



Nursery Long Term Plan

Children will be offered an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Limehurst, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.



Characteristics of Effective Teaching and Learning

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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

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interests and fascinations into early years settings
- Respond to new experiences that you bring to their attention.

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.

- Participate in routines.
- Begin to predict sequences because they know routines.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult.

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.

- Take part in simple pretend play.
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective
- Know more, so feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Overarching 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. We must be aware of children who need greater support than others.

PLAY: *At Limehurst Primary School, 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 EYFS 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.*

Communication and Language

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, story-telling 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.

Autumn	Spring	Summer
<ul style="list-style-type: none"> ▪ Listen 1:1 or in small groups. ▪ Ask simple questions. ▪ Enjoy listening to stories and can remember much of what happens. ▪ Understand and respond to simple questions. ▪ May have problems saying some sounds and multisyllabic words. 	<ul style="list-style-type: none"> ▪ Sing a large repertoire of songs. ▪ Freely uses please and thank you at the appropriate times. ▪ Join in with repeated refrains and phrases in rhymes and stories. ▪ Understand use of objects. ▪ Talks about things that are of particular importance to them. ▪ Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." ▪ Use longer sentences of four to six words. 	<ul style="list-style-type: none"> ▪ Understand a question or instruction that has two parts. ▪ Know many rhymes, be able to talk about familiar books, and be able to tell a simple story. ▪ Talk about a past experience but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. ▪ Beginning to use more complex sentences to join ideas e.g. and, because. ▪ Be able to express their own point of view/opinion. ▪ Can start a conversation with an adult or a friend and continue it for many turns.

Personal, Social and Emotional Development

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



Autumn	Spring	Summer
<ul style="list-style-type: none"> ▪ Access the resources and provision independently. ▪ Become more outgoing with unfamiliar people, in the safe context of their setting. ▪ Show more confidence in new social situations. ▪ Do not always need an adult to remind them of a rule. 	<ul style="list-style-type: none"> ▪ Show a high level of interest in an activity of their choosing. ▪ Becoming more able to manage their emotions in an age appropriate way. ▪ Increasingly follow rules, understanding why they are important. ▪ Talk with others to solve conflicts, seeking out adult support if necessary. ▪ Is increasingly able to recognise the impact of their choices and behaviour/ actions on others and know that some actions and words can hurt others' feelings. ▪ Enjoys a sense of belonging through daily tasks. ▪ Seeks out one or more children to share experiences and play ideas. 	<ul style="list-style-type: none"> ▪ Help find a solution to problems. ▪ Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. ▪ Express a wide range of feelings in their interactions with others and through their behaviour and play. ▪ Is becoming more aware of similarities and differences between themselves and others. ▪ Is able to adapt their behaviour according to different settings. ▪ Develop their sense of responsibility as a member of the class.

Physical Development

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

Autumn	Spring	Summer
<ul style="list-style-type: none"> ▪ Beginning to run with spacial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles. ▪ Grasp and release with two hands to throw and catch a large ball, bean bag or object. ▪ Use large arm muscle movements to wave flags and streamer, paint and make marks. ▪ Start to eat independently and learn how to use a knife and fork. 	<ul style="list-style-type: none"> ▪ Take practical action to reduce risk showing their understanding that the equipment can be used safely. ▪ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ▪ Confidently join in with activities and games which involve balancing, jumping, running, climbing. ▪ Begin to use anticlockwise movement and retrace vertical lines ▪ Show a preference for a dominant hand. ▪ Use one handed tools and equipment e.g scissors, toothbrush, scarves or ribbons. ▪ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> ▪ Observes and can describe in words or actions the impact of physical activity on their body. ▪ Can name and identify different parts of the body. ▪ Be able to independently meet their own care needs and understand why it is important, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. ▪ Use a comfortable grip with good control when holding pens and pencils. ▪ Confidently negate an obstacle course.

Literacy

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).



Autumn	Spring	Summer
<ul style="list-style-type: none"> ▪ Enjoys mark making activities ▪ Distinguish between the different marks they make. 	<ul style="list-style-type: none"> ▪ Repeats and uses actions, words or phrases from familiar stories. ▪ Fills in the missing word or phrase from a known rhyme, story or game. ▪ Begins to recognise familiar logos from popular culture, commercial print or icons for apps. ▪ Engage in extended conversations about stories, learning new vocabulary ▪ Imitates adult's writing by making continuous lines or shapes and symbols from left to right. 	<ul style="list-style-type: none"> ▪ Understand the five key concepts about print: <ul style="list-style-type: none"> ○ print has meaning ○ print can have different purposes ○ we read English text from left to right ○ the names of the different parts of a book ○ page sequencing ▪ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ begin to spot rhymes ○ count or clap syllables in a word ○ recognise words with the same initial sound, such as money and mother ▪ Use some of their print and letter knowledge in their early writing ▪ Write some letters accurately. ▪ Write some or all of their name.

Maths

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.

Autumn	Spring	Summer
<ul style="list-style-type: none"> ▪ Enjoys counting verbally as far as they can go. 	<ul style="list-style-type: none"> ▪ Recite numbers past 5. ▪ Fast recognition of up to 3 objects, without having to count them individually ('subitising'). ▪ Say one number for each item in order: 1,2,3,4,5. ▪ Show 'finger numbers' up to 5. ▪ Begins to recognise numbers 0-10. ▪ Beginning to know that numbers are made of smaller numbers. ▪ Beginning to recognise that each counting number is one more than the number before. ▪ Experiment with their own symbols and marks as well as numerals. ▪ Compare quantities using language: 'more than', 'fewer than'. ▪ Talk about and explore 2D shapes (for example, circles, rectangles, triangles and squares). ▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof 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. 	<ul style="list-style-type: none"> ▪ Points and touches each item saying one number for each item, using the stable order principle of 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'). ▪ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ▪ Solve real world mathematical problems with numbers up to 5. ▪ Use positional language – under, on, above, below, between, next to, in front of, behind. ▪ Make comparisons between objects relating to size, length, weight and capacity ▪ 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...' ▪ Compare small groups of objects and say when they have the same or different amounts.



Understanding the World

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.

Autumn	Spring	Summer
<ul style="list-style-type: none"> ▪ Use all their senses in hands-on exploration of natural materials. ▪ Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Plant seeds and care for growing plants. ▪ Show interest in different occupations. ▪ Remembers and talks about significant events in their own experience. ▪ Knows some of the things which make them unique. 	<ul style="list-style-type: none"> ▪ Comments and asks questions about aspects of their familiar world such as the place where they live of the natural world. ▪ Can talk about some of the things they have observed such as plants, animals, natural objects. ▪ Begin to make sense of their own life-story and family's history. ▪ Talk about the differences between materials and changes they notice.

Expressive Arts and Design

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Autumn	Spring	Summer
<ul style="list-style-type: none"> ▪ Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc. 	<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. ▪ Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ▪ Engages in imaginative play based on own ideas or first hand experiences. ▪ Notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. ▪ Draw a picture and explain to an adult what they have drawn. ▪ Explore using colours for different purposes and name the colours they are using. ▪ Create with different materials. ▪ Sings familiar songs eg. pop songs, tv programmes and rhymes. Enjoys joining in with moving, dancing and ring games. 	<ul style="list-style-type: none"> ▪ Identify primary and secondary colours. ▪ Join different materials and explore different textures. ▪ Taps out simple repeating patterns ▪ Develops an understanding of how to create and use sounds intentionally. ▪ Keep a steady beat.