

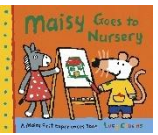
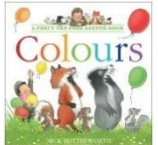
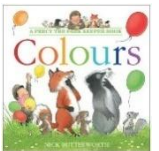
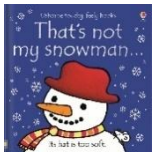
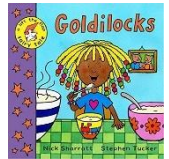
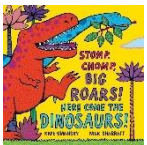
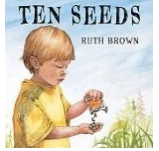
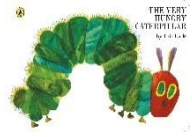
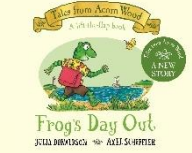


EYFS Long Term Plan- Cape Class (Nursery)



This long term plan has been designed to provide children aged 2 to 3 years with a broad range of meaningful experiences that support development across all areas of learning. The themes, enquiries and experiences provide a flexible framework for learning throughout the year whilst allowing practitioners to respond to children's emerging interests, developmental needs and fascinations. Learning in the 2-3-year-old room is rooted in play, exploration, repetition and secure relationships. Children learn through both planned experiences and spontaneous opportunities that arise through their everyday interactions, discoveries and interests. The curriculum is therefore responsive and adaptable, recognising that young children do not learn in a linear way.

High-quality continuous provision enables children to investigate, explore and revisit experiences independently. Through careful observation, practitioners identify children's current interests, schemas and next steps in learning. Adults enhance the environment and interactions to build upon these interests, extending children's thinking, language and understanding whilst widening their experiences of the world around them. Warm, responsive relationships and first-hand experiences are at the heart of our practice. Practitioners support learning through shared play, modelling, sustained interactions and rich conversations, introducing new vocabulary within meaningful contexts. Our aim is to nurture curious, confident and independent learners who develop a strong sense of belonging, wellbeing and a lifelong love of learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 I wonder....	What makes me special?  What colours can we see? 	What colours can we see?  Why is it cold? 	Who's behind the door? 	Who made those big footsteps? 	What's outside? 	What can we do with water? 
Text around the Topic	 	 	 	 	 	 



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Possible lines of enquiry	New beginnings, families, familiar people, likes and dislikes, belonging, nursery routines	Harvest - pumpkins Celebrations - Christmas around the World Divali, Bonfire Night Winter/ weather	Animals, Maths numbers, Three Little Pigs, Three Billy Goats Gruff Goldilocks and the Three Bears	Farm animals, Pets, Jungle animals,	Springtime Plants and Flowers Easter Lifecycles - butterflies, beans, sunflowers	Beach, seaside, Rockpools, Trip to beach with parents
Real Life Experiences	Starting nursery with new routines and expectations		Forest schools - woodlands	Creating homes and feeders	Cooking Growing our own herbs and vegetables	Explore different environments Visit to the beach Visit to Penzance Library
Environment and Community	Open afternoon to share what we have been learning with parents and carers Visit to, or from, older generations to find out about their time at school.	As above Christmas Nativity Advent	Open afternoon to share what we have been learning with parents and carers	Big School Bird Watch Caring for, and creating, local animal habitats Easter trail with parents	Crafternoon with parents Sunflower growing competition between families	30 days wild Open afternoon to share what we have been learning with parents and carers Picnic with Parents Explore different environments Beach/park/town/field
Whole school Events	Black History Month Road safety week	Anti-Bullying Week NSPCC PANTS Children in Need Remembrance Day Poetry Day Road safety week Divali - 20 th October 25	Drug and Alcohol Education Safer Internet Day Children's mental health week	Easter World Book Day St Piran's Day	VE Day Farm to Fork	RSE Week Healthy Week Transition to Y1
Personal, Social, and Emotional Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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	What makes me special?  What colours can we see?	What colours can we see?  Why is it cold?	Who's behind the door? 	Who made those big footsteps? 	What's outside? 	What can we do with water? 
Children in nursery will be learning to...						
Feel emotionally safe with key person. Express a range of emotions. Show 'effortful control' e.g.: waiting for their turn. Develop a sense of own identity. Children express own preferences and interests	Feel strong enough to demonstrate a range of emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Safely explore emotions through their normal range through play and stories. Use props to engage children in a range of emotions. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Develops sense of own identity Start to be able to play collaboratively and using shared equipment in the setting.	Safely explore emotions beyond their normal range through play and stories. Develop friendships with other children Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Develop friendships with other children.	Children start to develop a sense of responsibility for the environment and community around them. Start to take responsibility for the environment To start to enjoy the company of others and want to play with them	Safely explore emotions beyond their normal range through play and stories. Begin to show 'effortful control'. For example, waiting for a turn Develop children's sense of self and help all children to feel they are valued, and they belong. Select appropriate equipment to use in a simple task with increasing independence. Play with one or more other children engaging in simple play ideas.	



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This looks like...

Seeking comfort and reassurance from a familiar adult when needed. Showing a range of feelings such as happiness, excitement, sadness or frustration. Beginning to wait briefly for a turn during play and group activities. Recognising themselves in photographs, mirrors and family pictures. Making simple choices and expressing likes, dislikes and favourite activities.	Talking about how characters in stories might feel. Using puppets, mirrors and small world characters to explore different emotions. Beginning to wait for a turn during games and activities with less adult support. Showing confidence to express feelings such as excitement, pride, disappointment or worry. Beginning to manage impulses and follow simple expectations during group times.	Using puppets, dolls and story characters to explore and talk about feelings. Explaining why they feel happy, sad, excited or worried. Talking about themselves, their family and the things they enjoy. Sharing resources and taking turns with support from an adult. Playing alongside and with other children during small group and role-play activities.	Using stories and role play to explore emotions such as excitement, surprise, fear or worry in a safe way. Choosing to play with familiar children and seeking out friends during play. Engaging in imaginative play, pretending objects represent something else. Creating simple storylines and acting out familiar experiences. Beginning to cooperate with friends and share ideas during play.	Helping to tidy up toys and resources after using them. Showing care for the classroom, outdoor area and natural environment. Taking part in simple jobs and routines with adult support. Choosing to play alongside or with other children and enjoying being part of a group.	Using stories and role play to explore feelings such as surprise, excitement, worry or fear in a safe and supported way. Waiting for a turn during games, conversations and small group activities. Showing confidence to join in and recognising that they are an important part of the nursery community. Choosing and using appropriate resources independently to complete a task. Playing cooperatively with one or more children and sharing ideas during play
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Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?	<u>ELG'S</u> <u>Building relationships</u> 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.
Around the age of 4, does the child play alongside others or do they always want to play alone?	<u>Managing Self</u> 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
Does the child take part in pretend play (for example, being 'mummy' or 'daddy?') Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.	<u>Self- Regulation</u> Show an understanding of their own feelings and those of others 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 focused 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.
Look out for children who appear to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical activity. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.	

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	What makes me special? What colours can we see? 	What colours can we see?  Why is it cold?	Who's behind the door? 	Who made those big footsteps? 	What's outside? 	What can we do with water? 
Listening, attention and understanding 	Children in nursery will be learning to...					
	Identify familiar objects and properties for practitioners when they are described, for example: 'Katie's coat', 'blue car', 'shiny apple'. Develop pretend play related to text.	Understand simple instructions like "give to nanny" or "stop". Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.	Develop pretend play e.g.: 'sleeping in mummy bear's bed' Retell a story with the aid of simple pictures and props. Answer questions about the text including 'who', 'what', and 'where'. Understand and act on longer sentences e.g.: 'build big tower' or 'knock down tower'. To understand one part instructions e.g.: 'line up at the door'.	Identify familiar objects and properties when described e.g.: 'green dinosaur', 'tall cup' Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Children can say and understand words for time e.g.: 'now' and 'later'. Children can understand an increasing vocabulary for function To respond to simple instructions e.g.: 'Stamp like an elephant.'	Children develop their vocabulary further and use vocabulary not used every day. To start to understand vocabulary related to size e.g.: 'Can you find the big fish?'
	This looks like...					
	Finding or pointing to familiar objects when they are described by an adult.	Following simple one-step instructions during routines and play.	Acting out familiar stories and pretending to be story characters during play.	Finding or pointing to familiar objects when an adult describes them.	Using and understanding simple time words such as	Learning and using new words from stories, songs and everyday experiences.



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	Recognising simple describing words such as colours, size or texture. Following story themes in their play and acting out familiar events from stories. Using props and resources to retell parts of a story or pretend to be a character.	Responding when an adult asks them to stop, come here or give an object to someone. Finding familiar objects when they are described. Identifying objects by their colour, size or simple properties, such as a "blue car" or a "shiny apple". Showing understanding of familiar words and phrases used by adults.	Using pictures, puppets or props to help retell key parts of a story. Answering simple questions about characters, events and settings in a story. Following longer instructions during play and adult-led activities. Responding appropriately to simple everyday instructions such as "line up at the door" or "put your coat on".	Identifying objects by colour, size or other simple features. Answering simple 'who', 'what' and 'where' questions during stories and conversations. Showing understanding of familiar vocabulary by selecting the correct object or picture. Talking about familiar people, places and objects using simple words and phrases.	'now' and 'later' during routines and play. Showing understanding of what familiar objects are used for, such as a spoon for eating or a brush for brushing hair. Following simple instructions during games, songs and adult-led activities. Responding appropriately to action words by carrying out movements such as stamping, jumping or clapping. Beginning to use a wider range of vocabulary in everyday conversations.	Beginning to use topic-specific vocabulary during play and conversations. Understanding and responding to words that describe size, such as big, small, tall and short. Finding or selecting objects when they are described using size vocabulary. Comparing objects and talking about differences in size during play.
Speaking	Children in nursery will be learning to...					
	Put two words together to describe e.g.: 'green apple' Start to answer simple questions about a text e.g.: 'where is the pear?'	Put two words together to describe e.g.: 'green apple' Start to answer simple questions about a text e.g.: 'where is the pear?'	Answer questions about the text including 'who', 'what', and 'where'.	Develop a wider range of vocabulary including opposites.	Children can link up to 5 words together. Children can describe actions e.g.: the monkey is swinging in the trees.	Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' Develop a wider vocabulary using prompts from 'Mr Gumpy's Outing'.
	This looks like...					



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	Combining two words to describe an object, person or item during play and conversations. Using descriptive words such as colours, sizes and simple characteristics. Responding to simple questions during story time. Looking at pictures to help find information in a story. Pointing to or naming characters, objects and items when asked questions about a text.	Combining two words to describe an object, person or item during play and conversations. Using descriptive words such as colours, sizes and simple characteristics. Responding to simple questions during story time. Looking at pictures to help find information in a story. Pointing to or naming characters, objects and items when asked questions about a text.	Answering simple questions about characters, objects and events in a story. Talking about who is in a story and what they are doing. Identifying where a story takes place using pictures and illustrations. Using story props, pictures or books to recall key information. Joining in discussions about familiar stories during group reading sessions.	Learning and using new words during play, stories and conversations. Beginning to understand and use opposite words such as big/small, hot/cold and fast/slow. Talking about objects, people and experiences using an increasing range of vocabulary. Responding to questions and activities that involve comparing and describing. Using newly learned words in everyday communication and play.	Using longer sentences to share ideas, experiences and needs. Linking several words together when talking during play and conversations. Describing what people, animals or characters are doing in pictures and stories. Using action words such as running, jumping, climbing and swinging. Talking about events and activities with increasing detail and confidence	Acting out familiar experiences and everyday events during role play. Using toys and resources imaginatively to create simple storylines. Retelling parts of 'Mr Gumpy's Outing' through play and discussion. Learning and using new vocabulary from the story during conversations and play. Talking about characters, animals and events using an increasing range of words.
Nursery Rhymes	Children in nursery will be learning...					
	<u>See Nursery Rhyme Progression</u> Twinkle Twinkle Little Star Baa Baa Black Sheep Incy Wincy Spider	<u>See Nursery Rhyme Progression</u> Pat-a-Cake Round and round the garden Wheels on the Bus Humpty Dumpty		<u>See Nursery Rhyme Progression</u> Row, Row, Row Your Boat Hickory, Dickory Dock Head, Shoulders, Knees and Toes		



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Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?" Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver." Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?	ELG's Speaking 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. Listening, Attention and Understanding 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 conversation when engaged in back-and-forth exchanges with their teacher and peers
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Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special? What colours can we see? 	What colours can we see?  Why is it cold?	Who's behind the door? 	Who made those big footsteps? 	What's outside? 	What can we do with water? 
Gross Motor Skills	Children in nursery will be learning to...					
	Gain control of body through large movements.	Gain control of body through large movements.	Gradually gain control of their whole body through continual practice of large	Use large and small motor skills to do things independently, for example	Explore different materials and tools with developing accuracy.	Is able to coordinate movements needed to play and explore.



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			movements, such as waving, kicking, rolling, crawling and walking. Build independently with a range of appropriate resources.	manage buttons and zips, and pour drinks. Develop manipulation and control. Walk, run, jump and climb - and start to use the stairs independently. Enjoy starting to kick, throw and catch balls Crawl in different ways and directions. Explore different materials and tools.	Can pedal a tricycle or ride a scooter using increased independence and skill. Start to be able to use and remember sequences and patterns of movements for simple action songs. Develop more control on climbing equipment	Can pour water or drinks from one container to another.
	This looks like...					



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	Moving with increasing confidence when running, walking, climbing and balancing. Negotiating space successfully when playing indoors and outdoors. Using large-muscle movements to jump, crawl, stretch, reach and bend. Taking part in action songs, movement games and obstacle courses. Beginning to control their body during different types of physical activity.	Moving with increasing confidence when running, walking, climbing and balancing. Negotiating space successfully when playing indoors and outdoors. Using large-muscle movements to jump, crawl, stretch, reach and bend. Taking part in action songs, movement games and obstacle courses. Beginning to control their body during different types of physical activity.	Moving confidently in different ways, including walking, running, climbing and balancing. Using large body movements during outdoor play, action songs and physical activities. Showing increasing control and coordination when moving around the environment. Selecting and using construction resources independently. Building towers, models and structures using a range of materials and equipment.	Managing buttons, zips and simple pouring tasks with increasing independence. Moving confidently by walking, running, climbing, jumping and using stairs. Kicking, throwing and attempting to catch balls during physical play. Using hands and fingers with increasing control when exploring tools, materials and construction resource	Exploring and using a range of tools and materials with increasing control and accuracy. Peddalling a tricycle or riding a scooter with growing confidence and coordination. Joining in with action songs and beginning to remember movement sequences. Climbing equipment safely with increasing balance, strength and body control.	Coordinating movements to explore and play confidently indoors and outdoors. Carrying and moving resources safely during play. Pouring water or drinks from one container to another with increasing control. Using both hands together to complete practical tasks independently
Fine Motor Skills	Children in nursery will be learning to...					
	<u>Fine Motor Skills</u> (see progression of tools document) Develop simple hand co-ordination.	<u>Fine Motor Skills</u> (see progression of tools document) Start to dress independently e.g.: using zips and buttons on coats Children to make sensible choices about clothing for different weather	<u>Fine Motor Skills</u> (see progression of tools document) Build independently with a range of appropriate resources Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	<u>Fine Motor Skills</u> (see progression of tools document) Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	<u>Fine Motor Skills</u> (see progression of tools document) Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	<u>Fine Motor Skills</u> (see progression of tools document) Use one handed tools using either large or small movements Continue to develop manipulation and control of small motor skills



EYFS Long Term Plan- Cape Class (Nursery)



This looks like...						
Picking up, holding and manipulating objects with increasing control.	Putting on and taking off simple items of clothing with increasing independence.	Using fingers and hands with increasing control to build, stack, thread and manipulate objects.	Managing buttons, zips and other fastenings with increasing independence.	Managing buttons, zips and other fastenings with increasing independence.	Using one-handed tools such as paintbrushes, hammers, spoons and mark-making tools with increasing control.	
Using hands and fingers to stack, post, thread and build during play.	Attempting to fasten and unfasten zips and buttons with support.	Selecting and using a range of construction resources independently to create simple models and structures.	Pouring drinks or water carefully using both hands.	Pouring drinks or water carefully using both hands.	Manipulating small objects, such as threading, stacking, posting and placing pieces together.	
Beginning to use simple tools such as chunky crayons, paintbrushes and scoops.	Choosing appropriate clothing for different types of weather, such as a coat when it is cold.	Showing a growing desire to do things for themselves, such as feeding, dressing and tidying up.	Using fingers and hands with control during everyday tasks and play activities.	Using fingers and hands with control during everyday tasks and play activities.	Showing greater control when using tools and equipment during play and creative activities.	
Coordinating hand movements to complete simple tasks independently.	Talking about why certain clothes are needed for different seasons and activities.	Attempting self-care tasks with increasing confidence and independence	Completing simple self-care tasks independently and with growing confidence.	Completing simple self-care tasks independently and with growing confidence.	Developing hand strength and coordination through a range of fine motor experiences.	
Nursery						
Healthy Movers 3x per week	Healthy Movers 3x per week	Healthy Movers 3x per week	Healthy Movers 3x per week	Healthy Movers 3x per week	Healthy Movers 3x per week	Healthy Movers 3x per week
		<u>ELGs</u> <u>Gross Motor Skills</u> 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. <u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.				



EYFS Long Term Plan- Cape Class (Nursery)



Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special? What colours can we see?  	What colours can we see?  Why is it cold? 	Who's behind the door? 	Who made those big footsteps? 	What's outside? 	What can we do with water? 
Children in nursery will be learning to...						
	-Explore text through linked activities. -Explore key vocabulary (colour names and fruit/vegetables) through linked activities	-Enjoys sharing books with an adult -Starts to retell stories with the help of props -Explore key vocabulary through linked activities	-Repeat words and phrases from familiar stories. -Repeat words and phrases from familiar stories. - Ask questions about the book. Make comments and share own ideas. Enjoy drawing freely and sometimes give meaning to marks e.g: "that says mummy".	Repeat words and phrases from familiar stories. Enjoy drawing freely. Develop play around favourite stories using props. Ask questions about the book. Make comments and shares their own ideas Enjoy drawing freely and sometimes give meaning to marks e.g: "that says mummy".	Develop play around favourite stories using props. Start to understand that print has meaning (e.g: sign on bus stop, logo for shop) Develop mark-making using a wide range of equipment. Make marks on their picture to stand for their name.	Develop play around favourite stories using props. Explore key books through linked activities Notice some print, such as the first letter of name, a bus or door number, or a familiar logo Add some marks to their drawings, which they give meaning to. For example: "That says mummy."



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						Make marks on their picture to stand for their name.
	This looks like...					
	Joining in with story-based activities and talking about familiar characters, objects and events.	Choosing to share books with an adult and joining in with familiar parts of stories.	Joining in with repeated words and phrases from familiar stories and rhymes.	Joining in with repeated words and phrases from familiar stories and rhymes.	Using puppets, props and role-play resources to act out favourite stories and characters.	Using puppets, props and role-play resources to act out favourite stories and characters.
	Matching, naming and sorting different colours during play and everyday routines.	Using puppets, props or story characters to retell key events from a familiar text.	Asking simple questions and sharing ideas about characters, events and pictures in a book.	Using props and resources to act out favourite stories and retell key events through play.	Beginning to recognise that print carries meaning in everyday environments, such as signs, labels and logos.	Joining in with activities linked to key books and talking about familiar characters and events.
	Identifying and naming familiar fruits and vegetables in books, role play and real-life experiences.	Talking about characters, objects and events from stories during play.	Talking about favourite parts of a story and making comments during story time.	Asking questions, making comments and sharing ideas about characters, pictures and events in books.	Exploring mark-making using a range of tools such as crayons, paintbrushes, chalks and pens.	Beginning to recognise familiar print, such as the first letter in their name, numbers, signs and logos.
Story spine	Using newly learned vocabulary from stories and activities during conversations and play.	Learning and using new vocabulary from stories and linked activities in everyday conversations.	Drawing freely and giving meaning to marks, for example saying "that says mummy" or explaining what they have drawn.	Drawing freely and giving meaning to marks, explaining what they have drawn or written.	Making marks and symbols to represent their name on pictures, models and creations.	Adding marks, symbols and early writing to drawings and giving meaning to them, including making marks to represent their name
	Traditional Tales					
	Three Little Pigs	Goldilocks	Three billy Goats Gruff	Three Little Pgs	Little Red Hen	Little Red Riding Hood
Story spine	Nursery					
	Maisy goes to nursery					



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ELGs

Comprehension

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.

Word reading

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.

Writing

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.

Maths

Autumn 1

What makes me special?
What colours can we see?



Autumn 2

What colours can we see?



Why is it cold?



Spring 1

Who's behind the door?



Spring 2

Who made those big
footsteps?



Summer 1

What's outside?



Summer 2

What can we do with
water?



Children in nursery will be learning to...



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	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Arranges objects into patterns Develop sorting behaviours	Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Children climb and squeeze themselves into a range of different types of spaces React to changes of amount in a group of up to three items. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. Build with a range of resources. Combine objects by putting objects inside each other and take them out again. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Complete inset puzzles. Develop own criteria when sorting objects. Match counting words with objects. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Compare amounts, saying 'lots', 'more' or 'same' using a variety of different real-life situations. Compare size and weight and develop use of language React to changes of amount in a group	Compare sizes and weights using gesture and language e.g.: 'heavy', 'light', 'bigger', 'smaller'. Notice patterns and arrange things in patterns. Compare amounts, saying 'lots', 'more' or 'same'. -Count in everyday contexts
	This looks like...					



EYFS Long Term Plan- Cape Class (Nursery)



	Using number words, sounds or pointing when counting objects during play and everyday routines. Stacking, nesting and combining objects such as blocks, cups and construction materials in different ways. Sorting objects into groups based on simple features such as colour, size or type. Creating and continuing simple patterns using objects, colours, movements or natural materials.	Using words such as 'lots', 'more' and 'same' when comparing groups of objects. Noticing when one group has more or fewer objects than another. Joining in with counting by pointing, making sounds or saying number words in sequence. Using counting language during play, songs and everyday routines.	Exploring space by climbing, crawling and fitting themselves into different places during play. Noticing when the number of objects in a small group changes. Joining in with counting during play and everyday routines, sometimes saying numbers in order. Building, stacking and putting objects inside one another using a range of resources.	Using words such as big, small, tall, short, heavy and light to compare objects during play. Completing simple inset puzzles by matching and fitting pieces into the correct spaces. Sorting objects in different ways and explaining their own sorting choices. Joining in with counting by matching number words to objects and pointing to items as they count.	Using words such as 'more', 'same' and 'lots' when comparing groups of objects during play and everyday activities. Comparing objects by size and weight using language such as big, small, heavy and light. Noticing when the number of objects in a group changes, for example when items are added or taken away. Talking about and exploring quantity, size and measure through practical, hands-on experiences.	Using words such as big, small, heavy and light to compare objects during play and investigations. Creating and continuing simple patterns using objects, colours, movements or natural materials. Comparing groups of objects and talking about which has 'more', 'same' or 'lots'. Joining in with counting during routines and play, using number words in everyday contexts.
			ELGs Number 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 double facts. Numerical Patterns 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.			



EYFS Long Term Plan- Cape Class (Nursery)



Knowledge and Understanding of the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special? What colours can we see? 	What colours can we see?  Why is it cold? 	Who's behind the door? 	Who made those big footsteps? 	What's outside? 	What can we do with water? 
	Children in nursery will be learning to...					
	Explore natural materials indoors and outdoors. Make connections between the features of their family and other families. Repeat actions which have effect Explore and respond to different natural phenomena in their setting and on trips.	Explore the changing environment outside in different times of the year	Explore materials with different properties. Experiment more examples of actions which have an effect. Repeat actions that have an effect. Explore materials with different properties.	Make connections between the features of their family and other families. Explore and respond to different natural phenomena in their setting and on trips. Notice differences between people.	Encourage children's fascination and curiosity for living things develop respect for living things. Begin to understand there are different countries in the world. Begin to speak about unfamiliar environments/nature from their immediate surroundings e.g: a jungle.	Explore and respond to different natural phenomena in their setting and on trips. Encourage children's exploration, curiosity, appreciation and respect for living things. Use senses to have a hands-on exploration of natural materials Experiment using different materials for a purpose



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This looks like...					
Exploring natural materials such as leaves, sticks, soil, stones and water indoors and outdoors.	Exploring the outdoor environment throughout the year and noticing changes in weather and seasons.	Exploring and describing different materials, noticing how they feel, move and change.	Talking about similarities and differences between their own family and other families.	Encourage children's fascination and curiosity for living things develop respect for living things.	Observing and talking about natural phenomena such as rain, wind, sunshine, puddles and seasonal changes during outdoor learning and trips.
Talking about similarities and differences between their own family and other families.	Observing changes to plants, trees and natural materials over time.	Testing out actions such as pushing, spinning, pouring or dropping objects to see what happens.	Noticing and talking about differences between people, including appearance, families and experiences.	Begin to understand there are different countries in the world.	Exploring natural materials using their senses, noticing how things feel, smell, sound and look.
Repeating actions during play to see what happens, such as pressing buttons, filling and emptying containers or rolling objects.	Talking about what they can see, hear and feel outdoors in different seasons.	Repeating actions during play because they are interested in the effect they create.	Exploring and responding to natural phenomena such as rain, wind, sunshine, shadows and seasonal changes.	Begin to speak about unfamiliar environments/nature from their immediate surroundings e.g: a jungle.	Showing curiosity about plants, animals and other living things, and treating them with care and respect.
Observing and responding to natural phenomena such as rain, wind, sunshine, puddles and seasonal changes.	Investigating seasonal features such as fallen leaves, frost, puddles, sunshine and growing plants.	Investigating and comparing materials with different properties through hands-on play and exploration.	Observing features of the environment during walks, visits and outdoor learning experiences.		Experimenting with different materials and choosing appropriate resources for a particular purpose during play and creative activities.



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ELGs

Past and Present

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 experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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 - when appropriate - maps

The Natural World

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 seasons and changing states of matter.

Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special? What colours can we see?  	What colours can we see?  Why is it cold? 	Who's behind the door? 	Who made those big footsteps? 	What's outside? 	What can we do with water? 



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	Children in nursery will be learning to...					
	Explore paint using fingers and other body parts, as well as brushes and other tools. Join in with songs and rhymes Show attention to sounds and music.	Use a wider variety of tools and size of brushes to explore paint and other materials which make marks Enjoy and take part in action songs	Start to develop pretend play, pretending that once object represents another Use imagination to explore the concept of pretend and real. Manipulate and play with different materials to create a desired effect Explore a range of soundmakers and instruments and play them in different ways.	Children to learn songs and rhymes from memory and can participate in some words and repetitive or rhythmical sounds Explore different materials and use all senses to investigate them Explore a range of soundmakers and instruments and play them in different ways Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music	Use their imagination as they consider what they can do with different materials Accompany action songs with instruments and movement Develop pretend play	Enjoy and take part in action songs Develop pretend play based on the text. Children use their imagination to consider what they can do with different materials Make simple models which express their own ideas
	This looks like...					
	Exploring paint using fingers, hands, brushes and a variety of tools to make marks and patterns. Joining in with familiar songs, rhymes and action songs during group times.	Exploring paint and other materials using a variety of tools and different sized brushes with increasing control. Experimenting with marks, colours and	Using objects in imaginative ways during play, such as pretending a block is a phone or a stick is a spoon. Talking about and exploring the difference between real experiences	Joining in with familiar songs and rhymes, remembering key words, actions and repeated phrases. Exploring materials using their senses, noticing	Using imagination to explore different ways materials can be used, combined and transformed during creative play. Joining in with action songs using instruments,	Joining in with familiar action songs and rhymes, copying actions and singing repeated words and phrases. Using props and resources to act out stories and develop pretend play based



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	Listening to and responding to different sounds, music and musical instruments.	textures during creative activities.	and pretend situations through stories and role play.	different textures, sounds, colours and properties.	movements and repeated actions.	on familiar texts and experiences.
	Expressing themselves through creative and sensory experiences using paint, music and movement.	Joining in confidently with familiar action songs, rhymes and movement activities.	Manipulating a range of materials to create a chosen effect, such as building, sticking, moulding or painting.	Investigating sound makers and instruments by shaking, tapping, scraping and banging them in different ways.	Keeping a steady beat or making sounds to accompany familiar songs and rhymes.	Exploring different materials creatively and using their imagination to decide what they could make or create.
		Following and copying actions in songs while developing coordination and listening skills.	Exploring sound makers and musical instruments in different ways, including shaking, tapping, banging and scraping to create different sounds.	Listening and responding to music by moving, dancing and changing actions as the tempo, volume or mood changes.	Developing pretend play by acting out familiar experiences, stories and imaginative scenarios.	Making simple models and talking about what they represent, sharing their own ideas and intentions.

ELGs

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

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music