

F1 - LONG TERM PLAN 26-27

Learning is sequenced from children's immediate experiences to the wider world, supporting them to describe, explain and compare with increasing independence.

In Nursery, learning focuses on naming, noticing, experiencing and beginning to talk about the world around them through concrete, first-hand experiences.

By the end of Nursery, children will be able to talk about their experiences, name key features of the world around them and begin to recognise similarities and differences in the world around them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	MARVELLOUS ME 	LET'S CELEBRATE 	OUT OF THIS WORLD 	THE MAGICAL KINGDOM 	COME DINE WITH ME 	ON THE FARM 
Implementation	Learning is delivered through a balance of adult-led and child-initiated experiences, with a strong emphasis on high-quality interactions. Adults model and extend language through play, introduce and revisit key vocabulary, and use questioning to support children to notice and talk about their learning. Continuous provision is carefully planned to reflect current themes, allowing children to revisit and embed knowledge through play, exploration and repetition. Adults carefully plan enhancements within continuous provision to ensure children revisit and deepen key learning through play. Adults regularly revisit and recap prior learning through stories, questioning and continuous provision to support children to remember more over time.					
Linked to our 5C's	Compassion and Confidence Why this fits: Introducing nursery through familiar experiences of self, family and daily routines. Developing compassion by supporting children to recognise their own feelings and those of others, building positive relationships. Building confidence through developing a sense of belonging, safety and independence, and encouraging children to share their ideas and experiences.	Community and Curiosity Why this fits: Exploring celebrations and special occasions that matter to different people. Developing community by recognising shared traditions and differences within families, cultures and the wider world. Encouraging curiosity by inviting children to ask questions, explore new experiences and talk about what they notice, including changes in the natural world.	Curiosity and Courage Why this fits: Exploring the world beyond their immediate experiences, including the sky, day and night and simple features of space. Developing curiosity by encouraging children to ask questions and explore new and unfamiliar ideas. Building courage by supporting children to engage with new learning, take part in imaginative experiences and talk about ideas that are different from their everyday world.	Confidence and Community Why this fits: Exploring imaginary worlds through stories, role play and small world play, including castles, kings, queens and other characters. Developing community by beginning to understand how people live and work together within a kingdom. Building confidence through taking on roles, sharing ideas and using language to describe characters, settings and events in their play.	Confidence and Compassion Why this fits: Exploring everyday experiences of food, drink and how we look after our bodies, including healthy choices and daily routines. Developing compassion by supporting children to understand how to care for their bodies and recognise what they need to stay healthy. Building confidence by encouraging children to try new foods, explore unfamiliar tastes and take part in new experiences.	Compassion and Community Why this fits: Exploring life on a farm, including animals, farmers and the roles people have in caring for animals. Developing compassion by encouraging children to understand how animals are cared for and what they need to live. Developing community by beginning to recognise how people work together in different roles and how farms support the wider community.

Enquiring into	My new class/new beginnings Learning King Eds rules and routines! Feelings/emotions My family Five senses	Celebrations Diwali Bonfire night Birthday Christmas Remembrance Day Seasonal change: Autumn	The sky above us Sun and moon Day and night Stars Rockets Astronauts Seasonal change: Winter Celebration: Chinese New Year	Castles Kings and queens Knights Dragons Seasonal change: Spring Celebrations: Easter, Pancake Day	Food we eat Drinks we have Brushing teeth Healthy choices Growing vegetables Moving our bodies	Farm animals Sounds animals make Caring for animals Farmers and helpers Farm buildings Tractors Seasonal change: Summer
Key texts	Hello Friend -Rebecca Cobb I Like Me - Nancy Carlson Brown bear, brown bear - Eric Carle	Binny's Diwali - Thrity Umrigar Mog's birthday -Judith Kerr The first Christmas -Rod Campbell Tap the magic tree - Christie Matheson	Theres an alien in your book -Tom Fletcher That's not my rocket - Fiona Watt Goodnight, Spaceman - Michelle Robinson	Shhh! - Sally Grindley Dragons love underpants - Claire Freedman My Magical Castle - Campbell My Magical, 19 That's not my princess - Fiona Watt	Goldilocks and the 3 bears - Nicola Baxter Supertato - Sue Hendra The tiger who came to tea - Judith Kerr	The noisy farm - Rod Campbell I'm the tractor driver - David Semple Oh dear! -Rod Campbell
'Wow' moments / enrichment / significant people	Chatterboxes Class mascot goes home for the weekend and returns with photos	Passport -Bake a cake Library visitor Opportunity -Dancing Clare Autumn leaf hunt around school	Significant person - Jackson Pollock Passport -Jump in puddles Chinese New Year Hook -UFO landing in the EYFS playground	Significant person -Maddie Moate Passport -Roll down a big hill Hook -There's a dragon on our school field, dragon egg Kings, queens and knights dress up day Easter	Passport -Have a picnic Library visitor Planting seeds/bulbs	Significant person - Mo Farah Farm visit
Characteristics of effective learning	The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them well and make good progress in all the areas of learning and development. Playing and exploring - children investigate and experience things, and 'have a go' Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things 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.					
Key questions	What is your name? How do you feel today? Who do you like to be with? What are our five senses?	What do you like to do on your birthday? What colour is a poppy? Who is the Christmas story about?	What is above us? What can we see in the sky?	What is a castle? Who lives in a castle? What do people wear in a magical kingdom?	What food do we eat? What do we drink? How do we brush our teeth? What do plants need?	What animals live on a farm? What sounds do farm animals make?

	What is the same and what is different about us?	What do you see at Diwali? What happens to the leaves in Autumn?	What can we see in the day? What can we see at night? What is a rocket? Who goes in a rocket?	Are dragons real or pretend?	How can we move our bodies?	Who looks after the animals? What vehicles are on the farm?
Key knowledge (Important bit)	We all have a name and can hear it when someone calls us. We have different feelings such as happy and sad. Our family is the people who look after us. We have five senses: sight, hearing, touch, taste and smell. We are the same in some ways and different in others.	On your birthday you can have a party, cake and gifts. Poppies are red. The Christmas story is about baby Jesus. At Diwali, we see lights and candles. In Autumn, leaves change colour.	The sky is above us. We can see the sun, moon and stars in the sky. Day is light and night is dark. A rocket is a vehicle that goes up into the sky. Astronauts go in rockets.	A castle is a big building where people can live. Kings, queens and knights live in castles. People wear special clothes like crowns and armour in a magical kingdom. Dragons are pretend.	Food helps our bodies grow and keeps us healthy We drink water and milk to keep our bodies healthy. We brush our teeth with a toothbrush. Plants need water and sunlight to grow. We can run, jump, climb and balance using our bodies	Farms have animals such as cows, sheep, chickens and pigs. Farm animals make different sounds like moo, baa, cluck and oink. Farmers help and look after animals. Tractors are used on farms.
Key vocabulary	Mum, dad, pet, eyes, ears, mouth, nose, hands, hear, look, see, touch, taste, smell, happy, sad, name, same, different	Party, cake, balloon, card, gift, firework, light, candle, poppy, red, leaves, fall, tree, star, Baby Jesus	Sky, sun, moon, stars, day, night, light, dark, rocket, astronaut, up, down	Castle, king, queen, knight, dragon, crown, dress, armour, real, pretend	Food, drink, water, milk, toothbrush, toothpaste, healthy, plant, grow, move, run, jump	Cow, sheep, pig, chicken, duck, moo, baa, oink, quack, farmer, tractor, barn, field, feed, water
Rhyme progression	If you're happy and you know it Open shut them Miss Polly had a dolly	Pat a cake, pat a cake Happy birthday Twinkle, twinkle little star	Zoom, zoom, zoom, we're going to the moon Five little men in a flying saucer Wind the bobbin up	The grand old duke of York Old king Cole London bridge is falling down	Five currant buns When Goldilocks went to the house of the bears I'm a little teapot	Old Macdonald Baa, baa black sheep Big red shiny tractor
Communication and language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. 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, storytelling 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. Whole EYFS focus - C&L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time Whole EYFS focus - C + L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time. These experiences support children's speaking, listening, and understanding, laying the foundation for learning across all areas of the curriculum.					
Personal, Social and Emotional Development	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.					

	<u>New beginnings</u> Begin to understand they belong to a group and feel secure within the nursery environment Begin to share simple information about themselves with adult support Begin to recognise and name basic feelings (e.g. happy, sad) and talk about their own experiences	<u>Relationships</u> Begin to play alongside others and start to take turns with adult support Begin to join in group activities with adult support	<u>Good to be me</u> Begin to express a range of feelings (e.g. happy, excited) using simple words Begin to manage their behaviour with adult support (e.g. sitting, listening, calming) Talk about their feelings during activities with adult support	<u>Relationships (family and friendships)</u> Talk about familiar people (e.g. family, pets) and begin to describe relationships Begin to share ideas about friendships and belongings with support	<u>Going for goals</u> Begin to recognise their own achievements and show increasing confidence Begin to focus on an activity for a short period in order to achieve a goal	<u>Changes</u> Talk about how they have changed since starting nursery with adult support Begin to say how change makes them feel (e.g. happy, unsure)
Physical Development	EYFS Statutory Educational Programme: 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 .					
	Begin to develop movement, balance and coordination through running, jumping and climbing Begin to follow simple movement pathways and obstacle courses with adult support Begin to develop basic ball skills (rolling, throwing, catching) with support	Develop balance and coordination with increasing control (e.g. using balance beams and climbing equipment) Develop ball skills using smaller equipment (e.g. throwing and catching beanbags and balls) Move in different ways in response to music, showing awareness of rhythm and changes in movement		Combine movements (e.g. balancing, jumping, climbing) with increasing coordination and control in obstacle courses Use wheeled equipment (e.g. scooters) with increasing control and awareness of space Take part in simple group games, beginning to follow rules and play alongside others		
Literacy	EYFS Statutory Educational Programme: 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).					
	Literacy is developed throughout the year through the Little Wandle phonics programme, storytelling and talk for writing. It is embedded in both planned child-initiated play and activities, through high quality interactions with children. These include modelling and extending language, exploring ideas and encouraging talk, recalling and narrating experiences, facilitating early mark-making and writing. Communication and language sit at the heart of writing. Everything we do to build language and support communication feeds into the writing our children produce, even at the very earliest stages of their mark-making. The development of fine and gross motor is also key, with art, craft and physical play helping to develop the strength and co-ordination needed for writing. (See benchmark document for detailed progression)					
Maths	EYFS Statutory Educational Programme: 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					

	Colours	Number 1	Number 3	Number 6	More and fewer	2D shape
	Matching	Number 2	Number 4	Height & Length	One more	Night and Day
	Sorting	Pattern	Number 5	Mass & Capacity	One less	Positional language
Understanding the World	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.					
People, Culture and Communities	Begin to explore the new community of nursery with support, recognising familiar adults and children Join in with simple routines and begin to understand expectations within the nursery environment Encourage children to share pictures of their family and listen to what they say about the pictures. Create a family photo wall display. Use a diverse range of puppets, dolls and books to support children to notice and talk about what is the same and different between themselves and others.	Celebrate and value cultural, religious and community events and experiences -Diwali and Christmas Begin to recognise similarities and differences in how people celebrate by comparing decorations, foods and celebrations from different families	Celebrate and value cultural, religious and community events and experiences -Chinese New Year Explore simple snack from different countries e.g. prawn crackers, egg fried rice, spring rolls Engage in astronaut role play, using simple equipment, talking about how astronauts work together and help us learn about space Share and act out simple daily routines (waking up, bedtime), recognising that families may do things differently Share simple stories about stars/space and explore how people tell different stories about what they can see in the sky	Celebrate and value cultural, religious and community events and experiences - Easter. Engage in role play using costumes and props, talking about who lives in castles and the different roles people had Explore images and small world castles, discussing what castles are used for and how they are different from homes today Take part in making or tasting pancakes, learning that some people celebrate special days with food and traditions	Explore a range of familiar and unfamiliar foods, talking about what is the same and different about foods people eat at home. Taste and talk about different drinks, discussing what children drink at home and making simple comparisons Model and practise tooth brushing, talking about daily routines and how families help keep us healthy	Explore the role of farmers and farm helpers through role play, learning how they care for animals and work together Engage in small world and role play (farmyard), working together, sharing roles and developing a sense of community
Past and Present	Spend time with children talking about photographs and memories in their Chatterboxes	Explore Remembrance Day with photographs and simple, sensitive story telling	Talk about past experiences through stories and familiar events	Show baby photographs of the children and talk about how they've changed (reflect on then and now). Share the story When I was a baby by Deborah Niland	Share experiences of eating at home and mealtimes, recognising that things may have been different a long time ago	Compare modern tractors to older farm vehicles/images

	Use a visual timetable to understand what comes next in the nursery day Talk about how we were younger (baby photos, now vs then)	Invite children to bring a photo, card or memory from their past birthday celebration Set up a birthday themed role play and encourage children to recreate past experiences		Dress up in costumes and compare with everyday clothing, talking about how and why people dress differently		
The Natural World	Explore using our five senses e.g. scented play dough, different textures and materials, sound makers, introducing and exploring a range of different foods during snack time, different sensory materials in a tuff tray, using binoculars to look for specific objects, + talking about what they notice using simple vocabulary Explore mechanical cause and effect toy equipment, talking about what happens when they press, push or turn.	Take part in an Autumn walk, looking closely at the environment and talking about what they notice and how things have changed (e.g. leaves changing colour, falling). Explore light and materials, noticing which things let light through and talking about what they see when light shines on different objects.	Take part in a Winter walk, looking closely at the environment and talking about what they notice and how things have changed. Explore ice and melting, observing what happens and talking about what they notice as the ice changes. Use torches and dark spaces to explore light and darkness, talking about what they notice when it is light and when it is dark. Explore movement through "rocket launch" play (jumping, blowing, pushing), talking about what they notice about how things move (e.g. up, down, fast, slow). Explore movement and how things travel up into the sky	Take part in a Spring walk, looking closely at the environment and talking about what they notice and how things are changing (e.g. new growth, flowers). Explore movement through play (e.g. dragons, waving fabric, running, flying), talking about what they notice about how things move through the air.	Explore magnets, noticing what happens when some objects stick together and talking about what they notice. Plant seeds and care for them, noticing changes over time and talking about what they see as plants grow. Explore a range of foods (fruit and vegetables), talking about what they notice (e.g. colour, texture, smell, taste). Take part in movement and exercise, talking about what they notice in their bodies (e.g. breathing faster, feeling warm).	Take part in a Summer walk, looking closely at the environment and talking about what they notice and how things have changed. Explore farm animals through play and images, naming them and talking about what they notice about how they look, sound and move Match animals to their sounds, listening carefully and talking about what they notice. Explore what animals need (food, water, shelter), talking about how animals are cared for. Explore natural materials (hay, straw, soil), describing how they look, feel and smell and talking about what they notice.
Expressive arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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.					

	Begin to explore a range of media and materials using their senses (hands, fingers, tools), making marks to represent ideas and experiences Use voice and simple instruments to make sounds, exploring loud and quiet Engage in imaginative play based on familiar experiences (home, family routines) Join in with familiar songs and rhymes using actions and repetition	Begin to give meaning to marks, creating simple representations linked to experiences (e.g. celebrations, events) Manipulate materials by rolling, pressing and printing with increasing control (e.g. clay diva lamps, autumn printing) Begin to copy simple rhythms and join in with repeated musical patterns Engage in imaginative play linked to familiar and celebration experiences	Begin to create simple representations of people and objects (e.g. faces, rockets, characters) Use tools (e.g. brushes, glue tools, mark-making tools) with increasing control Respond to music through movement, showing awareness of changes in sound (e.g. tempo) Engage in imaginative play linked to stories and familiar narratives	Add detail to drawings and models with increasing intention (e.g. castles, crowns, characters) Select materials and tools to create themed models with support Create simple sounds and rhythms using instruments and voice Develop imaginative play into simple narratives (e.g. kings, queens, knights)	Draw from memory to represent familiar objects and experiences (e.g. food, people) Combine materials to create models with increasing independence Choose how to use instruments and voice for a purpose (e.g. songs, actions, performances) Engage in imaginative role play based on real-life experiences (e.g. shops, cooking, home routines)	Draw from observation (e.g. animals, farm scenes), adding simple detail Select and combine materials independently to create their own models and pictures Talk about what they have made and how they created it with adult support Use music, movement and instruments to express ideas and perform with others Sustain imaginative play with others, developing simple storylines
Computing	Explore a range of everyday technology (e.g. phones, remotes, role play equipment), talking about what it is used for Begin to use simple technology vocabulary (button, press, screen) Use technology alongside an adult, learning to ask for help and take turns	Respond to technology by pressing buttons and noticing cause and effect (lights, sounds, toys) Begin to control simple toys and equipment with support Use technology to capture experiences (e.g. photos of celebrations) Know that we use technology safely with an adult	Use simple programs or apps for a purpose (e.g. create marks on a screen) Begin to control programmable toys (e.g. Bee-Bots), pressing buttons to make them move Follow simple rules for using technology safely	Use technology to take photographs of observations (e.g. Spring) Begin to use programmable toys with increasing independence Select technology tools with support to complete a task Talk about what they have created or captured	Use simple pictograms to organise and talk about favourite foods	Use technology with increasing independence and talk about what they have created Take photographs and talk about what they show (e.g. animals, outdoor learning)