

EYFS Nursery & Reception – Long Term Plan 2024-25

		Autumn 1	Autumn 2	Spring 1 STEAM WEEK	Spring 2 FILM WEEK	Summer 1	Summer 2 SPORTS WEEK
Possible themes/ trips/ activities		All about me Trip – St James Park	Traditional Tales Pantomime	Transport Trip: Museum Hindu Temple – Holi Library	Growing Chick Eggs How did that get in my lunch box? Church – Easter Library	Animals Trip: Safari Pete Aquarium Mosque – Ramadan Library	Explorers & Fantasy Trip: Family Day – Hampstead Heath Library
3 prime areas of learning and development - RECEPTION	Personal, Social and Emotional Development Self Regulation Managing Self Behaviour and Relationships	<p>S.R - To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one step instructions</p> <p>M.S - To wash hands independently. To put coat and socks on independently. To get changed for P.E with support. To explore different areas within the Year R environment. To use the toilet independently</p> <p>B.R - To seek support of adults when needed. To gain confidence to speak to peers and adults.</p>	<p>S.R - To talk about how they are feeling. To begin to consider the feelings of others. To adapt behaviour to a range of situations.</p> <p>M.S - To follow class rules and understand the need to have rules To have confidence to try new activities</p> <p>B.R - To play with children who are playing with the same activity. To begin to develop friendships. To have positive relationships with all Year R staff, lunch time staff & office staff.</p>	<p>S.R - To focus during longer whole class lessons. To follow two step instructions.</p> <p>M.S - To begin to show resilience and perseverance in the face of challenge. To practise doing up a zipper. To practise doing buttons. To practise doing up buckles.</p> <p>B.R - To begin to work as a group with support. To use taught strategies to support turn taking.</p>	<p>S.R -To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others</p> <p>M.S - To develop independence when dressing and undressing for activities such as P.E Learn about the importance of oral hygiene. To identify and name healthy foods.</p> <p>B.R - To listen to the ideas of other children and agree on a solution and compromise.</p>	<p>S.R - To control their emotions using a range of techniques. To set a target and reflect on progress throughout the day.</p> <p>M.S - To manage own basic needs independently.</p> <p>B.R - To work as a group. To begin to develop relationships with other adults around the school.</p>	<p>S.R - To maintain focus during extended whole class teaching. To follow instructions of three steps or more.</p> <p>M.S - To understand the importance of healthy food choices. To show resilience and perseverance in the face of challenge. To show a 'can do' attitude.</p> <p>To put coats/uniform on and do up zippers, buttons and buckles with minimal support.</p> <p>B.R -To have confidence to communicate with adults around the school. To have strong friendships.</p> <p>Transition into YR 1</p>
	<p>ELG: SR - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MS - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: BR - Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						

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<p>Physical Development</p> <p>Fine Motor</p> <p>Gross Motor</p>	<p>F.M - To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors make snips in paper To hold a fork and spoon correctly</p> <p>G.M – develop fundamental movement skills PHYSICAL SKILLS: Moving safely, running, jumping, throwing, catching, skipping following a path.</p> <p>Introduction to PE Unit 1 Games Unit 1</p>	<p>F.M - To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support</p> <p>G.M – develop fundamental movement skills PHYSICAL SKILLS: moving safely, running, jumping, throwing, catching, rolling. Play simple games and begin to understand and use rules.</p> <p>Introduction to PE Unit 2 Dance Unit 1</p>	<p>F.M - To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw</p> <p>G.M – develop fundamental movement skills PHYSICAL SKILLS: travelling, copying and performing actions, balance, co-ordination. Explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. Show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences. Begin to understand using levels and directions when traveling and balancing.</p> <p>Dance Unit 2 Gymnastics Unit 1</p>	<p>F-M - To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screw driver Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing,</p> <p>G.M – develop fundamental movement skills PHYSICAL SKILLS: travelling, copying and performing actions, balance, co-ordination. Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling.</p> <p>Fundamentals Unit 1 Gymnastics Unit 2</p>	<p>F.M - To hold scissors correctly and cut out small shapes. To write letters using the correct letter formation and control the size of letters. On the line. To paint using thinner paintbrushes.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>G.M – develop fundamental movement skills & Games PHYSICAL: running, balancing, changing direction, striking a ball, throwing. Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. To develop their fine and gross motor skills through a range of game play using a variety of equipment.</p> <p>Fundamentals Unit 2 Games Unit 2</p>	<p>F.M - To hold scissors correctly and cut various materials To create drawings with details To independently use a knife, fork and spoon to eat a range of meals Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>G.M – develop fundamental movement skills, Ball Skills. Playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent. Ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will work independently and with a partner and will develop decision making and using simple tactics by the rules.</p> <p>Sports Day Ball Skills Unit 2</p>
	<p>ELG: GM - Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: FM - Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>					

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	<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>L, A & U - To understand how to listen carefully To understand why listening is important To be able to follow directions</p> <p>S - To talk in front of a small group To talk to class teacher and LSAs To learn new vocabulary</p>	<p>L, A & U - To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step</p> <p>S - To answer questions in front of whole class To use new vocabulary throughout the day</p>	<p>L, A & U - To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures</p> <p>S - To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because</p>	<p>L, A & U - To retell a story To follow a story without pictures or props</p> <p>S - To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books</p>	<p>L, A & U - To understand questions such as who, what, where, when, why and how.</p> <p>S - To link statements and stick to a main theme.</p>	<p>L, A & U - To have conversations with adults and peers with back and forth exchanges</p> <p>S - To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses</p>
	<p>ELG: L A & U - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>ELG: S - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
<p>4 specific areas of learning and development - RECEPTION</p>	<p>Literacy</p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>C - To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages</p> <p>W - To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds</p>	<p>C - To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>W - To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds</p>	<p>C - To act out stories To begin to predict what may happen in the story To suggest how a story might end</p> <p>W - To form lowercase letters correctly To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly</p>	<p>C - To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading</p> <p>W - To form lowercase letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly</p>	<p>C - To begin to answer questions about what they have read. To use vocabulary that is influenced by their experiences of books.</p> <p>W - To form lowercase and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use capital letters at the start of a sentence. To use finger spaces and full stops when writing a sentence. To spell some taught tricky words correctly. To begin to read their work back.</p>	<p>C - To answer questions about what they have read To know that information can be retrieved from book</p> <p>W - To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense</p>

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<p style="color: red; font-weight: bold; font-size: 1.2em;">Phonics</p>	<p style="color: red; font-weight: bold;">Phase 1</p>	<p style="color: red; font-weight: bold;">Phase 1 – ditties</p>	<p style="color: red; font-weight: bold;">Phase 1/2 ditties/red</p>	<p style="color: red; font-weight: bold;">Phase 1 & 2 - Ditties/red/green</p>	<p style="color: red; font-weight: bold;">Phase 1 & 2 - Ditties/red/green/purple</p>	<p style="color: red; font-weight: bold;">Phase 1 & 2 - Ditties/red/green/purple</p>
	<p>To recognise their name To recognise taught Phase 1 sounds (s a t p i n m d g o c k c k e u r h b f l) To recognise taught Tricky Words (the l is) To begin to blend sounds together to read words using the taught sounds</p>	<p>To blend sounds to read words using taught sounds To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags To begin reading captions and sentences using taught sounds To read books matching their phonics ability Phase 1 sounds (s a t p i n m d g o c k c k e u r h b f l s g q u t h n g n k)</p>	<p>To read words with double letters To begin to read longer words To recognise taught digraphs in words and blend the sounds together To read sentences containing Tricky Words and digraphs To read books matching their phonics ability To recognise taught Phase 1 and 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a y e e i g h o w o o o u o r o y) To recognise taught Tricky Words (the l is put as has his her go no to she he of we me be was you they my by all are)</p>	<p>To read longer words including those with double letters To read words with s/z/ in the middle To read words with -es/z/ at the end To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their phonics ability To recognise taught Phase 1 and 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a y e e i g h o w o o o u o r o y) To recognise taught Tricky Words (the l is put as has his her go no to she he of we me be was you they my by all are)</p>	<p>To read longer words. To read compound words. To read words ending in suffixes. To read longer sentences containing Phase 2 words and Tricky Words.</p>	<p>To read longer words. To read compound words. To read words ending in suffixes. To read longer sentences containing Phase 2 words and Tricky Words.</p>
	<p>ELG: C – Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. ELG: R – Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: W – Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
<p style="color: red; font-weight: bold; font-size: 1.2em;">Mathematics</p> <p style="color: red; font-weight: bold; font-size: 1.2em;">Number</p> <p style="color: red; font-weight: bold; font-size: 1.2em;">Numerical Patterns</p>	<p style="color: red; font-weight: bold;">Numbers to 5</p>	<p style="color: red; font-weight: bold;">Change within 5</p>	<p style="color: red; font-weight: bold;">Numbers to 10</p>	<p style="color: red; font-weight: bold;">Number Bonds to 10</p>	<p style="color: red; font-weight: bold;">Counting on and counting back</p>	<p style="color: red; font-weight: bold;">Shape (Composing and decomposing shapes)</p>
	<p>Comparing groups within 5 Shape (3D and 2D shapes)</p>	<p>Number bonds within 5 Space</p>	<p>Comparing numbers within 10 Addition to 10 Measure (Length, height and weight)</p>	<p>Subtraction Continue, copy and create repeating patterns To recognise numbers to 20 Sharing</p>	<p>Numbers to 20 Numerical patterns To recognise numbers to 20 To order numbers to 20 Doubling</p>	<p>To share quantities equally Measure (Volume and capacity) Sorting Time</p>
<p>ELG: N – Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts. ELG: N.P – Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>						

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<p>Understanding the world</p> <p>People & Communities</p> <p>The Natural World</p> <p>Past & Present</p>	<p>PP - To know about my own life-story To know how I have changed</p>	<p>PP - To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>PP - To know about figures from the past (Neil Armstrong and Tim Peake) PP - To know about the past through settings, characters and events encountered in books read in class and storytelling – Steam Train, Dream Train.</p>	<p>PCC - To know that Muslims celebrate Eid (Ramadan & fasting) To know that Christians celebrate Easter.</p>	<p>NW - To continue to observe the growth of seeds and talk about changes To care for their growing plants To know how to care for growing chicks To learn about lifecycles of animals To know that some animals are nocturnal To know about and recognise the signs of Summer</p>	<p>NW - To know about and recognise the signs of Summer To harvest grown fruit and vegetables</p>
	<p>PCC - To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the City and LA Mission Grove is in. To know about features of the immediate environment. To know that there are many countries around the world.</p>	<p>PCC - To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions</p>	<p>PCC - To learn about celebrations around the world. Children will learn about Chinese New Year and Holi. To investigate magnets, floating and sinking and melting and freezing.</p>	<p>NW - To know about and recognise the signs of Spring To plant seeds To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals</p>	<p>NW - To know about and recognise the signs of Summer Name Arctic animals (polar bear, walrus, arctic fox) Explain how animals are adapted to live in colder climates. Talk about the similarities and differences between animals from the UK and those from the Arctic.</p>	<p>NW - Know what a globe is and that it represents our world. Know that Identify land, sea and ice on a globe. Locate the UK Knowing what a map is used for and why they are used.</p>
	<p>NW - To ask questions about the natural environment. To respect and care for the natural environments</p>	<p>NW - To know about and recognise the signs of Autumn To know about features of the world and Earth</p>	<p>NW - To know that some things in the world are man-made and some things are natural. Name different types of manmade transport Know that transport is manmade and built for a purpose.</p>	<p>PP - To know about the past through settings, characters and events encountered in books read in class and storytelling –</p>	<p>PCC - To talk about Eid celebrations. Talk about own experiences and special times in certain places. (Easter – church, Eid prayers – mosque) How people celebrated Eid around the world.</p>	<p>PP - Identify the explorer Frederick Albert Cook and say why he is important. Using artefacts, compare Fredrick Albert Cook's survival kit to what he would have used today. Using artefacts identify what things an explorer might need on their travels and can talk about how it will help them.</p>
	<p>ELG: P & P - Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: P,C & C - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p> <p>ELG: NW - Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>					

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<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>CM - To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (glue/tape) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting) – sandwiches To use different construction materials</p> <p>BI & Ex -To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives To listen to poems</p> <p>DRAMA</p>	<p>C.M - To use colours for a particular purpose To share their creations To explore different techniques for joining materials To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring) – sandwiches, fruit kebab</p> <p>BI & Ex - To perform a song in the Christmas Play To learn and perform a poem To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives To listen to poems</p> <p>DRAMA</p>	<p>C.M - To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing) sandwiches, fruit kebab, biscuits To use tools to cut and join wood To know the names of tools</p> <p>BI & Ex – To join in with whole school singing assemblies To learn to sing along to nursery rhymes and action songs. To Listen and respond to different styles of music. To create musical patterns using untuned instruments To begin to create costumes and resources for role play To listen to poems and create their own</p> <p>DRAMA</p>	<p>C.M - To use natural objects to make a piece of art (Andy Goldsworthy) To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To use tools to cut and join wood. To know the names of tools</p> <p>Begin to understand that different media can be combined to create new effects to create a Spring collage. Use our new knowledge to create an observational drawing of a flower, making sure to include all of the different features that we can see.</p> <p>BI & EX - Understand pulse by performing in time to a steady beat, and louder and quieter, faster and slower. Suggest actions to match the lyrics in The Grand Old Duke of York. Move in time to music to show pulse. To listen to poems and create their own</p> <p>DRAMA</p>	<p>C.M - To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p> <p>BI & EX - To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well know stories To follow a musical pattern to play tuned instruments To create narratives based around stories To listen to poems and create their own</p> <p>DRAMA</p>	<p>C.M - To know some similarities and differences between materials To learn about and compare artists (Janet Bell and Henri Matisse) To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary</p> <p>BI & EX - To perform in class assembly (songs, poems, stories, dance) To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their won narratives, making costumes and resources</p> <p>DRAMA</p>
<p>ELG: Creating with Materials - Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative & Creative - Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>						

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<p style="text-align: center;">Barefoot Computing</p> <p>Systems & Networks Creating Media Programming Data & Information</p> <p>E - SAFETY Self-image and identity Health, Well-being and Lifestyle Online Relationships Privacy and Security Online Reputation Online Bullying Managing Online Information Copyright and Ownership</p>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>Recognise technology in school and at home</p> <p>E - safety – Talk about making good choices when using the internet</p>	<p>Multimedia; To know how to operate simple equipment. Use a camera to collect pictures.</p> <p>E - safety – Talk about making good choices when using the internet</p> <p>E - safety – Talk about making good choices when using the internet</p>	<p>To use a mouse to arrange objects and pictures on a screen. To draw pictures on IWB and begin to change colours To use the iPad to take pictures.</p> <p>Programming; To explore how a Bee-Bot works</p> <p>E - safety – Talk about making good choices when using the internet</p>	<p>Technology in our Lives; Understand that things they create belong to them and can be shared with others using technology. (Links with E-safety)</p> <p>Multimedia; Use a camera or sound recorder to collect photos or sound</p> <p>Data Collection; Collect information as photos or sound files. To use the internet with adult supervision to find and retrieve information</p> <p>E - safety – Talk about making good choices when using the internet</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>Creating Media: To draw pictures on IWB, changing colour and pen size</p> <p>To use the IWB, changing games and programmes</p> <p>E - safety – Talk about making good choices when using the internet</p>	<p>Programming; Press buttons on a floor robot and talk about the movements - To use the BeeBots and program them to go forwards and backwards.</p> <p>E - safety – Talk about making good choices when using the internet</p>
	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>					

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Possible themes/ trips/ activities		Autumn 1 All about me	Autumn 2 Shops	Spring 1 Farm Animals	Spring 2 Dinosaurs	Summer 1 Pirates	Summer 2 Mini Beasts
NURSERY	Personal, Social and Emotional Development	<p>Develop their sense of responsibility and membership of a community.</p> <p>See themselves as a valuable individual.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Show more confidence in new social situations.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Taking turns/rules</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Understand gradually how others might be feeling</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Understand gradually how others might be feeling</p> <p>Talk with others to solve conflicts.</p>	<p>Talk with others to solve conflicts.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Transition to Reception</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
	Physical Development	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Show a preference for a dominant hand.</p>	<p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>
	Communication and Language	<p><i>Throughout the year children will:</i></p> <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. <ul style="list-style-type: none"> Start a conversation with an adult or a friend and continue it for many turns. <ul style="list-style-type: none"> • Learn to speak during circle/carpet times • Learn to listen and respond with relevant comments or actions. • Use appropriate story language to re-enact/re-tell simple and familiar stories <ul style="list-style-type: none"> • Learn new vocabulary. • Express their ideas and feelings. 					

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NURSERY	Literacy Writing & Reading	<p>Sing familiar songs.</p> <p>Know some rhymes</p>	<p>Sing familiar songs & learn new songs.</p> <p>Begin to develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in words, recognise words with the same initial sound, such as monkey and mother</p> <p>Begin to understand the five key concepts about print: print has meaning print can have different purposes we can read English text from left right and from top to bottom the names of different parts of a book page sequencing.</p> <p>Show a preference for a dominant hand.</p>	<p>Continue to develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as monkey and mother.</p>	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Have a greater understanding of the five key concepts about print.</p> <p>Write some or all of their name.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Sing a large repertoire of songs</p> <p>Be able to talk about familiar books, and be able to tell a story.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p>	<p>Be secure in their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in words, recognise words with the same initial sound, such as monkey and mother.</p> <p>Have a secure understanding of the five key concepts about print.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Write some letters accurately.</p> <p>Write all of their name.</p>
	Mathematics	<p>Say one number name for each item in order: 1, 2, 3</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal language.</p> <p>Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Show ‘finger numbers’ up to 3.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3</p> <p>Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Make comparisons between objects relating to size.</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Extend and create ABCABC patterns stick, leaf, stone, stick, leaf, stone</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Recite numbers up to 5.</p> <p>Say one number name for each item in order: 1, 2, 3, 4, 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Make comparisons between objects relating to size and length.</p> <p>Talk about and explore 3D shapes using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Make comparisons between objects relating to weight.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Recite numbers past 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>
	Understanding the world	<p>Begin to make sense of their own life-story and family’s history.</p> <p>Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Begin to make sense of their own life-story and family’s history.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Understand the need to respect and care for the natural environment and all living things</p>	<p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Explore how things work.</p>	<p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Explore how things work.</p>

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Expressive Arts and Design	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p style="text-align: center;">Explore colours.</p> <p>Listen with increased attention to sounds.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Explore colour and colour mixing.</p> <p>Join different materials and explore different textures.</p>	<p>Begin to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>
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