

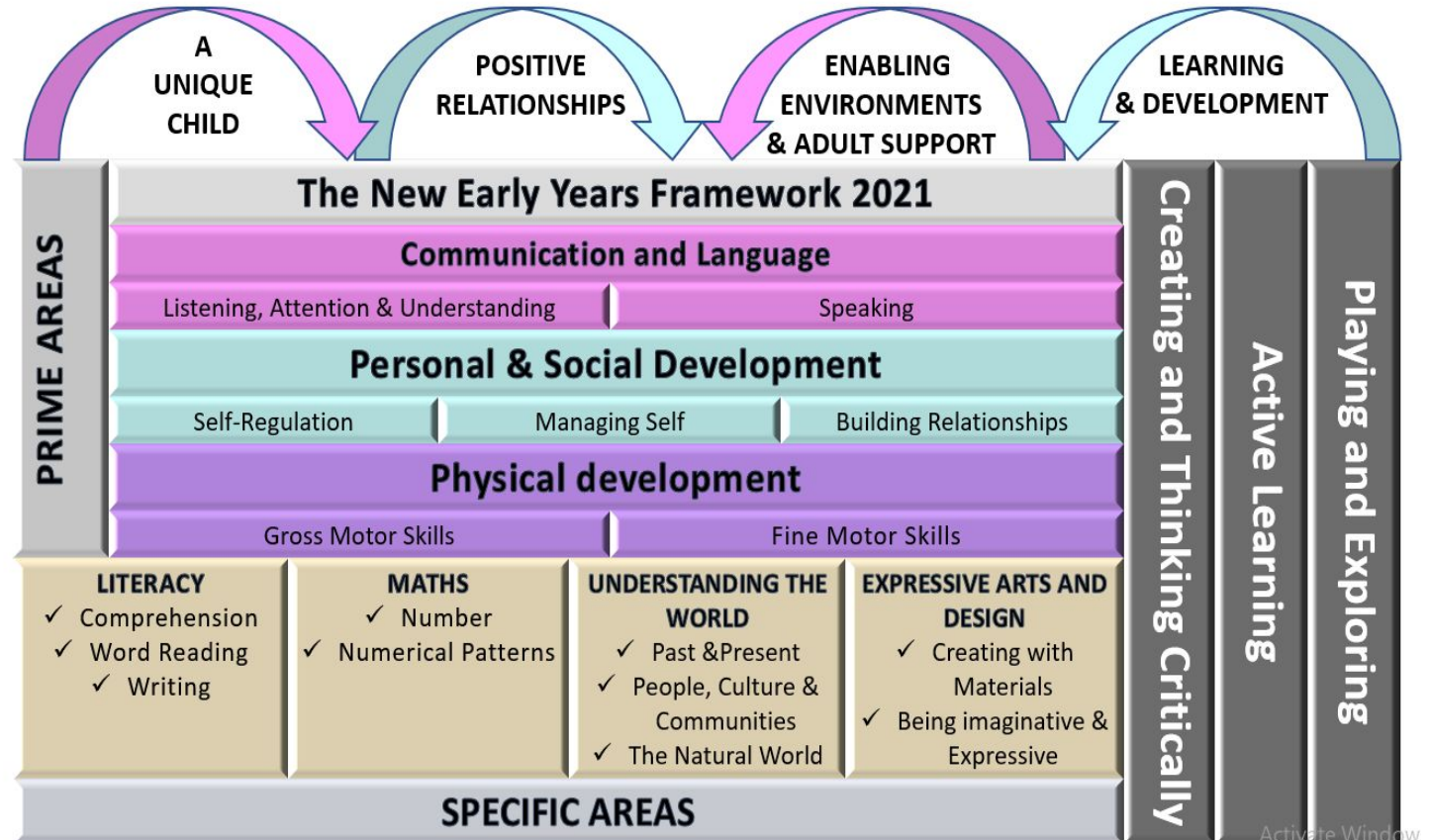


Nursery F1 Long Term Plan 25-26

“Our children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support 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. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Birth to Five Framework 21’ & children’s interests.”

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. We provide our children with opportunities to develop their gross and fine motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure in a nurturing environment and ensure that our safeguarding procedures are kept up to date. Communication is important to us and we expect children to use their voice and talk in sentences as soon as they are able to. We greatly value the relationship that we develop with parents throughout this vital year.”

Grange Farm EYFS Team



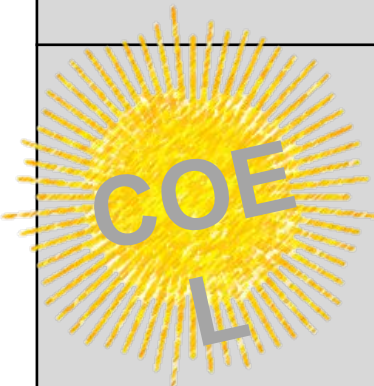
Nursery F1 Long Term Plan 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p>NB: These themes may be adapted at various points to allow for children's interests</p>	<p>All About me! Autumn</p> <p>Starting nursery/my new class / New Beginnings / PSED focus Nursery Rhymes Portraits What am I good at? How do I make others feel? Being kind / staying safe/ sharing Pizza Week</p>	<p>Lets celebrate!</p> <p>My family Bonfire night celebrations The Nativity Father Christmas visits Christmas Lists Letters to Father Christmas</p>	<p>Winter</p> <p>We're going on a bear hunt</p> <p>Traditional Tales</p>	<p>Traditional Tales</p> <p>Goldilocks Three Billy Goat's Gruff</p>	<p>Growing!</p> <p>The great outdoors Plants & Flowers Weather / seasons Planting seeds Easter Dinosaurs</p>	<p>Summer</p> <p>The Hungry Caterpillar Minibeasts What lives in our pond? Farm animals</p>
<p>High quality Texts</p>	<p>Postman Bear Colour Monster Nursery Rhymes Owl babies Little Rabbit Foo Foo My house Harry and his dinosaurs go to school.</p>	<p>Father Christmas needs a wee The Christmas Story Dear Santa Peace at Last Stick Man Spinderella</p>	<p>Polar Bear,Polar Bear, What Do You Hear? Chinese New Year The Tiger who came to Tea Gingerbread Man 3 Billy Goats Gruff</p>	<p>Goldilocks Three Billy Goats Gruff What the Ladybird Heard</p>	<p>Farmer Duck Pig in a Pond Old MacDonald, little red hen Roise's Walk The little red hen Non-fiction books on chicks Jack and the Beanstalk Beanstalk The Little Yellow Chicken Chicken Licken The enormous Turnip Non-fiction Dinosaur books We're going on a bear hunt</p>	<p>The Hungry Caterpillar Monkey Puzzle Oi Frog Oi Cat What the ladybird heard Frog life-cycle (non-fiction)</p>
<p>'Wow' moments /</p>	<p>Bake buns and decorate. Visits to Nursery Home Visits</p>	<p>Guy Fawkes / Bonfire Night Chocolate sparklers Remembrance day No pens day (Nov) Christmas Time/Nativity/Santa</p>	<p>Winter walk Exploring Ice Winter cave-dark tent-explore torches</p>	<p>Go on a bear hunt Weather experiments Mother's Day World Book Day 3rd March Easter bonnet parade/egg</p>	<p>Farm Visit Parachute Games Spring walk in the forest</p>	<p>Dance workshop Caterpillars Map work - Find the Treasure Father's Day</p>



Nursery F1 Long Term Plan 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	WINTER	TRADITIONAL TALES	GROWING!	MINIBEASTS



Characteristics of Effective Learning

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

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.

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.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

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.

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.

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.

PLAY: 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

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.





Diversity texts to be read throughout the year during story time sessions

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
<p>Feast for 10 C. Falwell</p> <p>We are all welcome A.Penfold</p> <p>We all belong N. Goss</p> <p>Brown Boy Joy T. Booker</p> <p>Little red and the very hungry lion A. Smith</p> <p>Little people big dreams books</p> <p>I am enough K.A.Bobo</p> <p>Coming to England F.Benjamin</p> <p>Riley can be anything D.Hamilton</p> <p>Skin like mine L.Perry</p> <p>What I like about me Studio</p> <p>Handa's surprise</p> <p>Lion Hunt</p>	<p>The big book of families M. Hoffman</p> <p>Children Just like me NF DK Unicef</p> <p>I is for India P.Das NF</p> <p>Rapunzel A.Sreenivasan</p> <p>Festival of colours V.Harrison</p> <p>Shades of black S.Pinkley</p> <p>Divali Raintree N.F</p> <p>Rama and Sita M.Doyle</p> <p>The Ghanain Goldilocks Dr. T.Pizzoli</p>	<p>We are all welcome A.Penfold</p> <p>ADHD</p> <p>Autism</p>	<p>The big book of families M. Hoffman</p> <p>Its ok to be different</p>	<p>Pink is for boys R.Pearlman</p>

Nursery F1 Long Term Plan 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	WINTER	TRADITIONAL TALES	GROWING	MINIBEATS/SUMMER
	<p>VALUES: KINDNESS & SELF-BELIEF</p> <p><u>BOOKS:</u></p> <p><u>KINDNESS:</u> DOGGER, ROOM ON THE BROOM THE GIVING TREE LOST AND FOUND</p> <p><u>SELF BELIEF</u> GRUFFALO HOW TO CATCH A STAR</p>	<p>VALUES: HONESTY & INDEPENDENCE</p> <p><u>BOOKS:</u></p> <p><u>HONESTY:</u> DO UNTO OTTERS</p> <p><u>INDEPENDENCE:</u> IGGY PECK ARCHITECT LOST AND FOUND THE MISSING PIECE THE WAY BACK HOME</p>	<p>VALUES: RESPECT & RESILIENCE</p> <p><u>BOOKS</u></p> <p><u>RESPECT:</u> BOG BABY LITTLE RABBIT FOO FOO THE GREAT KAPOK TREE TUSK TUSK</p> <p><u>RESILIENCE:</u> PEACE AT LAST AFTER THE STORM PETER AND THE WOLF KEVIN THE CAT WITH THE MAGIC HAT UP AND DOWN</p>	<p>VALUES: RESPONSIBILITY & CURIOSITY</p> <p><u>BOOKS</u></p> <p><u>RESPONSIBILITY:</u> ONE WORLD BOG BABY THE GREAT KAPOK TREE</p> <p><u>CURIOSITY:</u> THE MOLE WHO KNEW IT WAS NON OF HIS BUSINESS</p>	VALUES: RE-CAP ON ALL 6	VALUES: RE-CAP ON ALL 6



Nursery F1 Lona Term Plan 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	WINTER	TRADITIONAL TALES	GROWING/SPRING	MINIBEASTS/SUMMER
COMMUNICATION AND LANGUAGE <small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small>	<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>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, Elklan strategies sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions and interventions. DAILY STORY TIME USING HIGH QUALITY TEXTS	<p>Talk about families, Follow simple instructions and routines- for example ‘Put your coat on please.’</p> <p>Key focus on Nursery rhymes and stories.</p> <p>Blank level questioning techniques within story time and play.</p> <p>Begin to join in with words and phrases from rhymes.</p> <p>To understand simple sentences.</p> <p>To extent vocabulary through experiences.</p> <p>To listen to and enjoy rhymes and stories.</p>	<p>Children encouraged to use longer sentences- Elkan techniques.</p> <p>Word of the week- emotions, describing words from Dear Santa</p> <p>Encourage children to use talk to share feelings, experiences and thought.</p> <p>Weekly Rhyme.</p> <p>TfW- Children join in with repeated refrains.</p> <p>Listen to and respond to familiar sounds- through environmental sounds/ body percussion games.</p> <p>Children to show they understand action words.</p>	<p>Word of the week- weather words</p> <p>Encourage children to use talk to share feelings, experiences and thought.</p> <p>Children encouraged to question- through exploration.</p> <p>Children encourages to listen and respond to others within small groups.</p> <p>Tfw- Bear Hunt, Polar Bear Polar Bear- join in repeated refrains and actions and build vocabulary by going on a bear hunt, ice exploration, frozen animals etc</p>	<p>Word of the week- different words for big/small</p> <p>Encourage children to use talk to share feelings, experiences and thought.</p> <p>Focus on traditional tales- encourage children to join in with repeated refrains and other words, retell story, encourage understanding of questions.</p> <p>Farm visit- Experiences to broaden vocab and promote questioning.</p> <p>Preposition words.</p>	<p>Word of the week- Describing words</p> <p>Children encouraged to use more complex sentences- modelled back to them using ‘and’ or ‘because’.</p> <p>Build vocab and questioning skills through experiencing and observing minibeasts, growing and life cycle of a butterfly... link to encourage children to retell events in order.</p>	<p>Word of the week- Describing words</p> <p>Children encouraged to use more complex sentences- modelled back to them using ‘and’ or ‘because’.</p> <p>Is able to follow more complex directions/ instructions.</p>



Nursery F1 Long Term Plan 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	WINTER	TRADITIONAL TALES	GROWING/SPRING	MINIBEATS/SUMMER
PHYSICAL DEVELOPMENT	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 .					
FINE MOTOR	Interactive finger games links to rhymes. Lots of painting activities. Threading, dough disco, weaving, pegging, make towers. Palmer grasp.	Provide a range of loose parts and tools for chn to manipulate. Make patterns with small resources. Make marks in sand, slime, foam, flour, salt. 4 finger grasp. Threading, dough disco, weaving, pegging, make towers.	Begin to use a dominant hand. Jigsaws. Use scissors to cut and stick. Show more control. Being tripod grip.	Big chalk drawing. Begin to write initial letter. Create lines and circles. 'Draw' animals. Learn 'write sitting.' Pperfect pencil, feet on floor, bottom back of chair, left/right hand on paper.	Begin name writing. Write initial letter. Draw with some control. Tripod grip.	- Name writing. Tripod grip.
GROSS MOTOR	Encourage lots of outside time. Involve children in routines such as putting coat on.	Autumn walks. Play active games. Climbing/jumping outside. Eating with a knife and fork.	Winter walks Dancing routines inside. Look at importance of outdoor play.	Digging and pouring. Plant seeds. Role play animals- slithering, sliding, fast, slow. Make a bridge & balance over.	Football skills- kicking a ball. Parachute. Think about moving safely.	Sports day. Obstacle courses.
CONTINUOUS PROVISION; Free flow inside/outside for most of the session. Water, sand, playdough, small construction inside, large construction outside, bikes, threading, jigsaws, books, funky fingers, mark making, small world figures, music-dance, loose parts, large play equipment, different depths outside, avoiding obstacles.						

Continuously check the process of children's pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

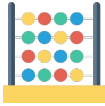
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES



Nursery F1 Long Term Plan 25-26 N2's

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	WINTER	TRADITIONAL TALES	GROWING/FARM/SPRING	MINIBEASTS SUMMER
LITERACY	<p>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)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will use the class Library weekly. Children are given a quality text on Home Visit.	<p>Emphasis on learning Nursery Rhymes and children joining in with actions and words.</p> <p>Fill in missing phrases in Rhymes.</p> <p>Learn to be an active listener.</p> <p>Experience handling books.</p>	<p>Joins in with repeated refrains in stories in small groups.</p> <p>Anticipates key events in stories.</p> <p>Retells stories through role play.</p> <p>TfW, Peace at last, Dear Santa.</p> <p>Emerging them in the experiences to encourage a love of books.</p>	<p>Joins in with repeated refrains in stories in small groups.</p> <p>Anticipates key events in stories.</p> <p>Have a favourite rhyme or story. Recognises rhyme in spoken word</p> <p>Joining in with actions and noises from 'Polar Bear, Polar Bear.'</p> <p>Recognise own name</p> <p>TfW-Gingerbread man</p>	<p>Talks about events and main characters. Suggests how a story might end.</p> <p>Shows an interest in illustrations and words in print.</p> <p>Digital books. Three Billy Goats Gruff. TfW; emerging them in the experiences. E.g. we go on a bear hunt.</p> <p>Traditional tales and repeated refrains. Lots of role play and baking.</p> <p>Learn the sequence of the story and can retell it.</p>	<p>Knows that print carries meaning and is read top to bottom, left to write.</p> <p>The very hungry caterpillar.</p> <p>Get caterpillars, dance workshop, make fruit kebabs, minibeast hunt. Perform the story. Lots of role play with props.</p> <p>Non-fiction, look at different insects, life cycle.</p>	<p>Oi cat, oi dog, oi frog. Look at rhyme and completing the rhyming words in books.</p> <p>Pizzas, make pizzas, look at menus. Little Red Hen.</p> <p>Read longer books.</p> <p>Children have strong feelings about their favourite books.</p>
EARLY PHONICS SKILLS Learn new vocab through experiences.	<p>Enjoys rhythmic and musical activities with musical instruments.</p> <p>Actions Rhymes and songs.</p> <p>Grow Vocabulary in play</p>	<p>Is able to follow simple directions.</p> <p>Recognises and identifies familiar sounds.</p> <p>Exploring music and sounds around Fireworks</p>	<p>Focus on finishing rhymes in a rhyming story.</p> <p>Begins to recognise rhyme in spoken songs.</p>	<p>Orally blend a cvc word in a small group activity. i.e. Fred talking, gym.</p> <p>Hears and says the initial sounds in words.</p> <p>Begin to sound words out</p>	<p>Start RWI set 1 lessons</p> <p>Sound words out orally.</p> <p>Hears and says the initial sounds in words.</p> <p>Orally blend a cvc word in</p>	<p>Sound words out orally.</p> <p>Hears and says the initial sounds in words.</p> <p>Orally blend a cvc word in a small group activity. i.e. Fred talking. what's in the</p>

Nursery F1 Long Term Plan 25-26 Maths Following Nursery White Rose Planning



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	WINTER	TRADITIONAL TALES	GROWING/ SPRING/FARM	MINIBEASTS SUMMER
MATHS	<p>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 5, 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 5 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.</p>					
<p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i> – Shakuntala Devi</p>	<ul style="list-style-type: none"> - Number songs and rhymes to encourage number sequence. The following are WRM Nursery units. Covering ranges 3-5 from EYFS Comparison- more than, fewer than, same Shape, space and measure 1- explore and build with shapes and objects pattern 1 counting 1- hear and say numbers 	<ul style="list-style-type: none"> Point or move each item for 1:1 correspondence. counting 2- begin to order numbers subitising 1- I see 1,2,3 pattern 2- joins in with repeats SSM 2- Explore pattern and shape 	<ul style="list-style-type: none"> 1:1 correspondence. Subitising 2- show me 1,2,3 Counting 3- move and label 1,2,3 SSM3- Explore position and routes Pattern 3 Explores own first patterns 	<ul style="list-style-type: none"> Counting 4- Take and give 1,2,3 SSM 4- Match, talk, push and pull Subitising 3- Talk about dots Comparison 2- compare and sort collections 	<ul style="list-style-type: none"> Recognise numerals to 5. Pattern 4- Lead on own repeats SSM 5- Start to puzzle Pattern 5- Making patterns together Subitising 4- Make games and actions 	<ul style="list-style-type: none"> Recognise numerals to 5. Counting 5- Show me 5. Pattern 6- My own pattern Counting 6- stop at 1,2,3,4,5 Comparison 3- Match, sort, compare