

Nursery 1 Long Term Plan 2022 - 2023

Firs Primary School Vision.

At Firs we value and appreciate our very diverse community and believe that every child has the potential to achieve academic success. Through our curriculum and school ethos we support each child to feel secure, supported and loved enabling them to achieve social and emotional wellbeing.

We are proud of all our children and endeavour to make them feel proud of themselves, their school and their cultural heritage, recognising their individuality, personal strengths and creativity.

As part of our Firsy Family we encourage positive attitudes, independence and high aspiration, ensuring every member of our family knows the value they can add to society.

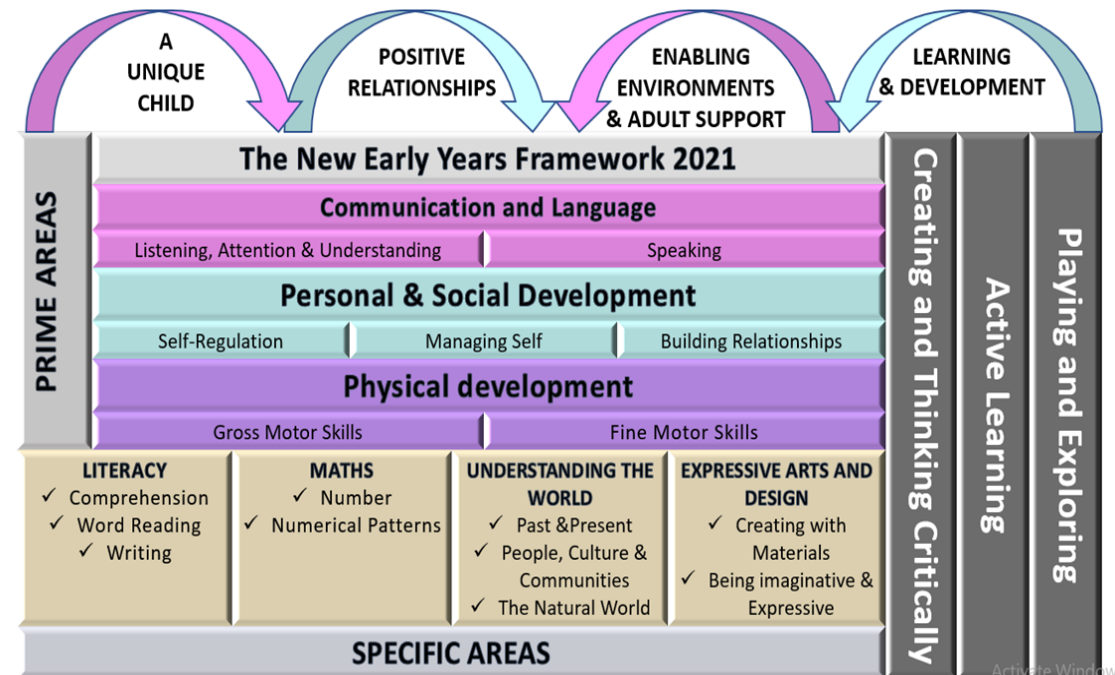
Curriculum intent

In our EYFS unit we intend for children to be ready, respectful and safe. Ready for the next stage in their learning journey. Ready to be challenged and to challenge themselves.

We teach children to be respectful of others and of the many wonderful differences that make each child unique.

We support children to feel safe through our positive relationships and our stimulating environment. We aspire for all children to feel safe to explore, manage their own risks and to make safe choices.

We are determined for our children to be confident, independent and to believe in themselves.



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| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| LINES OF ENQUIRY NB: These themes may be adapted at various points to allow for children's interests to flow through the provision | I WONDER HOW THE STORY WILL END? Starting school / getting to know my new class Fairytale stories Nursery rhymes Orally retelling stories Goodies and baddies Colours | | I WONDER WHAT HAPPENS WHEN I FALL ASLEEP? Night and day Sleep Nocturnal animals | I WONDER WHAT HAPPENS ON A FARM? Farm animals Crops Farm vehicles | I WONDER WHAT A MINIBEAST IS? Minibeasts The natural world Plants | I WONDER WHAT A ROCK POOL IS? Rockpools Sea creatures Beaches Sun protection |
| NURSERY RHYMES AND SONGS | Head, shoulders, knees and toes Wind a bobbin up Humpty Dumpty Grand old duke of York | | Twinkle Twinkle Little star Wheels on the bus | Old McDonald had a farm 5 little ducks | Insey Winsy Spider Wiggly Woo | 1,2,3,4,5 Once I caught a fish alive Row, Row, Row your boat I had a little turtle |
| ENRICHMENT OPPORTUNITIES / KEY EVENTS | European Day of Languages Remembrance Day Harvest Time Halloween | Guy Fawkes / Bonfire Night Autumn walk Christmas Black History Month Remembrance day Road Safety Children in Need Anti- Bullying Week Nursery rhyme week | Chinese New Year Lent Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day | Pancake Day Easter time Mother's Day Queen's Birthday Science Week Easter Possible school trip to the zoo. | Start of Ramadan Eid | Father's Day Heathy Eating Week World Environment Day |

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| CHARACTERISTICS OF EFFECTIVE LEARNING | <p>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</p> <p>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.</p> <p>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.</p> | | | | | |
| OVER ARCHING PRINCIPLES | <p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At Firs Primary School we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p> | | | | | |

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| OUR BRITISH VALUES ASSEMBLIES PSHE CIRCLE TIMES PICTURE NEWS We will 'dip in and out of each area' each term as and when we need to. | <p>Mutual respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated.</p> | <p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> | <p>Rule of law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong.</p> <p>We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> | <p>Individual liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> | <p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> | <p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> |
| SUMMATIVE ASSESSMENT OPPORTUNITIES | <p>Analyse Nursery Data In-house - Baseline data on entry</p> <p>Baseline analysis</p> <p>EYFS team meetings</p> <p>Will you tell me a story baseline</p> | <p>End of term data and analysis</p> <p>DD meetings</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Will you tell me a story Autumn 2</p> | <p>EYFS team meetings</p> <p>Phase meeting and internal moderations</p> | <p>End of term data and analysis</p> <p>DD meetings</p> <p>EYFS team meetings</p> <p>Will you tell me a story Spring 2</p> | <p>EYFS team meetings</p> | <p>End of year data and analysis</p> <p>DD meetings</p> <p>EYFS team meetings</p> <p>EOY data</p> <p>Will you tell me a story Summer 2</p> |
| PARENTAL INVOLVEMENT | <p>Connect parents on Class Dojo</p> <p>Wow moments</p> <p>Talk for Writing stories</p> <p>Class Dojo story updates</p> <p>Parents Evening</p> | <p>Wow moments</p> <p>Talk for Writing stories</p> <p>Class Dojo story updates</p> | <p>Wow moments</p> <p>Talk for Writing stories</p> <p>Class Dojo story updates</p> | <p>Wow moments</p> <p>Talk for Writing stories</p> <p>Class Dojo story updates</p> | <p>Wow moments</p> <p>Talk for Writing stories</p> <p>Class Dojo story updates</p> | <p>Wow moments</p> <p>Talk for Writing stories</p> <p>Class Dojo story updates</p> <p>Summer report</p> |
| | <i>We recognise that all children are unique and special</i> | | | | | |

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| COMMUNICATION AND LANGUAGE | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. | WellComm activities Core Rhymes Phase 1 phonics Settling in activities Making friends Show an interest in the lives of other people | WellComm activities Core Rhymes Phase 1 phonics Settling in activities Making friends Show an interest in the lives of other people | WellComm activities Core Rhymes Phase 1 phonics Settling in activities Making friends Show an interest in the lives of other people | WellComm activities Core Rhymes Phase 1 phonics Settling in activities Making friends Show an interest in the lives of other people | WellComm activities Core Rhymes Phase 1 phonics Settling in activities Making friends Show an interest in the lives of other people | WellComm activities Core Rhymes Phase 1 phonics Settling in activities Making friends Show an interest in the lives of other people |
| DAILY STORY TIME | <ul style="list-style-type: none"> I choose an activity but may move quickly from activity to activity I can follow routines using visuals I can use different types of every day words | <ul style="list-style-type: none"> I can recognise and respond to familiar sounds I can choose activities using visuals I can speak in 2/3 word sentences | <ul style="list-style-type: none"> I can show an interest in playing with sounds, songs and rhymes I can understand simple sentences I am beginning to use word endings | <ul style="list-style-type: none"> I can respond to my name and change my activity when encouraged I can listen and respond to adults and peers I can follow simple instructions with visuals I can use longer sentences | <ul style="list-style-type: none"> I can concentrate for slightly longer periods I can join in with a small group I can follow two-step simple instructions with visuals I can express desires, feelings and needs | <ul style="list-style-type: none"> I can remember and join in with stories and rhymes I can understand more simple questions and answer appropriately I can begin to hold two-way conversations with adults and peers I can speak in 4 word sentences |
| TALK FOR WRITING | <p>As part of Talk for Writing children are introduced to a 5 part story telling when reading and retelling stories. This will be used during our Literacy sessions, independent learning and Helicopter story sessions.</p> <p>5-part story: Once upon a time, First/then/next, But/unfortunately, So/luckily, Finally,...happily ever after</p> <p><i>We understand that children will make progress at different times. There is no right time... they will progress when they are ready.</i></p> | | | | | |

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| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT MANAGING SELF | Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , 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 achieve at school and in later life . | | | | | |
| PSHE SCARF SCHEME | <p>Circle time Handwashing Class rules: Behavioural expectations in the class/ boundaries set Independence: selecting and putting back own belongings</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I can watch, follow and imitate others in their play I am aware and interested in physical characteristics, beginning to name features I can show positive and negative feelings through actions and behaviour. | <p>Circle time Handwashing Class rules: Behavioural expectations in the class/ boundaries set Independence: selecting and putting back own belongings</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I can watch, follow and imitate others in their play I am beginning to play alongside others | <p>Circle time Handwashing Class rules: Behavioural expectations in the class/ boundaries set Independence: selecting and putting back own belongings</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I can play alongside others I can show my preferences and interest I am beginning to show positive and negative feelings through words | <p>Circle time Handwashing Class rules: Behavioural expectations in the class/ boundaries set Independence: selecting and putting back own belongings</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I am beginning to share my experiences with others I know about personal hygiene | <p>Circle time Handwashing Class rules: Behavioural expectations in the class/ boundaries set Independence: selecting and putting back own belongings</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I can express my own feelings I am beginning to understand that some actions and words can hurt other's feelings I can share my experiences with others I am beginning to cooperate in situations when I feel happy | <p>Circle time Handwashing Class rules: Behavioural expectations in the class/ boundaries set Independence: selecting and putting back own belongings Transition into N2</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I can begin to accept the needs of others and can take turns and share resources I can demonstrate friendly behavior and form good relationships with adults and peers I can talk about my likes and dislikes |
| 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. | | | "Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation" | | |

We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emo-

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| PHYSICAL DEVELOPMENT | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . 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 proficiency, control and confidence . | | | | | |
| FINE MOTOR Daily opportunities for Fine Motor Activities Provide extra help and guidance when needed. | <ul style="list-style-type: none"> I am starting to eat independently with a knife and fork I can begin to use both hands at the same time | <ul style="list-style-type: none"> I am beginning to show preference for dominant hand I am beginning to make connections between the movements and marks made | <ul style="list-style-type: none"> I can join in with finger and action rhymes, songs and games. | <ul style="list-style-type: none"> I can hold a pencil (fisted/digital pronate grip) to make marks I am beginning to do up my own large buttons I can turn the pages in a book | <ul style="list-style-type: none"> I can fit the pieces of a puzzle together I can pick up tiny objects using a fine pincer grasp I can use one-handed tools and equipment, e.g. make snips in paper with child scissors | <ul style="list-style-type: none"> I can use tweezers I can use tools effectively in playdough (eg: cutters/rollers) I can take off and put on my own shoes (not laces) I am beginning to do up my own zip |
| GROSS MOTOR Daily opportunities for Gross Motor Development | <ul style="list-style-type: none"> I can walk, stopping, starting and changing direction I can change positions from standing to squatting and sitting with little effort | <ul style="list-style-type: none"> I show preference for dominant foot/leg I can use large movements to wave streamers, paint and make marks | <ul style="list-style-type: none"> I can run safely on whole foot I am beginning to move in time with music I can jump in the air landing on both feet | <ul style="list-style-type: none"> I can move my body in different ways. (Rolling, crawling, walking, jumping, hopping, skipping) | <ul style="list-style-type: none"> I can fit into spaces, like tunnels, dens and large boxes, and move around in them I can go up steps and stairs, or climb up apparatus, using alternate feet. | <ul style="list-style-type: none"> I can move around safely with some awareness of others. I can perform a single skills or movement with control. |
| | <p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of resources for children to balance, sit on, or pull and push.</p> <p>From Development Matters 2020': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | | | | | |

All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.