

Nursery Long term Plan and Skills Progression (based on the EYFS Development Matters)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Branch</b> <i>This may change</i>	Me and My World	Celebrate the World	Out of This world	World of Wonder	Travel the World	The World of Fairy Tales
<b>Possible Ideas / Lines of enquiry</b>  <i>To be planned around children's interests</i>	All about me, making relationships, families	Celebrations and celebrating differences (a celebration a week: Diwali, Bonfire Night, Remembrance Day, Halloween, Christmas)	Winter, dinosaurs, space	Growth, life-cycles, farm animals	Modes of transport and corresponding People Who help us (train driver, firefighter, pilot, ambulance driver, builder)  Vehicles (a vehicle and focused book each week) familiar routes	Imagining By the seaside
<b>Suggested Key texts</b>	Rubys Worry The Colour Monster Owl babies Puffin Peter	The Great Race Christmas Story (Nativity) Binny's Diwali Anna Hibiscus	Astro Girl Harry and his bucket of Dinosaurs Aliens love underpants	Bog baby Little Red Hen Farmer Duck Oliver's vegetables Handa's Surprise	How to find a fruit bat The Train Ride The Naughty Bus Emma Jane's Aeroplane	Stanley's stick The Everywhere Bear Whatever Next How to Catch a Star Stickman Sharing a Shell
<b>Additional high quality texts</b>	I Love Me	Non fiction books on celebrations	Non fiction texts about dinosaurs	Non fiction plant and animal books Lulu gets a Cat (domestic animals) It all starts with a seed	Non fiction vehicle books	Lucy and Tom at the Seaside
<b>Nursery Rhymes</b>	Head, Shoulders, Knees and Toes  If you're happy and you know it	I can sing a rainbow Hickory Dock 5 Little Pumpkins Incy Wincey Spider	Wind the bobbin up Man on the Moon Twinkle Twinkle Little Star Five Little Men in a Flying Saucer	Old Macdonald had a farm 1, 2, 3, 4, 5, once I caught a fish alive. Mary had a Little Lamb 5 Little Speckled Frogs There was an old lady who swallowed a fly	The wheels on the bus London Bridge is falling Down Ten Green Bottles	She sells seashells on the sea shore A Sailor went to Sea Row Row Row your Boat
<b>Songs and Poems</b>	Autumn song Welcome Songs Family Fingers Kye Kye Kule	Nativity (Christmas) songs Calender song This little Light of Mine	Zoom, Zoom Zoom we're going to the moon	Little seed what do you need I like the Flowers Soy una pizza	The Train Ride Down at the station	Sunshine in my heart I do like to be beside the seaside
<b>Role Play</b>	Home corner	Restaurant Santa's workshop	Space station	Farm shop	Vehicles – Bus stop/train station	Seaside (ice cream shop)
<b>PSHE – Jigsaw</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Cultural Events and Key Dates</b>	Harvest	Christmas Diwali Halloween Remembrance Day Guy Fawkes Ramadam	Chinese New Year Shrove Tuesday Valentines Day Safer internet day World Book Day	World Book Day Eid al-Fitr World Poetry Day Easter Sunday Mother's Day Easter	Outdoor Classroom Day St George's Day	Father's Day
<b>Trips and Enrichment</b>  <i>These are subject to change and topics</i>		Meet and Greet Santa/Christmas theatre show	Author Visit	Farm Trip (Bocketts Farm) Planting fruit and vegetables	African Drumming workshop Harvesting (May continue to Summer 2)	
<b>Family Involvement</b>	July – Stay and Play Transition phone calls	Parent Meetings	World Book Day Breakfast	Parent Meetings		Reports Sports Day Optional Parents Meetings

<b>Prime Area</b> <b>Communication and Language</b>	C&L is developed throughout the year through high-quality speaking and listening interactions, daily class discussions, circle times, story times, role-play and singing. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. In Nursery, adults will provide descriptive commentary on the child's play, expand on their language by repeating back what the child has said and adding vocabulary and modelling correct language. The use of Makaton will be used to support development of vocabulary. Reading, engaging in stories and providing extensive opportunities to use and embed new words in a range of contexts will contribute to a child's speech and language development.					
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<b>Listening, Attention and Understanding</b>	To enjoy listening to longer stories	To enjoy listening to longer stories and can remember much of what happens		To pay attention to more than one thing at a time, which can be difficult		To understand a question or instruction that has 2 parts, such as "get your coat and wait at the door"
<b>Speaking</b>		To start a conversation with an adult or a friend and continue it for many turns.	To sing a large repertoire of songs  To use longer sentences of four to six words  To know many rhymes, be able to talk about familiar books, and be able to tell a long story	To use a wider range of vocabulary  To develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'  To use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  To develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	To understand 'why' questions, like "why do you think the caterpillar got so fat?"
<b>Prime Area</b> <b>Personal Social Emotional Development</b>	PSED is a prime area which is incorporated in every aspect of daily Nursery life. PSED covers a range of skills such as, developing and managing relationships, feeling good about themselves, identifying and regulating their feelings, respecting others and their similarities and differences, knowing how to look after their personal needs and how to keep safe. This is done through focused circle times, carefully planned play-based activities and adult support to help children develop their ability to identify and regulate their emotions, as well building relationships and solving conflicts in friendships. In Nursery, a class charter is created and agreed upon by all members of the class, which is referred back to, throughout Nursery.					
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<b>Self Regulation</b>	To increasingly follow rules, understanding why they are important	To develop their sense of responsibility and membership of a community  To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them  Remember rules without needing an adult to remind them.	To show more confidence in new social situations  Understand gradually how others might be feeling	To talk with others to solve conflicts	
<b>Managing Self</b>				To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.		To make healthy choices about food, drink, activity and toothbrushing.

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<b>Building Relationships</b>		To become more outgoing with unfamiliar people, in the safe context of their setting.	To play with one or more other children, extending and elaborating play ideas.	To find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	To develop appropriate ways of being assertive.	
<b>Jigsaw</b>	Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at Nursery Piece 4 – Gentle Hands Piece 5 – Our Rights (Nursery charter) Piece 6 – Our Responsibilities	Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I’m Special, I’m Me! Piece 3 – Families Piece 4 –Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself	Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Footprint Awards	Healthy Me Piece 1 – Everybody’s Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Safe Adults	Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be	Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Growth and Change Piece 5 – Fun and Fears Piece 6 – Celebration
<b>Prime Area Physical Development</b>	Physical development is a prime area essential for children’s all-round development, enabling them to pursue happy, healthy and active lives. ‘Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness’. This is done through a combination of adult led teaching and providing opportunities throughout their play-based learning, 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 wellbeing. 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.’					
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<b>Gross Motor</b>		To use large-muscle movements to wave flags and streamers, paint and make marks  To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm	To go up steps and stairs, or climb up apparatus, using alternate feet  To choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Skip, hop, stand on one leg and hold a pose for a game like musical statues.  To match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  To start taking part in some group activities which they make up for themselves, or in teams.	To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
<b>Fine Motor</b>			To show a preference for a dominant hand.	To use one-handed tools and equipment, for example, making snips in paper with scissors.	To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	To use a comfortable grip with good control when holding pens and pencils.

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<p><b>Literacy</b></p> <p><i>See separate document for further breakdown of writing progression</i></p>	<p>Literacy is crucial for children to develop a life-long love of reading. It consists of two elements: language comprehension and word reading. Language comprehension is developed through talk from and with the adults around the children, about the world around them and books they read with them, alongside rhymes, songs and poems. In Nursery, Phonics will be taught through the 7 aspects of phase 1 Phonics skills, this will be done through a variety of adult led and child-initiated activities. The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do, helping to build a strong phonemic awareness.</p>					
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<b>Comprehension</b>			To engage in extended conversations about stories, learning new vocabulary.			To understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
<b>Word Reading</b>					To develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	
<b>Writing</b>					To write some or all of their name	To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.  To write some letters accurately
<p><b>Phonics</b></p> <p><i>See separate document for Phonics breakdown</i></p>	<b>General sound discrimination - environmental</b>	<b>General Sound discrimination - Instrumental</b>	<b>General sound discrimination - body percussion</b>	<b>Rhythm and rhyme</b>	<p><b>Alliteration</b></p> <p><b>Voice sounds</b></p>	<p><b>Oral blending and segmenting</b></p> <p>Phase 2 to begin for children who are ready: Learn the first 6 letter sounds (s, a, t, p, l, n)</p>
<b>Mathematics</b>	<p>It is crucial to develop a strong grounding in number so that children develop the necessary foundations to excel mathematically. Children should be able to count confidently, develop a deep understanding of numbers to 5 and then to 10, the relationship between them and the patterns within those numbers. This is done through a combination of adult led carpet sessions and carefully planned play based activities to allow for opportunities to develop and practice these skills.</p>					
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<b>Number</b>	To show 'finger numbers' up to 5.	To say one number for each item in order: 1,2,3,4,5  To experiment with their own symbols and marks as well as numerals.		To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')  To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Compare quantities using language: 'more than', 'fewer than'.  To recite numbers past 5.	To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  To solve real world mathematical problems with numbers up to 5.
<b>Numerical Patterns</b>	To talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	To understand position through words alone – for example, "The bag is under the table," – with no pointing.  To discuss routes and locations, using words like 'in front of' and 'behind'.	To 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'.	To describe a familiar route.  To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  To combine shapes to make new ones – an arch, a bigger triangle etc.	To extend and create ABAB patterns – stick, leaf, stick, leaf.  To notice and correct an error in a repeating pattern.  To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	To make comparisons between objects relating to size, length, weight and capacity.
<b>WhiteRose Maths</b>	Number songs	Comparison 1 Shape, Space and Measure 1 Pattern 1 Counting 1 Counting 2 Subitising 1	Pattern 2 Shape, Space and measure 2 Subitising 2 Counting 3 Shape, Space and measure 3 Pattern 3	Counting 4 Shape, Space and Measure 4 Subitising 3 Comparison 2 Pattern 4 Shape, Space and Measure 5	Pattern 5 Subitising 4 Counting 5 Pattern 6 Counting 6 Comparison 3	Review
<b>Understanding the World</b>	This specific area involves children gaining a sense of their physical world and community around them. This comes from the frequency and range of personal experiences the children have, such as visiting parks, libraries, meeting key members of society (e.g. police officers and doctors). As well as, listening to a broad selection of non-fiction and fiction texts, rhymes and songs which will help to foster their understanding of our culturally, socially, technologically and ecologically diverse world, combining all the above with enriching and widening children's vocabulary, this will later support their reading comprehension.					
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<b>Past and Present</b>	To begin to make sense of their own life-story and family's history.					

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<b>People, Culture and Communities</b>		To continue developing positive attitudes about the differences between people.			To show interest in different occupations.  To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
<b>The Natural World</b>	To use all their senses in hands-on exploration of natural materials.	To talk about what they see, using a wide vocabulary.	To explore collections of materials with similar and/or different properties.	To begin to understand the need to respect and care for the natural environment and all living things.  To plant seeds and care for growing plants.  To understand the key features of the life cycle of a plant and an animal.	To explore how things work.  To explore and talk about different forces they can feel.	To talk about the differences between materials and changes they notice.
<b>Expressive Arts and Design</b>	Developing children’s artistic and cultural awareness supports their imagination and creativity. It is necessary for children to experience regular opportunities to engage with the arts, allowing them to explore a range of media and materials. Children need exposure to high quality and a variety of what they hear, see and participate in, in order to develop their understanding, self-expression, vocabulary and ability to communicate through the arts.					
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<b>Creating with Materials</b>		To explore different materials freely, to develop their ideas about how to use them and what to make.	Explore colour and colour-mixing.	Develop their own ideas and then decide which materials to use to express them.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Join different materials and explore different textures.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.	
<b>Being Imaginative and Expressive</b>	To remember and sing entire songs.	To take part in simple pretend play, using an object to represent something else even though they are not similar.  To sing the pitch of a tone sung by another person ('pitch match').	To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  To create their own songs or improvise a song around one they know.	To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  To listen with increased attention to sounds.	To respond to what they have heard, expressing their thoughts and feelings.	To use drawing to represent ideas like movement or loud noises.  To show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

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		To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.				To play instruments with increasing control to express their feelings and ideas.
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