



Ellington Primary School

'Believe and Achieve'

Nursery Long Term Overview 2023-2024



Ellington Primary EYFS Vision	Our aim is to create a remarkable foundation for champions to flourish. We want every child to excel and become resilient, self-motivated, life-long learners.					
Ellington Primary School Values	*Honesty	*Respect	*Pride	*Resilience	*Teamwork	*Happiness

Area of Learning	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Possible Themes/Interests/Lines of Enquiry <i>(These themes may be adapted at various points to allow for children's interest)</i>	Here I am! (8) 1. Settling in! 2. All about me 3. Families and Pets 4. Seasonal Changes Autumn	Let's celebrate (7) 1. Halloween Bonfire/Diwali 2. Birthday celebrations 3. Winter/Christmas	Once upon a Bear (6) 1. Nursery Rhymes 2. Goldilocks and the Three Bears 3. We're Going on a Bear Hunt	How does your garden grow? (6) 1. Growing Plants 2. Keeping Healthy (Hygiene) 3. Seasonal Changes Spring Time (Easter)	To the Rescue (5) 1. People Who Help us! 2. Superhero's 3. Supertato!	Mad about Minibeasts (7) 1. Life-Cycle of a butterfly 2. Minibeasts in the garden 3. Minibeasts around the world 4. Seasonal Changes Summer/Transition
High Quality Texts	   	   	 	   	  	 <p>TBC</p>
Enrichment Activities	Photos from home Pet Visits	Christmas Performance Christmas Crafts	Tiddlywinks	Easter Hat Parade Easter Egg Hunt	When I grow up Day School Trip	Butterfly life cycles Bug Ball

Visitors	Vet	Secret Reader: Vicar Santa	Tiddlywinks Now-Press-Play experience	Secret Reader: Vicar	Firefighter Paramedic Police	Animal Antics
Key Texts to Further Support Topic	<p>Stories about pets</p> <p>Stories about families</p> <p>Stories about Autumn</p>	<p>Stories about different celebrations</p> <p>Stories about Diwali</p> <p>Stories about Christmas</p> <p>Stories about Winter</p>	<p>Traditional Tales stories</p> <p>Nursery Rhymes</p> <p>Stories about Spring</p>	<p>Stories about growing</p> <p>Stories about Spring</p> <p>Stories about keeping healthy</p> <p>Stories about Easter</p>	<p>Stories about People who help us</p> <p>Stories about superhero's</p> <p>Stories about Summer</p>	<p>Stories about minibeasts</p> <p>Stories about animal life cycles</p> <p>Stories about minibeasts around the world</p> <p>Stories about Summer</p>
Key Vocabulary	See phonics planning					
Parent Link	Stay and Play	Stay and Do Christmas Performance	Stay and Read Secret Reader	Stay and Garden Secret Reader	Stay and Count Parent Visitors (Jobs)	Stay and Picnic
Nursery Class Hero: George Webster	<p>Who is George Webster?</p> <p>Learning about similarities and differences.</p>	<p>What are his hero qualities?</p> <p>When is George Webster's birthday?</p>	<p>What was life like when George Webster was little?</p> <p>How is George Webster an actor?</p>	<p>What stories has George Webster written?</p>	<p>Why is George Webster a hero?</p> <p>Recap hero qualities.</p>	<p>What is our favourite George Webster story?</p>

Mainstream Curriculum links	<p>Year 1 – What is the weather like in the UK?</p> <p>Year 1 – How am I making history?</p> <p>Year 4 – How have children's lives changed?</p> <p>Year 1 – The Human Body</p> <p>Year 1 – Seasonal Changes</p> <p>Year 2 – Growing Up</p>	<p>Year 1 – What is the weather like in the UK?</p> <p>Year 2 – Why is our world wonderful?</p> <p>Years 1 and 2 - Materials</p>	<p>Year 2 – Why is our world wonderful?</p> <p>Year 2 – Would you prefer to live in a hot or cold place?</p> <p>Year 5 – Why do oceans matter?</p> <p>Year 1 – How have explorers changed the world</p> <p>Y1 – Animals</p> <p>Year 2 – Living things and their habitats</p>	<p>Year 1 – What is the weather like in the UK?</p> <p>Year 1 – Caring for the Planet</p> <p>Year 1, and 3 – Plants</p> <p>Year 1 – Growing and Cooking</p> <p>Year 3 – Soils</p>		<p>Year 1 – What is the weather like in the UK?</p> <p>Y1 – Animals</p> <p>Year 2 – Living things and their habitats</p> <p>Year 2 – Wildlife</p>
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Communication and Language

*Listening, Attention and Understanding *Speaking

By the end of Nursery Children will be able to...

Nursery 1			<p>*To begin to listen to a short story</p> <p>*To enjoy listening to an adult read and respond, i.e. by smiling</p> <p>*To listen and enjoy rhythmic patterns in a story.</p> <p>*Begin to answer the register with a good morning/good afternoon</p> <p>*Listen to adults/children in a small group for a short amount of time.</p>	<p>*To begin to answer simple questions relating to a short story</p> <p>*Continue to follow the routines of nursery with more confidence.</p> <p>*Listen to adults/children in a small group for short amount of time.</p> <p>To be able to use some simple topical vocabulary relating to growing 'seed, soil, water, sun'</p> <p>*To be able to name animals and their noises</p>	<p>*To learn new words by grouping things based on common meaning, e.g. jobs</p> <p>To ask the meaning of new words.</p> <p>*Understand and act on longer sentences</p> <p>*Identify familiar objects when they are described by an adult in play e.g shiny, blue car</p> <p>*Understand a question or instruction that has two parts, such as "Get your</p>	<p>*Know how to show good listening</p> <p>*Be able to listen to an adult in small/whole groups</p> <p>*Be able to listen to short stories with increasing attention</p> <p>*Understand an instruction with two parts e.g Put your coat on and wait by the door.</p> <p>*Identify familiar objects when they are described by an adult in play e.g shiny, blue car.</p>
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			<ul style="list-style-type: none"> *To use different types of words, including nouns and verbs relating to a story. *To be able to name the characters in a repeated story. *To be able to use some simple topical vocabulary relating to fairy tales 'small, medium, big' 'once upon a time' *Begin to talk about yourself. *Understand a simple question or instruction 'Can you put your coat on?' *Respond to a familiar adult *Begin to join in with familiar songs. *Listen to an adult during play and begin to repeat back vocabulary modelled to them *To begin to join in with repeated refrains in a story. 	<ul style="list-style-type: none"> *Begin to join in with familiar songs *Respond to a familiar adult *Understand a simple question or instruction and follow it with ease. *Listen to an adult during play and begin to use vocabulary modelled to them. *To discriminate a sound in my environment and name it To be aware that some objects make a noise. *To continue to join with repeated refrains in a story. *Enjoys rhyming stories 	<ul style="list-style-type: none"> coat and wait at the door". *Begin to speak in simple sentences *Begin to use comparative language *Begin to answer why questions *Follow body percussions of 3 *Build up their bank of songs *Begin to answer why questions *During play repeat vocabulary that is modelled to them. *To generate ideas – how to unfreeze supertato 	<ul style="list-style-type: none"> *To use different types of words including nouns and verbs related to the story. *To be able to talk about the story and begin to talk about the life-cycle of a butterfly. To use topical vocabulary linked to the story, e.g. butterfly, chrysalis, egg, leaf, caterpillar *To recall and sequence events in the story *To join in with repeated refrains in the story 'but he was still hungry' To use more specific vocabulary to name and describe the seasonal changes., e.g. comparative language
Nursery 2	<ul style="list-style-type: none"> *Join in with routines of Nursery e.g saying good morning/afternoon *Know how to show good listening 	<ul style="list-style-type: none"> *Begins to use plurals *Understands simple questions 'who, what, where' *To recall key events in a story e.g stickman's journey 	<ul style="list-style-type: none"> *To answer simple 'why' questions about the story.' *To understand why questions *To use different types of words including nouns 	<ul style="list-style-type: none"> *Listen to others in a small group when not following my own interests *Listen to and learn rhymes *Hear rhyming words 	<ul style="list-style-type: none"> *Listen in a larger group *Enjoys listening to longer stories and can remember what happens in them. 	<ul style="list-style-type: none"> *Sits quietly and listen for fifteen minutes *Join in at group time by putting up hand and waiting their turn to talk

	<p>*Be able to listen to an adult in small/whole groups</p> <p>*Be able to listen to short stories.</p> <p>*Understand an instruction with two parts e.g Put your coat on and wait by the door.</p> <p>*Identify familiar objects when they are described by an adult in play e.g shiny, blue car.</p> <p>*To use different types of words including nouns and verbs related to the story.</p> <p>*To be able to talk about yourself and label simple body parts.</p> <p>To use topical vocabulary linked to the story, e.g. leaves, Autumn, falling.</p> <p>*To recall and sequence events in the story</p> <p>*To join in with repeated refrains in the story 'We're going on a leaf hunt'</p> <p>To use more specific vocabulary to name and</p>	<p>*Be able to learn new words by grouping things with a common meaning e.g celebrations/winter</p> <p>To use more specific vocabulary to name and describe the seasonal changes., e.g. comparative language</p> <p>*To use topical vocabulary linked to stories e.g winter, snow, cold, icy celebrations, happy, gifts, fireworks, loud, colourful</p> <p>*To begin to recall characters in the story</p> <p>*Suggest reasons why stickman is finding it tricky to return home using the pictures to help.</p> <p>*To join in with repeated refrains in a story.</p> <p>*To join in with songs we know and try to join in with new songs.</p> <p>*Able to follow two part instructions</p> <p>*To recall and sequence events in a story.</p>	<p>and verbs relating to the story.</p> <p>*To recall and sequence events in the story.</p> <p>*To use sentences containing conjunctions</p> <p>*Talk in full sentences when modelled during play/adult led sessions</p> <p>*talk in various tenses</p> <p>*Start a conversation with adults and friends</p> <p>*Comment on what they hear</p> <p>*Have a bank of songs</p> <p>*To be able to recount an event and share it in a small group</p>	<p>*Give a word which rhymes with another</p> <p>*Able to follow instructions which involve holding 3 items: e.g. bring the banana, plate and knife from...</p> <p>*Learns lots of new words and use them in play</p> <p>*Ask my own questions in a range of situations</p> <p>*Know many rhymes</p> <p>* Use consonants correctly (z, v, sh, ch, j, and ng)in my consonant range</p> <p>To use more specific vocabulary to name and describe the seasonal changes., e.g. comparative language</p> <p>To be able to recall vocabulary relating to growing</p> <p>*Be able to say why plants need sun and water to grow.</p> <p>*Explains, describes and recounts how plants grow</p>	<p>*Focuses on a chosen activity for at least ten minutes</p> <p>*Follow longer instructions whilst engaged in an activity</p> <p>*Understand and follow instructions containing 'before', 'after', 'first,</p> <p>*Answer simple problem solving questions: e.g. What do you do if you are cold?</p> <p>*Explain your thinking!</p> <p>*Use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p> <p>*Start to use connectives to link ideas – and, because, so</p> <p>*sustain a two-way conversation with an adult/child</p> <p>To learn new words by grouping things based on common meaning, e.g. people who help us</p> <p>To ask the meaning of new words.</p> <p>To recall and sequence events in a story.</p>	<p>*Able to move away from distractions when concentrating</p> <p>*Listen and attend well in the nursery even when there are distractions</p> <p>*Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</p> <p>*understand more complicated instructions e.g. roll up your sleeves, put on an apron and go to the painting area</p> <p>*Uses longer sentences of four to six words when talking</p> <p>*Be able to talk about thoughts even when they disagree and can discuss this using words and actions</p> <p>*Use most consonants correctly (l, r, , th, may be still developing)</p> <p>*Know what good listening looks like</p> <p>*Stick to the topic</p> <p>*Add detail to talk</p> <p>*Clarify ideas by a running commentary to self/others</p>
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	describe the seasonal changes., e.g. comparative language *To begin to hear rhyming words in a story.	*Begin to talk in simple sentences *Follow body percussions of 3			To generate five words for a simple semantic link, e.g. things a police officer needs to do their job *Be able to generate ideas e.g how to unfreeze supertato *Understand who can help us and how they can. *Be able to answer how and why questions	*Use a wide range of words correctly and in context *Learn vocabulary linked to science and the life cycle of a butterfly *Learn vocabulary linked to Summer
Personal, Social and Emotional Development *Self-Regulation *Managing Self *Building Relationships						
Nursery 1			*Separate from carer with support *To begin to show effortful control, with the support of an adult. *Know the children belong in their group/class *Begin to know the nursery boundaries, rules, sanctions, rewards and routines *Know the areas in the nursery and what we do there *To understand that some actions are kind and some are unkind and not OK. *To begin to learn about the zones of regulation and label simple feelings e.g happy, sad, angry, worried *To select activities and resources with help from an adult. *Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. *To use the toilet, with help. *To know where our toilets are located in Nursery and how to use them safely. *To wash my hands with some adult support.		*Separate from carer with support *Know the areas in the nursery and what we do there *Know the children belong in their group/class *Begin to know the nursery boundaries, rules, sanctions, rewards and routines *Select activities from those available with adult help *Follow daily routines with some support *To begin to discuss how the characters in the story are feeling relating it to the zones of regulation. *To understand I am able to ask for help. *To begin to use the toilet more independently *To know the importance of washing my hands *Develop friendships with other children. *Become more outgoing with unfamiliar people, in the safe context of their setting. *Increasingly follow rules, understanding why they are important. *Begins to use a fork/spoon to eat food. *Put/get coat on/off peg independently	

		<ul style="list-style-type: none"> *To begin to recognise, with support, that Goldilocks' actions were unkind. *To show affection towards people who are special to me. *Look to others for responses and reactions to my actions or communication. *Begin to understand the need to make healthy choices. *Begins to use a fork/spoon to eat food *Put/get coat on/off peg independently 	
Nursery 2	<ul style="list-style-type: none"> *Wait my turn with adult support *Choose where to work from a choice *Use resources with help *Separate from carer with support *Know the children belong in their group/class *Know the areas in the nursery and what we do there *Know the nursery boundaries, rules, sanctions, rewards and routines *Follow daily routines with some support *Learn how to return resources correctly. *Recap or learn feeling words happy, sad, angry, worried *Recap or learn the zones of regulation *Talk to children in play *Form friendships with others *Seek adult support to have needs met *Eat using a spoon and fork *Help set the snack table *Tells an adult they need the toilet *Tells an adult if hungry/tired *Can wash/sanitise hands with support *Learn the names of new children *Learn the names of the adults *Begin to put on a coat/waterproof independently *Learn to use a knife to spread 	<ul style="list-style-type: none"> *Take turns playing a game in a small group with an adult *Talk about what they have done/made in a small group *Talk about what they have done/made and relate to the school values. *Source/request resources to follow their plans *Say how they feel relating it to the zones of regulation *Identify other's feelings in stories relating to the zones of regulation. *Identify other's feelings when they are obvious *Talk about what they intend to do and how *Follow daily routines with developing independence *Work towards individual and shared rewards *Actively seek out others *Keep play going by responding to what others are doing *Initiate conversations with adults and children *Learn use a knife to cut food *Goes to the toilet with increasing independence *Can pour a drink and drink from an open cup (one handed) *Can wash/sanitise hands with increasing independence hands with independently *Fasten a zip on a coat/waterproof *Know some foods are good for you 	<ul style="list-style-type: none"> *Use words to negotiate rather than actions with increasing independence * Usually adapt behaviour to different situations *Talk about what they might do to adapt work *Know why rules are important *Show sympathy towards children in di stress *Know some simple strategies for managing their feelings and begin to regulate them. *Know that all emotions are ok but not all responses are *Deal with change positively *Respond with resilience to challenges *confident asking adults for help *.Explain my understanding to others *Ask questions of others * Have self-chosen friends *Listen to others and sometimes accept their ideas in play *Play cooperatively most of the time *Know that other's may have different ideas and that is ok *Begin to use talk to negotiate and manage conflict *Recognise that living things have feelings *Choose from a range of activities independently and sustain attention for 15 minutes.

			<ul style="list-style-type: none"> *Know we are part of the wider world *Dry and clean through the day *Know how to meet some care needs, such as brushing teeth, using the toilet, and wiping my bottom washing and drying my own hands *Know about people in the community who keep us safe/healthy – Dentist, Police etc *Use a knife and fork correctly *Remove and replace socks and shoes/jumpers etc.
Physical Development *Gross Motor *Fine Motor *Visual Discrimination			
Nursery 1			<ul style="list-style-type: none"> *Gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. *Clap and stomp to music *Climb steps with alternative feet *Use large muscle movements to wave flags and streamers *Use a large paintbrush and hold it correctly. *Changes position from squatting to standing with ease *Participates in finger songs and action rhymes imitating the movements and anticipating actions *Hold scissors and begin to understand the need for safety *Begin to snip with scissors *Begin to use a fork/spoon to eat food *Use a spoon to stir *Learn how to take jumpers/cardigans off with increasing independence *Be able to thread large objects *Begin to balance on the balance bikes *Find and point to pictures in books *Begin to use large tweezers
			<ul style="list-style-type: none"> *Gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. *Clap and stomp to music *Climb steps with alternative feet *Use large muscle movements to wave flags and streamers *Begin to roll a large ball *Begin to catch a large ball *Use a large paintbrush and hold it correctly. *Changes position from squatting to standing with ease *Participates in finger songs and action rhymes imitating the movements and anticipating actions *Hold scissors and begin to understand the need for safety *Begin to snip with scissors *Begin to use a fork/spoon to eat food *Use a spoon to stir *Learn how to take jumpers/cardigans off with increasing independence *Be able to thread large objects *Begin to balance on the balance bikes *Find and point to pictures in books *Begin to use large tweezers

<p>Nursery 2</p>	<ul style="list-style-type: none"> *Move freely in a range of ways *Negotiate obstacles/corners *Hold a simple body shape *Climb steps with alternate feet *Begin to climb with confidence *Climb on tyres with safety and jump off *Balance on a beam *Begin to climb using the climbing wall on slide * Use large muscle movements to wave flags and streamers, paint and make marks *Match physical skills to tasks and activities in the setting. *Build using 6 loose blocks *Recognise something when only shown part of the object *Find and point out pictures from a book *Ride trikes and begin to skilfully turn corners and around obstacles *Run with wheeled toys *Roll dough into a ball/sausage *Stack 10 blocks *Use large tweezers *Trace zig zag patterns *Hold scissors *Snip with scissors *Use a large paintbrush and hold it correctly. *Use a paint palette *Use a spoon and fork *Can use a knife to spread 	<ul style="list-style-type: none"> *Be aware of others and space *Move with control and begin to Run, jump, hop, skip *Run smoothly with changes in speed, negotiating space successfully. *Jump off an object and land appropriately. Travel with increasing confidence and skill over, under, around and through equipment. *Climb low level ladders using alternate hands and feet. *Walk up to 10 steps using alternate feet. *Hold a body shape *Develop balance in a range of ways including building own obstacle courses *Work with others to move large construction resources safely *Construct with large construction and with safety *Start taking part in group activities which they make up themselves or in teams. *Collaborate with others to manage large blocks planks. *Begin to have the confidence to climb the trim trail *Use a range of printing tools *Cut out a straight line *Can use a knife to cut food and a fork to hold food in place *Become increasingly independent when getting dressed (including zipping up). *Play running and chasing games *catch a large ball with two hands *Throw a large ball with some aim *Sit upright on the carpet *Explore smaller brushes *Can use a knife to cut/chop *Use a fork to hold food 	<ul style="list-style-type: none"> *Use large materials to build an outdoor construction *Know different ways of attaching resources – e.g. string, pegs *Construct more complex models with large construction *Climb the trim trail with increasing confidence *Select a correct sized brush for a task *Use a variety of PE resources *Be able to kick a large ball *Dribble a large ball around obstacles *Catch a large ball *Hold body shapes for a count of 3 *Move with increasing control including running, hopping, jumping, skipping *Can balance without support *Increasingly use and remember sequences and patterns of movements which are related to music and rhythm *Find a space and play a spatial awareness game *Use cutlery effectively without support *Use a knife to push food onto a fork (e.g peas) *Cut a range of simple shapes and begin to cut shapes with curved lines. *Have good control over scissors *Use tools to create a picture using their own ideas
<p>Pre-Writing Skills</p> <p>PRE-WRITING LINE DEVELOPMENT FOR KIDS</p> <div> <div> Vertical Line Age 2 - Imitates Age 3 - Copies/Masters </div> <div> Horizontal Line Age 2 1/2 - Imitates Age 3 - Copies/Masters </div> <div> Circle Shape Age 2 1/2 - Imitates Age 3 - Copies/Masters </div> </div>	<ul style="list-style-type: none"> *Apply increasing pressure with a pencil *Copies/traces a vertical/horizontal line *Copies/traces a circle *Cross the midline activities 	<ul style="list-style-type: none"> *Hold a pencil between 2 fingers and thumb *Show a preference for a dominant hand *Begins to draw vertical/horizontal lines independently 	<ul style="list-style-type: none"> *Have a comfortable tripod hold *Trace anti-clockwise patterns *Cut a zig zag line

	<ul style="list-style-type: none"> *Trace zig zag patterns *Trace a simple house *Match a familiar item to its shadow at tidy time *Match the letters of their name to name strip with support *Begin to write the first letter of our name (Encouraging correct formation) -Play simon says but ensure diagonal body touching e.g right hand on left knee *Draw a figure of eight ensuring they are crossing the midline *Encourage upright drawing *Thread with big beads Squiggle Movements Dough Disco *Roll Dough into a ball/sausage *Splat and pinch dough 	<ul style="list-style-type: none"> *Begins to draw circle shapes independently *Copies/Traces a + shape *Draw a person with a head and 2 features (eyes & mouth) *To dot to dot activities *Trace a picture *Use scissors with increasing control *Cut along straight/wavy lines *Match an unfamiliar shadow to a picture *Match the letters of their name to name strip independently *Begin to copy letters in our name (using correct formation) *Follow the line activities *Cross the midline activities -Play simon says but ensure diagonal body touching e.g right hand on left knee *Draw a figure of eight ensuring they are crossing the midline *Encourage upright drawing *Thread with medium objects *Use tweezers more competently *Pour with aim *Print with paint from left to right Squiggle Movements Dough Disco *squeeze/plat/ prod dough Pen Disco 	<ul style="list-style-type: none"> *Draw a person with a head, body, arms, legs and fingers *Use a pencil with some control. *Write their name using mainly correct formation *Hold the paper when drawing or cutting * Copy most letters from name with correct formation *Copy/draw simple shapes – circle, square, cross *Draw with increasing detail *Sit correctly at a table *Cross the midline activities -Play simon says but ensure diagonal body touching e.g right hand on left knee *Draw a figure of eight ensuring they are crossing the midline *Encourage upright drawing *Thread with small objects *Use tweezers to tweeze small objects *Pour with aim *Print with paint from left to right Squiggle Movements Dough Disco *All movements confidently Pen Disco
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<div>Literacy</div> <div> <div>*Comprehension</div> <div>*Word Reading</div> <div>*Writing</div> </div>						
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Nursery 1			<ul style="list-style-type: none"> *To understand the nouns 'book', 'story', 'page', 'picture' and 'writing' in relation to stories and books. *To enjoy sharing books with an adult–paying attention to the words or pictures, 	<ul style="list-style-type: none"> *Know signs and symbols carry meaning *To learn new words by grouping things with similar meaning e.g growing *Begin to repeat some words and phrases from familiar stories 	<ul style="list-style-type: none"> *To understand the nouns 'author' in relation to stories and books *Begin to match the letters in their name with support *Answer why questions in relation to familiar stories 	<ul style="list-style-type: none"> * To learn new words by grouping things with similar meanings e.g minibeasts *Begin to match and the letters in their name with support *Recognise the first letter of their name
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			<p>e.g. being able to recall the names of the characters' in the story.</p> <p>*Begin to repeat some words and phrases from familiar stories e.g it's just right</p> <p>*Recognise their name is underneath their photograph</p> <p>*To be able to name the characters in a repeated story.</p> <p>*To be able to use some simple topical vocabulary relating to fairy tales 'small, medium, big' 'once upon a time'</p>	<p>*Find their name and photograph with increasing independence</p> <p>*Make marks and ascribe meaning to them</p>	<p>*Say where the story is set</p> <p>*Begin to make marks with some shapes</p>	<p>*Begin to make marks with some shapes</p>
Phonics	See Phonics Long Term Plan					
Nursery 2	<p>*To understand the nouns 'book', 'story', 'page', 'picture' and 'writing' in relation to stories and books.</p> <p>*To enjoy sharing books with an adult– paying</p>	<p>*Listen and respond to stories by answering simple questions including why questions</p> <p>*Hold a book correctly, handle with care and turn pages from front to back</p>	<p>*Actively listen to stories and can retell familiar stories</p> <p>*Listen to a full story and answer questions using some information from the story</p> <p>*To understand the nouns 'author' 'illustrator' in relation to a story</p>	<p>*Use speech influenced by books within their own play</p> <p>*To engage in extended conversations about stories eg. To explain why Jasper's bean didn't grow or why Dirty Bertie wasn't being safe.</p> <p>*To retell stories with visual support,</p>	<p>*Retell a familiar story using story language</p> <p>*To talk about the places and people in stories and the important things that are happening</p> <p>*Begin to predict what might happen in a story</p>	<p>*Recall familiar stories and use them to support play</p> <p>*Have conversations about stories and using learnt vocabulary</p> <p>*Look at book independently and know that print carries meaning.</p>

	<p>attention to the words or pictures, e.g. being able to recall the names of characters in the story.</p> <p>*Know signs and symbols carry meaning</p> <p>*Ascribe meaning to marks when drawing and painting</p> <p>*Talk about key features of a familiar story</p> <p>*Say who was in the story (character)</p> <p>*Say where they were (setting)</p>	<p>*Fill in missing phrases and words in known stories</p> <p>*Begin to Recognise own name</p> <p>*Provide a running commentary when mark making</p> <p>*Know what sound name starts with</p>	<p>*Understand some vocabulary matches book types e.g once upon a time is a fairytale</p> <p>*To understand why Goldilocks was in the wrong</p> <p>*Begin to recognise stories have a beginning, middle, end</p> <p>*Drawings begin to have detail</p> <p>*Trace patterns and pictures</p> <p>*Recognise the first letter of name</p> <p>*Copy the first letter of name</p> <p>*Order the letters of their name to name strip with support</p> <p>*Say what writing means</p> <p>*Understand writing has meaning</p> <p>*Know words are made up of letters</p> <p>*Recognise own name independently</p>	<p>including the main events.</p> <p>*To listen to simple non-fiction books and retain some facts</p> <p>*To understand why and how questions</p> <p>*To learn new words by grouping things based on common meaning, e.g. growing</p> <p>*To begin to think what might happen next in a story</p> <p>*Begin to recognise emotions in a story</p> <p>*Recognise writing around the nursery and understand its meaning</p> <p>*Order the letters of their name to name strip independently</p> <p>*Begin to write the first letter in their name (Correct formation)</p> <p>*Recognise own name independently</p>	<p>*To answer questions relating to a story</p> <p>*To engage in extended conversations about stories</p> <p>*To know the nouns 'book', 'title' 'pages', 'story', 'picture', 'author', 'illustrator'</p> <p>*To retell stories with visual support, including the main events.</p> <p>*To listen to simple non-fiction books and retain some facts</p> <p>*To learn new words by grouping things based on common meaning, e.g. people who help us</p> <p>*To copy/write some or all of my name using correct letter formation</p> <p>*Say what I am going to write/draw before doing it</p> <p>*To begin to identify what children are drawing due to the increasing detail in their pictures</p> <p>*Recognise own name independently</p>	<p>*Look at a familiar story independently and try to re-tell it using pictures to help</p> <p>*Know stories have a beginning, middle and end</p> <p>*Make up their own stories and characters in play.</p> <p>*Begin to use letter shapes alongside their detailed drawings</p> <p>*Write their first name either independently or with a name strip and forming most of the letters correctly</p>
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Phonics Nursery 2 Only	See Phonics Long Term Plan					
Mathematics (See Medium Term Plans for differentiation) *Number *Numerical Patterns						
SEE WINNING WITH NUMBERS LONG TERM PLAN						
Three and Four Year Olds	<ul style="list-style-type: none">*Explore colour and colour mixing*Make comparisons between objects relating to size*Complete inset puzzles*Compare sizes using gestures and language 'bigger/little/small'*Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat*Make comparisons between objects relating to size	<ul style="list-style-type: none">*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').*Say one number for each item in order: 1,2,3,4,5.*Know that the last number reached when counting a small set of objects tells you how many there are in total*Show 'finger numbers' up to 5.*Extend and create ABAB patterns – stick, leaf, stick, leaf.*Notice and correct an error in a repeating pattern.	<ul style="list-style-type: none">*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')*Show 'finger numbers' up to 5Say one number for each item in order: 1,2,3,4,5.*Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').*Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.*Experiment with their own symbols and marks as well as numerals.	<ul style="list-style-type: none">*Recite numbers past 5.*Subitise within 5*Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').*Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.*Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'*Make comparisons between objects	<ul style="list-style-type: none">*Compare quantities using language: 'more than', 'fewer than'.*Explore the composition of numbers to 10.*Subitise within 5*Recite numbers past 5.*Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')*Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	<ul style="list-style-type: none">*Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'*Understand position through words alone for example, "The bag is under the table," with no pointing.*Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'*Explore the composition of numbers to 10.*Recite numbers past 5.

			*Make comparisons between objects relating to size and capacity.	relating to length and weight		*Solve real-world mathematical problems with numbers up to 5
Knowledge and Skills Overview – Little Big Maths	Early Years Number I can use any adjectives to describe objects Be able to ask for more Understand the concept not enough Understands too much Amount in a group increases: Adult Key Vocab: Add/adding Understands hotter/colder older/younger bigger/smaller faster/smaller Understands gone/all gone Says some familiar numbers Know number exist and be able spot them in the environment. Touches 1 body part at a time Learn it 1,2,3,4,5 picture cards I know my own name I have 2 hands I can group objects Wider Maths I can show awareness of shapes as I play I know 2D shapes exist I can match shapes I can describe an object as tall or short' I can play with containers and begin to use the words heavy/light I understand now and later I can sort a pile of objects I notice patterns in pictures and stories	Early Years Number Introduce long/short into list of vocabulary Understands just right in goldilocks story Understand when the amount in a group doesn't change (no counting) Understands all gone *Learn all about the number 1,2,3, *Subitise using dice patters, different patterns and sizes for the numbers 1,2,3 *show the correct amount of fingers for 1,2,3 *Practise counting and ordering numbers up to 3 *Find the correct numeral for numbers up to 3. *Introduce a 5 frame *Explore capacity and size of objects linked to Goldilocks story. *Learn number rhymes within 5. Be able to count 1,2,3 – using number rhymes, games, environment Reading numbers 1,2,3 Matches numerals to number 1-3 Know numbers exist Find own context to count without purpose Count within a given context Can touch and say the object name in a line Can touch and say one object at a time in a pile Can touch and say one object at a time when taking out of the pile. I know I have 1 head I can group objects Wider Maths I can show awareness of shapes as I play I know 2D shapes exist I can match shapes I know 3-D shapes exist I can follow some early position talk I can follow 1-step movement instructions	Early Years Number *Subitise within 5 *show the correct amount of fingers for 1-5 *Practise counting numbers up to 5 *Order numbers up to 5. *Find the correct numeral for numbers up to 5. Recognises lots/few Recognises just right in different contexts Recognises more/less than Understands all gone Recognises most/least Children to be able to identify what comes before, after using a number stick Counting numbers 1,2,3,4,5 Reading number 1,2,3,4,5 Matches numerals to number 1-5 Order numbers 1-5 Find own context to count without purpose Count within a given context Finds own context to count Repeats last word said. Repeats after an adult, Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') I know my hand has five fingers I can group objects Wider Maths I can explore symmetry in my play I can use 2-d shapes to play/make I know 2D shapes exist I can match shapes I know 3-D shapes exist I can follow some early position talk I can follow 2-step movement instructions			

		I can describe an object as tall/short I can describe a mass as heavy/light I can show awareness of money I can describe an amount of space I understand the word hot/cold I understand fast/slow I can sort a pile of objects I notice patterns in pictures and stories	I can describe tall/short/heavy/light I can play shop I can describe an amount of space I understand the word cold I understand the word fast slow I can copy simple patterns clapping I can record my sorting using my mark making.
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<p align="center">Understanding the World</p> <p align="center">*Past and Present *People, Culture and Communities *The Natural World</p> <p align="center">History Geography Science R.E Computing</p>						
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Nursery 1 Past and Present			To begin to use time language today	To begin to use time language today	To begin to recall memories that are important to us e.g what we did in the Easter holidays	To know that we are three and will be 4 on our next birthday
Nursery 2 Past and Present	To begin to use time language today, tomorrow, yesterday To begin to understand a week is over seven days *Interested in photographs of themselves and their family.	*To begin to recall memories that are important to use e.g last Christmas/ family Christmas traditions *To know that we are three will be 4 on our next birthday *To know the nativity story happened a long time ago	*To understand what happens when we get to the end of a month. *Begin to understand that months make up a year *Show curiosity about others	*To be able to recall when they grew a sunflower/beanstalk *Be able to describe the change that happened over time Know that Easter happened after the Nativity Comment on how Jesus has changed from the Nativity to Easter	*To use language long ago when looking at how objects from the past has changed e.g people who help us	*To begin to use time language weeks *To be able to talk about the change that happens over time (Life-cycle of a butterfly) *Begin to use time connectives in talk (first, next, finally) *To understand how we've changed from beginning of nursery to the end *Talk about holiday memories *Understand a memory is something that has happened in the past.

Nursery 1 People, cultures and Communities			<ul style="list-style-type: none"> *Know our school is in Ellington *Know staff roles in the Nursery 	<ul style="list-style-type: none"> To begin to know how we celebrate Easter. To know Easter is a celebration *To begin to understand they are part of a community Understand plants are living things 	<ul style="list-style-type: none"> *Begin to know who Mr Hodgson is *Begin to name different job roles *Begin to understand how people can help us in the community 	<ul style="list-style-type: none"> Begin to understand there are different countries in the world *Respect and care for living things
Nursery 2 People, cultures and Communities	<ul style="list-style-type: none"> *Develop positive attitudes about the differences between people *To understand people may have different likes or opinions but we respect them all. *To name who lives in my house *Know our school is in Ellington *Talk about what they see and experience *Respect and care for the environment *To notice and ask about differences between people, e.g. skin colour, hair colour, gender. 	<ul style="list-style-type: none"> *Begin to be aware of other cultures and name some ways in which they celebrate them (Diwali, lights, gifts, candles, lamps) *To know who 'Jesus' is and why Christians celebrate him at Christmas time *To know some family traditions at Christmas time *To know that Christians have a special story 'The Nativity' *To begin to talk about their experiences of fireworks 	<ul style="list-style-type: none"> To understand the difference between right and wrong (Goldilocks) 	<ul style="list-style-type: none"> *To know they are part of a wider community and how communities support each other *Begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> *Identify roles and occupations in the community which keep us healthy *Be interested in different occupations Explore local community and recall all of the community visitors from through the year. 	<ul style="list-style-type: none"> *Know our school is in Ellington *Know there are different countries in the world *Know there are hot and cold countries *Know where in the world you would find minibeasts and why *Understand the need to respect and care for the natural environment and all living things
Nursery 1: The Natural World			<ul style="list-style-type: none"> *Understand they have likes and dislikes *Notice a change in materials (porridge)_ *Know the difference between hot and cold *Know in winter it is cold 	<ul style="list-style-type: none"> *Plant seeds and understand they will grow if we care for them *Begin to know what we need to care for a plant e.g water, sun, soil 	<ul style="list-style-type: none"> *Explore forces during play e.g push/pull, magnets 	<ul style="list-style-type: none"> Name some features of Summer Know the importance of sun cream, hat and water in Summer Know how to care for living things Be able to use simple comparative

				*Know spring time helps plants to grow *Name some features of spring		language when talking about the life-cycle of a butterfly.
Nursery 2: The Natural World	*Use all of their senses in hands-on exploration of natural materials. *Observe the changes in the garden and local area in Autumn *Know which clothing/objects we need in Autumn time	*Explore collections of materials with similar and different properties. *Explore natural materials indoors and outdoors *Talk about similarities and differences *Talk about the differences between materials and changes they notice. *Observe the changes in the garden and local area in Winter *Know which clothing/objects we need in Winter time	*Talk about differences they see in materials as they change (porridge) *Use senses to describe their likes and dislikes *Know the difference between hot and cold	*Plant seeds and watch their growth *Recap and Recall the life cycle of a plant *Talk about what they notice using their senses *Observe changes during growth and use the correct vocabulary to describe it. *Begin to scientifically name parts of the plant stem, root, flower, leaf *Observe the changes in the garden and local area in Spring *Use vocabulary to describe change *Know which clothing/objects we need in Spring time	*Explore forces during play push/pull magnets	*Understand the key features of the life cycle of a caterpillar. *Use scientific language to describe change *Uses scientific language to describe changes to the caterpillar *Observe the changes in the garden and local area in Summer and compare to other seasons we have witnessed *Know which clothing/objects we need in Summer time
<p align="center">Expressive Arts and Design</p> <p align="center">*Creating with Materials *Being Imaginative and Expressive</p> <p align="center">Art D.T Music</p>						

Nursery 1 Art/DT	*		<p>To name common colours Know how to put on an apron Know how to use a large paintbrush Learn how we wash our brush to change colours *Explore chalks, pastels in a variety of ways *Explore different paper textures *Explore weaving *With adult support build a chair for baby bear using construction kits</p>	<p>To name common colours Know how to put on an apron Know how to use a large paintbrush Learn how we wash our brush to change colours *To use natural materials to create a picture *To learn techniques for printing *To begin to draw using observations *To begin to change colours when colouring in *Explore collage materials *Learn how to glue (Pritt) and attach with tape (Sellotape) *Know how to replace the lid *Know how to stick tape on the table</p>	<p>Begin to paint with form Paint people who help us Work together to create a den Begin to explore how to join junk modelling together Create a trap for Evil Pea *Begin to use materials to create a model *Learn how to glue (Pritt) and attach with tape (Sellotape) *Know how to replace the lid *Know how to stick tape on the table</p>	<p>*Begin to choose colours appropriately for a task *Begin to show more interest of colouring in the lines *Use natural materials to decorate an outline of a minibeast. *Begin to use materials to create a model *Learn how to glue (Pritt) and attach with tape (Sellotape) *Know how to replace the lid *Know how to stick tape on the table</p>
Nursery 2	<p>*Name common colours *Explore different materials freely and develop ideas about how to use them and what to make. *Create closed shapes with continuous lines. *Explore mixing colours</p>	<p>*Use their imagination as they consider what they can do with different materials. *Make simple models which express their ideas *Use resources available to them to create a clay Diwali lamp</p>	<p>*With adult support plan a chair for baby bear *Select from a choice of construction kits or large construction to make the chair *Test out chair and review it if needed *Talk about what they have done and why</p>	<p>*To learn techniques for printing *Observational drawing of a flower *Explore watercolours to paint the flower using correct colours *Look at the artist van Gough and say what you like/dislike about his artwork</p>	<p>Learn techniques to create a strong den Learn how to tie materials together Independently put junk modelling materials together Learn joining techniques Create a trap for Evil Pea</p>	<p>*Choose colours appropriately for task. *Show different emotions in their drawings *Draw with increasing complexity and detail. Explore simple shapes to create art. *Draw freely with increasing detail</p>

	<ul style="list-style-type: none"> *Know how to put on an apron *Know how to use large paintbrushes *Draw a person with a head and 2 features (eyes & mouth) *Name various mark making implements *Wash and return palettes, brushes etc *Explore Autumn colours *Explore the work of Andy Goldsworthy and begin to use nature to sculpt *Learn joining techniques *Learn which adhesive is most appropriate for a join. 	<ul style="list-style-type: none"> *Deciding what to make and what is needed (Card) *Know how to use a hole punch (Threading Calendar) *Continue to explore mixing colours *Create a collage in mixed media *Add mixed media to decorate Diwali lamp *Learn how to use a stapler 	<ul style="list-style-type: none"> *Use a colour for a purpose *Explore pastels as a mark making implement *Select paper for the task – colour, size *Follow a colour mixing chart *Textiles - Large scale weaving 	<ul style="list-style-type: none"> *Explore collage materials to create a picture *Use playdough to create different objects 	<ul style="list-style-type: none"> Paint people who help us using correct colours *Explore colouring in within the lines *Use mixed media to create *Use drawings to represent ideas like movement or loud noises. *Create collaboratively sharing resources, ideas and skills. *Using different resources create their own 'super vegetable' *Using an app bring their super vegetable to life. *Think of ways to make the den strong 	<ul style="list-style-type: none"> *Use natural materials to create a minibeast *Look and respond to Ranger Hamza wildlife photography. *Create our own observational drawings or photos of wildlife. *To know how to use a split pin
Imaginative Play	<ul style="list-style-type: none"> Use available role play resources to recreate experiences *Using costumes to support role play *Act out first hand experiences in role play and small world *Start to develop pretend play, pretending that one object represents another 	<ul style="list-style-type: none"> Use available role play resources to recreate experiences *Using costumes to support role play *Act out first hand experiences in role play and small world *Start to develop pretend play, pretending that one object represents another 	<ul style="list-style-type: none"> *Start to develop pretend play, pretending that one object represents another *Begin to develop storylines with adult support *Using costumes to support role play of stories (Home & 3 Bears cottage) *Play alongside others involved in the same theme 	<ul style="list-style-type: none"> *Use available role play resources to recreate experiences *Using costumes to support role play of stories *Explore using loose parts and general small world resources to act out stories *Pretend with others with each having a role 	<ul style="list-style-type: none"> *Use story props to act out familiar stories *Using costumes to support role play of stories *Explore using loose parts and general small world resources to act out stories *Use gesture and expression in voice to bring characters to life 	<ul style="list-style-type: none"> *Use story props to act out familiar stories *Using costumes to support role play of stories *Explore using loose parts and general small world resources to act out stories *Act out stories heard *Develop complex story lines

			<ul style="list-style-type: none"> *Use available construction and resources to make small world situations *Begin to retell a familiar simple story 		<ul style="list-style-type: none"> *Use appropriate language and vocabulary for the role *Retell a simple story with words and actions 	
Music Curriculum	<ul style="list-style-type: none"> *Learn their names and clap them out *Learn simple songs *Listen to environmental sounds (Phonics) *Say a favourite song/nursery rhyme 	<ul style="list-style-type: none"> Tap name syllables *Watching and responding to a live performance *Responding to their own performance *Talk about music they have heard – loud/quiet *Move to match their mood (Party) 	<ul style="list-style-type: none"> *Talk about music they have heard – fast/slow *Move to a beat *Add music appropriately to a story 	<ul style="list-style-type: none"> *Keep a beat to a song *Sing simple nursery rhymes and songs *Create a melodic shape with a chime bar *Move to melodic shape *Create their own song or improvise a song around one they know. 	<ul style="list-style-type: none"> *Sing a range of songs with some attention to tune 	<ul style="list-style-type: none"> *Remember and sing entire songs *Listen and respond to different music *Respond to own and others performances *Respond to what they have heard expressing their thoughts and feelings.