



HCP & Nursery Long Term Map

Nursery Intent

In our nursery class we believe that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured therefore we use a topic based approach reflecting the children's needs and interests.

Our intent is to promote the child's ability to... Think, reflect and share ideas with others.

Seek out and respond to learning opportunities at their own pace. Develop self-esteem and tolerance of others. Express themselves through art, craft, music, drama and movement.

Acquire knowledge, skills and understanding for use at home and later at school.
Have fun and enjoy learning

A
UNIQUE
CHILD

POSITIVE
RELATIONSHIPS

ENABLING
ENVIRONMENTS
& ADULT SUPPORT

LEARNING
& DEVELOPMENT

The New Early Years Framework 2021

Communication and Language

Listening, Attention & Understanding

Speaking

Personal & Social Development

Self-Regulation

Managing Self

Building Relationships

Physical development

Gross Motor Skills

Fine Motor Skills

LITERACY

- ✓ Comprehension
- ✓ Word Reading
- ✓ Writing

MATHS

- ✓ Number
- ✓ Numerical Patterns

UNDERSTANDING THE WORLD

- ✓ Past & Present
- ✓ People, Culture & Communities
- ✓ The Natural World

EXPRESSIVE ARTS AND DESIGN

- ✓ Creating with Materials
- ✓ Being imaginative & Expressive

PRIME AREAS

Creating and Thinking Critically

Active Learning

Playing and Exploring

SPECIFIC AREAS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES WHICH MAY CHANGE TO MEET THE COHORTS NEEDS	OUR FRIENDS AND OTHER ANIMALS!	LIGHT & DARK!	AMAZING SPACE!	COME OUTSIDE AND NURSERY RHYMES!	FAIRY TALES	FUN AT THE SEASIDE!

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

COEL



OVER
ARCHING
PRINCIPLES

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: in our Nursery class, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our Nursery setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' We also value the adult led activities providing the skills and knowledge children need to progress and develop as they learn. Nursery Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

NURSERY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES
NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION
WELL-BEING & BEHAVIOUR FOR LEARNING

OUR FRIENDS AND OTHER ANIMALS
People who help / Where do we live, where do our animal friends live UTW Safari
Animal patterns
Animals around the world
Climates / Hibernation
My family / PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe

LIGHT & DARK!
Traditional Tales
Little Red Hen - Harvest
Old favourites
Night and day animals

The Nativity
Christmas Lists
Letters to Father Christmas

AMAZING SPACE!
The planets
The moon
Climates
Winter
Polar Animal Arts and crafts
David Attenborough
Recycling
Does the moon shine?

COME OUTSIDE & NURSERY RHYMES!
Plants & Flowers
Weather / seasons
The great outdoors
Wildlife area
Planting seeds
Make a sculpture: Andy Goldsworthy
Reduce, Reuse & Recycle
Early water cycle/geography/science

FAIRY TALES
How do beanstalks grow? Growing veg and flowers
Outside art
Wildlife area
Local beach
Build a bridge
Summer
Local environment
Sunflower seeds
Castles/history
Fun/science materials
Jack and the Beanstalk/music

FUN AT THE SEASIDE!
Under the sea
Off on holiday / clothes
Where in the world shall we go?
Send me a postcard!
Marine life
Compare: Now and then!
Seaside art
Mermaids

POSSIBLE TEXTS AND 'OLD FAVOURITES'

Brown Bear, Brown Bear
Polar Bear, Polar Bear
Panda Bear, Panda Bear
Little Bear, Little Bear
Eric Carle books

Owl Babies
Hedgehog Tales
Whatever Next
What's that Noise
Christmas Story / Nativity
Rama and Sita
The tiger who came to tea

Lost and Found
How to catch a Star
Up and Down
The Way Back Home
Bob, The Man on the Moon

Oliver Jeffers

One Plastic Bag
Jasper's Beanstalk
The Season Song
Incy Wincy Spider
5 Little Ducks
5 Speckled Frogs
Easter
Poems

Goldilocks & The Three Bears
Jack & The Beanstalk
The Three Billy Goats Gruff
illustrations- artists
Sleeping beauty

The snail and the whale
The singing mermaid
Sharing a Shell – Fiction
P is for Passport
Smiley Shark
Commotion in the Ocean

'WOW' MOMENTS / ENRICHMENT WEEKS

Autumn Trail
Remembrance Day
Harvest Time
Birthdays
Favourite Songs
Halloween
What do I want to be when I grow up? Video for parents.

Guy Fawkes / Bonfire Night
Christmas Time / Nativity
Diwali
Hannukah
Black History Month/January
Remembrance day
Road Safety
Stories by the Fireside
World Space Week
Children in Need
Anti- Bullying Week

Lunar New Year
LENT
Story Telling Week
Valentine's Day
Internet Safety Day
Let's go to the moon - Astronaut Stories from The Space Station
Astronaut training

Walk to the park / Picnic
Planting seeds
Easter time
Weather experiments
Weather Forecast videos
Vincent Van Gogh Study
Mother's Day
Science Week
Eater Egg Hunt
Egg/Chick Life cycle

Post a letter
Food tasting – different cultures
Map work - Find the Treasure
Start of Ramadan
Eid
Life Cycle Clips
Observe Tadpole/Frog
Kings Coronation

Visit to the beach
Under the Sea – singing songs and sea shanties/Music
Fossil hunting
Father's Day
Heathy Eating Week
World Environment Day
Anniversary of the NHS
Pirate Day
Ice – Cream at the park

Prime Areas Of Learning

A	Term 1 Author Eric Carle	Term 2 Author Oliver Jeffers	Term 3 Author Julia Donaldson	
Communication and Language (Prime)				
Aspects				
Listening & Attention	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time 	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	
Speaking	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 	<ul style="list-style-type: none"> • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 	<ul style="list-style-type: none"> • Use longer sentences of four to six words. • 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. 	
Observation Checkpoint	Observation Checkpoint Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?” Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver.” Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?			

Prime Areas Of Learning

Personal, Social & Emotional Development (Prime)	Term 1	Term 2	Term 3	
Aspects				
Self-Regulation	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. 	
Managing Self	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community 	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling 	
Building Relationships	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. 	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas 	<ul style="list-style-type: none"> • Begin to understand how others might be feeling 	
Observation Checkpoint	<p>Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>			

Prime Areas Of Learning

Physical Development (Prime)	Term 1	Term 2	Term 3
Aspects			
Gross Motor Skills	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make mar 	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Fine Motor Skills	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. 	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
Observation Checkpoint	<p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>		
Observation Checkpoint	<p>Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>		

Prime Areas Of Learning

Literacy (Specific)	Term 1	Term 2	Term 3	
Aspects				
<h2>Comprehension</h2>	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom 	Engage in extended conversations about stories, learning new vocabulary	
<h2>Word Reading</h2>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	
<h2>Writing</h2>	<ul style="list-style-type: none"> • 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; write 'm' for mummy. 	<ul style="list-style-type: none"> • 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; write 'm' for mummy. • Write some or all of their name. 	<ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. 	

Prime Areas Of Learning

Maths	Term 1	Term 2	Term 3	
Aspects				
Number	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. 	<ul style="list-style-type: none"> • 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 ('Cardinal principle'). • Show 'finger numbers' up to 5. • 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"> • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. 	
Numerical Patterns	<ul style="list-style-type: none"> • 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'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. 	<ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 	<ul style="list-style-type: none"> • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • 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. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	

Prime Areas Of Learning

Understanding The World	Term 1	Term 2	Term 3	
Aspects				
Past & Present	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Show interest in different occupations. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history 	
People Culture & Communities	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. 	<ul style="list-style-type: none"> • Show interest in different occupations • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Show interest in different occupations • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	
The Natural World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice 	

Prime Areas Of Learning

Expressive Arts & Design (Specific)	Term 1	Term 2	Term 3	
Aspects				
Creating with Materials	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.</p>	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 	<ul style="list-style-type: none"> • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. 	
Being Imaginative & Expressive	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	