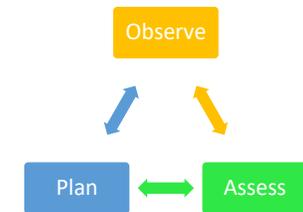


## Nursery/Reception Long Term Plan Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Marvellous Me	A Magical World	Blue Planet	Famous Author People Who Help Us	In the Garden	Mini-beasts
Theme	Human Body	Kings, Queens and Castles	Animals The World	Real life super heroes	Plants Growing Healthy eating	Mini-beasts
Celebration / Special Events	Harvest	Bonfire Night Remembrance Day Diwali Christmas	Big Bird Watch Chinese New Year Pancake Day	World Book Day Mother's Day St George Easter	Ramadan	Father's Day
Non-Negotiable Supporting Texts	We're all Wonders	The King's Pants There's a Dragon in your book	Billy's Bucket The Rainbow Fish	Stuck The Way Back Home	Oi Frog Stanley Stick	What the Ladybird Heard Aaargh Spider
Other Texts	Who's on the Loo Peace at Last Mr Large in Charge Funny Bones	The Dragon Machine Tell Me a Dragon Zog George and the Dragon	Snail and the Whale Lost and Found	Up and Down The Heart and the Bottle	Percy the Park Keeper, Norman the Slug.	The Very Hungry Caterpillar The Bad Tempered Ladybird Superworm
Enrichment Opportunities	Doctor Footprint Project	Pantomime	Visit to Wildlife Oasis	Fire Fighters Smile 4 Life	Visit to Leighton Moss	Visit to Bendrigg
Core Texts: Dear Zoo, We're Going on a Bear Hunt, Brown Bear, Brown Bear, What Do You See?, Where's My Teddy, Rosie's Walk, Can't you sleep, little Bear?, Not now Bernard.						



### Characteristics of Effective Learning

**Playing and exploring:** Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

**Creating and thinking critically:** Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

### Over Arching Principles

**Unique Child:** Each child is unique, and while we can be guided by an understanding of some general patterns of development, progression is uneven and unfolds differently for each child.

**Positive Relationships:** Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning.

**Enabling Environments:** Enabling environments offer children security, comfort, engagement, and opportunity. Spaces should be planned to both nurture and inspire children, recognising their interests and curiosities, encouraging questioning, awe and wonder, and sustained shared thinking.

**Learning and Development:** Effective practice begins with observation, tuning into the child and then building a relationship. Professionally informed knowledge of child development then supports understanding children's interests, development, and learning, and planning for next steps.

**PLAY:** Children have a right to play: Children's right to play is recognised as so vital to their wellbeing and development that it is included in the United Nations Convention to the Rights of a Child (1989). Play both indoors and outdoors is a fundamental commitment to children throughout EYFS.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus / Planned Theme	Marvellous Me	A Magical World	Blue Planet	People Who Help Us	In the Garden	Mini-beasts
<b>Communication and Language</b> Establish what language is spoken at home. C&L is developed throughout the year through high quality interactions, daily group sessions, circle times, PSE time, stories, singing, speech and language interventions and a high focus on the development of vocabulary. See Progression Map	<u>Educational Programme</u> The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus / Planned Theme	Marvellous Me	A Magical World	Blue Planet	People Who Help Us	In the Garden	Mini-beasts
<b>Personal, Social and Emotional Development</b> PSE is developed throughout the year through high quality interactions, daily group sessions, circle times, PSE time and social group interventions See Progression Map	<u>Educational Programme</u> Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait</b> for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can <b>achieve at school and in later life</b> .					
RHE	Me and my relationships What makes me special?	Value Difference How are we the same and different?	Keeping myself safe How do I keep myself safe?	Rights and responsibilities What are my rights and responsibilities?	Being my best How do I keep myself healthy?	Growing and changing How do I grow and change?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Physical Development</b>	<u>Educational Programme</u> Physical activity is vital in children's all-round development, enabling them to pursue <b>happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
Gross Motor Skills  Fine Motor Skills (Will be developed through daily funky finger activities)	<b>Dance Personal Coordination</b> Footwork <b>Static Balance</b> One Leg	<b>Dance Social</b> <b>Dynamic Balance to Agility</b> Jumping and Landing <b>Static Balance</b> Seated	<b>Dance Cognitive</b> <b>Dynamic Balance</b> On a Line <b>Static Balance</b> Stance	<b>Dance Creative</b> <b>Coordination</b> Ball Skills <b>Counter Balance</b> With a Partner	<b>Dance Physical</b> <b>Coordination</b> Sending and Receiving <b>Agility</b> Reaction / Response	<b>Dance Health and Fitness</b> <b>Agility</b> Ball Chasing <b>Static Balance</b> Floor Work
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus / Planned Theme	Marvellous Me	A Magical World	Blue Planet	People Who Help Us	In the Garden	Mini-beasts
<b>Literacy</b> Comprehension Word Reading  (See Little Wandles Planning)	<u>Educational Programme</u> It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing).					
Writing Reception	Name Labels	Name Labels Lists	Lists Caption	Captions Phrases	Phrases Sentences	Sentences

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<b>Mathematics</b>  (See White Rose for more detail)	<p><u>Educational Programme</u>            Developing a <b>strong grounding in number is essential</b> so that all children develop the necessary building blocks to excel mathematically. Children should be able to <b>count confidently, develop a deep understanding of the numbers to 10</b>, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and <b>apply this understanding</b> - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning skills</b> across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and <b>not be afraid to make mistakes</b>.</p>					
Number  Number Pattern	<b>Nursery</b> Colours and Matching Match and Sort <b>Reception</b> Match, Sort and Compare Talk about measure and patterns	<b>Nursery</b> Numbers 1 and 2 Patterns <b>Reception</b> It's me 123 1, 2, 3, 4, 5 Shapes with 4 sides	<b>Nursery</b> Numbers 3 and 4 Numbers 4 and 5 <b>Reception</b> Alive and 5 Mass and Capacity Growing 6, 7, 8 Length and Height	<b>Nursery</b> Consolidate 1 – 5 Number 6 Introduce 10 frame Height & Length Mass and Capacity <b>Reception</b> Time Building 9 and 10 Exploring 3D shapes	<b>Nursery</b> Sequencing Positional Language More than/fewer than Shape – 2D and 3D <b>Reception</b> To 20 and beyond How many now? Manipulate, compose and decompose. Sharing	<b>Nursery</b> Number composition 1 – 5 Numbers to 5 Consolidation / Activity weeks <b>Reception</b> Grouping Make connections
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus / Planned Theme	Marvellous Me	A Magical World	Blue Planet	People Who Help Us	In the Garden	Mini-beasts
<b>Understanding the World</b>	<p><u>Educational Programme</u>            Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. <b>Enriching and widening children's vocabulary will support later reading comprehension</b>.</p>					
Past and Present	How have I changed since I was a baby?	Why do people wear hats?		How have firefighters and fire engines changed?	How do stories help me learning about change?	
People, Culture and Communities	See RE long term planning	See RE long term planning	See RE long term planning	See RE long term planning How do firefighters help us?	See RE long term planning	See RE long term planning
The Natural World How has the weather changed? (Seasons – all year)	How do we stay healthy?	What are these materials and what can they be used for? Whereabouts on Earth do I live?	What is an animal? Who lives in a place like this?		What does a plant need to grow?	What is a mini-beast and how do they change?

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<b>Expressive Arts and Design</b>	<u>Educational Programme</u> The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have <b>regular opportunities to engage with the arts</b> , enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are <b>fundamental to their progress</b> in interpreting and appreciating what they hear, respond to and observe.					
Creating with Materials  Being Imaginative and Expressive	Drawing	Painting (Portraits) Materials and Mechanics (draw bridges)	Collage Weaving Materials (Light houses)	Printing	Structures Food (Salad)	Textiles
<b>Other areas of the curriculum</b>						
Computing	E safety Purple Mash – Mini mash and drawing 2 paint	Purple Mash - Mini mash and 2 paint a picture	Beebot – Use simple instructions	Purple Mash – Collage, simple city, 2 go,	Beebot – Use 3/4 instructions	Purple Mash