding Speaking	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions/focus, PSHE times, stories, singing, speech and language support (Bug Club Duplo Language Sessions, WellComm, Nursery Narrative, Helicopter Stories, EYFS celebration time, Word Aware, Poetry Basket, Busy Bags, language rich environment) interventions, daily story time. The development of children's spoken language underpins all seven areas of learning and development. 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.					
	Understand how to listen carefully and why listening is important Begins to listen to others. Understands use of objects and begins to use more complex sentences	Listens to stories and can talk about what they heard/know and engages in story time. Shows an understanding of preposition and uses language to recall past experiences.	Joins in with repeated refrains/phrases and anticipates key events in a familiar story/rhyme Responds to instructions. Questions why things happen and starts to give an explanation.	Shows more focused attention and responds to instruction with more elements. Beginning to use a range of tenses and can retell a past event in order Key vocab: Growing, animals/mini beasts, habitats,	Can follow direction and is beginning to understand why/how questions. Uses intonation, rhythm and phrasing to make meaning clear. Talks about, people places and events that are of particular	Can sit and remain focused for longer periods. Shows an understanding of why or how questions and listens to others in conversation. Builds vocabulary that reflects their experiences and uses talk

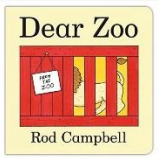
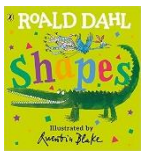
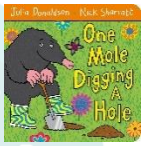
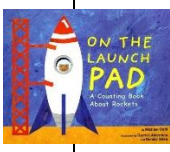
	Key vocab: Nursery areas, adult names, rules & routines, days of the week, weather, colours, seasonal vocabulary	Key vocab: Seasonal vocabulary, family members, celebartions, safety, light/dark	Key vocab: seasonal vocabulary, arctic animals, people who help us. Recap - Nursery areas, adult names, rules & routines, days of the week, weather, colours, seasons- linked to needs of key children	hibernation, life cycles	importance to them. Key vocab: seasonal vocabulary, food, changes, transport. Recap - nursery areas, adult names, rules & routines, days of the week, weather, colours, Seasons- linked to needs of key children	in pretending that objects stand for something else in play Key vocab: Emotions, positional language, sport, farm animals, growing up, holidays
Personal, Social and Emotional Development Making Relation ships Sense of Self Understanding Emotions	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 supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Separate from main carer with support and build relationships with special people. Starts to settle and enjoys being involved in daily tasks.	Is becoming more aware of similarities/ differences and is willing to share experiences with others. Expresses a range of feelings through interactions with others.	Separate from main carer with support and show empathy and concern for others. Enjoys a sense of belonging through involvement of daily tasks and is more confident in the setting.	Starts to show skills of assertion, negotiation and compromise. Is aware of the choices made and that they might not always be able to do something.	Shows confidence in finding an adult to help resolve conflict. Is willing to be more outgoing toward others and is able to ask for help when needed. Is aware that their actions/words can upset others feelings.	Enjoys playing alone or alongside others and is confident to invite others into their play or will attempt to join others in their play. Is willing to take risks and try new things or social situations. Understands different expectations depending on events, social situations or routine. Can adapt behaviour

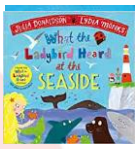
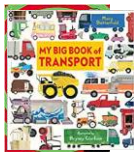
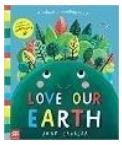
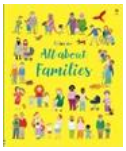
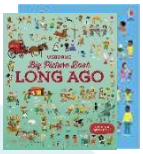
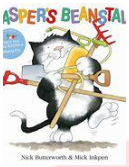
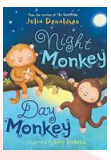
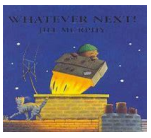
<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>when needed.</td></tr>
<tr><td>Books </td><td colspan="6">    </td></tr>
<tr><td rowspan="2">Religious Education </td><td colspan="6">RE in the EYFS enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.
They will begin to understand and value the differences of individuals and groups within their own community.
Children will have opportunity to develop their emerging moral and cultural awareness.</td></tr>
<tr><td colspan="2">I am Special
Harvest
Christmas</td><td colspan="2">Stories Jesus Heard
Stories Jesus Told
Easter</td><td colspan="2">Special Places
Special Times</td></tr>
<tr><td rowspan="3">Physical Development

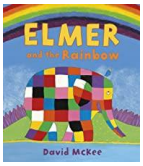
Moving and Handling
Health and Self-care</td><td colspan="6">Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</td></tr>
<tr><td colspan="6">Mindfulness Yoga sessions – Cosmic Kids
Get Set 4 P.E
Key skills - Moving safely, running, jumping, throwing, catching, following a path, rolling,
Social/Emotional/Thinking Skills – sharing and taking turns, perseverance, leadership, encouraging and supporting others, confidence, responsibility, decision making, honesty and fair play, selecting and applying actions, understanding rules
Key Vocabulary – Listen, exercise, walk, stop, go, path, safely, jump, run, hop, skip, listen, space, gallop, forwards, backwards, direction, follow, twirl, balance, tip-toe, slow, team, travel, share, fast, dance, freeze, yoga, mindfulness, safely</td></tr>
<tr><td>Daily wake up shake up sessions on entry: Squiggle while you wiggle Dough Disco Daily free flow outdoor play</td><td>Daily wake up shake up sessions on entry: Squiggle while you wiggle Dough Disco Daily free flow outdoor play</td><td>Daily wake up shake up sessions on entry: Squiggle while you wiggle Dough Disco Daily free flow outdoor play</td><td>Daily wake up shake up sessions on entry: Squiggle while you wiggle Dough Disco Daily free flow outdoor play</td><td>Daily wake up shake up sessions on entry: Squiggle while you wiggle Dough Disco Daily free flow outdoor play</td><td>Daily wake up shake up sessions on entry: Squiggle while you wiggle Dough Disco Daily free flow outdoor play</td></tr>
<tr><td>Books </td><td colspan="6">  </td></tr>
</table>

Literacy Reading Writing	**Writing in Nursery:** Writing opportunities in EYFS are child-led and are based on current interests of the children. We support writing by; • Providing mark making opportunities throughout the setting • Modelling writing • Writing down things that children say to support their developing understanding of reading • Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves. • Model writing poems and short stories, writing down ideas suggested by the children (helicopter stories) • Provide activities during which children will experiment with writing, for example, leaving a message. • Include opportunities for writing during role-play and other activities e.g. Clip boards in the Doctors Surgery • Encourage the children to make marks to represent their phonic knowledge when writing. • Developing gross/fine motor skills. • Whole-body responses to the language of movement • Large movements with equipment • Large movements with malleable materials • Holds mark-making tools with thumb and all fingers • Using one-handed tools and equipment • Hand responses to music Key Vocabulary – letter, phoneme, alphabet, blending, digraph
	Reading in Nursery: Texts are chosen to reflect and support interests and are regularly reviewed to match the current interests of the children. Texts may include Nursery Rhymes, Traditional Tales/Stories as well as modern texts, poems, non-fiction texts and magazines. EYFS children have continual access to reading and writing material within the environment. We support reading by; • Promoting a love of reading • Providing a wide and varied selection of age appropriate books • Reading strategies – look at the picture, ask predicting questions • **VIPERS** to aid the recall of reading domains and support the comprehension of texts. • Provide simple poetry, song, fiction and non-fiction books in all areas, e.g. Construction area as well as the book area. **(Poetry Basket)** • Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others. **(Helicopter Stories)** • Create an environment rich in print where children can learn about words e.g. using names, signs, posters. • When children can see the text, e.g. using big books, model the language of print, such as letter, word, page, blurb, beginning, end, first, last, middle, author, illustrator books, Story, poem, rhyme, fairy tale, title, front cover, back cover, character • Carry out activities using instructions, such as reading a recipe to make a cake. • Ensure access to stories for all children by using a range of visual cues and story props. For example, story boards, puppets, stuffed animals, etc. • Sharing and discussing Phase one **Bug Club Books** • Activities to help develop a sense of rhythm • Using core books to plan for children's interests • Involving parents in understanding the importance of early literacy though parents workshops, newsletters etc • Opportunities for high quality adult- child interactions and sustained shared thinking to give children the extended vocabulary with which to write creatively Key Vocabulary – letter, word, page, blurb, beginning, end, first, last, middle, author, illustrator books, Story, poem, rhyme, fairy tale, title, front cover, back cover, character **Reading - Phase 1** Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. • develop children's listening skills and awareness of sounds in the environment. • experience and develop awareness of sounds made with instruments and noise makers • develop awareness of sounds and rhythms • experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech • develop understanding of alliteration

	• distinguish between the differences in vocal sounds, including oral blending and segmenting • develop oral blending and segmenting of sounds in words		
VIPERS Skills Covered	Vocabulary	Vocabulary Predict	Vocabulary Predict Sequence
Poetry Basket 	Chop, Chop – a four line poem Pointy Hat – a four line poem Five Little Pumpkins – an eight line poem Wise Old Owl – a four line poem Falling Apples – a four line poem A Basket of Apples – a six line poem Leaves are Falling – an eight line poem Breezy Weather – a four line poem Who Has Seen the Wind? by Christina Rossetti – an eight line poem Cup of Tea – a six line poem Mice by Rose Fyleman – an eight line poem Shoes – an eight line poem	Popcorn – a six line poem A Little House – an eight line poem Pancakes – a six line poem Lets Put on Our Mittens – a six line poem I Can Build a Snowman – a four line poem Carrot Nose – a four line poem Spring Wind – an eight line poem Furry Furry Squirrel – an eight line poem Hungry Birdies – a four line poem A Little Seed – a six line poem Stepping Stones – a six line poem Mrs Bluebird – a four line poem	I Have a Little Frog – and eight line poem Dance – a four line poem Pitter Patter – a six line poem Sliced Bread – a four line poem A Little Shell – an eight line poem Five Little Peas – a six line poem The Fox – a six line poem Monkey Babies by Irene Rawnsley and John Foster – an eight line poem Thunderstorm – a six line poem Five Little Owls – an eight line poem If I Were So Very Small – an eight line poem Under a Stone – a six line poem
Mathematics 	**Number** songs and rhymes Number stories Numbers - 1,2,3	Review – Numbers: 1,2,3 and shapes **Number** songs and rhymes Number stories Numbers - 3,4,5	Review – Numbers: 1,2,3,4,5, recap understanding of size **Number** songs and rhymes Number stories

Comparison Counting Cardinality(how many) Spatial Awareness Shape Pattern Measures Composition	Count, represent, patterns, arrangements, repeating patterns. Recite numbers to 5 through singing songs **SSM** Sort organise and categorise, Colour – matching colours, Shapes – Circle, Triangle, Key Vocabulary – Match, sort, match, colours. Red, yellow, pink, green, purple, orange, blue, grey, black, white, numeral, more/less, pattern, compare, big, little, small, large, shapes, circle, square, triangle, oval, rectangle	Count, represent, patterns, arrangements, repeating patterns. Recite numbers to 5 through singing songs, Separate a group of 3, 4 or 5 objects in different ways, match number and quantity, number problems, find one more/one less than a number to 5, know that numbers identify how many in a set **SSM** Sort organise and categorise, Colour – matching colours, what is the same, what is different, recognise and match number patterns, notice patterns in environment Shapes – Circle, triangle, square, rectangle, use shapes to construct Key Vocabulary – Recap - Match, sort, match, colours. Red, yellow, pink, green, purple, orange, blue, grey, black, white, numeral, more/less, pattern, compare, big, little, small, large, shapes, circle, square, triangle, oval, rectangle more, a lot, fewer, same, measure, full, empty, half empty	Numbers - 3,4,5 Count, represent, patterns, arrangements, repeating patterns. Recite numbers to 5 through singing songs, Separate a group of 3, 4 or 5 objects in different ways, match number and quantity, number problems, find one more/one less than a number to 5, know that numbers identify how many in a set, subitise small numbers, order numbers to 5, represent numbers to 5, recognise numerals to 5, order numerals to 5 and talk about their position, find total number of two groups by counting all of them **SSM** Sort organise and categorise, Colour – matching colours, what is the same, what is different, recognise and match number patterns, notice patterns in environment, use shapes appropriately for tasks Shapes – Circle, triangle, square, rectangle, use shapes to construct, select a particular named shape Key Vocabulary – Recap - Match, sort, match, colours. Red, yellow, pink, green, purple, orange, blue, grey, black, white, numeral, more/less, pattern, compare, big, little, small, large, shapes, circle, square, triangle, oval, rectangle more, a lot, fewer, same, measure, full, empty, half empty, subitise,
Books	   	
Understanding the World People & Communities The World Technology	In **Geography** in the EYFS, we look at where we live and people around us. This is delivered through quality interactions and resourcing, fiction and non-fiction books. Sensory walks and trips in the local environment will support, along with discussions based on key events, celebrations both in their own lives and in the wider world e.g. Diwali, Chinese New Year, Eid etc. The children in the EYFS begin to address the key geographical concept through their own lives, members of their family and the lives of characters in books. Many of the personalised resources, such as photographs and books that are used, are provided within the environment as enhancements. These will be throughout a variety of areas of learning for the children to access independently within provision. We support progression of the Geography curriculum through the children's own interests.	
	Key Vocabulary - Animals, pets, plants, grass, mud, puddles, flowers, trees, home, house, family, mummy, daddy, grandma, granddad, brother, sister, photograph, maps, celebrations, walk, drive, fly, moon, earth, sun, garden, park, seaside	

	  
	In **History** in the EYFS, we look at things that have happened in the past. This is delivered through quality interactions and resourcing, fiction and non-fiction books. Discussions based on key events, celebrations both in their own lives and in the wider world e.g. harvest, Black history month and Remembrance. The children in the EYFS begin to address the key historical concept of change both in their own lives and the lives of characters in books. Many of the personalised resources, such as photographs and books that are used, are provided within the environment as enhancements. These will be throughout a variety of areas of learning for the children to access independently within provision. We support progression of the History curriculum through the children's own interests.
	Key Vocabulary - Mother, father, brother, sister, grandma, granddad, cousin, friends, house, home, pets, cat, dog, guinea-pig, fish, hamster, past, photograph, now, old, new, find out, sad, happy, worried, angry, pleased, excited, surprised, see, taste, touch, hear, smell, same, different, change, people, long ago, birthday, birth, death, celebrations
	 
	In **Science,** we use both our indoor and outdoor environment to support the teaching and learning of Science. We are fortunate to have a rich learning environment which includes a small growing area and a school plot on the local allotments. Nursery also have a wonderful outdoor area to support their learning which is accessable daily during continuous provision. Within EYFS, practitioners regularly provide new materials and interesting things for children to explore and investigate and we encourage children to talk about them. Our skilled staff interact effectively with the children to encourage them to use their senses to explore the natural world, materials and forces. All these areas are regularly used to develop the children's Science skills and knowledge of the world around us.
	Key Vocabulary - Look, watch, listen, see, taste, feel, smell, same, names (for parts of the body), different, change, same, find, growth, weather, warm, hot, cold, seasons, winter, spring, summer, autumn, earth, moon, dark, light, plants, leaf, flower, animals, minibeasts, water, food, healthy, unhealthy, fit, exercise, hard, soft, rough, smooth
Books	  
Expressive Arts and Design	**Art** - 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. Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs making instruments, percussion. Links to Fine Motor Skills. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

Creating with Materials Being Imaginative & Expressive	Key Vocabulary - Colour, red, orange, yellow, green, blue, purple, white, black, brown, pink, glue, scissors, paper, paint, pencil, crayon, chalk, felt-tip, cut, stick, paintbrush, collage, junk modelling, look, feel, draw, imagination, tools, lines, circle						
	Music in Nursery interweaves through all areas of learning and development. It is a way of exploring, communicating and responding to experiences. In music we learn to be creative with sounds, using our imagination to show feelings and ideas. It is about putting sounds together to create melodies, rhythms and harmonies. Making music with others can be a social experience and might involve making music with pots, pans or traditional instruments. It can be vocal or instrumental. This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music should be seen as a core component of children's learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond. Key Vocabulary - nursery rhymes, songs, instruments, share, listen, hear, sing, play, learn, high, low, long, short, stop, start, move, actions, voice, hands, feet, soft loud, shake, tap, bang, drum, maracas, triangle, symbols, tambourine, guitar, piano, bell, scrapers						
Books							
Trips, Visits, Celebrations	Harvest Black History Month Local environment walks Allotments Brush Bus - visit	Nursery Rhyme Week Remembrance Day Diwali Nativity Performance Children in Need Christmas Visit from Father Christmas	New Year Chinese New year Environment walk – looking at changes around us Valentine's day Allotments Church Visit	Shrove Tuesday/Pancake day – making pancakes Holi Comic Relief Easter Ramadan Book week Mother's Day Eid al-Fitr St Georges Day	Father's Day Allotments Library Visit	Eid-Al-Adha Farm Visit	
Family Involvement	Tapestry involvement Stay and Play sessions Home challenges Busy bags Story sacks	Tapestry involvement Stay and Play sessions Grandparents craft day Nursery Nativity Home challenges Busy bags Story sacks	Tapestry involvement Stay and Play sessions Home challenges Busy bags Story sacks People who help us sessions – parent links New starter meetings	Tapestry involvement Stay and Play sessions Home challenges Busy bags Story sacks Easter service Easter Bonnet competition Mother's day Tea Party	Tapestry involvement Stay and Play sessions Home challenges Busy bags Story sacks	Tapestry involvement Stay and Play sessions Sports day Parents meetings Home challenges Busy bags Story sacks Father's day Tea Party Parent trip helpers	

						Themed transition visits