

Nursery - Long Term Plan

Communication and Language

STATUTORY EDUCATIONAL PROGRAMME

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Stage 1 (Birth to 3 S – 3-4E)		Stage 2 (3-4D)		Stage 3 (3-4S)	
Listening and Attention	- To start to listen to other people's talk with interest. - Listen carefully to songs, stories and rhymes. - Listen to simple stories and beginning to show an understanding of what is	- To listen to, and follow a simple instruction. - Continue to develop listening and attention skills through rhymes and stories.	- Join in with songs and rhymes. - Develop listening and attention skills to begin to pay attention to more than one thing at a time.	- Enjoy listening to longer stories. - Develop listening skills in different situations such as 1:1 and small groups.	- To listen to stories and retain key vocabulary. - Pay attention to more than one thing at a time.	- To listen to different Nursery rhymes and be able to join in, singing some words. - Continue to develop listening skills and show some attention for what they are doing.

	happening, with the help of the pictures					
Understand and Respond	- To sing rhymes and look at picture books. - Experience rhymes and begin to respond by singing some words.	Begin to understand simple questions about 'who' and 'what',	- To respond to some questions appropriately - Understand simple instructions, questions and commands.	- Talk about a story they have listened to. - Experience and begin to join in with repeated refrains.	- To understand and answer some basic questions. - Begin to develop understanding of why questions.	Answer a range of questions and share opinions using the relevant vocabulary.
Speaking	- To talk about themselves in basic terms - Develop communication that can be understood by others.	- To begin to develop a wide range of vocabulary. - To talk to others to share their wants and needs	- To begin to use new vocabulary in their talk. - To talk in short sentences that others can understand. .	- To talk about themselves and their family. - Begin to use more talk in their play. - Being to use connectives to link words in sentences	- Use a wide range of vocabulary - Use talk to organise their play. - Talk about familiar books. - Use sentences of four to six words.	- To use the words they know appropriately to organise themselves and their play. - Hold a short conversation and take turns when speaking. - Show enjoyment in singing different songs.
Ongoing over the year	Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Engage in story time and non-fiction books.					

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Personal, Social and Emotional Development

STATUTORY EDUCATIONAL PROGRAMME

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Stage 1 (Birth to 3 S – 3-4E)		Stage 2 (3-4D)		Stage 3 (3-4S)	
Self Regulation	- Learn to adapt to the Nursery environment. - Begin to select resources to use with some support. - Begin to understand the routines in nursery.	- To learn about the daily routines in Nursery. - To be aware of behavioural expectations in the Nursery. - To select resources to create play experiences, with some support if needed.	- To learn how to share resources and play in a group. - To learn to look after resources within the class. - To begin to listen to and start to follow rules and boundaries set. - To take turns whilst playing	- To show independence in accessing and exploring the environment. - To know that we must respect our resources and put them back when we have finished with them	- To begin to recognise how others may be feeling. - To begin to understand that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	- Responds to the feelings of others, showing concern if they are upset. - Can shown an awareness of the impact of their choices and behaviours, such as some words can hurt others feelings.

		Identify feelings using words like happy, sad and angry.	with support and can show some patience whilst waiting to have a go.	To be aware of the different areas in the Nursery and how to explore them safely.		Be able to adapt their behaviour in different situations.
Managing Self	- To separate from main carer happily. - Show an understanding of toileting needs. - Knows their own name and their preferences and interests.	- Begin to adapt behaviour to suit classroom routines. - Being aware of our own needs. - Becoming aware of their unique abilities.	- Can independently manage toileting needs. - To show awareness of managing their emotions in different situations. - To show awareness of different feelings. - Developing a sense of belonging within their nursery class.	- Have empathy for and understanding of others - Start to handle new experiences with some confidence. - To begin to independently tend to own needs such as putting on a coat.	- Shows their confidence through being outgoing towards people. - Shows ability to be able to talk about their feelings.	- Enjoys a sense of belonging through being involved in daily tasks. - Express their own needs and ask adults for help.
Building Relationships	To know that they can approach adults in Nursery when needed.	To show confidence in seeking adults for support.	- Can directly ask an adult if they need support. - Show attempts to join in with others play.	- Take turns when playing with others and share the resources	Build relationships with their peers and adults in the classroom.	To be able to initiate play with peers and keep play going by giving ideas.

	• Begin to seek out others to share experiences with. • Begin to play alongside other children in the setting.	• Enjoys playing alone and alongside others. • Begin to show an understanding of sharing with others with the support of an adult.			• To become more outgoing with unfamiliar people. • To show more confidence in new social situations. • Play alongside one or more children, starting to engage in play with their peers. • To begin to find solutions to conflicts. • To understand the importance of playing cooperatively with our peers.	• Begin to engage in positive interactions with adults and peers. • Start taking part in group activities.
SCARF Coverage	Within SCARF, children will: • Recognise that we are unique • Describe different feelings and use this skill to manage relationships • Understand that some families are different from theirs, but these families also love and care for one another. • Recognise that there are differences and similarities between themselves • Celebrate their friends and include them • Understand people have different cultures and religions amongst families		Within SCARF, children will: • Learn how to recognize dangers and how to prepare and respond. • Explain what they should do if they feel unsafe • Recognise potential dangers and how to stay safe, inside and outside • Learn the importance of keeping safe around medicines and unknown products • Learn about taking some responsibility for their own health		Within SCARF, children will: • Talk about change in the environment • Describe the changes in babies, young animals and plants as they grow • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like • Talk about healthy choices and activities • Develop resilience and persistence in their learning • Working cooperatively with others when faced with a challenge	

		• Describe ways in which they can help others and why they would do so • Take care of their home, their learning environment and the natural environment. • Talk about their own feelings and wishes and respect the wishes of others. • Learn about similarities and differences and what makes them unique. • Children will learn about the importance of helping others.	
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Physical Development

STATUTORY EDUCATIONAL PROGRAMME

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Stage 1 (Birth to 3 S – 3-4E)		Stage 2 (3-4D)		Stage 3 (3-4S)	
Through access to continuous provision the children will....	• Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination, and agility. • Develop the foundations of a handwriting style which is fast, accurate and efficient.					
Fine Motor Development	• To begin to show a preference for a dominant hand. • To begin to show an interest in using one handed	• Begins to use tools and objects independently and shows some control over these.	• To experience different fine motor activities, such as threading and cutting. • To mark make in sensory trays and	• To know what the different tools in the Nursery are and how to use them safely. • To know how to use mark making	• To mark make using a comfortable grip when using pencils and pens. • To begin to form some numbers	• To confidently use scissors and other tools safely. • To write some letters in their name, while

	tools and equipment. • Turns pages in a book with increasing independence.	• To independently put on their coats, with some support for the zipper and buttons. • Show an understanding of how to use mark making resources effectively, such as using a paintbrush to paint.	copy different patterns. • Begin to use a comfortable grip when using pencils and pens.	resources effectively. • To use mark making resources with increasing independence. • To look at books independently whilst turning pages one at a time.	and familiar letters, e.g. letters in their name. • To be able to use scissors with increasing confidence and try different snips. • Becoming more independent when putting coats on, and doing up zips.	developing the correct formation. • Shows a preference for a dominant hand.
Gross Motor Development	• Runs safely on whole foot. • Begins to understand and choose different ways of moving. • Developing their ball skills, by kicking or catching a large ball.	• Begin to show movement in response to music or rhythms. • Shows ability to climb up stairs and climbing equipment. • Shows ability to use large muscle movements.	• To hold jugs and containers with increasing confidence and pour from one container into another. • Continue to develop movement in different ways to develop gross motor skills such as jumping and climbing.	• Continue to develop their range of ball skills such as throwing, catching and kicking. • Show ability to skip, hop and stand on one leg. • Starts to develop some spatial awareness and begin to negotiate space.	• To be aware of obstacles whilst running and display spatial awareness. • Move in response to music and rhythm. • Show awareness of being able to match movements to the task, such as run to play chase.	• To run skilfully and be able to negotiate some space. • To take part in group games with support from an adult. • To move confidently and safely in a range of ways, avoiding obstacles. • Show ability to work with others when using large

			• Shows ability to use outdoor climbing frames and resources such as bikes and scooters in a safe and controlled way. • Use large muscle movements when waving a flag.			items such as moving something large safely.
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Literacy

STATUTORY EDUCATIONAL PROGRAMME

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Stage 1 (Birth to 3 S – 3-4E)		Stage 2 (3-4D)		Stage 3 (3-4S)	
Reading Comprehension	• Show enjoyment in listening to stories that are read to them. • Show an interest in a book. • Enjoys listening to nursery rhymes.	• Begins to recognise familiar logos. • Enjoys singing familiar nursery rhymes. • Listen to stories, paying attention and responding to pictures or words.	• Fills in missing words or phrases in known rhymes or stories. • Begin to talk about the stories they have listened to.	• To join in with repetition within stories. • To begin to identify and talk about different parts of the story.	• To join in conversations about stories they have listened to and begin to recall some parts.	• To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages. • To begin to engage in extended conversations about stories.

Word Reading Development	- To show an enjoyment of looking at books. - To listen to simple stories and show some enjoyment.	- Begin to show awareness of print within a book. - Enjoys sharing a book with an adult. - Beginning to recognise some familiar logos.	- Show awareness of the difference between pictures and words. - Looks at and enjoys print independently.	- Understand that print carries meaning. - Notice some print, such as first letter in their name or a door number	- Develop understanding that print can have different meanings. - Begin to develop phonological awareness by spotting rhymes.	Develop phonological awareness to recognise words that have the same initial sound, such as cat and car.
Writing	- Enjoy drawing freely. - To begin to show a preference for a dominant hand. - To begin to show an interest in using one handed tools and equipment	- To be able to mark make, with some control. - To add some marks to their drawings.	- To be able to mark make with increasing control. - Includes mark making and early writing in their play.	- To be able to mark make and give meaning to their marks. - Imitates adults writing by making marks.	- To begin to attempt to experiment with writing letters. - To be able to talk about their marks increasing with confidence.	- To mark make for a purpose and be able to talk about the marks. - To begin to attempt writing familiar letters, e.g letters in their name using a name card for support.

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Mathematics

STATUTORY EDUCATIONAL PROGRAMME

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Stage 1 (Birth to 3 S – 3-4E)		Stage 2 (3-4D)		Stage 3 (3-4S)	
Number	• Show understanding of reciting numbers in order. • To show awareness of comparing different amounts, using the language 'lots' 'more' 'same'.	• Begin to show ability to show 'finger numbers' up to 3. • Develop counting skills, and 1-1 correspondence. • Use number names in their play. • Shows enjoyment in number songs.	• To show understanding of counting in everyday contexts. • Develop counting skills and 1-1 correspondence. • Begin to develop recognition of amounts of objects.	• Show an understanding of when counting the last number if the total amount. • Begin to compare quantities, using language 'more' 'less' 'fewer'. • When counting, say one number for each item counted.	• Begin to develop recognition of the quantity of objects. • Recite numbers in order. • Develop confidence in counting skills using 1-1 correspondence. • Show awareness of solving	• Show ability to show 'finger numbers' up to 5. • Shows awareness of numerals. • Recognise the changes in the number of things. • Use mathematical vocabulary in their play. • Begins to show understanding of

					problems with numbers up to 5. • Sings a range of number songs.	giving some objects from a group.
Shape, Space and Measure	• To show awareness of some shapes within the environment. • Explore different times of the day such as home time and meal times.	• To show an awareness of patterns in the environment. • Use toys and objects in the environment to explore shapes.	• To explore different sizes and the correct mathematical vocabulary. • Begin to use the language of time.	• Show an understanding that some shapes are more appropriate when building than others. • Explore length and the correct mathematical vocabulary.	• Explore positional language. • Develop awareness of different shapes.	• Recognise when two shapes are the same. • Explore weight and the correct mathematical vocabulary. • Notice patterns and arrange objects in patterns.

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Understanding the World

STATUTORY EDUCATIONAL PROGRAMME

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Stage 1 (Birth to 3 S – 3-4E)		Stage 2 (3-4D)		Stage 3 (3-4S)	
Understanding the World	• Explores materials with different properties. • Shows an awareness of noticing differences between people. • During play, imitate home experiences.	• Explore natural materials both indoor and outdoors. • Shows awareness of making connections between their families and others. • To explore different celebrations.	• Start to explore using their senses. • Begin to explore how things work. • Begin to talk about some things they have explored. • Show awareness of different forces they can feel.	• Explore collections of materials with similar and/or different properties • Continue developing positive attitudes about the differences between people.	• Begin to show an understanding of the need to care for the natural environment and living things. • Explore life cycles of plants and animals. • Continue to build on wide vocabulary when making	• Begin to make sense of their own life story. • Use all their senses in hands-on exploration of natural materials. • Talk about differences in materials they may notice.

			• Developing understanding of differences between people.	• Explore the different occupations people may have. • Developing vocabulary when describing what they can see.	observations about what they see. • Show awareness there are different countries in the world.	• Understand the need to respect living things.
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Expressive Art and Design

STATUTORY EDUCATIONAL PROGRAMME

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Stage 1 (Birth to 3 S – 3-4E)		Stage 2 (3-4D)		Stage 3 (3-4S)	
Creative Art	- Begin to explore different materials in the environment. - Explore paint using brushes and other tools.	- Begin to use imagination when considering what they can do with different materials. - Begin to use tools to make marks.	- Start to develop their own ideas when creating pieces of art. - Explore colour and use this within their work.	- Explore different materials freely. - Explore how tools can be used for a purpose.	- Begin to use drawing and art to represent their own ideas. - Decide which materials are the best to use to represent their ideas.	- Beginning to be interested in and describe the texture of things. - Use a range of art materials, joining materials and creating with some independence.
Being Imaginative	Start to develop pretend play.	Express ideas through their play.	Begin to act out different scenarios and	Take part in simple pretend play, beginning to	Begin to build in stories into their pretend play.	Explore using the equipment to express their

	• Begin to equipment that is available to them to support their play.	• Use different equipment in the environment and understand how to use them safely.	props in their imaginative play. • Continue to develop to construct with a purpose in mind	use a varied vocabulary. • Use equipment to support pretend play by constructing objects to use.	• Developing confidence in their own ability when using equipment in their play.	ideas and feelings. • Continue to develop a narrative within their play.
Musical Development	• Enjoys listening to nursery rhymes. • Begin to take part in action songs.	• Enjoys joining in with familiar nursery rhymes. • Start to show movement to music.	• Listen to sounds with an increasing attention. • Begin to explore different instruments and how to make sound.	• Sing nursery rhymes with increasing confidence. • Start to develop movement in response to movement, such as moving quick or slow.	• Use instruments with increasing control. • Respond to different music they have heard.	• Begin to create own songs or improvise one they know. • Explore using movement and sound to express their ideas and feelings.