








Early Years Foundation Stage Long- Term Plan- Cycle 2

Year group: Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic 	All About Me 	Superheroes 	Dinosaurs 	Food & Growth 	Minibeasts 	Journeys & Transport 
Focus Texts	It's Okay to be Different 10 Little Fingers & 10 Little Toes (Room on a Broom- Halloween Link)	Super Daisy Superworm (The Night Before Christmas- Christmas Link)	Dinosaurumpus How to Grow a Dinosaur	Jack and the beanstalk Oliver's Vegetables	The Very Hungry Caterpillar= Mad about minibeasts	The Magic Train Ride The Journey Home from Grandpa's
WOW Moments	All about my family Baptism photos Autumn trails	'Dress like a superhero' day Remembrance Day Reindeer visit	Trip to the Library Teach Rex Visit Chinese New Year Storytelling Week	Farm visit Planting/ growing seeds.	Minibeast hunts Visit to the park	Grandparent's Afternoon Beach party School trip
Colour days run throughout the year, with one focus colour each half term. On these days, the children dress in items of the chosen colour, we try foods/ drink, mix to make the colour and complete many other related activities.						

<p>Communication and Language</p>	<p>Developing children’s communication and language is an ongoing focus throughout Nursery. Through our daily interactions with the children, group time and focus activities, children are provided with maximum opportunities to develop their language skills, understanding, listening and attention.</p>					
	<p>Pay attention to one thing at a time. Listen 1:1 to develop independence. Enjoy listening to stories and begin to remember much of what happens. Recall key events / name key characters. Follow an instruction with one part. Learn new rhyme and begin to develop a repertoire of songs..</p>	<p>Understand simple questions about ‘who’, ‘what’ and ‘where.’ Get to know: one another, new learning space. Comment on an illustration/picture/ Favourite character/ event. Start a conversation with an adult / friend.</p>	<p>Enjoy listening to stories & remember much of what happens. Begin to understand and follow a two-part instruction. Continue to develop and sing a repertoire of songs. Talk about a familiar book and begin to tell a simple story. Continue to develop communication, using future and past tense (not always correctly). Use longer sentence of 4/6 words.</p>	<p>Understand some ‘why’ questions. Begin to show an understanding of some prepositions. Begin to listen to others in a small group. Begin to join sentences with and. Start a conversation with an adult / friend and begin to continue it with many turns. Begin to express a point of view.</p>	<p>Enjoy listening to longer stories (with increased attention) and can remember much of what happens. Understand and follow a two-part instruction. Sing a range of songs/rhymes as part of a group and Independently.</p>	<p>Understand and respond confidently to simple ‘why’ questions. Show an understanding of some prepositions. Listen to others in a small group. Use sentences joined by other words such as like / because Start a conversation with an adult / friend & continue it with many turns. Retell a simple past event in correct order. Use talk more confidently to organise selves / play. Express a point of view & debate when they disagree with an adult /friend, using words as well as actions.</p>

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<p>Personal, Social and Emotional Development</p>	<p>Rules, routines, boundaries and expectations will continually be a focus for the children during their time in the early years. These will be reinforced continually and built upon.</p>				
	<p>With support follow the daily routine. Play with others, sharing resources / taking turns. Begin to talk about feelings ... happy / sad / because. Put resources back in right place once used.</p>	<p>Begin to show awareness of how others might be feeling. Offer comfort to a child who is upset / laugh with others. Identify feelings of main characters in texts, looking carefully at illustrations. Begin to recognise that some actions can hurt the feelings of others. With support, begin to find solutions to some conflicts. Sharing resources / taking turns e.g. bike track.</p>	<p>Talk about feelings using words like 'happy' and 'sad' and begin to use other words. With support begin to understand and talk about how others might be feeling and the reasons why. Increasingly follow classroom routines and rules (with reduced practitioner guidance). Develop independence within self-care routines. Take play in pretend play with one or more children.</p>	<p>Begin to 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. With support begin to talk with others to resolve conflicts. Settle to an activity of choice for some time. Begin to share and take turns with others. Begin to extend and elaborate play ideas with others.</p>	<p>Talk about their feelings using a range of words. Help to find solutions to conflicts and rivalries. Settle to an activity for some time. Increasingly follow rules, understanding why they are important. Be increasingly independent in meeting own care needs. Make healthy choices about food, drink, activity and toothbrushing.</p>
<p>Physical Development</p>	<p>Developing fine and gross motor skills, promoted through continuous provision and purposeful activities. Promoting and developing independence in children's self-care. Learning how to use the toilet independently. Pencil control and scissor control Moves freely in a range of ways and negotiates space successfully. Experiments with different ways of moving. Developing climbing skills, balancing skills and learn to hop. Develop riding skills, ball skills and learn to skip. Learning how to use a comfortable pencil grip with control.</p>				
<p>Literacy</p>	<p>Promoting and encouraging mark-making activities in independent play. Encouraging children to give meaning to marks they make with pens, pencils, chalks, in the sand, with paintbrushes, etc.</p>				

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	<p>Begin to develop phonological awareness.</p> <p>Join in with Phase 1 activities, aspects 1 to 6. Distinguish between different sounds:</p> <p>Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and rhyme.</p> <p>Explore and copy different voice sounds.</p>	<p>Handle books carefully & correctly.</p> <p>Name some book parts; front cover, back cover, page, title.</p> <p>Understand print is read left to right.</p> <p>Begin to attempt to write name with some recognisable letters/ First letter of name.</p>	<p>Begin to engage in purposeful mark marking.</p> <p>Attempt to write name, using name card, with some recognisable letters, some correctly formed.</p>	<p>Handle books carefully & correctly.</p> <p>Name some book parts; title / blurb etc.</p> <p>Begin to understand what a word / letter is ... letter / word</p> <p>Know where to start reading ... first</p>	<p>Hear and say initial sounds in words.</p> <p>Explore and talk about different voice sounds.</p> <p>Participate in oral blending/segmenting activities.</p> <p>Clap syllables in words.</p>	<p>Identify a letter in a word.</p> <p>Name parts of book and show awareness of page number.</p> <p>Continue to develop understanding of word / letter.</p> <p>Write name, from memory, with correct letter formation.</p> <p>Begin to match some letters to phonemes e.g. m for mummy.</p>
Mathematics	<p>New maths initiative- focusing on a number each week.</p> <p>What it is worth? What does it look like? Where does it sit on the number line? How can we make it? What comes before/after it? How does it apply to shape? Can we recognise this number in the environment?</p>					
	<p>Begin to compare quantities.</p> <p>Notice, identify and talk about patterns.</p> <p>Copy a pattern.</p> <p>Begin to talk about shape; pointy, round, stripy, spotty</p>	<p>Recite numbers to 5 correctly.</p> <p>Begin to say one number for each item to 3.</p> <p>Make comparisons between objects using appropriate Vocabulary; Size ... big / small / bigger / smaller.</p>	<p>Name and talk about patterns.</p> <p>Continue and talk about a pattern – ABAB.</p> <p>Recite numbers to 5.</p> <p>Join in with number rhymes to 5 using props and fingers.</p> <p>Select shapes appropriately in a range of contexts.</p>	<p>Use fingers to represent numbers with increasing accuracy.</p> <p>Use some numbers names in play with some accuracy.</p> <p>Sort and match objects accordingly e.g. size / shape.</p> <p>Begin to compare quantities using ... more than / fewer than.</p> <p>Understand positional language.</p>	<p>Extend and create ABAB patterns</p> <p>Recite numbers past 5.</p> <p>Fast recognition of up to 3 objects – subitising.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Talk about and explore 2D and 3D shapes.</p>	<p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts up to 5.</p> <p>Experiment with own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Understand position through words.</p>

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Religion	Myself (Domestic Church- Family) Welcome (Baptism) Birthday (Advent, Christmas, Loving) Other Faiths		Celebrating (Community) Gathering (Relating) Growing (Lent/ Easter, Giving) Other Faiths		The Good News (Pentecost- serving) Friends (Reconciliation) Our World (Universal Church) Other Faiths	
Understanding the World	To make sense of own life history. Show an interest in different occupations. Push and pull toys.	Talk about what they see. Explore how things work. Explore and talk about different forces they can feel.	Begin to develop positive attitudes about the differences between people. Talk about what they see, continuing to use a wider vocabulary.	Begin to explore collections of materials with similar and/or different properties. Begin to understand the need to respect and care for the natural environment.	Continue to develop positive attitudes about the differences between people. Explore collections of materials with similar and/or different properties.	Begin to make sense of family's history. Talk about the differences between materials and changes they notice. Plant seeds and care for growing plants.
Expressive Art and Design	Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments and access to a creative area where they can draw, paint and make pictures and models. Opportunities for experiences of music are built into the daily routine through song and dance and in time, through PE sessions.					
	Begin to explore different materials and textures. Create lines and circles on different media. Begin to take part in pretend play.	Create enclosed shapes to represent self. Begin to create own small world scenes linked to interests. Begin to create simple stories using small world.	Continue to explore different textures. Begin to join different materials. Begin to respond to what they have heard, expressing their thoughts and feelings. Begin to remember and sing entire songs.	Begin to explore colour mixing. Begin to show different emotions in drawings and paintings, like happiness, sadness, fear etc. Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Draw with increasing complexity and detail. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.	Sing the pitch of a tone sung by another person ('pitch match'). Take part in simple pretend play using an object to represent something else even though they are not similar. Explore different textures. Explore colour and colour mixing.

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