



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Events (seasonal, festivals, school events)	Starting school Autumn Harvest	Bonfire Night Remembrance Day whole school Production	New Year Winter Pancake Day Valentine's Day	Book Week World Book Day Red Nose Day Signs of Spring Mother's Day Easter	Father's Day	Transition Week Sports Day Summer
Activity Ideas, Possible Themes	<p><u>2 Weeks 3 days</u> I wonder what's in the sky?</p> <p>Books – Hot Air Balloons My Bed is an air Balloon The Great Balloon Hullabaloo</p> <p>Activities – Decorating a card balloon, drawing family on a basket Large scale art treetop scene for bed balloons Talk for writing – character painting</p>	<p><u>2 Weeks</u> – I wonder why we celebrate?</p> <p>Books – Guy Fawkes and Remembrance power points Painting poppies Handprint bonfires</p> <p><u>2 Weeks</u> –</p>	<p><u>3 Weeks</u> – I wonder why it's cold?</p> <p>Books – Penguin information book Be brave little penguin Lost and Found</p> <p>Activities - Making snowflakes (scissor control) Science – looking at ice Making clay penguins</p> <p><u>2 Weeks</u> –</p>	<p><u>3 Weeks</u> – I wonder why things grow?</p> <p>Books - Jack and the Beanstalk, Jaspers Beanstalk, Sam plants a sunflower</p> <p>Activities – Planting sunflower seeds/growing beans Painting sunflowers Recording bean growth</p> <p><u>2 Weeks 2 days</u></p>	<p><u>3 weeks</u> – I wonder what lives in the jungle?</p> <p>Books – Watch out! No more monkeys The short -sighted giraffe How the elephant got his trunk</p> <p>Activities – Art and craft making jungle animals and a jungle role play area Patterns on snakes/tigers</p>	<p><u>4 Weeks</u> – I wonder what's roaring?</p> <p>Books – The dinosaur that lost it's roar Dinosaur sleepover Harry and his bucketful of dinosaurs Tyrannosaurus drip Dinosaurs love underpants</p> <p>Activities – Large scale dinosaur art Shape dinosaur pictures</p>



	<p><u>2 Weeks</u> I wonder what lives in the forest?</p> <p>Books – Owl Babies, The Gruffalo, Percy the Park Keeper stories</p> <p>Activities – Finger print owls Painting a tree, egg cup owls</p> <p><u>2 Weeks</u> I wonder where our food comes from? Farmer Duck, The Little Red Hen Planting, growing and nurturing potatoes starting a vegetable garden Looking at farm animals/babies</p>	<p>I wonder what nursery rhymes you know?</p> <p>Singing nursery rhymes Story mountain – Incey Wincey Making spiders Baa Baa black sheep – making sheep</p> <p><u>3 Weeks 3 days</u> – I wonder what Christmas is? Wrapping presents craft – making decorations Christmas story</p>	<p>I wonder what happened once upon a time?</p> <p>Books – Three Little Pigs Little Red Riding Hood</p> <p>Activities – Making pigs houses Painting pigs Making wolf masks Making a forest display</p> <p><u>1 Week</u> I wonder how we can stay healthy?</p> <p>Books – Healthy power point</p> <p>Activities – Playdough healthy plates Daily exercises Capacity</p>	<p>– I wonder what Easter is?</p> <p>Easter story Cards for Mother's Day, Easter Baby animals, animal homes</p>	<p><u>2 Weeks-</u> I wonder what's behind the door? (mythical creatures)</p> <p>Books - How to catch a dragon Monstersaurus Donuts for a dragon The littlest dragon Puff the magic dragon</p> <p>Activities - Large scale dragon art, dragon masks making dragon cups designing and decorating donuts for the dragon</p>	<p><u>2 Weeks</u> – I wonder what pets you would like?</p> <p>Books - Books about looking after various types of <i>pets</i> <i>The great pet sale</i></p> <p>Activities - Designing and creating rock pets Shape pet craft</p>
Possible Hands On	Taking part in Harvest Assembly	School Nativity Play	Story character dress up day	growing beans and sunflowers		Nursery trip to the dinosaur park



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Experiences						
Development Matters Links						
PSED	<ul style="list-style-type: none"> • Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. • Separates from main carer with support and encouragement from a familiar adult • Responds to a few appropriate boundaries, with encouragement and support. • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried.. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • 	<ul style="list-style-type: none"> • Interested in others' play and starting to join in. • • May form a special friendship with another child. • Expresses own preferences and interests • Begins to learn that some things are theirs, some things are shared, and some things belong to other people. • Responds to the feelings and wishes of others. • Shows understanding and cooperates with some boundaries and routines 	<ul style="list-style-type: none"> • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • Can select and use activities and resources with help. • Is more outgoing towards unfamiliar people and more confident in new social situations. • • Aware that some actions can hurt or harm others. • • Growing ability to distract self when upset, e.g. by engaging in a new play activity 	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children • • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • • Tries to help or give comfort when others are distressed. 	<ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • 	<ul style="list-style-type: none"> • Takes steps to resolve conflicts with other children, e.g. finding a compromise • Confident to speak to others about own needs, wants, interests and opinions • Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually adapt behaviour to different events, social situations and changes in routine. • Aware of the boundaries set, and of behavioural expectations in the setting
CL	<ul style="list-style-type: none"> • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Listens with interest to the noises adults make when they read stories • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • • • 	<ul style="list-style-type: none"> • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts • Uses simple sentences (e.g. 'Mummy gonna work.') 	<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. • Listens to stories with increasing attention and recall • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?) • Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. 	<ul style="list-style-type: none"> • Can shift to a different task if attention fully obtained - using child's name helps focus. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Developing understanding of simple concepts (e.g. big/little). • Understands use of objects (e.g. "What do we use to cut things?") • Uses a variety of questions (e.g. what, where, who). Beginning to use word endings (e.g. going, cats). • Uses vocabulary focused on objects and people that are of particular importance to them. • • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle. 	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them.. • • Focusing attention - still listen or do, but can shift own attention. • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • • • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • 	<ul style="list-style-type: none"> • Is able to follow directions (if not intently focused on own choice of activity) • Two-channelled attention - can listen and do for short span • Beginning to understand 'why' and 'how' questions • Able to follow a story without pictures or props. • Builds up vocabulary that reflects the breadth of their experiences • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Questions why things happen and gives explanations. Asks e.g. who, what, when, how
PD	<ul style="list-style-type: none"> • Beginning to balance blocks to build a small tower. • Makes connections between their 	<ul style="list-style-type: none"> • • Squats with steadiness to rest or play with object on the ground, and rises to feet without using 	<ul style="list-style-type: none"> • • May be beginning to show preference for dominant hand. • Can kick a large ball Beginning to 	<ul style="list-style-type: none"> • • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to 	<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can 	<ul style="list-style-type: none"> • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters,



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	<p>movement and the marks they make.</p> <ul style="list-style-type: none"> •Runs safely on whole foot.. •Turns pages in a book, sometimes several at once. •Shows control in holding and using jugs to pour, hammers, books and mark-making tools. •Clearly communicates wet or soiled nappy or pants. •Shows some awareness of bladder and bowel urges. •Shows awareness of what a potty or toilet is used for •Feeds self competently with spoon. •Drinks well without spilling. •Clearly communicates their need for potty or toilet. . . 	<p>hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment</p> <p>Walks upstairs or downstairs holding onto a rail two feet to a step. Beginning to recognise danger and seeks support of significant adults for help. •Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>	<p>use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines.</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Can usually manage washing and drying hands. 	<p>each step while carrying a small object. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors...</p> <p>Observes the effects of activity on their bodies. •Understands that equipment and tools have to be used safely.</p>	<p>stand momentarily on one foot when shown. Can catch a large ball.</p> <ul style="list-style-type: none"> •Draws lines and circles using gross motor movements •Holds pencil between thumb and two fingers, no longer using whole-hand grasp •Can tell adults when hungry or tired or when they want to rest or play. 	<p>e.g. letters from their name</p> <ul style="list-style-type: none"> •Begins to form recognisable letters. •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. •Eats a healthy range of foodstuffs and understands need for variety in food. •Usually dry and clean during the day
Literacy	<ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. •Distinguishes between the different marks they make 	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <ul style="list-style-type: none"> •Repeats words or phrases from familiar stories. •Shows interest in illustrations and print in books and print in the environment •Distinguishes between the different marks they make 	<ul style="list-style-type: none"> •Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. Listens to stories with increasing attention and recall •Recognises familiar words and signs such as own name and advertising logos •Distinguishes between the different marks they make 	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities... • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Beginning to be aware of the way stories are structured. • Characters... • Looks at books independently. • Handles books carefully. Holds books the correct way up and turns pages. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <ul style="list-style-type: none"> •Shows awareness of rhyme and alliteration Suggests how the story might end. • Describes main story settings, events and principal Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> •Recognises rhythm in spoken words Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Knows information can be relayed in the form of print. • Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words.
Maths	<p>Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</p> <ul style="list-style-type: none"> •Says some counting words randomly. •Uses blocks to create their own simple structures and arrangements. •Enjoys filling and emptying containers. •Associates a sequence of actions with daily routines. 	<p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. •Recites some number names in sequence.</p> <p>Notifies simple shapes and patterns in pictures. • • Anticipates specific time-based events such as mealtimes or home time</p>	<p>Creates and experiments with symbols and marks representing ideas of number. •Begins to make comparisons between quantities.</p> <ul style="list-style-type: none"> •Uses some language of quantities, such as 'more' and 'a lot' •Recites some number names in sequence. Beginning to categorise objects according to properties such as shape or size. •Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. 	<p>Knows that a group of things changes in quantity when something is added or taken away</p> <ul style="list-style-type: none"> •Recites some number names in sequence. •Shows an interest in shape and space by playing with shapes or making arrangements with objects. •Shows awareness of similarities of shapes in the environment. •Shows interest in shapes in the environment. 	<ul style="list-style-type: none"> •Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. • Sometimes matches numeral and quantity correctly. . . • Shows an interest in number problems. • Shows an interest in numerals in the environment. •Shows an interest in representing numbers. •Realises not only objects, but anything can be counted, including steps, claps or jumps. •Uses positional language. •Shows interest in shape by sustained construction activity or by talking 	<p>Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures</p> <p>Recites numbers in order to 10. Shows curiosity about numbers by offering comments or asking questions</p> <p>Compares two groups of objects, saying when they have the same number</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <ul style="list-style-type: none"> •Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects



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					<ul style="list-style-type: none"> about shapes or arrangements. •Uses shapes appropriately for tasks. 	<ul style="list-style-type: none"> by saying one number name for each item. •Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' •Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape
UW	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. •Enjoys pictures and stories about themselves, their families and other people. Remembers where objects belong. •Matches parts of objects that fit together, e.g. puts lid on teapot Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<ul style="list-style-type: none"> Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. •Beginning to have their own friends.. Enjoys playing with small-world models such as a farm, a garage, or a train track. •Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> •Learns that they have similarities and differences that connect them to, and distinguish them from, others •Notices detailed features of objects in their environment. Seeks to acquire basic skills in turning on and operating some ICT equipment. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. Seeks to acquire basic skills in turning on and operating some ICT equipment. • •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. 	<ul style="list-style-type: none"> •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. • •Shows care and concern for living things and the environment Seeks to acquire basic skills in turning on and operating some ICT equipment. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<ul style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Enjoys joining in with family customs and routines. Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time • •Knows that information can be retrieved from computers
EAD	<ul style="list-style-type: none"> Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. Beginning to make-believe by pretending 	<ul style="list-style-type: none"> Shows an interest in the way musical instruments sound. •Experiments with blocks, colours and marks. Notices and is interested in the effects of making movements which leave marks Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' 	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. •Sings a few familiar songs.. •Explores colour and how colours can be changed. • •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 	<ul style="list-style-type: none"> Realises tools can be used for a purpose. Explores and learns how sounds can be changed. • Joins construction pieces together to build and balance. Developing preferences for forms of expression. • •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • •Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • 	<ul style="list-style-type: none"> Beginning to move rhythmically. • Imitates movement in response to music. Taps out simple repeated rhythms Creates movement in response to music. •Sings to self and makes up simple songs. Uses movement to express feelings. • •Makes up rhythms. Engages in imaginative role-play based on own first-hand experiences 	<ul style="list-style-type: none"> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words Uses available resources to create props to support role-play.