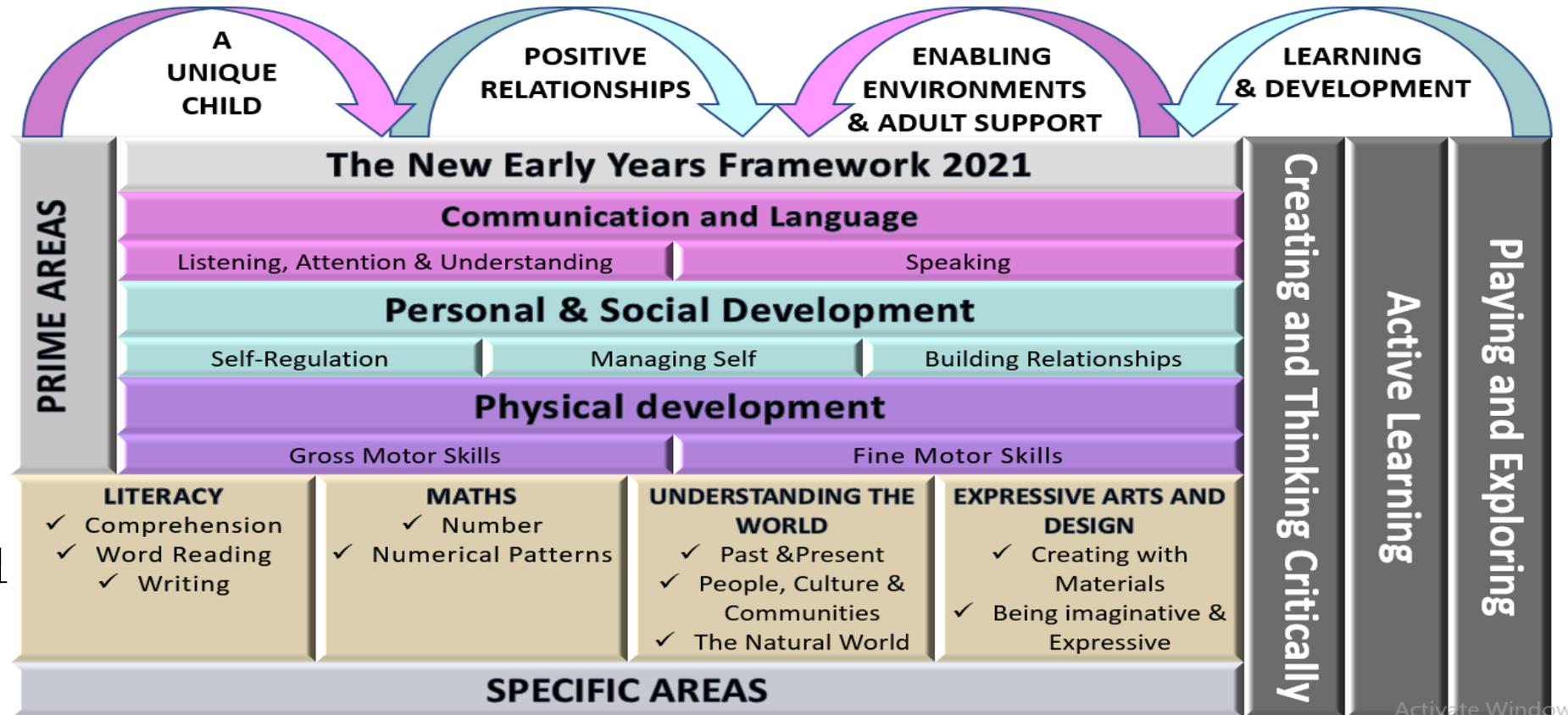
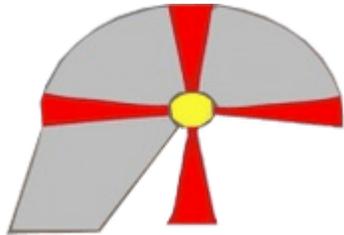


NURSERY LONG TERM PLAN 22-23

Children will 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 where ever 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 Framework 21' & children's interests

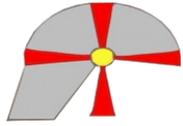


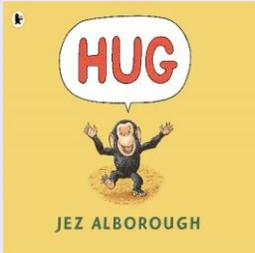
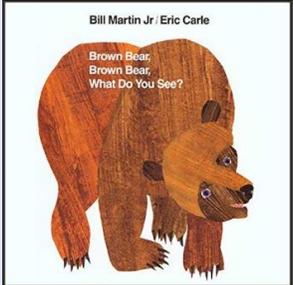
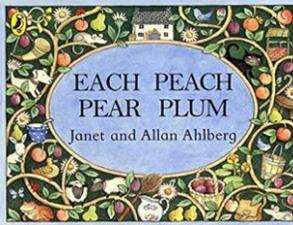
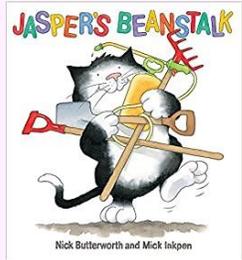
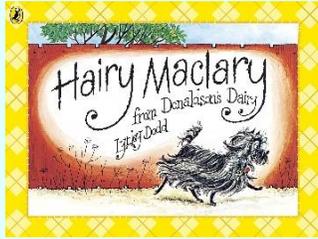
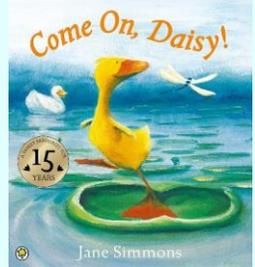
Activate Window

ST ALBAN'S CATHOLIC PRIMARY SCHOOL

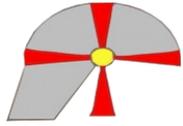
Cycle B

NURSERY LONG TERM PLAN 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p>ALL ABOUT ME</p> <p>Starting school My new class My family Relationships Feelings My 5 senses What do I like? Homes</p>	<p>LET'S GO ON AN ADVENTURE</p> <p>Adventures Weather Winter Sensory experiences Bears</p> <p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Remembrance day</p>	<p>TERRIFIC TALES</p> <p>Traditional tales Nursery rhymes Fairy Tales</p> <p>Chinese New Year Valentine's Day</p>	<p>GROWING</p> <p>Life cycles Mini Beasts Healthy eating Oral hygiene Plants & Flowers Weather / seasons The great outdoors Planting seeds Spring</p>	<p>AMAZING ANIMALS</p> <p>Animals around the world Animal Arts and crafts Animal patterns Habitats Pets Caring for animals</p>	<p>MY WONDERFUL WORLD</p> <p>Transport Where in the world have you been? Where do we live? Maps Vehicle/houses around the world Summer</p>
<p>CORE TEXTS</p>						
<p>ADDITIONAL BOOK IDEAS</p>	<p>Funny bones Lets make faces When jelly had a wobble The Colour monster Feelings</p>	<p>Leaf man The Gruffalo The Jolly Postman Lost and found Not lost</p>	<p>Goldilocks and the 3 bears Jack & Jill Old mother Hubbard Cinderella Little Bo Peep</p>	<p>The growing story Jack & the beanstalk Oliver's vegetables</p>	<p>This Zoo is not for you Animal homes Pets Six dinner Sid</p>	<p>The runaway train The naughty bus The journey If I built a car Things that go!</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS!	MY WONDERFUL WORLD



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.

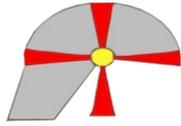
Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

PLAY: At St Alban's 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

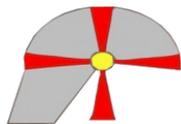
We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.



NURSERY LONG TERM PLAN 22-23

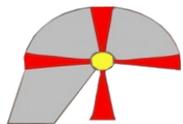


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
ASSESSMENT OPPORTUNITIES 2 year old checks	In-house - Baseline data on entry On going assessments/observations EYFS team/staff meetings	On going assessments/observations Parents evening End of term Assessments EYFS team/staff meetings	On going assessments /observations Projections for EOY EYFS team/staff meetings	On going assessments /observations Parents evening End of term Assessments RWI assessments EYFS team/staff meetings	On going assessments /observations EYFS team/staff meetings	On going assessments /observations Reports RWI assessments EYFS team/staff meetings EOY data
PARENTAL INVOLVEMENT Drop off and pick ups every day	Welcome meeting Class Dojo involvement	Class Dojo involvement Nativity Parents Evening	Class Dojo involvement	Class Dojo involvement Parents Evening	Class Dojo involvement	Class Dojo involvement Reports



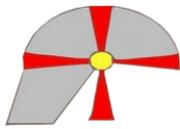
NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD		
COMMUNICATION AND LANGUAGE	<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>							
LISTENING, ATTENTION AND UNDERSTANDING	<ul style="list-style-type: none"> I can listen with interest to adults when they read stories in 1-1 or small group situations. I can show interest in sounds, songs and rhymes, trying to join in with actions or vocalisations. I can understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is?). I can shift from one task to another if you get my attention using my name. I can understand an instructions with three key words e.g. "Can you wash dolly's face?" 		<ul style="list-style-type: none"> I can join in with rhymes and songs by making sounds and by moving my body. I can respond to my own name by looking at the person speaking I can concentrate for 5 minutes on an activity and on the carpet I can understand simple questions and instructions. E.g. 'where is your coat?' and 'Go and fetch your shoe?' 		<ul style="list-style-type: none"> I can concentrate for slightly longer periods, including 8 minutes during a carpet activity I can focus on adults as they read or sing, responding with sounds and movements I can respond appropriately to key vocabulary such as tidy, fetch, sit down, wash hands I can identify characters in familiar books I can follow a familiar story with props and pictures. 		<ul style="list-style-type: none"> I can listen to longer stories and recall much of what happens I can remember, join in with and retell familiar rhymes and stories I can understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' I can turn my head and focus on adults and friends, as I speak and play, responding to comments appropriately I can follow a familiar two part instruction e.g. fetch your coat and sit on the carpet 	
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions,</p> <p>Twitter Time- Encourage children to discuss weekly events.</p> <p>Daily story time using high quality texts</p> <p>Talk Values- Sentence Stems</p>								



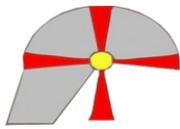
NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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LISTENING, ATTENTION AND UNDERSTANDING	<ul style="list-style-type: none"> I can use everyday words to talk about people I know I can use a variety of questions (e.g. what, where, who). I can link up to 5 words together to form a simple sentence. I can use pronouns, plurals and prepositions, not always correctly. 	<ul style="list-style-type: none"> I can copy unfamiliar sounds and words I can use a variety of words, including common nouns (animals, body parts etc) descriptive language (size, colour). I can respond to questions using simple sentences I can start a conversation with an adult or friend 	<ul style="list-style-type: none"> I am beginning to ask and respond to 'why' and 'how' questions I am beginning to use sounds f, v, s, z, sh consistently <ul style="list-style-type: none"> I can use words about things that interest me. E.g. Brontosaurus I can give my point of view and debate when I disagree e.g. I like bananas...they are soft and yummy. I can start a conversation with an adult or friend and take my turns to speak 	<ul style="list-style-type: none"> I can use longer sentences of at least 6 words I am beginning to join phrases with words, including of, so, but, because I can attempt to use multisyllabic words I can speak with clarity, using future and past tense (sometimes with errors). I can use talk in my play to organise an activity with others e.g. 'Let's go on a bus...you sit there... I'll be the driver. I am able to use pronouns (he, she, him) and plurals correctly 		
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions,</p> <p>Twitter Time- Encourage children to discuss weekly events.</p> <p>Daily story time using high quality texts</p> <p>Talk Values- Sentence Stems</p>	<p>Talk values will be displayed in classroom all year and referred to throughout. Sentence stems introduced and displayed during the year and used across the whole curriculum</p>					



NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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.</p>					
MANAGING SELF	<ul style="list-style-type: none"> I can say if I do or do not want something eg. a milk or banana at snack time. I can put my coat and my bag on my peg. I can recognise my own lunch box or water bottle. I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed. I can select and use resources with support. 	<ul style="list-style-type: none"> I can join in a range of activities that interest me. I can put on an apron when reminded. I can follow the rules with reminders from others I am beginning to be independent in self-care, but still often need adult reminders. I can tidy toys away when I have finished with them. I can usually manage washing and drying hands. 	<ul style="list-style-type: none"> I know when to put an apron on. I can go to the toilet independently. I can tell adults when I am hungry or tired or when I want to rest or play. I am beginning to learn about using equipment safely. 	<ul style="list-style-type: none"> I am aware that I am part of Easby class and have a shared responsibility to follow our class rules. I can follow the rules, understanding why they are important I can decide what I want to achieve when playing eg, I want to build a rocket I understand that equipment and tools have to be used safely. 		
SELF REGULATION	<ul style="list-style-type: none"> I can separate from main carer with support and encouragement from a familiar adult. I can seek comfort from familiar adults, when needed I can respond to a few appropriate boundaries, with encouragement and support I am beginning to show effortful control 'waiting for a turn or resisting pushing to the front'. 	<ul style="list-style-type: none"> I can begin to learn that some things are mine, some things are shared and some things belong to other people I can respond to the feelings and wishes of others I am aware, with support, that some actions can hurt or harm others I am beginning to express my own feelings such as sad, happy, cross, scared, worried. 	<ul style="list-style-type: none"> I can demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity. I can inhibit my own actions/behaviours most of the time, e.g. stop myself from doing something I should not do. 	<ul style="list-style-type: none"> I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others. I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. I can usually adapt my behaviour to different events, social situations and changes in routine 		

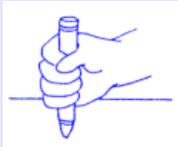
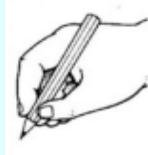


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BUILDING RELATIONSHIPS	<ul style="list-style-type: none"> I can play alongside others. I can show interest in others' play and start to join in. I can seek out others to share experiences. I can notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities. 	<ul style="list-style-type: none"> I can name my teacher and some of my peers. I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth. I am beginning to initiate play, offering cues to peers to join me. I can form a special friendship with another child I can assert my own ideas and preferences and take notice of other people's responses. 	<ul style="list-style-type: none"> I seek out others to share experiences. I can show affection and concern for my teachers and peers. I am confident to talk to other children when playing together. I can keep play going by responding to what others are saying or doing 	<ul style="list-style-type: none"> I am becoming more confident with unfamiliar people in familiar settings I can play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children. I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 		



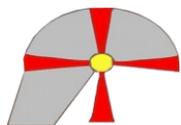
NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
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	<p>Dough Disco Squiggle while you wiggle</p> <p>Montessori AEL shelves Enhanced continuous provision to reflect the fine motor needs of the cohort.</p> <ul style="list-style-type: none"> I can choose to pick up equipment and make marks with it I can at least use a fistful grasp  <ul style="list-style-type: none"> I am beginning to explore using scissors I can make connections between my movement and the marks I make. E.g. circles and lines I can participate in finger and action rhymes, songs and games, imitating the movements. 	<p>Dough Disco Squiggle while you wiggle</p> <p>Montessori AEL shelves Enhanced continuous provision to reflect the fine motor needs of the cohort.</p> <ul style="list-style-type: none"> I am beginning to use a palmer grasp and four-finger grip when asked to pinch my media (pencil, brush)  <ul style="list-style-type: none"> I can use fine motor equipment such as rollers, cutters and threading cards I can copy fine motor movements modelled by an adult. E.g. closing tweezers I am beginning to mould playdough in different ways 	<p>Dough Disco Squiggle while you wiggle</p> <p>Montessori AEL shelves Enhanced continuous provision to reflect the fine motor needs of the cohort.</p> <ul style="list-style-type: none"> I can use a palmer grasp when using writing media I can use a static tripod or quadrupod grasp when modelled.  <ul style="list-style-type: none"> I can copy pre-handwriting patterns eg. zigzag lines, crisscross I can pick up tiny objects using a fine pincer grasp. I am beginning to use pincers, tweezers and threading equipment with some control I can use tools with more control, creating with purpose. E.G. using a cutter to make a gingerbread man. I can hold my scissors correctly when modelled by an adult and make snips in paper 		<p>Dough Disco Squiggle while you wiggle Show preference for dominant hand Use one-handed tools and equipment e.g. snipping paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> I can use one-handed tools and equipment, including rollers, hole punch I am beginning to cut along a continuous line, using one hand I can hold a pencil near the point between thumb and two fingers, no longer using whole-hand grasp. I may need reminders  <ul style="list-style-type: none"> I can copy some letters from my name I can use tweezers and pincers to move objects from place to another I can show preference for a dominant hand 	
CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options						

FINE MOTOR

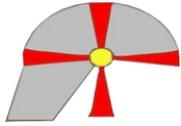
Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

Daily opportunities for Fine Motor Activities



NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
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.					
GROSS MOTOR	<p>Walk, run, jump and climb. Begin to use the stairs independently. Use a scooter or tricycle. Enjoy kicking, throwing and catching balls.</p> <ul style="list-style-type: none"> I can squat with steadiness to rest or play with object on the ground, and rise to feet without using my hands. I can climb confidently and are beginning to pull myself up on nursery play climbing equipment. I can run but sometimes fall I can use my feet to scoot along on a trike or balance bike I can catch a large ball. I can sit comfortably on a chair with both feet on the ground. 	<p>Develop manipulation and control over objects. Explore a range of materials and tools.</p> <ul style="list-style-type: none"> I can safely sit on a chair I can sit on the carpet for 5 minutes unaided I can attempt to kick a ball I can control my whole body and can negotiate space and objects I can pour water and sand using different sized containers. I can use large-muscle movements to wave flags and streamers paint and make marks. I can run safely on whole foot. I can ride a trike or balance bike with good control whilst walking 	<p>Use large muscle movements to wave flags and streamers, and paint and make marks. Develop their movement, balancing, riding and ball skills. Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.</p> <ul style="list-style-type: none"> I can kick a large ball. I can respond and move to rhythm and music, moving safely in a smaller space. - I am beginning to copy movements such as, hopping, jumping, skipping, and rolling I am beginning to stand on one foot with support. I can wave my arms or ribbons to make vertical lines and circles in the air. 	<p>Skip, hop, stand on one leg, and hold a pose for a game. Go up steps and stairs or climb up apparatus using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely.</p> <ul style="list-style-type: none"> I can skip, hop, stand on one leg and hold a pose for a game like musical statues. I am increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. I can catch a large ball I can move freely and with pleasure and confidence in a range of ways, including running skilfully and negotiate space successfully. I am beginning to use my arms and ribbons to draw circles in a figure of 8 I can ride a balance bike with good control whilst running or gliding 		
Weekly Cosmic Kids Yoga Lesson	<p>From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

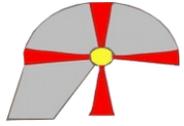


NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD	
LITERACY	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)						
COMPREHENSION - Developing a passion for reading	<ul style="list-style-type: none"> I can fill in missing words from well known rhymes I can show enjoyment for stories. I can talk about something I can see in a story I can hold a book the right way up and turn the pages 	<ul style="list-style-type: none"> I can identify signs and symbols in the environment and recall what they mean. I know books are special. I can look after them I can join in with familiar songs, rhymes, and repeat familiar phrases from simple stories 	<ul style="list-style-type: none"> I can count or clap syllables in a word I can make suggestions about what might happen next in a story I know that print carries meaning and is read left to right, top to bottom I can identify and suggest rhymes I can identify letters from my own name in other words I can recognize some RWI sounds 	<ul style="list-style-type: none"> I know print can have different purposes I can name the different parts of a book, including front cover, back cover, title, author, page I can engage in extended conversations about stories, learning new vocabulary I can tell a story to friends I can talk about events, the setting and characters in books I can recognise my own name. I can recognize some RWI sounds and use them in Word Time. 			
WORD READING	<p>Phase 1</p> <p>Aspect 1 – General sound discrimination – environmental</p> <p>Aspect 2 – General sound discrimination – instrumental sounds</p>	<p>Phase 1</p> <p>Aspect 3 – General sound discrimination – body percussion</p> <p>Aspect 4 – Rhythm and rhyme</p>	<p>Phase 1</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice sounds</p>	<p>Phase 1 RWI</p> <p>Aspect 7 – Oral blending and segmenting</p> <p>Recap of Phase 1 Aspects</p> <p>Set 1 RWI</p>	<p>Phase 1 RWI</p> <p>Recap of Phase 1 Aspects</p> <p>Set 1 RWI</p>	<p>Phase 1 RWI</p> <p>Recap of Phase 1 Aspects</p> <p>Set 1 RWI</p>	<p>Phase 1 RWI</p> <p>Recap of Phase 1 Aspects</p> <p>Set 1 RWI</p>
Children will be working on phase 1 phonics and when ready will start RWI and focus on set 1 sounds and Ditty sheets. Weekly 1:1 reading, phonetic and picture books sent home.							



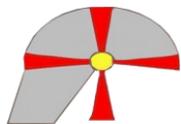
NURSERY LONG TERM PLAN 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS!	MY WONDERFUL WORLD
LITERACY WRITING TFW used as stimulus across the year Additional Texts may due children's interests	<ul style="list-style-type: none"> I can make connections between my actions and the marks being made I can show an interest in mark making activities. E.G. marks in sand, cornflour, paintbrushes and water 	<ul style="list-style-type: none"> I can distinguish between the different marks I make I can use a range of tools to make marks I can show an interest in my own marks and others marks I can attempt to copy my name 	<ul style="list-style-type: none"> I can imitate an adult writing. E.G. a shopping list or card I can start to write identifiable shapes and letters. 	<ul style="list-style-type: none"> I can use print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy I can tell an adult what I have drawn or painted I can write my first name independently so it is recognisable to others, using a variety of media 		



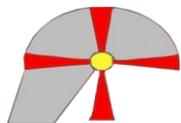
NURSERY LONG TERM PLAN 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
MATHS NUMBER	<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 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.</p>					
White Rose and NCETM (Number Blocks) See more detailed Plan.	<ul style="list-style-type: none"> I can attempt to join in with number rhymes I can bring one or two objects when an adult requests I can engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<ul style="list-style-type: none"> I can mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc) I can sort objects using one simple criteria 	<ul style="list-style-type: none"> I can show 'finger numbers' up to 5. I can experiment with my own symbols and marks as well as numerals I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<ul style="list-style-type: none"> I can quickly recall up to 3 objects, without having to count them individually ('subitising'). I can say one number for each item in order: 1,2,3,4,5. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 		
	Baseline Colours Sort and Match Number 1 Number 2 2D Shapes Pattern		Sorting Number 3 Number 4 2D Shapes Length/height Mass Capacity		Number 5 More/fewer than One more/less Positional language Composition of 1-5 Weight 2D & 3D Shapes	

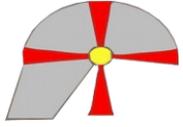


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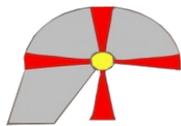


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 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.</p>					
NUMERICAL PATTERNS	<ul style="list-style-type: none"> I can recite some number names in sequence (not necessarily understand at this stage) I can understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. I can anticipate specific time-based events such as mealtimes or home time. I can use blocks to create my own simple structure or arrangement. 	<ul style="list-style-type: none"> I can show an understanding of simple comparisons like 'more' I can show understanding of conservation I am beginning to categorise objects according to properties such as shape or size. I am beginning to compare sizes, weight etc using language of 'bigger/little/smaller', 'high/low', 'heavy'. I can see some shapes in pictures and can start to make pictures using shapes. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 	<ul style="list-style-type: none"> I can recite numbers past 5 I can compare quantities using language: 'more than', 'fewer than'. I can use small world play to experiment with size, shape, differences and similarities. I can understand position through words alone – for example, "The bag is under the table," – with no pointing I can talk about and identify patterns. Eg. 'pointy', 'spotty', 'blobs' etc. I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> I can solve real world mathematical problems with numbers up to 5 I can recite numbers to 10 I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. I can make comparisons between objects relating to size, length, weight and capacity I can extend and create ABAB patterns – stick, leaf, stick, leaf. I can notice and correct an error in a repeating pattern. I can discuss routes and locations, using words like 'in front of' and 'behind' 		
White Rose and NCETM (Number Blocks) See more detailed Plan.						

NURSERY LONG TERM PLAN 22-23

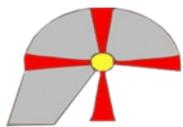


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
<p>RE</p> <p>RE is taught using the Come and See curriculum.</p> <p>Mission Statement</p> <p>Let God's love shine in our lives as we grow and learn together through living out the Gospel Values:</p> <ul style="list-style-type: none"> • Being honest • Being fair • Being forgiving • Being respectful • Aiming high and doing our very best...and valuing the world around us 	<p>Myself: God knows and loves each one.</p> <p>Judaism: Hanukkah</p>	<p>Welcome: Baptism: a welcome to God's family.</p> <p>Birthday: Looking forward to Jesus' birthday.</p>	<p>Celebrating: People celebrate in Church.</p> <p>Islam: Prayer Mats</p>	<p>Gathering: Parish family gathers to celebrate Eucharist.</p> <p>Growing: Looking forward to Easter.</p>	<p>Good News: Passing on the good news of Jesus.</p> <p>Friends: Friends of Jesus</p>	<p>Our World: God's wonderful world</p>



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
PAST & PRESENT <small>Further Investigation activities added throughout the year depending on children's interests.</small>	<ul style="list-style-type: none"> I can role-play familiar routines, such as making dinner in the role-play area 	<ul style="list-style-type: none"> I am beginning to remember and talk about significant events in my own experience 	<ul style="list-style-type: none"> I can remember and talk about significant events in my own experience 	<ul style="list-style-type: none"> I am beginning to make sense of my own life-story and my family's history 		
PEOPLE, CULTURES AND COMMUNITIES <small>ICT to be used throughout the whole curriculum- pictures, videos, websites, movable/ programmable toys, safe on the internet</small>	<ul style="list-style-type: none"> I can recognise my own immediate family and relations. I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. 	<ul style="list-style-type: none"> I can show interest in the lives of people who are familiar to me. I am beginning to role-play familiar people and different jobs e.g. shopkeeper 	<ul style="list-style-type: none"> I can see my new friends have similarities and differences that connect them to, and distinguish them from, others. E.g. hair colour, gender I can show interest in different occupations 	<ul style="list-style-type: none"> I am developing a positive attitude about the differences between people. I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos. 		
THE NATURAL WORLD <small>Forest school weekly-examining the seasons through the year. Changes in weather, clothing, leaves, environment around them.</small>	<ul style="list-style-type: none"> I can play with smallworld models such as a farm, a garage or a train track. I can name common nouns- farm animals, jungle animals, sea creatures. I am curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants. 	<ul style="list-style-type: none"> I am beginning to notice changes in my environment. I can comment on what is happening to the weather and why e.g. I am wearing a scarf because it is chilly. 	<ul style="list-style-type: none"> Use all their senses in hands on exploration of natural materials. I can explore collections of materials with similar and/or different properties. I show interest when planting seeds I am beginning to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> I can care for growing plants. I understand the key features of the life cycle of a plant and an animal I can explore and talk about different forces I feel. I can talk about the differences between materials and changes I notice. 		

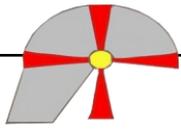


NURSERY LONG TERM PLAN 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
EXPRESSIVE ARTS AND DESIGN CREATING WITH MATERIALS <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i>	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<ul style="list-style-type: none"> I can join in singing favourite songs. I can create sounds by banging, shaking, tapping or blowing. I can experiment with blocks, colours and marks I can mirror and improvise actions I have observed, e.g. clapping or waving. 	<ul style="list-style-type: none"> I can show an interest in the way musical instruments sound. Join different materials and explore different textures Create closed shapes with continuous lines, and begin to use these shapes to represent objects 	<ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. 		
BEING IMAGINATIVE AND EXPRESSIVE <i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> Children to learn different techniques for joining materials, such as how to use adhesive tape and different sorts of glue	<ul style="list-style-type: none"> I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' I can initiate some actions in play that are familiar from home. I can begin to make believe by pretending 	<ul style="list-style-type: none"> I can play make-believe games using familiar objects. E.g. a box could be Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds. Remember and sing entire songs. 	<ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs 		
<i>OUR ARTISTS</i>	Jackson Pollock	Louise Bourgeois	David Hockney	Eric Carle	Jeff Koons	Alma Woodsey Thomas
<i>MUSIC LINKS</i>	Pop	Western/Classical/traditional and Film	Traditional Music	Western/Classical/traditional and Film	Pop	Traditional Music

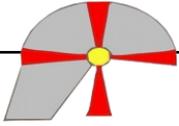




NURSERY LONG TERM PLAN 22-23

NURSERY END OF TERM GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>Can speak in sentences of 4-6 words.</p> <p>Using some past/future tense.</p> <p>Can understand why questions.</p>	<p>Can play alongside others within the environment .</p> <p>Can express their feelings and consider the feelings of others..</p> <p>Can understand and follow our class rules and whole school behaviour policy.</p> <p>To become more independent when using toilet, washing hands.</p> <p>Can start to understanding the importance of healthy eating and brushing teeth.</p>	<p>Develop movement</p> <p>Ride a trike</p> <p>Use scissors confidently and safely.</p> <p>To independently put coat and shoes on and off and start to use zips and buttons.</p> <p>To be able to use a knife and fork correctly.</p>	<p>Can write or copy the majority of their first name.</p> <p>Sequence a story that they know well.</p> <p>Recognise words with the same initial sound.</p> <p>Recognise Logos and familiar stories from the front cover or pictures of characters.</p> <p>Say and recognise some letters sounds using RWI.</p>	<p>Fast recognition of 3 items (subitising)</p> <p>Deep understanding of numbers 1-5 (This includes representing amounts to 5 accurately, using a 5 frame, ordering numbers, recognising numbers in and out of order and saying if a number is bigger/greater/smaller/less than using objects to represent.)</p> <p>To know some 2D shapes.</p> <p>To create and extend a simple ABAB pattern.</p>	<p>Show interest in different occupations.</p> <p>Learn about different people’s religious celebrations.</p> <p>Notice changes in the natural world such as seasons.</p>	<p>Safely use tools like scissors, tape and playdough cutters.</p> <p>Sing a range of nursery rhymes and songs by heart.</p> <p>Draw with increasing complexity such as representing a face with details.</p> <p>Perform songs and movements in front of a small audience.</p>



NURSERY LONG TERM PLAN 22-23

EYFS AMBITIOUS CURRICULUM AIMS

Ambitious Curriculum Aim	Reasoning
All children will be able to ride a balance bike safely.	Riding a bike is a life-long skill that not all of our children have access to in their home lives. It is also a way of keeping healthy as well as a social task.
All children have a secure understanding of healthy food and where it comes from	The EY reforms have a new emphasis on the importance of oral health and diet, there is now a requirement to promote the good oral health of children. This is due to the UK obesity epidemic and national decline of children's oral health. At St. Albans we believe that these are life skills that every child should be taught in order to lead healthy and happy lives. Our children also come to school with limited food experiences so we hope to widen their horizons and provide more experiences of varied foods.
All children will be able to understand how to respect and care for the world around them.	Children arrive at St. Albans with low starting points in Understanding the World. This is largely due to limited real life experiences being offered at home. The pandemic has also further restricted opportunities for families to experience many of the things available in their local community.
All children will have the independence, confidence and resilience to make choice and decisions.	Children arrive at St. Albans with often lacking the skills and confidence to be able to carry out daily tasks for themselves. We find that parents need support to empower their children to have a 'can do' attitude. We believe this ambitious aim is essential for every child to become life-long learners.
To perform a story, rhyme, or poem to an audience	Children arrive at St. Albans with low starting points in Communication and Language. We want to upskill and develop confidence in this area for all children. Learning and performing a range of stories, poems and rhymes supports C&L, Literacy, and Phonics, all of which are school development areas.
All children will be able to write and post a letter.	Children arrive at St. Albans with low starting points in Communication and Language. We want to upskill and develop confidence in this area for all children.