

Early Years Foundation Stage – Long term planning  
Nursery



Our enabling environment along with skilful adult interactions supports the children as they learn about the world around them through purposeful play and exploration. Quality continuous provision is enhanced as a result careful planning which responds to the needs of the children as they progress through the early years; our children are constantly challenged and opportunities to stretch their learning maximised. Our environment nurtures the whole child and recognises the uniqueness of each individual; their interests are followed and their curiosity nurtured. The resources in our environment are beautiful presented, creating a sense of awe and wonder whilst ensuring the children are able to practise and embed their newly found skills in reading, writing and maths as they grow in independence and confidence. Our staff know each of our children as learners; they recognise their strengths and nurture their needs through carefully planned direct teaching opportunities where the children’s next steps are addressed and progress towards all areas of the Early Learning Goals are carefully assessed to ensure they reach their true potential.

	Autumn		Spring		Summer	
	One	Two	One	Two	One	Two
Key Events <i>See whole school calendar also.</i>	<ul style="list-style-type: none"><li>Harvest</li></ul>	<ul style="list-style-type: none"><li>Diwali</li><li>Christmas</li><li>Bonfire Night</li></ul>	<ul style="list-style-type: none"><li>Chinese New Year</li></ul>	<ul style="list-style-type: none"><li>Mother's Day</li><li>Easter</li></ul>	<ul style="list-style-type: none"><li>Ramadan</li></ul>	<ul style="list-style-type: none"><li>Eid</li><li>Father's Day</li></ul>
Potential Themes	Me and my World  Families	In the Night's Sky  Celebrations from around the world	All the colours of the Rainbow  Winter time	A World of Changes  Spring / Caterpillar Life Cycle	Animals and their Worlds	Are all Bears Grizzly?
						
5 A Day Texts						

		Autumn Baseline for N1	Spring End of N1 / Baseline for N2	Summer End of Nursery
Communication and Language	Listening, Attention and Understanding	Shifts from one task to another when asked. (May need adult support.) Asks simple questions to gain information. Understands/ follows simple instructions with three key words. E.g. Can you wash dolly's face? Sits and listens to simple stories showing some understanding of what is happening Understands when asked to point at certain things. Child can point to the picture Understands and responds to simple questions (who, what and where NOT why)	Stops and follows an instruction from an adult. Sits and listens to a story and answers questions either verbally or by pointing. Asks a wider range of questions. Beginning to recognise and join in with repeated refrains in stories. Listens and joins in with singing time - not always accurate. Understands and responds to simple questions (who, what and where - NOT why)  Joins in with repeated refrains in stories. Enjoys joining in with known rhymes/ songs with increased confidence. Becoming more confident in explaining their reasoning in response questions. Remembers and retell familiar stories.	Pays attention to more than one thing at once and switch their focus when prompted. Listens to longer stories and shows a good understanding of what is being read when questioned. Understands that some instructions have more than one part - follows two-part instructions. Answers some why questions, drawing on own knowledge and experiences. Verbalises their opinion. Initiates their own conversations.
	Speaking	Links up to 5 words together - may not be a grammatically correct sentence e.g. 'I go toilet'. Asks simple questions. Holds a conversation but may jump topic.	Retells using the past tense almost correctly. Uses a developing vocabulary - can reuse new topic words in context.  Uses more complex sentences structures when speaking. Has an increasingly control of tense but will still make mistakes such as 'runned'. Asks a lot of questions: when is it snack? Where is the..? Explains some of their actions and process using 'because'. Uses prepositions such as in, under and on.	Links between 4 and 6 words (mostly grammatically correct). Uses vocabulary that reflects the breath of experiences to date. Uses talk when role playing and playing in provision - even if playing alone.. Uses past and futures tenses mostly correctly. Holds a conversation 1:1.  Answers simple questions and offers explanations. Uses pronouns me, him, she Uses some plurals correctly. Engages in extended conversations about stories, learning new vocabulary.
Physical Development	Self-regulation	Shows a range of emotions and sometimes needs help regulating. Can name some emotions Follows instructions sometimes with support. Shows frustration when faced with a situation, e.g. wanting something someone has.	Listens for increasing periods of time on the carpet. Stops and follows instructions from an adult. Has an increased vocabulary when talking about emotions.  Shows an increased ability to sit and engage during adult led sessions. Follows instructions with increased independence. Manages impulses more when faced with a challenge.  Waits their turn more readily. Knows simple rules	Describes and sometimes names, some feelings and say why they feel that way. Beginning to find their own ways of regulating their behaviour and seeks adults for support. Follows the familiar routines of Nursery independently.  Know and understand simple rules
	Managing Self	Uses the toilet but may need support at time, may need reminding to wash hands. Recognises when they need to use the bathroom. Understands that actions have consequences. Makes choices based on their own thoughts and ideas. Knows there are rules in Nursery and follows adult direction. .	Uses the toilet with increased independence, dressing themselves and hand washing Aware of differences and similarities between themselves and others. Understands that they are part of a group. Understands that there are rules in Nursery and can comment on the rules Identifies what they need to put on when working outside  Shows a sense of belonging - enjoys feeling part of a social group. Enjoys to receive praise. Beginning to understand healthy and unhealthy food choices if given a choice. Can explain some of the rules in Nursery and why we should follow them  Wash my hands before a food experience with increasing independence Puts on outdoor clothing on with assistance	Uses the toilet and washes hands independently. Reacts to praise by showing pride. Developing in confidence and is begins to take more risks. Demonstrates resilience when faced with a challenge. Comments on healthy food choices and the types of food we eat. Explains some of the rules in Nursery and why we should follow them. Follows rules without the need for reminders.  My hands independently when prompted to do so e.g. before using food Attempt to peel my own fruit e.g. satsuma, banana
	Building Relationships	Leaves their adult with some support. Enjoys the company of other children. Seeks a Nursery adult for comfort/ support.	Plays alongside other children and begins to spend time playing with one or more children. Happily, comes to Nursery and feels safe and secure with the Nursery staff.  Seeks other children to play with and joins in their play.	Interacts and plays with a range of familiar children confidently. Begins to think about others' feelings during play. Takes turns, shares with other children and understands yours and mine with adult guidance



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Personal, Social and Emotional Development	Gross Motor Skills	Runs safely. Shows some control when pouring something. Climbs up and downstairs with confidence - two feet on each step. Climbs to a comfortable height. Kicks a ball.	Peddles a trike. Uses a balance bike. Catches a large ball. Hops on one leg. Adjusts their speed appropriately and with control. Mark makes on a large scale.  Move freely by walking, Jogging and jumping Move over and around small objects  Balances for longer periods of time. Skips by hopping on alternate feet. Walks across a plank independently. Jumps from a safe height whilst holding an adult's hand.  Throw or roll a ball in a direction Balance on two feet Balance on basic small equipment such as floor mats	Travels up and down steps using alternate feet. Climbs simple frames with confidence. Controls own speed and simple movements e.g. jumping. Carries larger items such as blocks to a desired position/ location.  Set up and work on basic obstacle courses Take part and participate in games such as hide and seek and tag
	Fine Motor Skills	Begins to show preference of dominant hand. Turns pages in a book. Holds marking making tools in a fist grip.  Explore a range of tools in the dough area, such as rolling pins, cutters, dough wheels	Shows increased control of smaller tools. Attempts to use scissors. Mark makes with a range of finer tools such as pencils, crayons, etc.  Uses a knife to cut up fruit. Can collect small objects e.g. beads and move them with accuracy.  Use a spoon to mix and a knife to spread with support I can use a rolling pin and dough cutter with support	Shows a preference for a dominant hand. Attempts to fasten up own coat. (zips / buttons etc) Marks makes with increased accuracy and control. Uses one handed tools such as scissors independently.  Begins to use a comfortable grip with good control when holding pens and pencils. Use a knife to spread and a spoon to stir with increased independence Show increased strength and control when using a rolling pin and dough cutter
Literacy	Comprehension	Turns the pages correctly in a book. Handles books and touch screen technology correctly and the correct way up. Listens to and joins in with stories and poems, when reading one-to-one	Understands that print has different meanings. Listens to and joins in with stories and poems, when reading in small group  Begins to be aware of the way stories are structured, and to tell own stories	Understands that we read English text from left to right and from top to bottom. Names some of the different parts of a book e.g. cover, author, page no, words. Talks about events and principal characters in stories and suggests how the story might end.  Engages in extended conversations about stories, learning new vocabulary.
	Word Reading & Phonics	Shows an interest in illustrations in books and digital print Repeats words or phrases from familiar stories. They may recognise familiar letters (such as their capital letter).  <b>Phonics</b> To discriminate sound – environmental sounds Develop awareness of sounds and rhythms Distinguish between sounds and to remember patterns of sound To discriminate sound – instrumental sounds Experience and develop awareness of sounds made with instruments and noise makers Listen to and appreciate the difference between sounds made with instruments Use a wide vocabulary to talk about the sounds instruments make To discriminate sound—body sound Develop awareness of sounds and rhythms Distinguish between sounds and to remember patterns of sound Talk about sounds we make with our bodies and what the sounds mean	To notice some print such as the first letter of their name, familiar signs and labels - for example McDonalds/ Aldi sign Begins to navigate simple apps and websites on digital media.  Spots rhymes in familiar stories and poems.  <b>Phonics</b> <u>Rhythm and rhyme</u> Experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech Increase awareness of words that rhyme and to develop knowledge about rhyme Talk about words that rhyme and to produce rhyming words <u>Alliteration</u> Develop understanding of alliteration Explore how different sounds are articulated, and to extend understanding of alliteration Listen to sounds at the beginning of words and hear the differences between them	Begins to hear the initial sounds in words. Begins to <b>orally</b> blend CVC words. Recognises their name on a name card.  <b>Phonics</b> <u>Voice sounds</u> Distinguish between the differences in vocal sounds, including oral blending and segmenting Explore speech sounds Talk about the different sounds that we can make with our voices <u>Oral blending and segmenting</u> Develop oral blending and segmenting of sounds in words Listen to phonemes within words and to remember them in the order in which they occur Talk about the different phonemes that make up words
	Writing	Begins to differentiate between the marks they make. Shows preference of dominant hand.	Enjoys drawing freely. They may add marks to their drawings and say "That says Mummy" or "My name"  Creates some shapes e.g. lines and circles.  Forms some recognisable letters. Some children will be able to copy letters from their name. Some children will be able to write their name.	Hold a pencil or other writing equipment correctly. Most should be able to hold a pencil using tri-grip. Write some or all of their name. Uses some of print and letter knowledge in their early writing. Writes some letters accurately. Includes mark making / early writing in play.

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Maths	Number	Combines objects, such as stacking blocks and cups. Takes part in finger rhymes with numbers. Develop counting like behaviour e.g. making sounds or pointing and saying some numbers in sequence. Counts in every day context, sometimes skipping number, e.g. one, two, three, five.	Recite numbers to 3 in order in rhymes and songs. Represent numbers 1 or 2 on fingers Can count up to three objects from a larger set. Know the last number reached when counting a small set of objects tells you how many they are in total Can hear three claps / actions etc.  Recites numbers up to 4 in order in rhymes and songs. Represent numbers to 5 on fingers. Can count up to three objects from a larger set. Understand that the last number represents the total set up to three (cardinal principle) Can hear four claps, actions etc Beginning to recognize numbers, 0-3.	Develops a fast recognition of up to three objects (subitising) Recite numbers past 5, to 10. Say one number for each item in order, e.g. one, two, three, four, five Know the last number reached when counting how many there are in total (cardinal principle) Show finger numbers to 5 and beyond Link numerals and amounts (up to the numeral 5) Experiment with their own symbols and marks, as well as numerals Solve real world mathematical problems with numbers up to 5 Compare quantities, using the language more than, fewer than
	Numerical Patterns, Incl Shape, Spatial Awareness etc.	Ongoing - Daily in class Daily routines – visual timetables / dates / calendars. Days of the week and weather  Comments on changes of amounts in groups of up to 3 items. Compares amount, saying lots, more or the same. Climbs and squeeze themselves into different types of spaces. Build with a range of resources. Completes in set puzzles Compares sizes, weights, length and capacity, using gesture and simple language – long / short, full / empty (Construction Area / Water Area – Inside and outside Notices simple patterns and arrange things in patterns. Makes simple constructions Beginning to anticipate times of the day such as mealtimes or home time	Ongoing - Daily in class Daily routines – visual timetables / dates / calendars. Days of the week and weather  Understand position through words alone, e.g. the bag is under the table. Beginning to describe routes, e.g. over an obstacle course or how water travels through guttering. Beginning to compare patterns and shapes, e.g. same or different. Talk about and identify the patterns around them, e.g. stripes on clothes Beginning to use modelled language with support, e.g. use language to talk about shapes, e.g. sharp, pointy or curvy. (Construction Area / Creative Area) Makes simple constructions  Beginning to use language such as more than, less than, fewer. Can compare patterns and shapes, e.g. same or different. I can use language to talk about shapes, e.g. sharp, pointy or curvy.	Ongoing - Daily in class Daily routines – visual timetables / dates / calendars. Days of the week and weather  Talk about and identify the patterns around them, e.g. stripes on clothes. Using formal language, pointy, spotty or blobs Extend and create a, b, a, b patterns. E.g. stick, leaf, stick, leaf. Notifies and corrects an error in a simple repeating pattern. Begins to describe a sequence of events. Beginning to understand some talk about immediate past and future (History) Use language to talk about and explore 2D and 3D shapes, e.g. straight, corners, flat, round. (Construction Area / Creative Area) Understand position through words alone, e.g. the bag is under the table. Describe a familiar route and location using in front of and behind. Compare objects relating to size, length, weight and capacity. Select shapes appropriately, e.g. flat surface for buildings, a triangular prism for roofs.
Understanding the World	Past and Present (History)	Notifies difference between people (old and young). Beginning to use vocabulary related to age such as old, baby, mummy, grandad etc. Shows interest in the lives of people who are familiar to them. Asks questions about people in their family	Describe a significant event linked to a photograph (wedding, holiday, party etc). Children may begin to make sense of their own life story and family's history. They will recognise familiar family members in photographs. Know that everyone has birthdays  Children will be more confident describing a significant event linked to a photograph (wedding, holiday, party etc). They may still use the word "yesterday" to describe something that happened in the past.	Children will show interest in objects and photographs from the past (e.g. old transport on a farm) Know about their birthday and other events that are important in their lives

Understanding the World		Autumn Baseline for N1	Spring End of N1 / Baseline for N2	Summer End of Nursery
	People, Culture and Communities	Make connections between the features of their family and other families. (RE) Learns that they have similarities and differences that connect them to, and distinguish them from, others. (RE) Shows interest in the lives of people who are familiar to them.	Develop positive attitudes about the differences between people. (RE) Understand that they have similarities and differences that connect them to, and distinguish them from, others. (RE) Shows interest in the lives of people who are familiar to them.  Continue developing positive attitudes about the differences between people. (RE) Show interest in different ways of life indoors and outdoors. (Geography) Enjoy joining in with family customs and routines. (RE) Show interest in the lives of people who are familiar to them. Beginning to recognise some of things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (RE)	Show interest in different occupations. Continue developing positive attitudes about the differences between people. (RE) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Geography) Remembers and talks about significant events in their own experience. (RE) Recognise and describe special times or events for family or friends. (RE) Shows interest in different ways of life indoors and outdoors. (Geography) Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (RE) Know and talk about the place where they live.
	The Natural World	Explore materials with different properties. (Science) Explore natural materials, indoors and outside. (Science) Notices features of objects in their environment. (Science / Geography) Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. school, home, far, garages etc. Can talk about some of the things they have observed such as plants, animals, natural and found objects. (Science / Geography) Make simple observations about the environment – weather. (Geography / Science) Observe what happens when pressing buttons on digital / interactive toy (Computing) Understand that touching an interactive whiteboard or tablet will have an effect (Computing)	Explore materials with different properties. (Science) Explore natural materials, indoors and outside. (Science) Can talk about things they have observed such as plants, animals, natural and found objects. (Science) Talks about why things happen and how things work. (Science) Begins to understand growth, decay and changes over time. (Science) Shows care and concern for living things and the environment. (Science)  Use all their senses in hands on exploration of natural materials. (Science) Know the name of their school (Geography) Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Geography / Science) Developing an understanding of growth, decay and changes over time. (Science) Begin to understand the effect their behaviour can have on the environment. (Geography / Science)  Understand the functions of buttons on simple digital / interactive toys (Computing) Explore a limited range of technology, digital content with support e.g. tablet (Computing) Able to select and use a simple App on a tablet or electronic device with support (Computing)  Identify different weathers (Geography / Science) Begin to identify some seasonal changes with support. (Geography / Science) Begin to understand some basic positional language Talk about what they see, using a wide vocabulary. . Begin to understand the need to respect and care for the natural environment and all living things. (Geography / Science)	Use all their senses in hands-on exploration of natural materials. (Science) Explore collections of materials with similar and/or different properties. (Science) Talk about the differences between materials and changes they notice. (Science) Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants (Science) Understand the simple key features of the life cycle of a plant and an animal. (Science) Begin to understand the need to respect and care for the natural environment and all living things. (Science / Geography) Explore the different forces they can feel. (Science)  Begin to identify some simple seasonal changes independently (Science / Geography) Explore a limited range of technology and digital content independently (Computing) Understand the functions of buttons on more complex digital / interactive toys (Computing) Able to select and use a simple App on a tablet or electronic device independently (Computing)

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Expressive Arts and Design	Creating with Materials	<p>Uses various construction materials to build. (DT) Makes simple marks. (Art)</p> <p>Stages of block play? Explore building simple towers and similar structures with support. (wooden blocks) (DT) Use adapted scissors with support to make snips in paper (DT) Use glue to join materials randomly together (DT)</p> <p>Sort and identify colours (Art) Name colours when prompted (Art) Attach materials together using glue with support (DT) Paint with a brush to create lines and shapes (Art)</p>	<p>Uses a variety of colours.(Art) Explores what happens when colours mix. (Art) Makes simple patterns. (Art) Joins construction pieces together to build and balance. (Art)</p> <p>Uses scissors effectively. (DT) Talks about different textures (Art) Create closed shapes with continuous lines which represent objects that can be spoken about or identified. (Art) Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (DT) Draw lines and shapes (Art) Explore paint in different forms and on different surfaces (Art)</p> <p>Explore printmaking with objects (e.g. sponge shapes) (Art) Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (DT) Respond to an adult’s suggestion of what to make (Art / DT) Has an idea of what to build before they begin. (DT) Explore building towers and other structures using other kinds of construction kits with support. (wooden blocks, Duplo, stickle bricks) (DT) Attach materials together using glue independently (Art / DT) Draw lines and closed shapes giving meaning to marks (Art) Paint lines and closed shapes giving meaning to marks (Art) Create shapes with dough using cutters</p>	<p>Constructs with bricks and blocks to make an enclosure. (DT) Explores different materials freely, using them with a purpose. (Art / DT)</p> <p>Identify a wider range of colours (Art) Paint with more than one colour (Art) Experiments with colour mixing – no intention to make a certain colour (Art) Use a given skill to manipulate playdough to make a given shape Create towers and buildings by stacking and connecting bricks together independently (DT) Use a variety of construction toys that have wheels in them to create a vehicle that can move with some guidance e.g. Mobilo (DT) Describe sketches / paintings etc. (Art) To attach junk modelling items together (DT) Create a collage with prepared paper collage materials by gluing (Art / DT) Use tape to join things together with support (DT) Use scissors with increasing independence to cut along a straight line (DT)</p>
	Being Imaginative and Expressive	<p>Listens to and joins in with Nursery rhymes. Uses a musical instrument to tap out a basic rhythm.</p> <p>Operate everyday technological devices in role play situations</p> <p>Join in singing a song for the Christmas concert</p>	<p>Sings a range of well-known nursery rhymes and songs. Explores different musical instruments and can talk about the sound it makes.</p> <p>Begins to act out different scenarios using props to enhance imaginative play. Sings familiar songs or make up their own songs. Sing songs clearly using correct words that have been learned.</p> <p>Copy a steady beat using body parts Copy a simple rhythmic pattern using a percussion instrument</p>	<p>Sings familiar Nursery Rhymes alongside playing instruments and attempting to follow the rhythm.</p> <p>Moves to the sound of music</p>