

UNCRC Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.

UNCRC Article 24: All children have the right to good quality health care, to clean water and good food

UNCRC Article 28: All children have the right to a primary education, which should be free.

UNCRC Article 29: All children have the right to be the best that they can be.

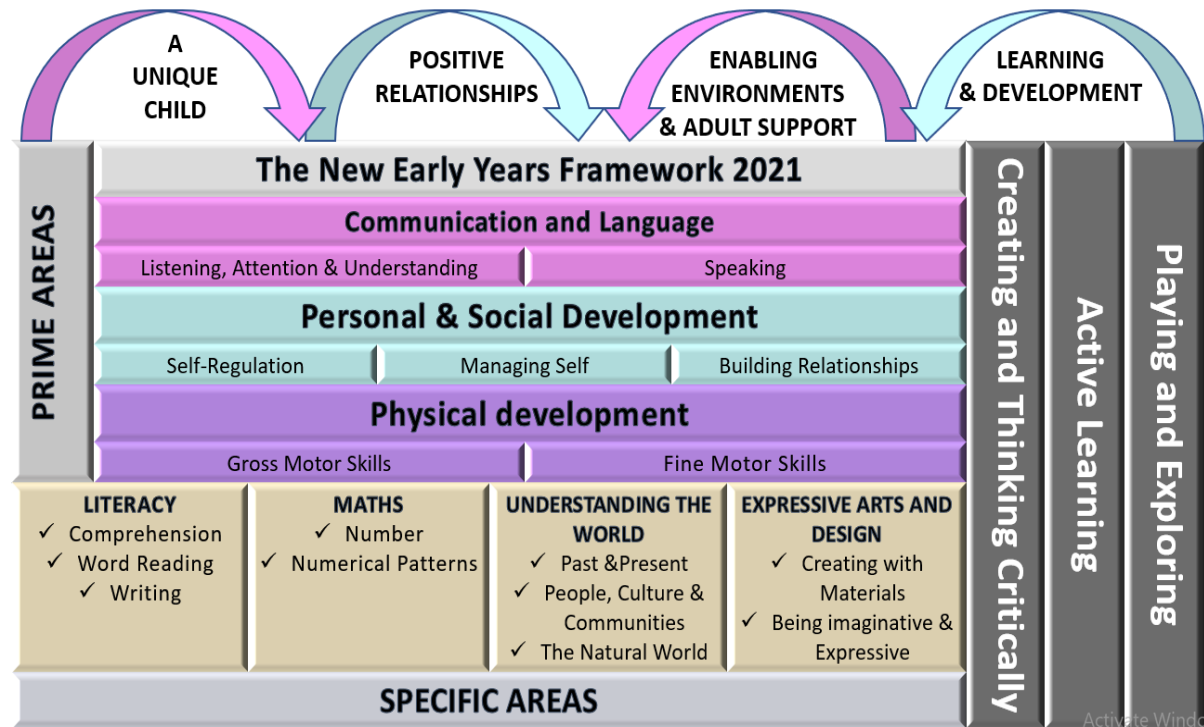
UNCRC Article 31: All children have a right to relax and play

UNCRC Article 36: Children should be protected from any activities that could harm their development.

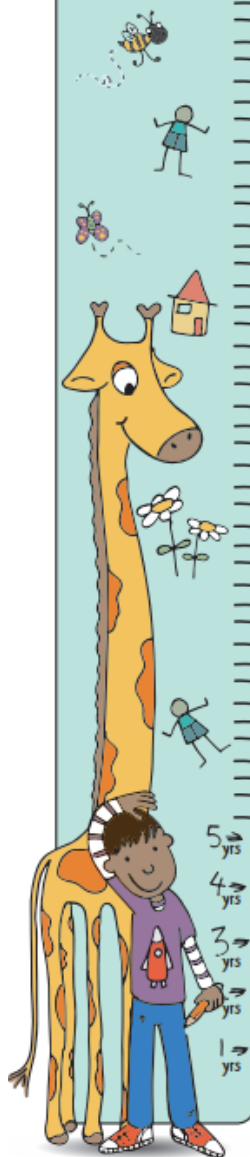


Nursery Long Term Plan

“Children will have 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 whatever 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 based on the EYFS Framework 21’ & children’s interests.”



Seven Features of Effective Practice



1 The best for every child

- All children deserve to have an equal chance of success.



- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.

- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.

- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

- Young children's learning is often driven by their interests. Plans need to be flexible.

- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.

- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.

- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.

- Before assessing children, it's a good idea to think about whether the assessments will be useful.

- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next.



- These abilities contribute to the child's growing ability to self-regulate:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

- This includes listening regularly to parents and giving parents clear information about their children's progress.



- The help that parents give their children at home has a very significant impact on their learning.

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.



- It is important to encourage all parents to chat, play and read with their children.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/ Lines of Enquiry	Family Autumn Harvest	Autumn Halloween Bonfire Night Christmas / Nativity Diwali Hanukah Black History Month Remembrance Day Children in Need Anti- Bullying Week	Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day	Pancake Day Easter Spring Mother's Day Easter Egg Hunt Easter Bonnet Parade	GROWING AND MINI BEASTS Life cycles - Frogs/butterfly/ plants etc Local Area Planting/ Gardening Start of Ramadan Eid	Summer holidays (past and present) Hot places Rockpools Mermaids Father's Day
Communication and Language (Listening and attention, understanding and speaking)	To listen to and discuss stories regularly. To listen to and join in rhymes and songs regularly. To follow simple instructions. To talk about what/ who they are playing with.	To enjoy listening to longer stories and can remember much of what happens. To continue listen to and join in rhymes and songs regularly. To pay attention to more than one thing at a time, which can be	To understand a question or instruction that has two parts, such as "Get your coat and wait at the door". To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	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 start a conversation with adults and friends To enjoy listening to longer stories and can remember what happens in them. To understand a question with two parts	To 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 use longer sentences of four to six words when talking To know many rhymes, to be

	<p>To identify familiar objects and properties for practitioners when they are described. For example: Hassan's coat', 'blue car', 'shiny apple'.</p> <p>To develop vocabulary</p>	<p>difficult. To develop their communication. To use a wider range of vocabulary.</p>	<p>To sing a large repertoire of songs.</p> <p>To listen to and discuss stories.</p> <p>To talk and ask questions as much as possible e.g. through their play or talking about past events.</p>		<p>like "Can you get your coat and wait by the door please?"</p> <p>To use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p> <p>To focus on a chosen activity for at least ten minutes</p>	<p>able to talk about familiar books, and be able to tell a long story.</p>
<p>Personal, Social and Emotional Development</p>	<p>To begin to gain independence to self-choose activities they wish to play with.</p> <p>To play with increasing confidence on their own and with other children.</p>	<p>To gain independence to self-choose activities they wish to play with.</p> <p>To tidy up their activities when they have finished.</p> <p>To build positive friendships with new peers.</p>	<p>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.</p> <p>To develop their sense of</p>	<p>To increasingly begin to follow rules, understanding why they are important.</p> <p>To not always need an adult to remind them of a rule.</p> <p>To develop appropriate ways of being assertive.</p>	<p>To be able to play in a group with friends, and make up ideas of things to do and games to play</p> <p>To begin to manage feelings and talk about emotions</p> <p>To understand how others</p>	<p>To be responsible and be confident to be part of my community</p> <p>To be ready for new experiences like starting school</p> <p>To learn how to be assertive</p> <p>To be able to follow rules and know why they are important</p>

	<p>To begin to express a range of emotions.</p> <p>To begin to follow rules and routines.</p> <p>To tidy up their activities when they have finished.</p>	<p>To begin to talk about their feelings.</p> <p>To see themselves as a valuable individual.</p> <p>To show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>responsibility and membership of a community.</p> <p>To become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>To have more confidence in new social situations.</p> <p>To play with one or more other children, extending and elaborating play ideas.</p> <p>To start to eat independently and learning how to use a knife and fork.</p> <p>To show an increasing desire to be independent, such as wanting to feed themselves</p>	<p>To talk with others to solve conflicts.</p> <p>To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>To begin to understand how others might be feeling</p> <p>To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing</p>	<p>might be feeling</p> <p>To be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>To begin to find solutions to quarrels and rivalries</p> <p>To be able to follow the rules without an adult reminding me</p> <p>To make healthy choices about food, drink, activity and tooth brushing</p>
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			and dress or undress.	and drying their hands thoroughly. To make healthy choices about food, drink, activity.		
Physical Development	<p>To explore climbing apparatus, go up steps and stairs.</p> <p>To continue to develop their gross motor skills-large muscle movements to wave flags and streamers, paint and make marks.</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues</p>	<p>To be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p> <p>To use one-handed tools</p>	<p>With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>To go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>To continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>To use a comfortable grip with good control when holding pens and pencils.</p>	<p>To use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>To have an awareness of safety and manage own risks</p> <p>Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.</p>

		and equipment, for example, making snips in paper with scissors	Show a preference for a dominant hand.			To work with others to manage large items, like moving a long plank safely and carrying large hollow blocks. To use a comfortable grip with good control when holding pens and pencils. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Literacy	To join in and enjoy simple stories, songs and rhymes. To enjoy mark making experiences and give meaning to their marks. commenting on	To join in and enjoy simple stories and rhymes. To enjoy mark making experiences and give meaning to their marks. commenting on	To understand the five key concepts about print. To listen to stories and comment on the main events, where it was	To understand the five key concepts about print. To develop their phonological awareness, so	To use some print and letter knowledge in early writing. For example: writing a pretend shopping list	To write some or all of my name. To write some letters accurately. To talk about the places and people in stories and the

	<p>what they have drawn or 'written. To begin to understand key concepts about print.</p>	<p>what they have drawn or 'written. To begin to understand key concepts about print.</p>	<p>set and the characters. To give meaning to their marks, commenting on what they have drawn, 'written' or painted.</p>	<p>that they can: - spot and suggest rhymes To add some marks to their drawings, which they give meaning to. For example: "That says mummy." To clap out syllables in a word.</p>	<p>that starts at the top of the page; write 'm' for mummy To say what the marks, shapes, letters and pictures that they make mean. To 'map' out a familiar story through drawing To know that stories have beginnings and endings and sometimes guess how the story will end To have conversations about stories and learn new vocabulary To hear and says the first sound in a</p>	<p>important things that are happening To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word To understand that different words and print have different purposes To be able to say lots of words that rhyme with a word like 'cat' To be able to Orally segment and Blend CVC words To use some of their letter sound knowledge in their early writing.</p>
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					<p>word when you say the word.</p> <p>To be able to make up own stories, with characters, a beginning, middle and an end</p> <p>To recognise words with the same initial sound orally</p> <p>*To write some letter sounds accurately</p>	
<p>Mathematics</p>	<p>To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>To recite numbers past 5.</p> <p>To say one number for each item in order: 1,2,3,4,5.</p>	<p>To show 'finger numbers' up to 5.</p> <p>To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>To show 'finger numbers' up to 5.</p> <p>Fast recognition of up to 5 objects,</p>	<p>To say one number for each item in order: 1,2,3,4,5.</p> <p>To be able to tell you a familiar route I know</p> <p>To discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>To be able to say numbers in order from 1 to 10 or higher.</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p>	<p>To be able to subitise.</p> <p>To know number bonds to 5.</p> <p>To experiment with their own symbols and marks as well as numerals.</p> <p>To talk about and explore 2D and 3D shapes (for example, circles,</p>

	<p>To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>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'.</p>	<p>To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>To combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>without having to count them individually ('subitising').</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>To understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>To talk about and identifies the patterns around them.</p> <p>For example: stripes on clothes, designs on rugs and wallpaper. To use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>To extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>To notice and correct an error in a repeating pattern.</p>	<p>To solve real world mathematical problems with numbers up to 5.</p> <p>To compare quantities using language: 'more than', 'fewer than'</p> <p>To make comparisons between objects relating to size, length, weight and capacity.</p>	<p>rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>
Understanding the World	To begin to make sense of their own life-story and	To continue developing positive attitudes about	To use all their senses in hands-on exploration of	To talk about the differences between	To use all of their senses to	To explore and talk about different forces they can feel.

	<p>family's history. To continue developing positive attitudes about the differences between people. To explore their local environments, discussing plants and animals that they see. To show interest in different occupations.</p>	<p>the differences between people. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To explore their local environments, discussing plants and animals that they see.</p>	<p>natural materials. To begin to understand the need to respect and care for the natural environment and all living things. To talk about the differences between materials and changes they notice. To explore their local environments, discussing plants and animals that they see.</p>	<p>materials and changes they notice. To continue to develop positive attitudes about the differences between people. To show an 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.</p>	<p>explore natural materials. To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things.</p>
Expressive Arts and Design	<p>To take part in simple pretend play, using an object to represent something else even though</p>	<p>To develop their own ideas and then decide which materials to use to express them.</p>	<p>To join in movement to music and ring games e.g. 'duck duck goose', 'farmer in the den'</p>	<p>To begin to develop complex stories using small world equipment like</p>	<p>To play instruments with increasing control to express</p>	<p>To safely uses and explores lots of different tools such as hammers,</p>

	<p>they are not similar. To explore different materials freely, to develop their ideas about how to use them and what to make. To experiment with mark making To remember and sing entire songs.</p>	<p>To explore different sounds through singing and using instruments. To join in with imaginative role-play. To explore different materials. To experiment with mark making</p>	<p>To use small world toys to make up narratives and own stories. To join different materials and explore different textures. To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>animal sets, dolls and dolls houses etc. To begin to make imaginative and complex 'small worlds' with blocks and construction kits. 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. Create their own songs or improvise a song around one they know.</p>	<p>feelings and ideas. To remember and sing whole songs. To mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark</p>	<p>scissors and saws To make up stories when playing, like superheroes rescuing people from a building Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something. Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. To begin to show different emotions in their drawings and paintings, like happiness,</p>
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						sadness, fear etc
Forest School		Bird Feeders Fairy Fires Winter's Web Dampers and Charcoals Charcoals pictures		Wooden Cookie Man Sistrum Making Earth Birthday cake Nest Building Scavenger Hunt		Blackberry Ink and Feather Quill Nature Watch Web of Life Contemporary Art Leaf Printing

Early Learning Goals - for the **end of the year** - Holistic / best fit Judgement!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says,</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction,</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>

<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently</p>	<p>responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country</p>	<p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>
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<p>introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>		<p>sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>		<p>and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</p>	
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					<p>what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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