



EYFS Long Term Plan – Gwwithian Class (Nursery) 2025-26

This long term plan has been created to ensure that children have opportunities to develop all the skills necessary across the year to ensure a smooth transition into Year 1. However, learning in EYFS is not linear, and children will have opportunities to explore, develop and apply the skills across all areas of learning throughout the year – through both planned (teacher led) and spontaneous (child led) experiences.

We follow an approach which offers ample opportunities for child-led learning styles, and also promotes the ‘I wonder’ questions that stem from children’s interests. Group discussion, individual dialogues and appropriate resources within Continuous Provision provide children with a scaffolding in which they may search for answers to their questions and explore ideas safely. Careful observations deepen staff awareness of children’s current knowledge and understanding which leads to relevant and tailored enhancements that excite and challenge, and enable children to move forwards on their learning journey. Adults aim to widen a child’s world primarily through vocabulary rich interactions and conversations, careful and accurate modelling within meaningful contexts and an abundance of opportunities in which to practise and embed skills learnt.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder....	Who am I?	Who’s my hero? What is celebrated?	What happens ‘Once Upon a Time’?	Which animal would make a great pet?	What’s down on the farm?	Where I live?
Possible lines of enquiry	All about Me Starting Nursery New beginnings Autumn Family	People who help us Harvest - pumpkins Celebrations – Christmas around the World Divali, Bonfire Night	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	Visits from the Emergency Services Trip to Fire station Visit from a ‘super-hero’	Forest schools – woodlands	Visit from Mark’s Ark/Zoolab Creating homes and feeders	Growing beans Cooking Visit from Aspens Healthy Eating Workshop Farm to Fork whole school mobile workshop Cooking Growing our own herbs and vegetables Visit to Trevaskis Farm Garden Centre	Explore different environments Beach/park/town/field Walks around the town Visit to the beach Visit to the Penlee Park/Morrab Gardens 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	Drug and Alcohol Education Safer Internet Day Children’s mental health	Easter World Book Day St Piran’s Day	VE Day Farm to Fork	RSE Week Healthy Week Transition to Y1



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		Remembrance Day Poetry Day Road safety week Divali – 20 th October 25	week			
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	<u>Self-regulation</u> Children will: -increasingly follow rules, understanding why they are important. -sitting on carpet for short time, -tidying up with support -using indoor voices, lining up with support -can name some rules and follow rules, understanding why important	<u>Self-regulation</u> Children will: -increasingly follow rules, understanding why they are important. -sitting on carpet for short time, -tidying up with support -using indoor voices, lining up with support -can name some rules and follow rules, understanding why important	<u>Self-regulation</u> Children will: -develop their sense of responsibility and membership of a community. -Come into nursery happily, begins to organise own belongings. Self-registers with picture cues, -helping set up snack -joining in with tidy up song, lining up song, -recognising as part of group – we are going outside	<u>Self-regulation</u> Children will: -develop ways to become assertive -asking for help -saying 'my turn' -deciding where to play, indoors/outdoors -saying no	<u>Self-regulation</u> Children will: -develop ways to resolve conflict. -not always need an adult to mind them of the rules -lets take turns -suggest solutions -following known routines without being prompted ie hanging up coat, washing hands -self correct behaviour	
Development Matters Statement What it might look like - skills	<u>Managing Self</u> Children will: -express preferences -select and use activities and resources sometimes with help. -choosing between two books -can communicate likes -sticking with a favourite activity -seek help -combining resources -can I have the glitter	<u>Managing Self</u> Children will: -understand emotions -select and use activities and resources with help. - vocab of sad, happy, angry, worried -recognise own emotions -why is she crying?	<u>Managing Self</u> Children will: -talk about their feelings. -learning to express emotions rather than through behaviour -naming emotions during conflict - vocab of sad, happy, angry, worried -responding to adult prompts about feelings		<u>Managing Self</u> Children will: -make healthy choices. -joining in physical activities -choosing fruit, beginning to talk about healthy choices -washing hands independently -I need a drink -try different foods	<u>Managing Self</u> Children will: -become independent meeting their own care needs. -using toilet with support and asks to go when needed -organises own belongings, putting on own coat, wellies, hanging them up -asking for help when needed ie zip -beginning to pour milk with support -manages own toothbrush with some support.



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	<p><u>Building Relationships</u> Children will:</p> <ul style="list-style-type: none"> -be interested in others play <p>-watching, approaching with curiosity, sharing resources and space</p>	<p><u>Building Relationships</u> Children will:</p> <ul style="list-style-type: none"> -initiate play <p>-choosing an activity -using materials in new ways - enjoys and takes part in imaginative play -starting role play</p>	<p><u>Building Relationships</u> Children will:</p> <ul style="list-style-type: none"> -take turns with adult guidance. <p>-can play a game led by an adult -adult introduces activity -adult helping take turns and modelling -visuals</p>	<p><u>Building Relationships</u> Children will:</p> <ul style="list-style-type: none"> -play with one or more other children. -begin to understand how others might be feeling. <p>-noticing if someone is upset -offering simple comfort -</p>	<p><u>Building Relationships</u> Children will:</p> <ul style="list-style-type: none"> -show more confidence in new social situations <p>-engaging in group play -approach with curiosity rather than hesitation -try new activities, explore new toy -listens and joins with visitors -take part in new events – ie sports day</p>	<p><u>Building Relationships</u> Children will:</p> <ul style="list-style-type: none"> -become more outgoing with unfamiliar people. <p>-start to approach new adults with smiles or gestures -Imitate interaction, like offering a toy</p>
	<p><u>Circle Time Theme:</u> All about me</p>	<p><u>Circle Time Theme:</u> Feelings and faces</p>	<p><u>Circle Time Theme:</u> Kind hands kind words</p>	<p><u>Circle Time Theme:</u> Friends and sharing</p>	<p><u>Circle Time Theme:</u> Listening ears</p>	<p><u>Circle Time Theme:</u> Big feelings, little steps.</p>
<p><u>Where are the children going?</u></p>	<p>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? Around the age of 4, does the child play alongside others or do they always want to play alone? 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.</p> <p>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</p>					

ELG's

Building Relationships

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.

Managing Self

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

Self-Regulation

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 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



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	visitor or GP.					
<u>Communication and Language</u> Listening, Attention and Understanding Speaking Development Matters Statement What it might look like - skills	<u>Listening, Attention and Understanding</u> Children will: -listen to stories with increasing attention and recall. -sit and listen for longer periods and answer questions immediately afterwards. -may join in -might act out in play -show they are listening	<u>Listening, Attention and Understanding</u> Children will:- Begin to focus attention on more than one thing -during simple play can build with blocks and listen to adult -focus on words and actions when singing -look at pictures whilst listening -simple two-step instructions	<u>Listening, Attention and Understanding</u> Children will: – understand more complex sentences and follow 2-part instruction -put cup on the tray then wash hands	<u>Listening, Attention and Understanding</u> Children will: -begin to understand 'why' and 'how' questions -may not always answer correctly, but connecting cause and effect	<u>Listening, Attention and Understanding</u> Children will:- -begin to shift attention from one task to another -move from one activity to another -pause and return later -manage simple changes in routine	<u>Listening, Attention and Understanding</u> Children will: -answer simple why questions. -about why something has happened
	<u>Speaking</u> Children will: -know many rhymes	<u>Speaking</u> Children will: -sing a range of songs_	<u>Speaking</u> Children will: -be able to talk about familiar books -Use longer sentences of four to six words.	<u>Speaking</u> Children will: -be able to tell a long story - use talk to organise themselves and their play -you be the mum, I'll be the baby. Enjoys imaginative play.	<u>Speaking</u> Children will:- - use talk to express a point and debate when disagree by using words or actions.	<u>Speaking</u> Children will: -Have conversations with peers and adults and continue it -use a wider range of vocab.
Rhymes	Repeat previous from 2 year old Jack and Jill Mary Had a Little Lamb If You're Happy and You Know It		Old MacDonald Had a Farm The Farmer's in His Den Little Bo Peep Down in the Jungle		Polly Put the Kettle On 1,2,3,4,5 once I caught a fish alive. Wind the Bobbin Up	
Rhyme to Perform	Twinkle Twinkle		Little Bo Peep		1,2,3,4,5	
Where are the children going?	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”?			<u>ELG's Speaking</u> 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		



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	Can the child answer simple 'why' questions?			<p>their teacher.</p> <p><u>Listening, Attention and Understanding</u></p> <p>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</p>		
<p><u>Physical Development</u></p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p> <p>Development Matters Statement</p> <p>What it might look like skills</p>	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -develop their movement, balancing, riding scooters, trikes and ball skills -walk, run, hop, skip, jump, roll, crawl 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -skip, hop, stand on one leg and balance for a game like musical statues -decide which gross motor skills use to match tasks and activities ie crawl or run across a plank. -Explores climbing equipment safely -Explores walking up and down steps and ladders -Explores climbing along benches -Builds obstacle courses -Walk run stand on tiptoe -Stand on one leg for 3-5 secs 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -go up steps and stairs using alternate feet -collaborate with other to move larger items such as planks of wood, crates, materials, buckets. -use a handrail to independently walk up/down stairs 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> negotiate space successfully Build obstacle course Ride scooters and bikes Races 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -able to use and remember sequences and patterns related to music and rhythm. -use large muscle movements – wave flags, streamers paint and make marks. -work as part of a group 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -take part in some group activities which they make up for themselves Circle time games Farmers in his den, oak cokey, ring a ring a roses Ball games
	<p><u>Fine Motor Skills</u></p> <p>(see progression of tools document)</p> <p>Children will:</p> <ul style="list-style-type: none"> -use the pincer grip to pick up small items -threading, picking up small pieces, suing tweezers, tongs, peeling stickers 	<p><u>Fine Motor Skills</u></p> <p>(see progression of tools document)</p> <p>Children will:</p> <ul style="list-style-type: none"> -decide which physical skills to use to match a task -demonstrate increasing strength in hands and fingers for manipulating tools -crawl through a tunnel, balance on a beam 	<p><u>Fine Motor Skills</u></p> <p>(see progression of tools document)</p> <p>Children will:</p> <ul style="list-style-type: none"> -use tools safely -use a range of one-handed tools. E.g., scissors. -show a preference for dominant hand Chalks, pencils, paint brushes, threading, weaving, peg 	<p><u>Fine Motor Skills</u></p> <p>(see progression of tools document)</p> <p>Children will:</p> <ul style="list-style-type: none"> -begin to use appropriate grip to hold a pencil -Beginning to use a tripod grip 	<p><u>Fine Motor Skills</u></p> <p>(see progression of tools document)</p> <p>Children will:</p> <ul style="list-style-type: none"> Use a comfortable grip when using a pencil. Scissor and pencil skills. Holds short chunky pencils, pens, chalks with good control and grip 	<p><u>Fine Motor Skills</u></p> <p>(see progression of tools document)</p> <p>Children will:</p> <ul style="list-style-type: none"> Become independent as they get dressed, putting on coats, zips Uses cutlery Playdough, fruit, and vegetables, cutting.



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		<ul style="list-style-type: none"> -choose tools to suit a purpose, -turning knobs, rolling, pinching playdough, snipping with scissors 	boards, finger songs, scissor skills, digging, painting, might make snips in paper and card			<ul style="list-style-type: none"> -Eat with a fork and spoon and beginning to use a knife -Pour a drink from a jug or container -Put on socks and shoes mostly independently -put on coats and become increasingly independent beginning to do up zips
<u>Heathy Movers</u>	3 times a week	3 times a week	3 times a week	3 times a week	3 times a week	3 times a week
<u>Where are the children going?</u>				ELGs Gross Motor Skills 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. Fine Motor Skills 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.		

<u>Literacy</u> Comprehension Word reading Writing Development Matters Statement What it might look like - skills	<u>Comprehension</u> Children will: -share books with an adult -hold book the correct way up	<u>Comprehension</u> Children will: -have favourite books and seek out a peer to share or read alone and talk about it.	<u>Comprehension</u> Children will: -develop play around favourite stories using props	<u>Comprehension</u> Children will: -retell parts of a familiar story -	<u>Comprehension</u> Children will: -learn new vocabulary relating to storytelling	<u>Comprehension</u> Children will: -engage in extended conversations about stories, learning new vocabulary.
	<u>Word Reading</u> Children will: - understand print has meaning	<u>Word Reading</u> Children will: -notice print, such as the first letter of their name, or a familiar logo	<u>Word Reading</u> Children will: -understand words are written left to right and top to bottom -begin to understand syllables. - spot and suggest rhymes -recognize words with the same initial sounds.	<u>Word Reading</u> Children will: -begin to orally blend sounds into vc words	<u>Word Reading</u> Children will: -begin to name different parts of the book	<u>Word Reading</u> Children will: -recognize words with the same initial sounds



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	<p><u>PHONOLOGICAL AWARENESS:</u> Sound discrimination</p> <p>Environmental sounds Instrumental Sounds Body Percussion Voice sounds</p>	<p><u>PHONOLOGICAL AWARENESS:</u> Sound discrimination</p> <p>Environmental sounds Instrumental Sounds Body Percussion Voice sounds</p>	<p>-understand that pages are sequenced.</p> <p><u>PHONOLOGICAL AWARENESS:</u> Rhythm and rhyme and Alliteration</p>	<p><u>PHONOLOGICAL AWARENESS:</u> Oral blending and segmentation</p>	<p><u>PHONOLOGICAL AWARENESS:</u> Rhythm and rhyme and Alliteration Oral blending and segmentation</p>	<p><u>PHONOLOGICAL AWARENESS:</u> Oral blending and segmentation RWI Wk 1 m,a,s Wk 2 d,t,i Wk 3 n,p,g Wk 4 o,c,k_</p>
	<p><u>Writing</u> Children will: -explore mark making and drawing freely</p>	<p><u>Writing</u> Children will: -add marks to their drawings</p>	<p><u>Writing</u> Children will: -make marks to stand for their name</p>	<p><u>Writing</u> Children will: -use some print and letter knowledge to make marks eg writing a shopping list that starts at the top of the page.</p>	<p><u>Writing</u> Children will: -write some or all their name</p>	<p><u>Writing</u> Children will: -begin to use some of their print and letter knowledge to write -write some letters accurately</p>
Story Dough	<p>I Am Too Absolutely Small For School (Charlie And Lola) Owl Babies Only one you All kinds of families</p>	<p>We're Going on a Bear hunt Hug The Colour Monster</p>	<p>Three Little Pigs Three Billy Goats Gruff Goldilocks and The three Bears</p>	<p>Dear Zoo Brown Bear, Brown Bear, Shark in the Park, Tiger Who Came to Tea</p>	<p>Hungry Caterpillar Jasper's Beanstalk Farmyard Hullabooloo Rosie's Walk</p>	<p>The Train Ride Each Peach, Pear, Plum Sharing a Shell Missing Richmond Rainbow Fish</p>
Story Spine	<p>Where's Spot Come On Daisy! Way Back Home Lulu's First Day All kinds of families The family Book</p>	<p>We're Going on a Bear hunt Hug Aliens Love Underpants Best Diwali Ever The Colour Monster</p>	<p>You Choose Hairy Maclary Gruffalo Love makes a family Daisy eat your peas</p>	<p>Dear Zoo Brown Bear, Brown Bear, Shark in the Park, Kindness Makes Us Strong I Try</p>	<p>Hungry Caterpillar Jasper's Beanstalk Farmyard Hullabooloo Rasa Life Cycles Mavis the Bravest</p>	<p>The Train Ride Each Peach, Pear, Plum Sharing a Shell Missing Richmond Rainbow Fish</p>
Traditional Story	<p>Three Little Pigs</p>	<p>Goldilocks</p>	<p>Three billy Goats Gruff</p>	<p>Three Little Pgs</p>	<p>Little Red Hen</p>	<p>Little Red Riding Hood</p>
Possible texts for book corner	<p>I'm starting nursery Ten little fingers and 10 little toes Dogger Would You Rather Mr Big I Am Too Absolutely Small For School (Charlie And Lola) It's time to play</p>	<p>Christmas Nativity Rama And Sita Topsy And Tim- Meet The Firefighters Meet The Police Go To The Hospital</p>	<p>Three Little Pigs Three Billy Goats Gruff Goldilocks and The three Bears Farmer Duck</p>	<p>The Tiger Who Came To Tea Kipper the Dog Animalia One day on our blue planet series</p>	<p>Rosie's Walk Farmyard Hullabaloo Who's on the farm? What the ladybird heard? Catch that chicken Oliver's Vegetables Pumpkin Soup I will NEVER never eat a tomato</p>	<p>Clumsy Crap Rockpool Rap National Trust – spot and see at the seaside National Trust Lucy and Tom at the Seaside National Trust Look and Say at the Seaside.</p>



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	Tickle my nose				This is the bear and the picnic lunch Brush your teeth Max and Millie We're going on an egg hunt Sonya's Chickens	
<u>Where are the children going?</u>				<u>ELGs</u> <u>Comprehension</u> 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. <u>Word Reading</u> 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. <u>Writing</u> 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	<p>Baseline</p> <p>See separate EYFS maths plan</p> <p>Numbers</p> <p>Children will:</p> <ul style="list-style-type: none"> -say one number for each item in order 1,2,3,4,5 <p>Numerical Patterns</p> <p>Children will:</p> <ul style="list-style-type: none"> -talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. 	<p>See separate EYFS maths plan</p> <p>Numbers</p> <p>Children will:</p> <ul style="list-style-type: none"> -subitise to 3 -know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). <p>Numerical Patterns</p> <p>Children will:</p> <ul style="list-style-type: none"> -talk about and explore 2D and 3D shapes (for example, circles, 	<p>See separate EYFS maths plan</p> <p>Numbers</p> <ul style="list-style-type: none"> -Link numerals and amounts up to 5 <p>Numerical Patterns</p> <p>Children will:</p> <ul style="list-style-type: none"> -begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' -select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. -combine shapes to make new ones – an arch, a 	<p>See separate EYFS maths plan</p> <p>Numbers</p> <ul style="list-style-type: none"> -experiment with own symbols and marks as well as numerals <p>Numerical Patterns</p> <p>Children will:</p> <ul style="list-style-type: none"> -make comparisons between objects relating to size, length, weight and capacity. -compare quantities using language: 'more than', 'fewer than'. -understand position through words alone – for example, "The bag is 	<p>See separate EYFS maths plan</p> <p>Numbers</p> <p>Children will:</p> <ul style="list-style-type: none"> -show finger numbers up to 5 <p>Numerical Patterns</p> <p>Children will:</p> <ul style="list-style-type: none"> -describe a familiar route. -discuss routes and locations, using words like 'in front of' and 'behind'. -extend and create ABAB patterns – stick, leaf, stick, leaf. 	<p>See separate EYFS maths plan</p> <p>Numbers</p> <p>Children will:</p> <ul style="list-style-type: none"> -recite numbers past 5 -solve real world mathematical problems with numbers up to 5 <p>Numerical Patterns</p> <p>Children will:</p> <ul style="list-style-type: none"> -make comparisons between objects relating to size, length, weight and capacity. -notice and correct an error in a repeating pattern.
<p>Development Matters Statement</p> <p>What it might look like - skills</p>						



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		rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	bigger triangle etc.	under the table," – with no pointing		
<u>Where are the children going?</u>	<p>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.</p> <p>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.</p>					
<p><u>Understanding the World</u></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p>Development Matters Statement</p> <p>What it might look like</p> <p>- skills</p>	<p><u>Past and Present</u> Children will: -make connections between features of their family and others</p> <p>Talking about who is in their family. Sharing family routines. Comparing families.</p> <p>-begin to make sense of own life story and family's history</p> <p>Talking about past experiences. Recognises changes over time. Using simple timelines to describe their own story and retell parts of their own life..</p> <p>- begin to understand</p>	<p><u>Past and Present</u> Children will: -show interest in different occupations</p> <p>Noticing adults do different jobs. Recognising tools or uniforms associated with jobs. Acting out in role-play and using props appropriately. Making links to real life experiences.</p>	<p><u>Past and Present</u> Children will: --show interest in different occupations</p> <p>--begin to make sense of own life story and family's history</p> <p>As before</p>	<p><u>Past and Present</u> Children will: -compare and contrast characters from stories including figures from the past</p> <p>Noticing differences and similarities in stories. Simple stories of people from the past and compare.</p>	<p><u>Past and Present</u> Children will -talk about life cycle of a plant in terms of past and present - talk about themselves and their likes and dislikes.</p>	<p><u>Past and Present</u> Children will: -recall and talk about things they have learned and enjoyed during the past year in nursery,</p>



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	<p>how they grow and change over time paying consideration to what they looked like as babies, what they could do etc. (past) and what they look like and can do now (present)</p> <p>Noticing physical changes, walking, riding abike. Linking past, present and future.</p>					
	<p><u>People, Cultures and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -notice differences between people -Noticing hair, skin colour, glasses. Commenting on what people wear. Spotting special clothes ie party dress. -Talking about who's in their family. 	<p><u>People, Cultures and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -explore different occupations ie gardener, chef, school cook -Talking about tools linked to jobs. Pretending to act out roles. Talk about people who help us and other jobs in society. -develop positive attitudes about the difference between people (e.g divali, Christmas) -Talking about different festivals. Showing an interest. Commenting. Role play – different festivals. 	<p><u>People, Cultures and Communities</u></p>	<p><u>People, Cultures and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -know that there are different countries in the world -Talking about places they've seen on TV in books, noticing differences ie climates, animals. -Use simple maps, globes to point out. 	<p><u>People, Cultures and Communities</u></p>	<p><u>People, Cultures and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -know that there are different countries in the world



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	<p><u>The Natural World</u> Children will: -use senses to explore -talk about what they see and feel</p> <p>Spotting details in books, pictures, nature e.g pointing out a bug on a leaf Reacting to sounds in environment Exploring textures and collections of materials with hands and feet, using simple words like soft, rough, squishy Tasting new foods and describing them. Use tools to explore the world around them.</p> <p>Visit the grounds every week and notice what is happening.</p>		<p><u>The Natural World</u> Children will: -talk about what they see using a wide vocabulary – focusing on pictures from stories</p> <p>Naming and describing things they notice. Using story specific words Linking pictures to own experiences Noticing details</p>	<p><u>The Natural World</u> Children will: -explore the lives and habitats of different animals and develop understanding of how they grow and how we care for them</p> <p>Watching worms wriggle in soil, looking under logs for bugs, talking about where animals live Observe lifecycles of caterpillar to butterfly and tadpole to frog. Notice changes and be able to talk about them. ie caterpillar is getting bigger. Looking after class pets and understand that living things need to be cared for.</p>	<p><u>The Natural World</u> Children will: -plant seeds and grow plants</p> <p>Scooping soil into a pot Plant larger seeds/beans with guidance and care for growing plants, showing an understanding of what a plant or animal needs to grow. Helps to water plants regularly. Notices changes (shoots, leaves). Begins to use simple gardening tools (small spade, watering can).</p> <p>Remembering to water plants and noticing when soil is dry.</p> <p>-discuss different natural environments and where they may have seen different things</p> <p>Talking about places they have been. Noticing differences. Beginning to recognize features. Remembering trips or visits. Connecting what see in stories and real life.</p> <p>-understand key features of a lifecycle of an animal</p> <p>Watching caterpillars turn into butterflies. Notice</p>	<p><u>The Natural World</u> Children will: -begin to respect the environment and living things</p> <p>Putting rubbish in bin and reminding others. Helping to tidy toys Watering the plants Handling insects gently Helping care for class pets Showing concern if someone damages environment</p>
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					<p>changes. Ask questions.</p> <p>-explore the lives and habitats of different animals and develop understanding of how they grow and how we care for them</p> <p>As before</p> <p>-begin to respect the environment and living things</p> <p>Putting rubbish in bin and reminding others. Helping to tidy toys Watering the plants Handling insects gently Helping care for class pets Showing concern if someone damages environment</p>	
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<p><u>Where are the children going?</u></p>	<p>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</p> <p>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.</p>
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		<u>The Natural World</u> 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.				
<u>Expressive Arts and Design</u> Creating with materials Being Imaginative and Expressive Development Matters Statement What it might look like - skills	<u>Creating with Materials</u> Children will: -explores different art materials -use closed shapes with continuous lines to represent objects Identifying colours, draw using continuous line and closed shapes, collage skills and handling paintbrush	<u>Creating with Materials</u> Children will: -explore different materials freely, beginning to develop own ideas what to make. how to join materials -represent objects by drawing -explore colour and colour mixing Collage, printmaking, painting Explore colour mixing using paint. Choose collage materials from a selection Collage skills and handling a paintbrush	<u>Creating with Materials</u> Children will: -join different materials and explore textures -use closed shapes with continuous lines to represent objects Drawing using continuous line and closed shapes, create a representation of a textures surface using skills, collage skills	<u>Creating with Materials</u> Children will: -develop own ideas and decide which materials to use -use closed shapes with continuous lines to represent objects -draw with increasing complexity and control Drawing using continuous line and closed shapes, using a pencil to draw detail with increasing complexity.	<u>Creating with Materials</u> Children will: -explore art through the use of natural materials Printmaking using vegetables to make a patter, printmaking and collage skills, colour mixing with paint.	<u>Creating with Materials</u> Children will: -begin to make own creations
	<u>Being Imaginative and Expressive</u> Children will: -pretend play, using an object to represent something else -sing songs about the body -sing the pitch of a tone sung by another person_	<u>Being Imaginative and Expressive</u> Children will: -create dance moves to music -play instruments with increasing control -learn Christmas songs -Play instruments to express feelings and ideas.	<u>Being Imaginative and Expressive</u> Children will: -explore feelings by painting and drawing -explore small world and develop complex stories	<u>Being Imaginative and Expressive</u> Children will: - Listens with increasing attention to sounds Pitch of songs_	<u>Being Imaginative and Expressive</u> Children will: -sing the melodic shape of familiar songs and match the pitch -learn a collection of songs and rhymes	<u>Being Imaginative and Expressive</u> Children will: -explore instruments -improvise own songs - make small worlds with blocks and construction kits such as the park
<u>Where are the children going?</u>	<u>ELGs</u> <u>Creating with Materials</u> 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; -					



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		<p>Make use of props and materials when role playing characters in narratives and stories</p> <p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>				
Links to Design and Technology/Art		Exploring how to join materials.	Junk modelling - making vehicles	Food Make a vegetable or fruit salad Explore tie dyes – how colours mix		Textiles
Links to Geography/History/RE and Science	My family tree	Visits from different occupations Explore the Hindu festival Diwali. Learn about the meaning of Christmas		Learn about the meaning of Easter Animals from around the world – different countries How things work Places can travel to	Growing plants/food Healthy choices Lifecycle	Map of local area