**EYFS FS1 Long Term Plan 2024-25**

*This plan outlines the learning intentions for this year, including key texts, festivals, artists, process and experiences planned to broaden the children’s understanding and equip them with the skills needed to become confident, independent learners. Staff recognise the need for a play based approach to learning and respect the ideas and beliefs of the children in planning for rich learning opportunities. Staff will discuss ideas with and tune into children’s individual needs and interests, to motivate, inspire and develop life- long leaners. This may lead to developments and changes to this LTP.*

***In addition to planning to key texts and following the children’s interests******the Nursery team plan for 5 broad themes that recur throughout the year to ensure that children build on existing and prior knowledge. The themes are as follows:***

***Ourselves and our Families, Seasonal Change, Nature and the World we Live, Festivals & Diversity, Colours and Art***

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| **Autumn** / **Winter** | **Winter/ Spring** | **Summer** |

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| **Possible learning/ Themes/Interests/Lines of Enquiry…**  Starting Nursery, belonging and self-reflection, who am I? Our families, growing and changing, using areas of provision and making friends.  **Festivals & Celebrations –**Bonfire Night,    **Nursery Rhymes**: Twinkle Twinkle, Incy Wincy, Baa Baa Black Sheep, Humpty Dumpty, Hickory Dickory Dock , 1, 2, 3, 4, 5, Once I caught A Fish Alive, 1,2 Buckly my Shoe, 5 Little men in Flying Saucer  **Outdoors: AUTUMN WANDERLUST:** leaves, spiders, pumpkins, owls  **Exploring Autumn-** collecting and making pictures with leaves/ conkers, Autumn scavenger hunt, foraging and cooking (A2)  **Mini Chefs**  Pear and apple crumble, fruit kebabs, | | **Possible learning/ Themes/Interests/Lines of Enquiry…**  Belonging and self-reflection, who am I? Autumn, woodland creatures. People who help us  **Festivals & Celebrations –**Diwali, Halloween, Christmas, Hanukkah  **Nursery Rhymes**: Twinkle Twinkle, Incy Wincy, Baa Baa Black Sheep, Humpty Dumpty, Hickory Dickory Dock , 1, 2, 3, 4, 5, Once I caught A Fish Alive, 1,2 Buckly my Shoe, 5 Little men in Flying Saucer  **Outdoors: AUTUMN WANDERLUST**  **A**utumn walk, signs of Autumn, hibernation  **Mini Chefs**  Mince pies/ ginger spice cookies | **Possible learning/ Themes/Interests/Lines of Enquiry…**  Winter, Arctic, Snow Bears/Penguins.  **Festivals and Celebrations** – Chinese New Year, Valentine’s Day,    **Nursery Rhymes:** 5 little ducks, Old MacDonald had a farm, Wheel on the Bus, 5 little Speckled Frogs, Hot Cross Buns, It’s Raining It’s Pouring,  **Outdoors: WINTER /SPRING WADERLUST Winter walk,** Snowflakes, ice bird watching, bird feeders, migration,  Big Garden Bird Watch, make bird food, clearing the garden, planting bulbs for Spring  **Mini Chefs**  Flapjack, pitta pizza, Winter soup Easter nests, pancakes, Anzac cookies | **Possible learning/ Themes/Interests/Lines of Enquiry…**  Spring, birds, Farm animals, planting and growing, growing and changing, pancake day  **Festivals and Celebrations** –  Easter, Mother’s Day, world book day, red nose day  **Nursery Rhymes:** 5 little ducks, Old MacDonald had a farm, Wheel on the Bus, I’m a little seed, 5 little Speckled Frogs, Hot Cross Buns, It’s Raining It’s Pouring,  **Outdoors: WINTER /SPRING WADERLUST**  Spring walk, rain, Spring flowers, nests, planting herbs, sunflowers, Potatoes & Beans for ‘mini garden (back playground)’, Spring Scavenger Hunt.  **Mini Chefs**  Easter nests, pancakes, Anzac cookies | **Possible learning/ Themes/Interests/Lines of Enquiry…**  Our families- roles in society (Different Occupations) Lifecycles & Minibeasts,  **Festivals and Celebrations**  Ramadan, Eid, Holi,  **Nursery Rhymes** – There’s a tiny caterpillar on a leaf, Little Miss Muffit, There’s a worm at the bottom of the garden,  **Outdoors: SUMMER WANDERLUST**  Sunshine and shadows,Care of Plants, wind, summer flowers  **Mini Chefs**  Banana cake, Summer salad, | **Possible learning/ Themes/Interests/Lines of Enquiry…**  Our families- roles in society (Different Occupations) Lifecycles & Minibeasts, Summer, seasides, Transition    **Festivals and Celebrations** Father’s Day Summer solstice  **Nursery Rhymes** – There’s a tiny caterpillar on a leaf, Little Miss Muffit, There’s a worm at the bottom of the garden,  **Outdoors: SUMMER WANDERLUST** Care of Plants, New Planting, Litter, bees, streams  Collecting, Outdoor Art, Summer Scavenger Hunt  **Mini Chefs**  Cupcakes, icing bicuits |
| **Autumn 1 books- T4W**  (Nursery Rhymes)  Mr wiggle & Mr waggle | | **Autumn 2 book- T4W**  The Little Red Hen | **Spring 1 books- T4W**  The Enormous Turnip | **Spring 2 books­- T4W**  The Gingerbread Man | **Summer 1 books- T4W**  Brown bear, brown bear what do you see? | **Summer 2 books- T4W**  We’re going on a bear hunt |
| **Cannon of Literature texts to read and re read with the children (with additional texts added) Pie Corbett reading spine** | | | | | | |
| **Where’s Spot?**  **Dear Zoo**  **How to be a Lion** (PSED)  **10 Little Finger and 10 Little Toes** (Diversity)  **Dinosaur Roar** (rhythm and rhyme)  **The last leaf** (Seasonal/ nature)  **The Gruffalo**  **B is for Baby** | | **You Choose**  **We’re going on a bear hunt**  **Worrysaurus** (PSED)  **Freddie the Fairy** (Diversity)  **Peace at last** (Rhythm and rhyme)  **The Gruffalo’s Child**  **The last tree in the City** (Seasonal) | **Brown bear brown bear what do you see?**  **Jaspers beanstalk** (seasonal)  **Be Brave Little Penguin** (PSED)  **The lion who wanted love** (PSED)  **Tree (**seasonal)  **Goldilocks and The Three Bears** (traditional) | **The Very Hungry Caterpillar**  **Hairy Maclary from Donaldson’s diary** (rhythm and rhyme)  **My Hair** (Diversity)  **Mixed** (Diversity)  **The Wonkey Donkey** (rhythm and rhyme)  **Hooray for Hoppy** (Seasonal) | **Each Peach Pear Plum** (Rhythm and rhyme)  **The Go Away Bird** (PSED)  **Baby goes to market** (Diversity)  **Don’t put your Finger in the Jelly Nelly** (rhythm and rhyme) | **The train ride**  **Come on Daisy**  **The boy with flowers in his hair** (PSED  **We’re Going on a Lion Hunt**  (Diversity)  **Lenny and Wilbur**  **Happiness Street** (Seasonal/ nature)  **When I Grow Up** |
| **Parental Engagement:**  Reading stories at home workshop – link to library visit, evening/ bedtime story session & Christmas Stay &Play (indoor creative)/ Christmas carols - Stay &Play | | | **Parental Engagement:**  Easter/maths S&P Creative Workshop, Gross Motor/Large movement session | | **Parental Engagement:**  Phonics Stay & Play (Little Wandle) and Sports Day | |
| **Cultural Capital experiences**  Library visit- in groups  Emergency services visit linked to Bonfire Night  Public sector- Nurse/Dentist/Vet/postal worker.  Foraging- conkers, pine cones- link with Forest School  Ongoing cooking experiences THROUGHOUT THE YEAR | | | **Cultural Capital experiences**  Ian’s Farm Mobile visit  Visit to local shop to buy ingredients for cooking  Ongoing cooking experiences | | **Cultural Capital experiences**  Post a letter  frogspawn/ Caterpillar  Plant it, grow it, eat it (seasonal)  Andy the bee man visit | |
| **Forest School Experiences Autumn 1-**  Nursery Rhymes: incy wincy spider- web building, minibeast hunting, conker rolling, modelling use of the mud kitchen, Autumn recipes, collage trees and leaves- leaves are falling, identify blackbirds, changing colour, five speckled frogs/ fairies,  Introduce mini beast hotels | **Forest School Experiences Autumn 2**  Autumn walk, Bonfire night making a fire – fire safety, pond building, house building. Wand making/ wood painting, Rangoli patterns, exploring textures and colours, shelter building, wool wrapping Christmas decoration  Identify holly tree | | **Forest School Experiences Spring 1**  Environmental sounds- bird listening, nature sounds. Winter walk, pulling ropes (forces), obstacle course. Weights and size of turnips, turnip winter soup on a fire,  Making bird feeders with seed and fruit. | **Forest School Experiences Spring 2**  Making animal houses, foxes, growing/planting- herb garden, tool work, sunflowers, seed bombs, mini beast hotels with pallets (add) | **Forest School Experiences Summer 1**  Bee pinecones, bean can homes- bamboo canes, bee keeper- (visitor), hapazoming- use of hammer on material. Woodland walk. Making dandelion honey & playdough. | **Forest School Experiences Summer 2**  Owl nests, tying shoelace,  Senses walk- listen, see, touch and feel and look. Nocturnal creatures. Cardboard twiggy/leaf owls, |
| **Closing the gap- Language acquisition**  Identifying targeted children via baselining (interventions).  Show & Tell- Special to me. E.g. all about me-photo of people that are special to me.  Toy that is special to me  Pets/ places…  (continue this throughout the year) Adult to record child talk about ‘special to me’ in order to compare in summer 2 | **Closing the gap- Language acquisition**  **Start intervention groups:**  -Confidence- taking turns talking in small groups  -Vocabulary  -Sentence structure  Familiar objects  -Social conversation  PSED-directed teaching(intervention groups). Naming fruits, places, environments- real life objects presented | | **Closing the gap- Language acquisition**  Understanding emotions by looking at body language, vocabulary, facial expressions and tone of voice. (learning how to speak to people, reading people’s behaviour and how they are feeling)  **Week 1- excited**  **Week 2- happy**  **Week 3- Sad**  **Week 4- worried/scared**  **Week 5- angry** | **Closing the gap- Language acquisition**  Focused role play in social situation – turn taking  Relationships, conversations  Activities: Board game, role play, craft activity, bubbles, outdoor games, | **Closing the gap- Language acquisition**  Linked to forest school- dangers around using hammers. Vocabulary and understanding meaning specific words linked to craft and nature. What does harpazoming mean? How does flower pressing work? E.g. what does danger mean? Why do we have to be careful when using a hammer?  Group conversation on what you do in forest school focusing on understanding of vocabulary & language 1 word per week to produce quality.  T. Ali to conclude what you do on a Tuesday with Chris- forest schools. | **Closing the gap- Language acquisition**  **Performance- sing nursery rhymes.**  **Special to me-** Adult to record child talk about my family- ‘special to me’ in order to compare in Autumn 1. |
| **Closing the gap-** all stands of verbal communication and language will be developed across the year though spontaneous/ in the moment high quality interactions between adults and children. | | | | | | |

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| **Areas of Learning** | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |
| C:\Users\STAFFJGA\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EA758FB0.tmp**C & L** | **Talking Time/ circle games, story time, Phonics, T4W, show and tell, ongoing modelling and play within provision.** | | **Talking Time/ circle games, story time, T4W, show and tell, ongoing modelling and play within provision.** | **Talking Time/ circle games, story time, Phonics, T4W, show and tell, ongoing modelling and play within provision.** | **Talking Time/ circle games, story time, Phonics, T4W, show and tell, ongoing modelling and play within provision.** | | **Talking Time/ circle games, story time, T4W, Phonics, show and tell, ongoing modelling and play within provision.** | **Talking Time/ circle games, story time, Phonics, T4W, show and tell, ongoing modelling and play within provision.** | |
|  | | • Take turns in conversation with another person.  • Understand a question or instruction with 2 parts.  • Understand ‘why’ questions.  • Use some prepositions accurately. | • Take turns in conversation with another person.  • Understand a question or instruction with 2 parts.  • Understand ‘why’ questions.  • Use some prepositions accurately.  • Learn some songs/rhymes by memory. | | • Develop a wider repertoire of songs.  • Talk and organise their pretend play.  • Retell their favourite short story.  • Enjoy listening to longer stories and remember much of what happens.  • Use extended sentences of 4-6 words.  • Use present and past tense correctly.  • Initiate conversations with adults and friends and continue it for many turns. | | |
| • Develop a simple conversation with another person.  • Repeat words and phrases from simple stories.  • Joining in with simple songs and rhymes.  • Speak in full sentences.  • Develop a simple conversation with another person.  • Understand simple questions about ‘who’, ‘what’ and ‘where’.  • Follow a simple 1 step instruction.  • Learn some songs/rhymes by memory. | | • Develop a simple conversation with another person.  • Repeat words and phrases from simple stories.  • Joining in with simple songs and rhymes.  • Speak in full sentences.  • Develop a simple conversation with another person.  • Understand simple questions about ‘who’, ‘what’ and ‘where’.  • Follow a simple 1 step instruction.  • Learn some songs/rhymes by memory. |
| **PSED** | **Health 1**  Feelings/Risks/Dangers  Wellbeing &  Involvement | | **Relationships**  Empathy | **Health 2**  Healthy Bodies  Wellbeing &  Involvement | **Living in the Wider**  **World**  Online Safety | | **Living in the Wider World**  Keeping Healthy& Fit  Wellbeing &  Involvement | **Relationships**  Transition | |
| • To be able to separate from main carer  • Select and use activities and resources with help when needed.  • Become more outgoing with unfamiliar people, in the safe context of setting.  • Play on their own and **alongside** other children, elaborating their play.  • To begin to explore and understand different emotions  • To begin to help with daily routines and take on roles.  • Learn to toilet and wash hands independently | | • To be able to separate from main carer  • Select and use activities and resources with help when needed.  • Become more outgoing with unfamiliar people, in the safe context of setting.  • Play on their own and **alongside** other children, elaborating their play.  • To begin to explore and understand different emotions  • To begin to help with daily routines and take on roles.  • Learn to toilet and wash hands | • Play with others as an active member of the group, extending ideas.  • Talk with others to solve conflict with the support of an adult.  • Increasingly follow rules understanding why they are important.  • To learn about similarities and differences between themselves and others.  • Begin to understand how others might be feeling.  • To learn the effects of bad dental hygiene.  • To develop teeth brushing skills | • Play **with** others as an active member of the group, extending ideas.  • Talk with others to solve conflict with the support of an adult.  • Increasingly follow rules understanding why they are important.  • To learn about similarities and differences between themselves and others.  • Begin to understand how others might be feeling.  • To learn the effects of bad dental hygiene.  • To develop teeth brushing skills | | • Find solutions to conflicts and rivalries.  • Develop appropriate ways of being assertive.  • Talk about their own feelings and the feelings of others.  • Develop sense of responsibility and membership of community.  • To learn about the effects our diet has on our bodies and why it is important to have a healthy balanced diet.  • To develop knowledge of healthy and unhealthy food groups. | | • Find solutions to conflicts and rivalries.  • Develop appropriate ways of being assertive.  • Talk about their own feelings and the feelings of others.  • Develop sense of responsibility and membership of community.  • To learn about the effects our diet has on our bodies and why it is important to have a healthy balanced diet.  • To develop knowledge of healthy and unhealthy food groups. |
| **Physical Development** | **Self-care focus on washing hands and using the toilet/ pulling up skirt and trousers.**  **Gross Motor**: 5 Key movement areas  Explore/ learn rules for movement play area, starting and stopping, balancing, rolling, crawling and running.  Paint brushed on sticks- large movement  Water bottle paints, ribbon dancing  **Fine Motor:** range of fine motor activities available, finger gym to strengthen finger muscles and finger isolation, squiggle while you Wiggle | | | **Ongoing self-care managing hygiene with increasing independence.**  **Gross Motor**: Movement area  Moving in a range of ways  Moving in a range of ways to music  **Fine Motor:** range of fine motor activities available, finger gym to strengthen finger muscles and finger isolation, Squiggle While you Wiggle with an additional focus on early stages of pencil control, i.e. lines top to bottom and left to right. | | | **Ongoing self-care managing hygiene with increasing independence and dressing and undressing with independence.**  **Gross Motor**:  Movement area  Obstacle courses and apparatus – Jumping,travelling under/over  Developing ball skills, throwing and catching **Fine Motor:** range of fine motor activities available, finger gym, pencil control, use of tools, deconstruction area, letter formation & name writing | | |
| **Self-care and Independence**  • Washes and dries hands but needs adult supervision.  • Learn to use the toilet with help and then independently.  • Pull pants up and down but needs help with buttons and other fastenings.  • Eats with a fork and a spoon.  • Show an increasing desire to be independent.  **Gross Motor**  • Rides tricycle using pedals and can steer it round wide corners.  • Develop skills to balance and control their bodies.  • Climbs nursery apparatus using increasing agility.  • Develop ball skills such as kick it or throw it.  • Develop large muscle movements (arms)  **Fine Motor**  • Manipulate and explore different malleable and sensory materials and tools.  • Begin to use one handed tools and equipment (e.g. snip with scissors).  • Makes a range of shaped marks. | | **Self-care and Independence**  • Washes and dries hands but needs adult supervision.  • Learn to use the toilet with help and then independently.  • Pull pants up and down but needs help with buttons and other fastenings.  • Eats with a fork and a spoon.  • Show an increasing desire to be independent.  **Gross Motor**  • Rides tricycle using pedals and can steer it round wide corners.  • Develop skills to balance and control their bodies.  • Climbs nursery apparatus using increasing agility.  • Develop ball skills such as kick it or throw it.  • Develop large muscle movements (arms)  **Fine Motor**  • Manipulate and explore different malleable and sensory materials and tools.  • Begin to use one handed tools and equipment (e.g. snip with scissors).  • Makes a range of shaped marks. | **Gross Motor**  • Develop coordination whilst collaborating with others to manage large items.  • Remember sequences and patterns of movement which are related to music and rhythm.  • Develop skills in running, hopping, jumping.  **Fine Motor**  • Begin to show a preference for dominant hand.  • Develop good control when mark making with pens and pencils.  • Confidently uses one handed tools and equipment.  • Begin to use a knife and fork. | **Gross Motor**  • Develop coordination whilst collaborating with others to manage large items.  • Remember sequences and patterns of movement which are related to music and rhythm.  • Develop skills in running, hopping, jumping.  **Fine Motor**  • Begin to show a preference for dominant hand.  • Develop good control when mark making with pens and pencils.  • Confidently uses one handed tools and equipment.  • Begin to use a knife and fork. | | **Gross Motor**  • Show an awareness of safety when collaborating with others to move items/ build.  • Developing physical skills and awareness when using obstacle courses and large outdoor equipment.  • Develop awareness of others and obstacles when running, riding, climbing and moving.  • Explore a wider range of different movements, such as galloping and slithering.  • Show increasing accuracy with ball skills.  **Fine Motor**  • Develop independence in dressing and self-care.  • Continue to develop good control when mark making with pens and pencils.  • Develop independence in using a knife and fork and when pouring. | | **Gross Motor**  • Show an awareness of safety when collaborating with others to move items/ build.  • Developing physical skills and awareness when using obstacle courses and large outdoor equipment.  • Develop awareness of others and obstacles when running, riding, climbing and moving.  • Explore a wider range of different movements, such as galloping and slithering.  • Show increasing accuracy with ball skills.  **Fine Motor**  • Develop independence in dressing and self-care.  • Continue to develop good control when mark making with pens and pencils.  • Develop independence in using a knife and fork and when pouring. |
| **Literacy** | **Reading**: Have favourite story and recognize environmental print.  5 concepts of print  **Writing:** Give meaning to their marks. Make range of shaped marks using various medium | | | **Reading:** 5 concepts of print  **Writing:**  Make marks and drawings with increasing detail.  Gaining more control over marks, early pencil control, top to bottom/ left to right, circles in the correct sequence of movements. | | | **Reading**: recognize difference between letters  & words and link to phonic knowledge  **Writing**: to write some letters / their name Independently | | |
| **Reading**  • Notice print in the environment  • Begin to develop an awareness of the 5 key concepts of print.  • Count or clap syllables in words.  • Repeat words and phrases from familiar stories.  • Learn to recognise their name.  • Express interest and engagement with favourite texts  **Writing**  • Freely mark makes with a range of media and sensory materials.  • Makes vertical and horizontal lines.  • To develop skills to draw circles. | | **Reading**  • Notice print in the environment  • Begin to develop an awareness of the 5 key concepts of print.  • Count or clap syllables in words.  • Repeat words and phrases from familiar stories.  • Learn to recognise their name.  • Express interest and engagement with favourite texts  **Writing**  • Freely mark makes with a range of media and sensory materials.  • Makes vertical and horizontal lines.  • To develop skills to draw circles. | **Reading**  • Understand the 5 concepts of print.  • Recognising rhyme and continuing a rhyming string.  • Talk, ask questions and comment about stories they have read.  **Writing**  • Make marks to convey meaning.  • Begin to create representational drawings in detail.  • Begin to make letter like formations in their mark making, for example, from letters in their name. | **Reading**  • Understand the 5 concepts of print.  • Recognising rhyme and continuing a rhyming string.  • Talk, ask questions and comment about stories they have read.  **Writing**  • Make marks to convey meaning.  • Begin to create representational drawings in detail.  • Begin to make letter like formations in their mark making, for example, from letters in their name. | | **Reading**  • Discuss stories and begin to understand new vocabulary learnt through texts  • Retell their favourite story using props in sequence.  • Identify the initial sounds in words.  • Orally blend and segment.  • Beginning to recognise familiar graphemes in print in books and the environment.  **Writing**  • Begin to write some letters accurately.  • Write some or all of their name.  • Use some of their print and letter knowledge in their early writing/ mark making. | | **Reading**  • Discuss stories and begin to understand new vocabulary learnt through texts  • Retell their favourite story using props in sequence.  • Identify the initial sounds in words.  • Orally blend and segment.  • Beginning to recognise familiar graphemes in print in books and the environment.  **Writing**  • Begin to write some letters accurately.  • Write some or all of their name.  • Use some of their print and letter knowledge in their early writing/ mark making. |
| **Phonics** | **Phase 1-**  Rhythm and rhyme (NR)  Environmental Sounds  & instrumental sounds | | **Phase 1 –**  All aspects (see LTP) | **Phase 1 –**  All aspects (see LTP) | **Phase 1 –**  All aspects (see LTP) | | **Phase 1 –**  All aspects (see LTP)  + **Phase 2 (N2**) – Little Wandle | Phase 1 –  All aspects (see LTP)  + Phase 2 (N2) – Little Wandle | |
| **Maths**  **See Maths MTP below** | Number rhymes and songs  Categorising and sorting  Same/ different  Pattern  Subitising 1-3  Capacity (provision) | | Same/ different  Number Study 1 &2  Counting 1-1  Comparing length  Pattern -bodies  shape pictures | Language of size  Comparing quantities  Number study 3& 4  Exploring & comparing weight  Subitising | Number study 5& 6  Counting objects 1-1 and showing amounts on fingers to 5  Subitising  Pattern ABAB with images/ colours  Time | | Comparing quantities  Mathematical graphics  Problem solving  shape | Positional language  Compare quantities  Mathematical representation  Problem solving  Pattern –with shapes | |
| **Number**  • Recite numbers past 5 using songs and rhymes  • Subitise to 3.  **Measure**  • Capacity – learn to identify full and empty.  • Identify objects relating to size – big, small etc.  **Time**  • Describe the sequence of events in nursery using a visual timetable.  **Shape**  • Select shapes appropriately during play – e.g. flat surfaces for building, a triangular prism for a roof etc.  • Talk about and recognise patterns in the environment.  • To sort objects into different groups.  • To identify patterns around them in the environment. | | **Number**  • Learn to count meaningfully using 1-1 correspondence (numbers to 5).  • Recognise when quantities of similar things are equal.  • Begin to develop a deep understanding of numbers to 5 – number studies.  **Measure**  • Identify objects relating to length – long, short etc.  **Shape**  • Create pictures where shapes/objects represent a unique role.  • Follow ABAB patterns using movement and actions.  • To sort objects into different groups. | **Number**  • To answer ‘how many’ questions using the last number counted.  • Recognise when quantities of dissimilar things are equal.  • Identify objects relating to weight – heavy, light etc.  • Use language to compare objects relating to size.  Shape • Explore and describe shapes using mathematical language – corners, sides, straight, curved. **Measure**  • Use language to compare objects relating to capacity. | **Number**  • To count out objects from a group (up to 5).  • Show ‘finger numbers’ up to 5.  Continue to develop a deep understanding of numbers to 5 & 6 – number studies. **Measure**  • Link numerals and amounts.  **Time**  • To describe a sequence of events from their daily routine. (T4W planting.)  **Position**  • To describe a familiar routes – recall the route and the order of things seen on the way. | | **Number**  • To learn and use the language ‘more than’ ‘less/fewer than’ correctly.  • Learn to solve real world problems with numbers up to 5 (adding, sharing, subtracting). **Measure**  • To use language to compare objects relating to length.  **Time** • To describe a sequence of events from a familiar story. **(T4W input)**  **Shapes**  • Explore and describe shapes using mathematical language, faces, flat, curved, straight, solid, point. | | **Number**  • Learning to make marks to represent number.  Learn to solve real world problems with numbers up to 5 (adding, sharing, subtracting).  **Measure**  • Use language to compare objects relating to weight.  **Shape**  • Create ABAB patterns using 2D shapes.  **Position**  • To use correct positional language to describe route and locations – in, on, under, behind, in front, behind, in front, next to, on top, inside. |
| **UtW – P&C**  **(History & RE)** | Self-reflection – who am I? Family photos begin timeline  Make Sense of Own Families History  Celebrations – Diwali, Christmas, Bonfire Night | | Self-reflection – who am I? Family photos begin timeline  Make Sense of Own Families History  Celebrations – Diwali, Christmas, Bonfire Night | Changes baby – 4 year old  Similarities and Differences – Between families  Celebrations – Chinese New Year | Changes baby – 4 year old  Similarities and Differences – Between families  Celebrations – Easter, Mother’s Day | | How have we changed over the year – what can we do now?  Talk about past experiences.  Make connections between our families and their occupations  **Transition**  Celebrations – Eid, Holi | | How have we changed over the year – what can we do now?  Talk about past experiences.  Make connections between our families and their occupations  **Transition**  Celebrations – Eid, Holi |
| **UtW – TW (Science, RE & Geography)** | **Autumn**  Self-reflection, talk about ourselves and our families  Exploration of Natural World - animals & their habitats and seasonal changes  Library visit within our local area | | **Autumn**  Self-reflection, talk about ourselves and our families  Exploration of Natural World - animals & their habitats and seasonal changes  Library visit within our local area | **Spring**  Exploration of Natural World – care, growth and change of living things (plants and  animals)  Planting and growing  Melting ice  Shop visit within our local area | **Spring**  Exploration of Natural World – care, growth and change of living things (plants and  animals)  Planting and growing  Bean experiment  Shop visit within our local area | | **Summer**  Exploration of Natural World - materials, equipment and weather  Cooking  Life cycle of a Caterpillar | | **Summer**  Exploration of Natural World - materials, equipment and weather  Cooking  Life cycle of a chick |
| **UtW (ICT)** | Explore technology in classroom: CD player and use of whiteboard, E Safety | | | Explore Technology around us, use of computers, E Safety | | | Explore simple programmable toys (eg cars and beebots), E Safety | | |
|  | **Science**  • To use their senses in hands on exploration of natural materials.  • Explore collections of materials with similar and or different properties - Autumnal materials  • Talk about the differences between materials and changes they notice – e.g. investigating light and shadows.  **History**  • To talk about themselves and their families.  **RE**  • To understand different celebrations between communities; Christmas, Bonfire night and Diwali.  • To develop positive attitudes about the differences between people. | | **Science**  • To use their senses in hands on exploration of natural materials.  • Explore collections of materials with similar and or different properties - Autumnal materials  • Talk about the differences between materials and changes they notice – e.g. investigating light and shadows.  **History**  • To talk about themselves and their families.  **Geography**  • To learn about our local community; local library walk  **RE**  • To understand different celebrations between communities; Christmas, Bonfire night and Diwali.  • To develop positive attitudes about the differences between people. | **Science**  • Understand the need to respect and care for the natural environment and all living things.  •Talk about the differences between materials and changes they notice. (melting ice, cooking playdough)  **History**  • To talk about how they have changed since they were young, baby to child.  **RE**  • To understand different celebrations between communities; Chinese New Year,  • To continue develop positive attitudes about the differences between people. | **Science**  • Plant seeds and care for growing plants.  • To know the life cycle of a plant.  • Understand the need to respect and care for the natural environment and all living things.  **History**  • To talk about how they have changed since they were young, baby to child.  **Geography**  • To learn about our local community; local library walk | | **Science**  • Explore and talk about different forces they can feel.  •Learn about the life cycle of an animal.  **History**  • Talk about past experiences, i.e. celebrations.  **Geography**  • To talk about the role of their family within the community. Show interest in different occupations.  •Learn about different places/ countries around the world and talk about the differences.  **RE**  • To understand different celebrations between communities; Holi, Eid,  • To continue develop positive attitudes about the differences between people. | | **Science**  • Explore and talk about different forces they can feel.  •Learn about the life cycle of an animal.  **History**  • Talk about past experiences, i.e. celebrations.  **Geography**  • To talk about the role of their family within the community. Show interest in different occupations.  •Learn about different places/ countries around the world and talk about the differences.  **RE**  • To understand different celebrations between communities; Holi, Eid,  • To continue develop positive attitudes about the differences between people. |
| **EAD**  **(Art & Design)** | Explore colour mixing (crayons, ready mixed paints)  Vegetable printing  Expression through a range of marks  self-portraits and families, nature rubbings  **Picasso (Portraits)** | | | Explore colour mixing (powder paints and oil pastels) **Kandinsky (Shape)** | | Explore colour mixing (powder paints and oil pastels) **Goldsworthy (link to Maths pattern)** | Explore colour mixing (water colours)  Explore different materials, structures & textures in 2D & 3D design and use of a range of art materials  Fabric printing linked to Holi, the festival of colour  **Mondrian (shape)** | | Explore colour mixing (water colours)  Explore different materials, structures & textures in 2D & 3D design and use of a range of art materials  Fabric printing linked to Holi, the festival of colour  **Mondrian (shape)** |
| • Explore colour and colour mixing – linked to Autumn.  • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | • Explore colour and colour mixing – linked to Autumn.  • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | | • Explore colour and colour mixing – linked to Spring  • Draw with increasing complexity and detail, such as representing a face with a circle and including details. | | | •Explore colour and colour mixing – linked to Summer.  •Show different emotions in their drawings and paintings | | |
| **EAD**  **(DT)** | Malleable: sensory glitter, messy play (foam, jelly, spaghetti and playdough)  Control and Manipulate Tools/Materials:  Use of scissors and tape (masking and sellotape)/paper and card | | | Malleable: playdough & clay  Use of hole punches  **Barbara Hepworth** | | | Malleable: playdough, clay and deconstruction area  Control and Manipulate Tools/Materials:  and treasury tags/Tissue  Paper, brown paper, thick card & cardboard  Control and Manipulate Tools/Materials: Use of PVA glue and split pins/texture and finishing on models | | |
| • Explore different materials freely, to develop their ideas about how to use them | • Explore different materials freely, to develop their ideas about how to use them | | • Develop their own ideas and then decide which materials to use to express them. | | • Develop their own ideas and then decide which materials to use to express them. | • Develop their skills in how to join different materials.  • Make imaginative and complex ‘small worlds’ | | • Develop their skills in how to join different materials.  • Make imaginative and complex ‘small worlds’ |
| **EAD**  **(Music)** | Enjoy and take part in Action Songs  Explore Percussion Instruments  Remember and sing whole songs | | | Singing Rhymes and Songs (pitch match and melodic shape)  Begin to play instruments rhythmically | | | Remember and sing whole songs  Perform music to express feelings and ideas | | |
| • Listen with increased attention to sounds.  • Joining in with simple songs and rhymes.  • Explore the sounds of different instruments.   * Remember and sing entire songs (Nursery rhymes) | | • Listen with increased attention to sounds.  • Joining in with simple songs and rhymes.  • Explore the sounds of different instruments.   * Remember and sing entire songs (Christmas). | • Sing the pitch of a tone sung by another person (‘pitch match’).  • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  • Create their own songs, or improvise a song around one they know | • Sing the pitch of a tone sung by another person (‘pitch match’).  • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  • Create their own songs, or improvise a song around one they know | | •Remember and sing entire songs.  •Respond to what they have heard, expressing their thoughts and feelings.  •Play instruments with increasing control to express their feelings and ideas. | | •Remember and sing entire songs.  •Respond to what they have heard, expressing their thoughts and feelings.  •Play instruments with increasing control to express their feelings and ideas. |
| **Role Play**  (Will add on throughout the year depending on children’s interests) | Home Corner  Small World Areas | | Home Corner  Small World Areas  Christmas small world | Home corner/  Winter small world | Home corner + Fruit/farm shop | | Home corner + Vets | | Home corner + |
| •Take part in simple pretend play  • Use objects and loose parts to represent something in their play. | | •Take part in simple pretend play  • Use objects and loose parts to represent something in their play. | • Begin to develop role play scenarios within a group. | • Begin to develop role play scenarios within a group. | | • Develop more complex small world stories within play  • Use open ended resources to create detailed play scenes. | | • Develop more complex small world stories within play  • Use open ended resources to create detailed play scenes. |
| **Assessment** | Recording before & after videos of children talk about ‘all about me’ portraits.  Baking- before and after | | Journal  Wow book  Tracker- insight  Birth to five document to assess |  |  | |  | | Present video to parents of before & after to see progression of special moments |

**Fieldhead Carr Nursery Talk 4 Writing Overview 2023-2024**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| Autumn 1 |  |  | Mr Wiggle & Mr Waggle | Mr Wiggle & Mr Waggle | Mr Wiggle & Mr Waggle | Mr Wiggle & Mr Waggle | Mr Wiggle & Mr Waggle | Mr Wiggle & Mr Waggle |
| Autumn 2 | The very hungry caterpillar | The very hungry caterpillar | The very hungry caterpillar | The very hungry caterpillar | T4W  Christmas carols | T4W  Christmas carols | T4W  Christmas carols |  |
| Spring 1 | The Gruffalo | The Gruffalo | The Gruffalo | The Gruffalo | The Gruffalo | The Gruffalo |  |  |
| Spring 2 | The Little Red Hen | The Little Red Hen | The Little Red Hen | The Little Red Hen | The Little Red Hen | The Little Red Hen |  |  |
| Summer 1 | Brown bear, brown bear, what do you see? | Brown bear, brown bear, what do you see? | Brown bear, brown bear, what do you see? | Brown bear, brown bear, what do you see? | Brown bear, brown bear, what do you see? |  |  |  |
| Summer 2 | We’re going on a bear hunt | We’re going on a bear hunt | We’re going on a bear hunt | We’re going on a bear hunt | We’re going on a bear hunt | Transition | Transition |  |

**Fieldhead Carr Nursery- Phonics LTP- 2024-25**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn 1** | S&P visits | S&P visits | Rhythm & Rhyme  (twinkle twinkle) | Rhythm & Rhyme  (Incy Wincy) | Environmental Sounds  (listening Walk)  Baa Baa Back Sheep | Environmental Sounds  (Mrs .... has a box)  Humpty Dumpty | Instrumental sounds  Hickory dickory | Instrumental sounds  Hickory dickory |
| **Autumn 2**  **(Little wandle)** | Tune into sound  -PA; What’s in the box  -OB; Blend from the box  Rhyme time  -Song; Down at the station  -Activity; What’s the sound? | Tune into sound  -PA; Play with sounds  -OB; Can you touch your..  Rhyme time  -Song; Down at the station  -Activity; Sound patterns | Tune into sound  -PA; Bertha the bus  -OB; Whats that noise  Rhyme time  -Song; A sailor wen to sea  -Activity; Which word rhymes | Tune into sound  -PA; Name play  -OB; Can you do the action?  Rhyme time  -Song; Baa, baa, black sheep  -Activity; Play with words | Tune into sound  -PA; Voice sounds  -OB; Blend from the box  Rhyme time  -Song; Baa, baa, black sheep  -Activity; Join in | Tune into sound  -PA; What’s in the box  -OB; Can you touch your…  Rhyme time  -Song; 1, 2, 3, 4,5 once I caught  -Activity; Say it silly | Tune into sound  -PA; Play with sounds  -OB; What’s that noise?  Rhyme time  -Song; 1, 2, 3, 4,5 once I caught  -Activity; Odd one out |  |
| **Spring 1** | Tune into sound  -PA; Bertha the bus  -OB; Can you do the action?  Rhyme time  -Song; Hey diddle diddle  -Activity; Voice sound | Tune into sound  -PA; Name play  -OB; Blend from the box  Rhyme time  -Song; Hickory dickory  -Activity; fast/slow/loud/quite | Tune into sound  -PA; Voice sounds  -OB; Can you touch your..  Rhyme time  -Song; Humpty dumpty  -Activity; What’s the sound? | Tune into sound  -PA; What’s in the box  -OB; Whats that noise?  Rhyme time  -Song; Incy wincy  -Activity; Sound patterns | Tune into sound  -PA; Play with sounds  -OB; Can you do the action?  Rhyme time  -Song; Incy wincy  -Activity; Which word rhymes | Tune into sound  -PA; Play with sounds  -OB; Can you do the action?  Rhyme time  -Song; Incy wincy  -Activity; Which word rhymes |  |  |
| **Spring 2** | Tune into sound  -PA; Bertha the bus  -OB; Blend from the box  Rhyme time  -Song; Jack and Jill  -Activity; Play with words | Tune into sound  -PA; Name play  -OB; Can you touch your..  Rhyme time  -Song; Jack and Jill  -Activity; Join in | Tune into sound  -PA; Voice sounds  -OB; What’s that noise?  Rhyme time  -Song; Mary, Mary quite contrary  -Activity; Say it silly | Tune into sound  -PA; What’s in the box  -OB; Can you do the action?  Rhyme time  -Song; Miss Molly had a dolly  -Activity; Odd one out | Tune into sound  -PA; Play with sounds  -OB; Blend from the box  Rhyme time  -Song; 1, 2 buckle my shoe  -Activity; Voice sound | Tune into sound  -PA; Bertha the bus  -OB; Can you touch your…  Rhyme time  -Song; 1, 2 buckle my shoe  -Activity; fast/slow/loud/quite |  |  |
| **Summer 1** | Tune into sound  -PA; Name play  -OB; What’s that noise?  Rhyme time  -Song; Pat a cake  -Activity; What’s the sound? | Tune into sound  -PA; Voice sounds  -OB; Can you do the action?  Rhyme time  -Song; Pat a cake  -Activity; Sound patterns | Tune into sound  -PA; What’s in the box  -OB; Blend from the box  Rhyme time  -Song; Ring a ring a roses  -Activity; Which word rhymes | Tune into sound  -PA; Play with sounds  -OB; Can you touch your…  Rhyme time  -Song; Ring a ring a roses  -Activity; Play with words | Tune into sound  -PA; Bertha the bus  -OB; What’s that noise?  Rhyme time  -Song; Grand old Duke of York  -Activity; Join in |  |  |  |
| **Summer 2**  Little Wandle as appropriate | Tune into sound  -PA; Name play  -OB; Can you do the action?  Rhyme time  -Song; Grand old Duke of York  -Activity; Say it silly | Tune into sound  -PA; Voice sounds  -OB; Blend from the box  Rhyme time  -Song; Row your boat  -Activity; Odd one out | Tune into sound  -PA; What’s in the box  -OB; Can you touch your..  Rhyme time  -Song; Wheel on the bus  -Activity; Voice sound | Tune into sound  -PA; Play with sounds  -OB; What’s that noise?  Rhyme time  -Song; Twinkle twinkle  -Activity; fast/slow/loud/quite | Tune into sound  -PA; Bertha the bus  -OB; Can you do the action?  Rhyme time  -Song; Wind the bobbin up  -Activity; What’s the sound? | Transition | |  |

**Fieldhead Carr Nursery- Maths LTP- 2024-25**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| Autumn 1  (Capacity through provision) | Settling in  Sorting through tidying using labels to support the children to identify different groups (ONGOING)  Sequence of daily events (ONGOING) | | | Number rhymes and songs – puppets and props | Categorising and sorting –  **Same and different** | Same and Different  Subitising to 3 | Pattern in the environment | Number Study One |
| Autumn 2 | Number Study One  More than fewer than 1 | Number Two | Number Two | Subitising 1, 2, 3 | Careful counting count 1-1 meaningfully – last number spoken (5)  Equal amounts | Shape | Same/ different Christmas shapes |  |
| Spring 1 | Comparing weight | Language of size | Language of size | Number Three Subitising  1,2,3, 4, | Number Three Subitising  1,2,3, 4, | Number 4 |  |  |
| Spring 2 | Number 4  . | Number Five  & Subisiting | Number Five  & Subisiting | Number Six | Number Six | AB AB Pattern |  |  |
| Summer 1 | Comparing quantities, more than, fewer than and the same | Matching numerals to amounts | Problem solving Mathematical graphics | AB AB Pattern | Time – sequence of events |  |  |  |
| Summer 2 | Subitising – problem solving/showing on fingers | Positional Language | Learn to solve real life problems (to 6) | Revisit careful counting to 10 | Directions/  Shape – describing shapes using mathematical language | Transition | |  |

*Daily routines consolidate Maths practice through regular opportunities for counting children, self-registration on Fives and Tens Frames, recording how many children are present each day using Numicon and Numicon labelling. Number songs and rhymes to run throughout everyday Maths practice. Many objectives linked to measure will be met through play within the environment, for example, capacity in the water area.*