



Fairfield Primary School
Nursery Long Term Overview Planning (Development Matters)
Pre 3 Long Term Overview Planning (Birth to Five Matters)

Nursery	Personal Social & Emotional Self-regulation Managing Self Building relationships	Communication and Language Listening, attention & understanding Speaking	Physical DT PE links Fine Gross B25	Literacy Comprehension Word Reading Writing	Maths Number Number pattern B25 Categories & some statements	Understanding of the World The natural world People, Culture & Communities Past & Present	Expressive Art and Design Creating with Materials Being Imaginative & expressive.
Autumn Term	<p>Transition to new setting showing some confidence in new social situations.</p> <p>To separate happily from carer.</p> <p>To settle to Nursery activities.</p> <p>Use resources with help.</p> <p>Play with one or more adults and peers.</p> <p>Begin to take turns and understand yours and mine.</p> <p>Take part in role play.</p>	<p>Conversation & vocabulary around stories.</p> <p>Sing a wide range of songs/ rhymes.</p> <p>Follow one step instructions</p> <p>Express a view; take turns in about family.</p> <p>Start to use and understand questioning, who, what, when moving onto how, why?</p> <p>Use 4 word simple sentences.</p>	<p>Fine</p> <p>Funky Fingers fine motor strength.</p> <p>Use a spoon and start to use a fork.</p> <p>Start independent dressing for outdoors.</p> <p>Some self-care and hygiene skills. Tooth brush role play.</p> <p>Toilet, washing, drying hands.</p> <p>Gross</p> <p>Explore and match best moves to each outdoor activity & right tools for a plan.</p> <p>Creates lines & circles shoulder/ elbow pivot. Forces*</p>	<p>Oliver’s Vegetables Oliver’s Milkshake Incy Wincy Spider Leaf Man Owl Babies Gruffalo Percy the Park Keeper collection Christmas Stories.</p> <p>Five key concepts of print. Meaning & Purpose of story Left-Right, Top-bottom Name parts of book</p> <p>Sensory mark making with initial sound knowledge .</p>	<p>Comparison use same” & number names. Count in rote to 5. Recognise numerals 123</p> <p>Cardinality Count objects to 5 with numbers in order. Use numbers in finger & number rhymes Subitising 1 & 2.</p> <p>Start matching numbers to amounts 1 -5. Composition solve problems in play. Spatial awareness. Follow directional language Shape Construction choose appropriate shape, move & rotate to fit & create and</p>	<p>Own life story – Uniqueness. Talk of own family & of significant events.</p> <p>Seasonal changes & autumn collections. Key features of trees life cycle</p> <p>Feel & use how things work & forces outdoor.*</p> <p>Diwali & India & talk about Compare photos & develop positive attitudes to differences in people.& countries. Experience special events, birthdays, Halloween & Christmas.</p>	<p>Showing simple emotion& detail in pictures & painting Paper plate portrait Explore colour & materials freely on workbench & malleable items - roll, squash, pinch, cut. Pretend play-house/home Shop Dark den/ post office/ Christmas workshop. Listen with attention to instruments sounds Respond, express thoughts & feelings. Remember and sing some of/ entire songs.</p>

					combine shapes. Pattern Indian patterns Repeating 2 part patterns Measures Patterns in personal belongings & settings.		
	Personal and social	Communication and Language	Physical	Literacy	Maths	Understanding of the World	Expressive Art and Design
Spring term	<p>Initiating conversations and forming good relationships within the group.</p> <p>Enjoys small tasks within the provision.</p> <p>Continue to develop turn taking through small group work eg; Dogum, Lola, Coffie.</p> <p>Start to negotiate solutions to conflict.</p>	<p>Listen to longer stories.</p> <p>Wider vocabulary & learnt songs</p> <p>Understanding of following simple two step instructions.</p> <p>Prepositions</p> <p>Express a view, take turns in conversation & organise play.</p> <p>Increase complexity of sentences with 4 to 6 words or adding connectives; and, because</p> <p>Explore plurals and past tenses</p>	<p>Fine</p> <p>Develop the use of one handed tools & including knife & fork.</p> <p>Range of funky finger for strength & control</p> <p>Making healthy choices in snack time</p> <p>Know tooth brush routines. Oral educator visit.</p> <p>Develop independent self-care and hygiene needs and skills.</p> <p>Gross</p> <p>Start climbing with alternative feet in the outdoor provision.</p> <p>Begin to understand healthy lifestyle; food</p>	<p>Roaring Rockets. Alien tea on planet Zumzee. Chinese new year. Non fiction- Farm. How to grow a dinosaur. Handa's surprise.</p> <p>Jack and the jelly beanstalk.</p> <p>Extend non-fiction understanding of meaning & purpose.</p> <p>To retell & sequence most of what happened</p> <p>Awareness of rhyme & alliteration.</p> <p>Answer why questions.</p> <p>Mark and write personal letters within play .</p>	<p>Comparison "same""more"</p> <p>Count in rote to & past 5. Recognise numerals to 5 & explore making own marks</p> <p>Cardinality Count objects to 10 with numbers in order.</p> <p>Represent numbers using fingers and number rhymes</p> <p>Subitising 3</p> <p>Start matching numbers to amounts 1 -5, including fingers.</p> <p>Composition "One more than" to count to 10</p> <p>Spatial awareness. Use directional language for routes & locations, "in front, behind". Shape Construction move & rotate to fit & create</p>	<p>Own life story – Uniqueness. Talk about own family & make sense of human life cycle – family generations</p> <p>Show interest in different families & occupations.</p> <p>Develop positive attitudes through Mother's day Valentine's day</p> <p>Dinosaurs and facts, using wider vocabulary. Collections and comparison.</p> <p>Animal collections & comparisons of properties.</p> <p>Develop positive attitudes& know</p>	<p>Explore colour mixing and features of African sunsets.</p> <p>Notice detail colour line and movement in constructing animal dens and African huts/ clay & art.</p> <p>Choosing workbench materials, tools & joining technique to develop own ideas.</p> <p>Pretend play- – Building stories around resources available. Small world & enclosing spaces.</p> <p>Respond to what they hear in music from other cultures.</p>

			choices, exercise and hygiene routines including dental .		and combine shapes appropriately. Informal & maths names for shapes. Pattern Explore animal patterns & vocabulary. Measures Compare size weight length	about a different country - Africa. Observing fruit and different properties.	Simple melodic pattern and match voice pitch. Manmade v natural instruments
Pre – 3 Range 4	Personal and social	Communication and Language	Physical	Literacy	Maths	Understanding of the World	Expressive Art and Design
Pre 3		<p>Tuning into school sounds</p> <p>Shift from single focus by name.</p> <p>Start to listen & understand story.</p> <p>Begin to use and understand questioning, who, what, where & moving onto why?</p> <p>Follow or use instructions/sentences of 3 key words.</p> <p>Start to Understand 2 part sentence.</p> <p>Familiar object & property. Red hat</p> <p>Concepts such as hot/cold.</p> <p>Develop a conversation to & fro.</p> <p>Develop pretend play.</p>	<p>Fine</p> <p>Develop the use of one handed tools & including tamberine, jugs, hammers, mark making tools.</p> <p>Making healthy choices in snack time</p> <p>Know tooth brush routines. Oral educator visit.</p> <p>Gross</p> <p>Run safely on whole foot</p> <p>Run, walk and Climb on different levels/ surfaces.</p> <p>Wheeled toys</p> <p>Thumb and all finger grip</p>	Turning pages in a book	<p>“same more” fewer??</p> <p>Counting behaviours.</p> <p>Rote counting in play</p> <p>Composition</p> <p>Know separating 3/4 in different ways are still the same.</p> <p>Stacking</p> <p>Spatial and positional language.</p> <p>Making dens.</p>	<p>Talk about own family. Make connections of own and other’s family features. Differences.</p> <p>Make own friends.</p> <p>Mini-beasts</p> <p>Spring</p> <p>Small world reconstructions.</p>	<p>Explore sound</p> <p>Explore 2D & 3D materials using sensory activities and experiences on a daily basis</p> <p>Animal dens.</p> <p>Mark making, with body & tools</p>

	Personal and Social PSHE/RE links	Communication and Language	Physical DT PE links	Literacy	Maths	Understanding of the World <i>Science, Geography History & technology links</i>	Expressive Art and Design Art DT Music links
Summer Seaside Mini beasts	<p>Confidence in communicating freely about home and community with peers and adults through small group work.</p> <p>Negotiate solutions to conflict. Take on other roles.</p> <p>Children to be confident, independent learners across all areas within the school setting.</p> <p>Talking about transition into new classes. Regular visits to new teachers and classrooms.</p>	<p>Listening, attention & understanding</p> <p>Wider vocabulary & learnt songs</p> <p>Understanding of following simple two step instructions.</p> <p>Prepositions</p> <p>Speaking</p> <p>Express a view, take turns in conversation & organise play.</p> <p>Increase complexity of sentences with 4 to 6 words or adding connectives; and, because</p> <p>Try to use some past tenses and plurals.</p>	<p>Fine</p> <p>Funky Finger activities specifically for a comfortable pencil control with a dominant hand</p> <p>Some independent use of knife & fork.</p> <p>Good control of a pencil</p> <p>Mostly independent care needs.</p> <p>Gross</p> <p>Continue to develop different gross motor movements with increasing control eg, skipping, hopping. holding a pose</p> <p>Skilfully negotiate open space, and collaborate with others in large moves and items.</p> <p>Make healthy choices for a healthy lifestyle.</p> <p>Safety in the sun.</p>	<p>The Very Hungry Caterpillar. Mad about Mini beasts. Seaside (fiction and non-fiction)</p> <p>Left-Right, Top-bottom</p> <p>Use non-fiction books to gather facts.</p> <p>Write some, or all, of their name. Recognise their own name and logos etc.,</p> <p>Suggest rhymes & alliteration.</p> <p>Clap syllables</p> <p>Match some initial sounds.</p>	<p>Comparison use same" & number names.</p> <p>Count in rote to 10. Recognise numerals to 5</p> <p>Cardinality Count objects to 5 with numbers in order. Use fingers in number rhymes Subitising to 3. Start matching numbers to amounts 1 -5.</p> <p>Composition solve problems in play up to 5 Separate a group of 3 / 4 objects in different ways, recognise the same.</p> <p>Spatial awareness. Use directional language for routes & locations, "in front, behind". Describe a familiar route</p> <p>Shape Construction move & rotate to fit & create and combine shapes appropriately.</p>	<p>– Father’s Day Human life cycle – family generations</p> <p>Explore mini beasts and different habitats.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things Plant seeds and care for growing plants</p> <p>Explore shell collections.</p> <p>Off site trip linked to topic.</p>	<p>Collage textures, sea themes. Draw in detail Observational drawings sea/mini beasts.</p> <p>Independently constructing boats, dens for mini beasts.</p> <p>Using workbench tools and joining technique to add texture, closed space and continual lines.</p> <p>Pretend play- – Ice cream shop. Under the sea.</p> <p>Create & play instruments with control Create their own songs showing emotion.</p>

					<p>Informal & maths names for everyday shapes.</p> <p>Pattern Correct repeating patterns.</p> <p>Measures</p> <p>Compare size weight length, capacity.</p> <p>Describe first, then events.</p>		
Pre 3			<p>Fine</p> <p>Funky Finger activities specifically for a palm pencil grip with a dominant hand</p>				

Planning

Throughout the year, staff will decide how best to teach, support and extend children’s learning, based on observations and assessments, using the following steps.

- Plan in specific experience/s to teach a skill or knowledge each day (class or group adult-led) linked to the Talk for Writing theme.
- Plan in generous time to extend and deepen play and for interactions and learning in partnership with children. Support meaningful interactions and back-and-forth conversations. Use this time to engage with children to co-construct next steps together. This could be enhancements in the moment (Planning-in-action). This could be observing well how they have used a prior taught skill and planning an individual or group activity in the future.
- Consider where you can use children’s interests in developing the planning. (child-led) for future enhancements or widening a theme’s coverage.

Observation

Staff observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home. Formal recorded observation on Tapestry includes a child on their own, a child with others or while engaging with the adult (Observation-in-action). These will cover wow moments and extended observations.

ABC Gap Analysis

At each data collection point the summative assessment through Tracker and Tapestry will be used to inform gap analysis. Where there are wider areas of concern, the classroom provision will be adapted to provide a deeper opportunity to learn and develop in this area.