

## EYFS Long Term Planning (Nursery)



In the EYFS we follow the children's interests, therefore we do not follow set topics. We endeavour to make learning active, hands on and most importantly fun. We explore seasonal change and celebrations through stories and real life experiences. We use Talk 4 Writing as a tool to develop story language and story structures.

	Autumn	Spring	Summer
<b>PSED</b>	<p>Ensure children feel confident and comfortable in their new surroundings.</p> <p>Supporting children to build new relationships and understand rules and routines for the unit.</p> <p>Encouraging children to access all areas of the provision independently.</p> <p>Children are able to share experiences from home through focus child pictures/sheets which have been completed by parents.</p> <p>Celebration time – children are praised during this carpet session for various achievements 'Pupil of the Week' , 'Dinner time award' and 'TA Postcards'.</p>	<p>Support children to make new friendships, encourage children to accept the needs of others and share resources without needing adult support where possible.</p> <p>Continue to promote rules and routines and ensure children are aware of new structures to the school day with use of a visual timetable.</p> <p>Children are able to share experiences from home through focus child pictures/sheets which have been completed by parents.</p> <p>Celebration time – children are praised during this carpet session for various achievements 'Pupil of the Week' , 'Dinner time award' and 'TA Postcards'.</p>	<p>Model dialogue for children to solve their problems Children are able to share experiences from home through focus child pictures/sheets which have been completed by parents.</p> <p>Set children simple tasks to complete independently.</p> <p>Prepare children for transition to their new class by having set days to access their new classroom and meet new teachers.</p> <p>Celebration time – children are praised during this carpet session for various achievements 'Pupil of the Week' , 'Dinner time award' and 'TA Postcards'.</p>
<b>CAL</b>	<p>Supporting children to listen and follow simple instructions.</p> <p>Short carpet sessions with puppet/stories to encourage listening and attention skills.</p> <p>Encouraging children to speak in full sentences by modelling correct language.</p> <p>Joining in with rhymes/songs.</p>	<p>Encouraging children to talk together during play.</p> <p>Introduce carpet sessions using talk for writing to promote communication and language skills.</p> <p>Encouraging children to speak in full sentences by modelling correct language.</p> <p>Joining in with rhymes/songs.</p>	<p>Asking questions using how and why, modelling answers if necessary.</p> <p>Encouraging children to speak in full sentences by modelling correct language.</p> <p>Talk for writing to promote communication and language skills.</p> <p>Joining in with rhymes/songs.</p>
<b>PD</b>	<p>Focus on supporting children with personal care, using the toilet independently and self-accessing the snack area.</p> <p>Promote use of large outdoor equipment encouraging children to manage risk independently.</p> <p>Assist children to swap shoes for outdoor wellies, encourage children to change their own shoes.</p> <p>Using a knife and fork to eat dinner, using fine motor skills to open straws for milk.</p>	<p>Encouraging children to take off/ put on jumpers and coats independently</p> <p>Focus on children's fine motor skills – using scissors effectively, holding writing tools more effectively.</p> <p>Introduce hall sessions – yoga and Go Noddle</p> <p>Outdoor scooters and pushbikes introduced.</p>	<p>Children encouraged to fasten own zip independently.</p> <p>Discuss hygiene and foods that are healthy/unhealthy.</p> <p>Fine motor skill booster groups for children needing extra support to hold writing equipment effectively.</p>

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<b>L</b>	<p>Short story time, mainly using big books.</p> <p>Introduce helicopter stories (one afternoon per week) to develop storytelling skills.</p> <p>Phase 1 phonics is taught discretely in the first term, mainly through play and also through short carpet sessions. Aspects 1-6 mainly then aspect 7 once children show readiness.</p>	<p>Story time, introduce concepts of print and questioning. Focus on title, setting, characters.</p> <p>Continue with Helicopter stories to develop storytelling skills, use words such as characters and setting.</p> <p>Phase 1 and 2 Phonics, children who are developmentally ready to start phase 2 phonics will begin to learn sounds at a pace suitable for them. Phase 1 skills will still be practised through both discreet and indiscreet sessions.</p>	<p>Lots of oral blending and segmenting teaching will take place throughout the day during carpet sessions and through play.</p> <p>Children who are learning phonic sounds will write some of their own sounds/words in the Helicopter stories. Other children will be given the opportunity to mark-make.</p> <p>Phase 1 and 2 phonics continues with slightly longer sessions.</p>
<b>T4W</b>	Talk for writing begins in the Spring Term	<p>Dear Zoo/Bear Hunt</p> <p>Children learn to retell stories through actions and story maps. They innovate the stories once they become confident with retelling</p>	<p>Goldilocks/Peace at Last</p> <p>Children learn to retell stories through actions and story maps. They innovate the stories once they become confident with retelling</p>
<b>M</b>	All Maths is taught through play in the first term. The main focus is on basic counting skills: rote counting to 10 then 20, touch counting objects, encouraging children to always begin at 1. Basic 2d shapes.	Children are grouped into small groups of 8 or 9 and taught short 10/15 minute sessions. All sessions link to the <b>Nursery Expectations Booklet.</b>	Children are grouped into small groups of 8 or 9 and taught short 10/15 minute sessions. All sessions link to the <b>Nursery Expectations Booklet.</b>
<b>UTW</b>	<p>Children are able to share experiences from home through focus child pictures/sheets which have been completed by parents.</p> <p>The home corner gives children the opportunity to role-play their own experiences and different occupations/ways of life.</p> <p>Children have weekly opportunities to play on the iPads with support.</p> <p>Seasonal change – Autumn/Winter</p> <p>Christmas Nativity</p>	<p>Children are able to share experiences from home through focus child pictures/sheets which have been completed by parents.</p> <p>The home corner gives children the opportunity to role-play their own experiences and different occupations/ways of life.</p> <p>Children have weekly opportunities to play on the iPads with support.</p> <p>Seasonal change – Winter/Spring</p>	<p>Children are able to share experiences from home through focus child pictures/sheets which have been completed by parents.</p> <p>The home corner gives children the opportunity to role-play their own experiences and different occupations/ways of life.</p> <p>Children are encouraged to independently access the iPad and complete educational games linked to phonics and maths.</p> <p>Seasonal change Spring/Summer</p>
<b>EAD</b>	<p>During carpet sessions sing familiar songs and encourage children to join in.</p> <p>Explore sounds using instrument area Explore colour using paint/powder paint.</p> <p>Encourage imagination through adult interaction in all areas of the provision.</p> <p>Christmas Nativity</p>	<p>During carpet sessions sing familiar songs and encourage children to join in.</p> <p>Dancing and ring games during hall time.</p> <p>Explore sounds using instrument area Explore colour using paint/powder paint.</p> <p>Encourage imagination through adult interaction in all areas of the provision.</p>	<p>During carpet sessions sing familiar songs and encourage children to join in.</p> <p>Dancing and ring games during hall time.</p> <p>Explore sounds using instrument area Explore colour using paint/powder paint.</p> <p>Encourage imagination through adult interaction in all areas of the provision.</p>