

EYFS

CURRICULUM LONG TERM PLAN



In play, a child is always above his average age, above his daily behavior; in play, it is as though he were a head taller than himself.

Lev Vygotsky

Woodstock CE Primary School & Nursery



Woodstock CE Primary School Nursery & Reception Long Term Plan



Our Intent

Below is our long-term plan, it outlines our curriculum, our plan of what the children will experience. Our intent is to give every child a broad and balanced curriculum based on their needs, interests, and experiences, as well as to provide children with new, exciting experiences and learning opportunities.

We follow the Early Years Statutory Framework, provided by the Department for Education (DFE). The framework sets out the requirement for learning and development within the EYFS and focuses on prime and specific areas. Our long-term plan outlines what the children will experience in these areas.

Our goal is to build upon the children's creative and critical thinking skills to provide them with the knowledge and skills for later life. We aim to build an environment where children feel safe, valued, and cared for and want to learn and thrive.

Independence

Language

Love Learning

Experiences

Creativity

Partnerships



Implementation

We adopt an educational approach that aims to bring together the best methodologies with a balance of child-initiated and adult-led learning, with continuous provision and activities we continually develop to create an enabling environment that meets the needs of our children.

Each day we carefully think about and decide the best way to teach and present learning and activities to the children to enable them to make progress.

Our communication friendly classroom, the resources in the enabling environment, enhancements to the provision, group work, individual activities, challenges, invitations to play and interactions during play are all designed to support the children's development.

Observation & assessments

Adult-led & Child initiated activities

Stories, Rhymes & Songs

Continuous Provision & Revisiting

Life skills such as independence, collaboration, innovation, creativity, enquiry problem solving, self-awareness, empathy, resilience & coping with emotions.



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Impact

We review teaching and assess learning to ensure we are making a difference. The children in Nursery and Reception make good progress from their starting point.

Impact is shown through observations, through daily assessment of how a child is getting on and what they have understood as well as assessment of how they are progressing in a summative way.

From our observations and assessments, we consider the children's interests and progress to discuss and plan next steps.

The children leave us as confident and positive learners, who are excited by new challenges and show resilience and enthusiasm in all they do, ready to move with confidence into KS1 and their lifelong learning journey.

Deeper Learning

Progress

Resilience & Independence

Meeting Outcomes

Positive Relationships



Woodstock CE Primary School Nursery & Reception Long Term Plan



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
OUR PLANNING	<p>In Nursery we have three very broad overarching topics to help us plan for the children. Throughout the year Nursery planning is inspired by the seasons, festivals, nature, and books as outlined below. The aim is to inspire children’s curiosity and engage them in learning through play. The indoor and outdoor environments are equally as important, and we always try to encourage children to become inspired and learn in both. Where children join Nursery in January or April, we consider the different starting point and adapt teaching, activities, and expectations for these children, looking back to the Autumn term expectations where relevant. We continue to ensure that all those starting in Nursery learn the routines and feel safe and secure in their setting. We encourage independence in selecting and carrying out activities and enjoying the challenge of learning to do things for themselves. There is a constant focus on developing relationships and reflecting on our experiences to help develop communication and language. Vocabulary, language acquisition and communication are the heart of all our learning.</p>					
TOPIC	THIS IS ME!		I LIVE HERE!		THE GREAT OUTDOORS!	
OVERVIEW	<p>During the topic ‘This is Me!’ we focus on themes that help us get to know the children, and for them to learn to talk freely about their home and community and gain a sense of personal identity. We look at names, age, birthdays, family & pets, our day, our faces and bodies, our feelings, our friends, and our celebrations. In the Nursery the children’s learning needs and interests will help determine which themes we cover and for how long. We acknowledge ‘special days’ and ‘special people,’ as celebrated events from a variety of faiths and cultures occur throughout the term. In the second term our activities start to link with Reception’s learning about the Christmas story. We work on a Nativity performance with Reception.</p>		<p>The Nursery topic for the Spring is I Live Here! We focus on our own homes, safety at home, different types of homes, materials homes are made from and building houses. Our emphasis depends on the children’s interests and enjoyment of activities. The children are encouraged to share their ideas, perhaps about their likes and dislikes linked to homes. We will also enjoy fairy tales that feature homes such as The Three Little Pigs and Goldilocks. We continue to acknowledge ‘special days’ and ‘special people,’ as celebrated events from a variety of faiths and cultures occur throughout the term.</p>		<p>This term we focus on ‘The Great Outdoors.’ There is an emphasis on finding out about the world around us and on caring for plants and creatures, observing the environment, and giving opinions. We share wonderful books and stories linked to our topic such as Jack & the Beanstalk, Jasper’s Beanstalk, Oliver’s Vegetables, Oliver’s Fruit Salad, and The Hungry Caterpillar to name just a few! There is also a focus on growth and the change that comes with it, for people as well as plants. Over the summer we will start to think about how we have grown and developed, and for those starting school begin to work towards transition.</p>	

<p>SEASONS AND NATURE</p> <p>Forest school activities introduced (21/22) for pm & all-day children.</p>	<p>Autumn</p> <p>Observing weather Looking after the nursery plants Deadheading flowers Observing autumn vegetables i.e., pumpkins Animal focus - woodland animals</p>	<p>Autumn/Winter</p> <p>Observing weather Autumn walks Watering and harvesting vegetables Planting bulbs Observing conkers, acorns, and leaves Animal focus -pets</p>	<p>Winter</p> <p>Observing weather Winter walks Observing bulbs flowering Clearing dead plants Animal focus – farm animals and animal babies</p>	<p>Spring</p> <p>Observing weather Spring walks Observing bulbs flowering Planting seeds for summer vegetables Animal focus – Animals that live in hot/cold places</p>	<p>Spring/Summer</p> <p>Observing weather Spring walks Observing flowers and vegetables growing Animal focus - life cycles/minibeasts (Insect Lore butterfly garden)</p>	<p>Summer</p> <p>Observing weather Observing flowers Weeding the garden Park Animal focus - under the sea</p>
<p>SEASONS, FESTIVALS AND EVENTS</p>	<p>Harvest Festival</p>	<p>Nursery Rhyme Week Halloween Guy Fawkes/ Bonfire night Children in Need Remembrance Day Diwali/Hannukah Christmas/Nativity</p>	<p>Chinese New Year Valentine’s Day Shrove Tuesday Lent Mother’s Day Passover Easter</p>	<p>World Book Day</p>	<p>World Environment Day</p>	<p>Health week Father’s Day World Oceans Day</p>
<p>LANGUAGE & COMMUNICATION</p>	<p>Learn key vocabulary, Attention and listening 1:1 and in Groups, Understand simple questions Use simple language (signs) to express feelings.</p>	<p>Build up vocabulary. Join in with rhythm and rhyme, repeating refrains. Following instructions. Speak in simple sentences. Understand and ask simple questions.</p>	<p>Learn and use key vocabulary, Anticipate key events. Understand and use prepositions. Follow and retell simple stories and events. Hold conversations.</p>	<p>Understand humour. Learn, use and extend key vocabulary, Connect ideas. Use simple word endings and tenses when retelling events.</p>	<p>Understand and ask how and why questions. Speak in more complex sentences using a wider range of vocabulary.</p>	<p>Consolidate previous learning. Use key vocabulary spontaneously and in independent play. Question why things happen.</p>

<p>LITERACY</p>	<p>Main focus Phonics General sound discrimination - Environmental sounds</p> <p>Reading Pick up their name card at the start of the session and start to recognise name. Enjoying being read stories, rhymes, songs, poems and joins in with words or phrases.</p> <p>Talk about books they are read in simple terms.</p> <p>Enjoy looking at books independently, turning the pages correctly and pointing out pictures that interest them.</p> <p>Writing Become aware that writing has meaning Use drawings and mark making in play</p>	<p>Main focus Phonics General sound discrimination Instrumental sounds Body Percussion</p> <p>Reading Develop an awareness of rhyme and alliteration, joining in with alliteration, rhyming and rhythmic activities. Listen to and join with repeated refrains in stories and poems. Act out part of stories showing awareness of emotions of characters.</p> <p>Writing Attempt to copy their own name on their independent work. Focus on pencil grip. Encourage mark making in play with purpose</p>	<p>Main focus Phonics Rhythm and rhyme Rhyming Books Songs</p> <p>Reading Anticipate key events and phrases in rhymes and stories. Develop awareness of the way different stories are structured. Recall stories and retell them in sequence with support. Describe main story settings, events, and principal characters.</p> <p>Writing Talk about the marks and letters they write, ascribing meaning Encourage attempts at name (at least initial sound) on work</p>	<p>Main focus Phonics Alliteration I spy names Sounds around the room</p> <p>Reading Recognise familiar words and signs such as own name, other's name and labels. Develop a love of poetry and recite poems together.</p> <p>Writing Develop an awareness of individual letter sounds. Start to learn the characters on the frieze.</p>	<p>Main focus Phonics Voice Sounds Mouth movements Oral segmenting & blending Linking letters to sounds Read, Write, Inc set 1</p> <p>Reading Develop a deeper understanding of events by talking about stories and suggest how a story might end.</p> <p>Writing Learn to write the letters they are learning the sounds for. Attempt this in independent work.</p>	<p>Main focus Phonics Linking letters to sounds sets 1 Blending and Segmenting skills</p> <p>Reading Understand information can be relayed in the form of print. Relate their own experiences and emotions to stories.</p> <p>Writing Start to segment words to break them into sounds and attempt to write cv, vc and cvc words.</p>
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<p>MATHS</p>	<p>Early Mathematical Experiences</p> <ul style="list-style-type: none"> • Explore simple composition of number through number rhymes. • Observe numbers around the Nursery environment i.e., displays. • Know and sing a selection of number rhymes. <p>Numbers</p> <ul style="list-style-type: none"> • Practise counting aloud to 5. • Show 'finger numbers' to three. <p>Spatial Reasoning</p> <ul style="list-style-type: none"> • Use construction and puzzles etc. 	<p>Numbers</p> <ul style="list-style-type: none"> • Subitise small amounts up to 3 objects. • Link numeral and quantity to 3. <p>Spatial Reasoning</p> <ul style="list-style-type: none"> • Explore 2D and 3D shapes to create patterns, use construction resources. <p>Patterns and connections</p> <ul style="list-style-type: none"> • Days of the week, seasons • Sequence daily events 	<p>Numbers</p> <ul style="list-style-type: none"> • Count reliably to 5 and begin to count beyond 5. • Say one number name for each item in order– 1, 2, 3, 4, 5. <p>Spatial Reasoning</p> <ul style="list-style-type: none"> • Select shapes appropriately i.e., triangular prism for a roof. • Talk about and explore 2D and 3D shapes, using informal and mathematical language i.e., sides/ corners. <p>Patterns and Connections</p> <ul style="list-style-type: none"> • Sort objects by a variety of criteria • Describe similarities and difference 	<p>Numbers</p> <ul style="list-style-type: none"> • Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle') <p>Spatial Reasoning</p> <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes, using informal and mathematical language i.e., sides/ corners. • Understand and use positional language. 	<p>Numbers</p> <ul style="list-style-type: none"> • Solve real world mathematical problems up to 3. • Experiment with own symbols and marks as well as numerals. • Start to match numerals with amounts • Verbally rote count to 10 <p>Number Patterns</p> <ul style="list-style-type: none"> • Extend and create simple 'ABAB' patterns. • Spotting and exploring errors in repeating patterns. <p>Spatial Reasoning</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. 	<p>Numbers</p> <ul style="list-style-type: none"> • Solve real world mathematical problems up to 5. • Experiment with own symbols and marks as well as numerals. • Build confidence matching numerals with amounts • Verbally rote count to 10. • Compare quantities by using the terms 'more than', 'less than' and 'the same'. <p>Patterns and Connections</p> <ul style="list-style-type: none"> • Begin to describe a sequence of events (real or fictional) using words such as first, then etc...
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<p>PSED</p>	<ul style="list-style-type: none"> • Separating from carers and enjoying being at Nursery. • Learning and establishing routines • Beginning to understand behavioural expectations ie kind hands, etc. • Selecting and enjoying activities • Looking after our Nursery, tidying up and using resources carefully. • Start to talk about and name feelings, work on recognising facial expressions. • Going to the toilet, washing hands, wiping nose independently. 	<ul style="list-style-type: none"> • Celebrating and sharing different cultures, traditions and understanding changes. • Continue to understand routines and expectations Sharing resources. • Achieve a goal that is suggested to them, or they think of. • Begin to take some responsibility and feel a member of the nursery group. • Show more confidence in new social situations (e.g., nativity play) 	<ul style="list-style-type: none"> • Developing play, using imagination, and extending play. • Building relationships. • Building confidence, in play with one or more other children. • Trying their best and persevering to achieve things. • Remember rules without needing an adult to remind them. • Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing, and drying their hands 	<ul style="list-style-type: none"> • Joining in with play and taking risks. • Reflecting on and being proud of achievements. • Beginning to understand behavioural consequences. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> • Developing appropriate ways of being assertive • Learning to problem-solve • Talking with friends and trying to negotiate Gradually start to think about and understand other people's feelings. • Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> • Talking about what they are feeling and try to understand and talk about other's feelings. • Negotiate solutions to conflicts in play • Become more outgoing with unfamiliar people, in the safe context of their setting. • Feeling confident about change and new challenges. • Become more resilient, start to recognise mistakes are good for learning.
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<p>UNDERSTANDING THE WORLD</p> <p>All year Share traditions, stories and food from traditional festivals and celebrations and the seasons.</p> <p>Observe seasonal changes, play with seasonal objects, and read books relating to the seasons.</p> <p>Celebrate diversity and ensure books from different cultures and ethnicities are read with the children.</p> <p>Curiosity Tray with a different display in to inspire curiosity and talk.</p>	<p>Explore and become familiar with the areas, resources, and opportunities for play in the Nursery.</p> <p>Begin to make friends.</p> <p>Children to share baby photos, family photos/videos of their families talk about their family. Link with text 'Once there was Giants'</p> <p>Observe and talk about the natural world through work on growing and harvesting plants.</p> <p>Understand where different types of foods come from (link to Harvest).</p> <p>Curiosity tray to focus on the natural world to include different plants, unusual vegetables at Harvest time</p>	<p>Explore and discuss changes children see in Autumn. Autumn Walk and display. Children take photos on a digital camera or iPad.</p> <p>Understand why animals gather food before winter.</p> <p>Focus on Pets link with work on family and core Texts Hairy McClary and Dear Zoo.</p> <p>Role play vets or toy and gift shop.</p> <p>Decorate linked to celebrations such as Diwali and Christmas.</p> <p>Find out about fireworks (safety)</p> <p>Take part in the Christmas concert.</p> <p>Curiosity tray, focus on festivals.</p>	<p>Explore and discuss changes children see in Winter.</p> <p>Remember and talk about their experiences during the holidays.</p> <p>Through core texts and topic books, understand differences between where people live.</p> <p>Focus on baby animals, particularly farm animals.</p> <p>Role play based on core texts and building.</p> <p>Make pancakes and other food to celebrate festivals including Easter.</p> <p>Curiosity tray to include objects relating to core texts and building materials.</p>	<p>Explore and discuss changes children see in Spring.</p> <p>Through core texts learn and show an interest in different cultures and ways of life.</p> <p>Extend vocabulary and learn about different jobs people do through role play including hairdressers.</p> <p>Observe changes in the Nursery Garden including bulbs flowering.</p> <p>Focus on animals that live in different environments e.g., Africa, Antarctica</p> <p>Use computers safely and can be used to retrieve information including Google Earth.</p> <p>Curiosity tray focus on places.</p>	<p>Explore and observe changes in Summer.</p> <p>Observations of animals, nests, frogspawn etc.</p> <p>Focus on insects. Insect Lore butterfly garden to observe caterpillars turn to butterflies.</p> <p>Plant and grow vegetables</p> <p>Develop an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Simple programmable toys.</p> <p>Curiosity tray to focus on life cycles and growth.</p>	<p>Explore and observe the changes when outside.</p> <p>Sports Week learn about different sports around the world (including Olympic Games when appropriate).</p> <p>Make a summer fruit salad.</p> <p>Learn about creatures under the sea and explore through water play</p> <p>Develop understanding of technology including binoculars and microscopes.</p> <p>Curiosity tray insects, sports, and holidays.</p>
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<p>PHYSICAL DEVELOPMENT</p>	<p>Putting on own wellies and shoes.</p> <p>Running, jumping, and climbing.</p> <p>Kicking large ball.</p> <p>Holding writing equipment.</p> <p>Draw lines and circles using gross motor skills.</p>	<p>Running, jumping, sliding, slithering, crawling.</p> <p>Putting on own coat.</p> <p>Catch a large ball.</p> <p>Holding writing equipment with a comfortable grip.</p> <p>Model safety and correct way of using and carrying scissors, cutting paper.</p>	<p>Running around obstacles.</p> <p>Standing on one leg.</p> <p>Comfortable and efficient use of pencils and scissors.</p> <p>Develop their riding (scooters, trikes, and bikes)</p>	<p>Moving in different ways, hopping, jumping, slithering.</p> <p>Copy some letters.</p> <p>Cutting with scissors for a purpose.</p>	<p>Skipping and hopping.</p> <p>Observe effect of activity on bodies.</p> <p>Forming some recognisable letters.</p>	<p>Different games and races</p> <p>Help to dress and undresses – dressing up.</p> <p>Forming more recognisable letters</p>
<p>EXPRESSIVE ART AND DESIGN</p>	<p>Take part in pretend play</p> <p>Small world play – use blocks, construction</p> <p>Movement time</p> <p>Joining in with singing familiar songs</p> <p>Learn to draw basic shapes</p>	<p>Begin to develop simple stories using small world equipment</p> <p>Sing topic linked songs</p> <p>Learn to tap out rhythms</p> <p>Learn to draw basic shapes</p>	<p>Begin to develop more complex stories using small world equipment like animal sets, dolls, and dolls houses, etc.</p> <p>Sing a wider range of songs, recalling many by heart. Follow the melody.</p> <p>Use lines to enclose a space and use shapes to represent objects.</p>	<p>Make imaginative and complex small worlds such as a town</p> <p>Abstract Art and primary colours</p> <p>Use various construction materials and loose parts to create something planned.</p> <p>Introduce colour mixing</p>	<p>Develop ideas and decide what materials to use to express them</p> <p>Explore colour mixing</p> <p>Make music with others</p> <p>Start to make up own songs or use known ones to improvise</p>	<p>Make up actions for songs</p> <p>Explore the artwork of a range of famous artists linked to topic</p> <p>Start to create artwork with more accurate representation</p>



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EXPRESSIVE ART AND DESIGN cont.	Learn how to draw and paint a simple face Use chalk, paint, and collage Explore instruments Explore various malleable materials	Use drawing to represent ideas like movement and noises Explore materials freely Listen with increasing attention to sounds. Recite a song, start to match pitch, and follow melody Take part in Christmas concert	Use various construction materials Respond to what is heard expressing thoughts and feelings Move body to beat of music	Join different materials and explore different textures – link to work on materials		
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Reception we have six broad overarching topics to help us plan for the children. Throughout the year Reception planning is inspired by the seasons, festivals, nature, and books as outlined below. The aim is to inspire children’s curiosity and engage them in learning through play. The indoor and outdoor environments are equally as important, and we always try to encourage children to become inspired and learn in both. Vocabulary, language acquisition and communication are the heart of all our learning.</p>						
TOPIC	Our Community	Follow The Star	Once Upon a Rhyme	Splish, Splash, Splosh	Down At the Bottom of The Garden	Wheels, Wings and Other Things
OVERVIEW	<p>The children learn about people who live and work in their local community. People from the community will visit to talk about their job, show the children their uniforms and answer questions that the children may have. Visitors include a doctor, a vet, the vicar and the headteacher. We get to know our school community by taking a walk round the school and finding our way around as well as meeting the different people who help us at school.</p>	<p>This topic explores light and dark through art and science. The children learn about light sources and safety. The children investigate different materials to see how well they show up in the dark. We also consider fire safety and visit the fire station, linking with Bonfire night. We enjoy stories about night and day. Later in the term we learn about the star in the Nativity story as we explore the story of Jesus’ birth and perform a nativity play.</p>	<p>We explore rhyme, poetry, nursery rhymes and stories. The children learn several traditional nursery rhymes. We also explore traditional tales, comparing openings, characters and storylines. The children learn to retell stories, adapt traditional tales and record their own stories using maps and recording devices. We also explore what tradition means and discuss family traditions such as birthdays, religious celebrations, and other special days</p>	<p>Water and its uses are explored. We experiment with ice and water and look at the changing states. We look at rainbows and learn to colour mix to create the colours of the rainbow. We explore floating and sinking and different materials. We discuss countries and communities who have too much or too little water and how this affects their lives. We look at the need for water and the link with health including keeping clean. Artwork uses inks, bubbles, and watercolours.</p>	<p>The children learn about all the plants and creatures that can live in our gardens; where they live, what they eat and how they grow. The children build bug hotels, ant farms and go on minibeast hunts. We launch with a gardening day where children plant beans, visit the nature trail and do some digging in the garden. The children grow a variety of flowers and vegetables observing them closely as they grow to gain an understanding of what they need to thrive.</p>	<p>We look at different modes of transport and read stories about different vehicles. We embark on a ‘Talk for Writing’ project linked to a familiar story. We make our own story maps and try writing our own versions of the story, changing some of the details. To inspire us we visit Long Hanborough Bus Museum. We also explore forces and movement by sending vehicles down ramps and measuring how far they travel. We create art with track prints and still life drawings.</p>



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<p>SEASONS AND NATURE</p> <p>Forest school activities introduced</p>	<p>Autumn</p> <p>Observing weather Looking after the plants in the EYFS garden. Deadheading flowers. Observing and drawing autumn vegetables ie pumpkins. Animal focus – pets going to the vets. Link with ‘Creation’ in RE.</p>	<p>Autumn/Winter</p> <p>Observing weather. Autumn walks Watering and harvesting vegetables. Maths focus - Observing, sorting and counting conkers, acorns and leaves. Making a forest school tree decoration using twigs. Animal focus – hibernation.</p>	<p>Winter</p> <p>Observing weather. The Night sky. Winter walks. Observing early bulbs flowering. Clearing dead plants. Animal focus – Nocturnal animals.</p>	<p>Spring</p> <p>Observing weather. Spring walks to spot signs of spring. Observing bulbs flowering. Planting seeds for summer vegetables. Animal focus – Aquatic animals</p>	<p>Spring/Summer</p> <p>Observing weather. Spring walks. Planting herbs and bedding plants. Discussing what plants need to grow. Labelling parts of a plant. Growing vegetables (beans). Animal focus - life cycles of a frog. Bird feeders. Minibeast investigations. David Attenborough link.</p>	<p>Summer</p> <p>Observing weather. Observing flowers. Weeding the garden and tidying for the summer break. Caring for our world – RE link. Animal focus – prehistoric creatures, dinosaurs.</p>
<p>SEASONS, FESTIVALS AND EVENTS</p>	<p>Harvest Festival</p>	<p>Nursery Rhyme Week Bonfire Night Remembrance Sunday Diwali /Hanukkah Nativity/Christmas Pantomime visit</p>	<p>Chinese New Year Shrove Tuesday/Lent Holi Possible visit to story museum</p>	<p>Infant baptism World Book Day Mothering Sunday Easter Possible visit to the church</p>	<p>World Environment Day Possible visit to Cogges, or Butterfly House</p>	<p>Health week World Oceans Day Possible visit to Bus Museum</p>



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Term	Autumn Our Community Follow the Star	Spring Once Upon a Rhyme Splish, Splash, Splosh	Summer Down at the Bottom of the Garden Wheels, wings and other things
Story Books	Handa's Surprise The Gruffalo Rain Goodnight Moon Owl Babies Whatever Next Beegu Snow The Marvellous Moon Map	Farmer Duck Rosie's Walk Shhh! Mr Gumpy's Outing A child of books Franklin's flying bookshop On the Way Home Six Dinner Sid The way home for wolf The last wolf Grandma Bird	What the Ladybird Heard Jasper's Beanstalk Grandad's Secret Giant Mrs Armitage on Wheels Mr Gumpy's Motor Car 100 Decker bus Naughty Bus The Journey Home Traction Man Supertato
Page Turners	There's a bear on my chair One Snowy Night	The Pea and the Princess The Lighthouse Keeper's Lunch	The Lion Inside I want my potty
Poetry	A Treasury of Songs My Many Coloured Days	A Treasury of Songs Sharing a Shell	A Treasury of Songs This Little Puffin
Nursery Rhymes	Little Miss Muffet Ring a ring of roses I'm a little teapot Star light, star bright Wind the bobbin up	Pop goes the weasel London Bridge is falling down The farmer's in his dell Row, row, row your boat	As I was going to St Ives Oranges and Lemons The grand old Duke of York Mary had a little lamb



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Fairy & Traditional Stories	Chicken Licken The 12 Days of Christmas Cinderella Goldilocks and the three bears	The Ugly Duckling The Gingerbread Man Tom Thumb The Three Billy Goats Gruff The Three Little Pigs The Elves and the Shoemaker Little Red Riding Hood	The Tiger Child: A folktale from India Anansai the Spider Clever Anansai and Boastful Bullfrog Jack and the Beanstalk
Classical Tales	Aesop's Tales The Mouse and the Lion	Aesop's Tales: The Thirsty Crow	Aesop's Tales: The Hare and the Tortoise
Bible & Religious Stories	In the beginning... (creation story) Noah's Ark The Christmas Story	My First Bible Stories Collection: The Good Samaritan The Lost Sheep The Easter Story	My First Stories Collection: David and Goliath
PSED	The Darkest Dark Huge bag of worries The Colour Monster The Colour Monster Goes to School Ruby Worry The Worrysaurus The Three Little Aliens and the big bad robot	My name is not Refugee The Rainbow Fish Only One You	A Mouse called Julian On Sudden Hill Tango Makes 3 Have you filled your bucket today?



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<p>LANGUAGE & COMMUNICATION</p>	<p>LA & U and S: Share holiday scrapbooks, with a particular focus on retelling using the past tense, in longer sentences. Be the speaker and the audience. Introduce signs to show we are listening, and ways to be a good speaker. Continue to widen vocabulary with Talk Through Stories, as part of the RWI phonics scheme. Work on 2-part instructions Sing a wide range of songs relating to the topic.</p>	<p>LA & U and S: Share experiences of Bonfire Night in some detail and ideas about Light and Dark and Christmas. Use new vocabulary, some taken from non-fiction texts, including themes such as nocturnal animals and space. Use question words to help find out more about these themes. The children learn and rehearse songs and script from an Out of the Ark Nativity play, lasting approximately 30 minutes, with a live audience.</p>	<p>LA & U and S: Develop the children's listening skills further so they can understand how to listen carefully and know why listening is important. Through circle time and during activities ensure they are able to listen to others and respond to what people are saying appropriately.</p>	<p>LA & U and S: Small world and role play activities will support the children to retell stories once they have developed a deep familiarity with the texts being used, including Mr Gumpy's Outing.</p>	<p>LA & U and S: Ask children to offer explanations about why things happen, centred around nature and habitats. Help them ask questions to clarify their understanding. As they speak conversationally with their peers and adults, help them with listening and offering their own information and viewpoint.</p>	<p>LA & U and S: Encourage children to share their own knowledge and understanding of different methods of transport through discussions, circle times and in continuous provision. Encourage speaking in longer sentences which include conjunctions. Children will help plan a trip to the bus museum, hypothesise about what they might find there, and then share their experiences when they return.</p>
<p>LITERACY</p>	<p>Comprehension: Understand 5 key concepts of print Start to read and understand books with set 1 sounds. Listen to daily stories to support understanding of key events.</p>	<p>Comprehension: Rereading set 1 sound books to build up confidence, fluency and their understanding and enjoyment. Gain confidence in retelling known stories.</p>	<p>Comprehension: Rereading books to build up confidence, fluency, understanding and enjoyment. Use key words and story openers in role play situations, namely the Elves and the Shoemaker's workshop.</p>	<p>Comprehension: Rereading books to build up confidence, fluency and their understanding and enjoyment. Engage in role play supporting the topic, using key phrases regarding washing and clothes.</p>	<p>Comprehension: Rereading stories and narratives to show their understanding of the texts. Non-fiction texts will inform language choices around minibests.</p>	<p>Comprehension: Anticipate key events in stories which follow a similar structure to known tales.</p>

<p>LITERACY Cont.</p>	<p>Word Reading: General sound discrimination - Environmental sounds and begin initial sounds. Use the 'Read, Write, Inc' scheme to start working on 16 initial sounds in phonics. Weekly Guided Reading sessions to develop children's book talk. Explore stories with a people that help us theme. Share information books about topic, books from home, share stories, read stories, sing songs and rhymes.</p> <p>Writing: Learn to write the letters they are learning the sounds for. Attempt this in independent work.</p>	<p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge</p> <p>Weekly Guided Reading sessions to develop children's book talk. Exploring stories with a similar theme– Light/stars/animals. Share information books about topic, books from home, share stories, read stories, sing songs and rhymes.</p> <p>Writing: Start to segment words to break them into sounds and attempt to write cv, vc and cvc words.</p>	<p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge We will be revising set 1 and introducing set 2 sounds.</p> <p>Our Guided Reading will be integrated in our daily Phonics lessons.</p> <p>Writing: Start to segment words independently and write down these words including the initial, middle and final sound. Match most set 1 sounds correctly and form lowercase letters accurately.</p>	<p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge</p> <p>Develop children's book talk through weekly guided reading sessions.</p> <p>Writing: Create simple phrases and captions that are phonetically plausible</p>	<p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge</p> <p>Develop children's book talk through weekly guided reading sessions</p> <p>Writing: Reread what they write and check it makes sense. Sometimes start a sentence with a capital letter.</p>	<p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge Continue to embed Set 2 and Set 3 sounds and look at key 'red' words.</p> <p>Develop children's book talk through weekly guided reading sessions</p> <p>Writing: Write simple sentences can be read by others. Letters are formed correctly.</p>
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<p>MATHS</p>	<p>Getting to know you - Sing number songs and rhymes -counting different objects as a set, one object one item. -Play counting games, count at circle time. -Play counting games linked to topic, e.g., how many windows in the fire truck? Just Like Me! -Matching and sorting comparing amounts. -Number walks -how many numbers can you find? -Exploring pattern</p>	<p>It's Me 123 -Representing -comparing -composition of 1,2 & 3 -Circles, triangles -positional language Light and Dark -Subitise within 5, perceptually and conceptually depending on the arrangements. -Continue to develop counting skills and explore the cardinality of 5 linking to dice patterns and fingers. - Shapes with 4 sides</p>	<p>Alive in 5! -Composition of 4 and 5 -Introducing zero -number bonds to 5.</p> <p>Growing 6,7,8 -Combining two amounts -Making Pairs -Length and height -Time</p>	<p>Building 9 and 10 -Representing and sorting 9 & 10 -Ordering numerals to 10 -Composition of 9 & 10 -Comparing numbers within 10 -Making 10 3D and 2D shapes -Spatial awareness -Pattern</p> <p>Consolidation</p>	<p>To 20 and Beyond: -Building numbers beyond 10 -Counting patterns beyond 10 -Match, rotate and manipulate.</p> <p>First, Then, Now -Adding more -Taking away -Compose -Decompose</p>	<p>Find My Pattern - Doubling - Sharing and grouping - Even and odd</p> <p>On the Move - Deepening understanding -Patterns and relationship -Spatial reasoning -mapping</p> <p>Some children will be taking part in the NCETM Maths Mastery approach as a catch-up intervention</p>
<p>PSED</p>	<p>Self-regulation, managing self and building relationships: -Explore feelings, learn to recognise, and name them. -Begin to understand how others might be feeling. -Share holiday scrapbook to begin to see themselves as a valuable individual.</p>	<p>Self-regulation, managing self and building relationships: -Learn about building relationships and showing respect to others (circle time) Anti-bullying week, odd socks day - Learn about Bonfire night and how to stay safe. -Performance (nativity)</p>	<p>Self-regulation, managing self and building relationships: -Circle time activities - focus on dreams and goals, never giving up, goal setting and overcoming obstacles.</p> <p>-Setting goals for the new year and learning to persist in the face of a challenge.</p>	<p>Self-regulation, managing self and building relationships: -Allocate new roles and responsibilities (Book bag monitors, snack helper etc.) - Encouraging understanding of the concept of uniqueness and celebrating difference. 'Only One You' and other stories</p>	<p>Self-regulation, managing self and building relationships: -Focusing on the theme of relationships in more detail, thinking about how they can control their own feelings.</p> <p>-Exploring how families come in different shapes and sizes - How to be a good friend.</p>	<p>Self-regulation, managing self and building relationships: -Talking about change and preparing for KS1.</p> <p>-Discussing healthy food choices and a healthy lifestyle linked to Health & Sports Week.</p>



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<p>UNDERSTANDING THE WORLD All year Share traditions, stories and food from traditional festivals and celebrations and the seasons.</p> <p>Observe seasonal changes, play with seasonal objects, and read books relating to the seasons.</p> <p>Celebrate diversity and ensure books from different cultures and ethnicities are read with the children.</p> <p>Weave opportunities for the children to engage with religious and cultural communities</p>	<p>Past and Present: Talking about our families, people in our school and the wider community.</p> <p>The Natural World: Exploring Autumn and Harvest</p> <p>People, Culture and Communities: Map making from tours around the school and local community.</p> <p>RE focus: Creation– Why is the Word of God so important to Christians?</p>	<p>Past and Present: Discussing the history of space travel and the significant person Neil Armstrong.</p> <p>The Natural World: Exploring light sources, light and dark, shadows. Exploring the changing season from Autumn into Winter and discussing hibernation.</p> <p>People, Culture and Communities: RE focus: Incarnation- Why do Christians perform Nativity plays at Christmas? The Christmas Story, celebrating Diwali</p>	<p>Past and Present: Looking at clothing from the past linking to the traditional stories we are studying.</p> <p>The Natural World: Noticing the changes in our environments as the weather starts to change, fostering curiosity in the natural world.</p> <p>People, Culture and Communities: RE focus: Incarnation- What makes every single person unique and precious?</p>	<p>Past and Present: Learn about Gertrude Ederle. Olympic medal swimmer and first woman to swim across the channel. Museum ‘Soap and Bubbles’ Box.</p> <p>The Natural World: Investigating changing states of matter – melting ice, floating and sinking. Record observations through drawings.</p> <p>People, Culture and Communities: RE focus: Salvation- Why do Christians put cross in an Easter Garden?</p> <p>Water Aid link: people in developing countries without clean water.</p>	<p>Past and Present: Learn about the famous botanist David Attenborough.</p> <p>The Natural World: Exploring plant and animal life cycles and create animal habitats.</p> <p>People, Culture and Communities: RE focus: Creation- How can we care for our wonderful world?</p> <p>Researching insects around the world in different habitats.</p>	<p>Past and Present: Learn about Emilia Earhart and William Morris.</p> <p>The Natural World: Exploring the world of vehicles, friction and pushing and pulling forces. We will use the vehicles Museum Box.</p> <p>People, Culture and Communities: RE focus: Salvation- How can we help others when they need it?</p> <p>The Lord’s Prayer and Love to Others</p>
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<p>PHYSICAL DEVELOPMENT Gross motor</p> <p>Ongoing - Create games and provide opportunities for play both indoors and outdoors, to support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p>	<p>Gross motor:</p> <p>PE - dance and movement to nursery rhymes and songs Sticky kids & Yoga -Skipping, hopping, standing on one leg, following instructions.</p>	<p>Gross Motor:</p> <p>PE - gymnastics, focusing on balances, and taking part in group activities Being increasingly independent getting dressed/undressed i.e., coats and zips</p> <p>Firework dance</p>	<p>Gross Motor:</p> <p>PE -gymnastics, focusing on journeys along, under over and through equipment. Link to Rosie' walk Revise and refine the fundamental movement skills i.e., skipping, hopping, climbing and jumping</p>	<p>Gross Motor:</p> <p>PE - create a dance to 'Under the Sea' using the stimulus 'Commotion in the Ocean'. Outdoor climbing equipment -Improve overall body strength, balance, co-ordination, and agility.</p>	<p>Gross Motor:</p> <p>In PE - ball skills developing confidence, competence, precision and accuracy when engaging in activities.</p> <p>Specific focus: Simple ball skills in tennis, with a range of balls Bat, pat and hit a ball.</p>	<p>Gross Motor:</p> <p>In PE - athletics activities preparing for Sport's Day</p> <p>Negotiating space safely, with consideration to others. Demonstrate strength, balance and coordination.</p>
<p>PHYSICAL DEVELOPMENT cont. Fine Motor</p> <p>-Daily opportunities for Developing Fine Motor skills -Continuously check the progress of children's handwriting (pencil grip and letter formation, inc. directionality). Provide extra help and guidance when needed</p>	<p>Fine motor:</p> <p>Encourage independent eating and using cutlery. Show a preference for a dominant hand. Use one-handed tools and equipment, i.e., making snips in paper with scissors.</p>	<p>Fine motor:</p> <p>Develop their fine 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.</p>	<p>Fine motor:</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Using various tools and equipment for cooking and baking</p>	<p>Fine motor:</p> <p>Develop the foundations of a handwriting style which is accurate and efficient.</p>	<p>Fine motor:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery competently. Begin to show accuracy and care when drawing.</p>	



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<p>EXPRESSIVE ART AND DESIGN</p>	<p>Creating with material: Pencil drawing self-portrait, Painting pictures of people who help us using a range of media. We will also link our art to the Harvest theme and produce chalk still life pictures. Skeletons cutting & chalk to link with Funnybones etc.</p> <p>Being imaginative and expressive: Role-playing narratives with peers based on home-life examples such as a kitchen, living room etc.</p> <p>Listen attentively, move to and talk about music</p>	<p>Creating with Material: Creating firework pictures with chalk/ night and day pictures/ Christmas decorations. Use a variety of paint, printing and fixing techniques.</p> <p>Being Imaginative and Expressive: Exploring light and dark in the role play corner, with moon travel based on 'Whatever Next' by Jill Murphy.</p> <p>Sing in a group or on their own increasingly matching the pitch and following the melody of song.</p>	<p>Creating with Material: Modelling with recycled materials, junk, clay and dough, construction. Exploring collage shapes and printing techniques. Feature artist: Paul Klee (Castle in the sun painting).</p> <p>Being imaginative and expressive: Dance, movement and singing linked to nursery rhymes</p>	<p>Creating with Material Exploring how water influences artwork and examine work of artists who have been inspired by water.</p> <p>Being Imaginative and Expressive: Recount narratives – 'Mrs Lather's Laundry'. Songs linked to stories and rhyme within them. Use percussion instruments in listening games. Explore body parts including voice to create sound.</p>	<p>Creating with Material: Looking at paintings and other forms of art and discuss content and style including the insect artist Christopher Marley.</p> <p>Being Imaginative and Expressive: Inventing and adapting narratives – 'Jack and the Bean Stalk'. Using percussion instruments Improvising with voices and instruments.</p>	<p>Creating with Material: Exploring things that roll/move inspired by Jackson Pollock. We will also create superhero hand art.</p> <p>Being Imaginative and Expressive: Creating role-play garage and bicycle wash area outside and lots of small world vehicle settings inside. Playing instruments within a song</p>
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