



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.

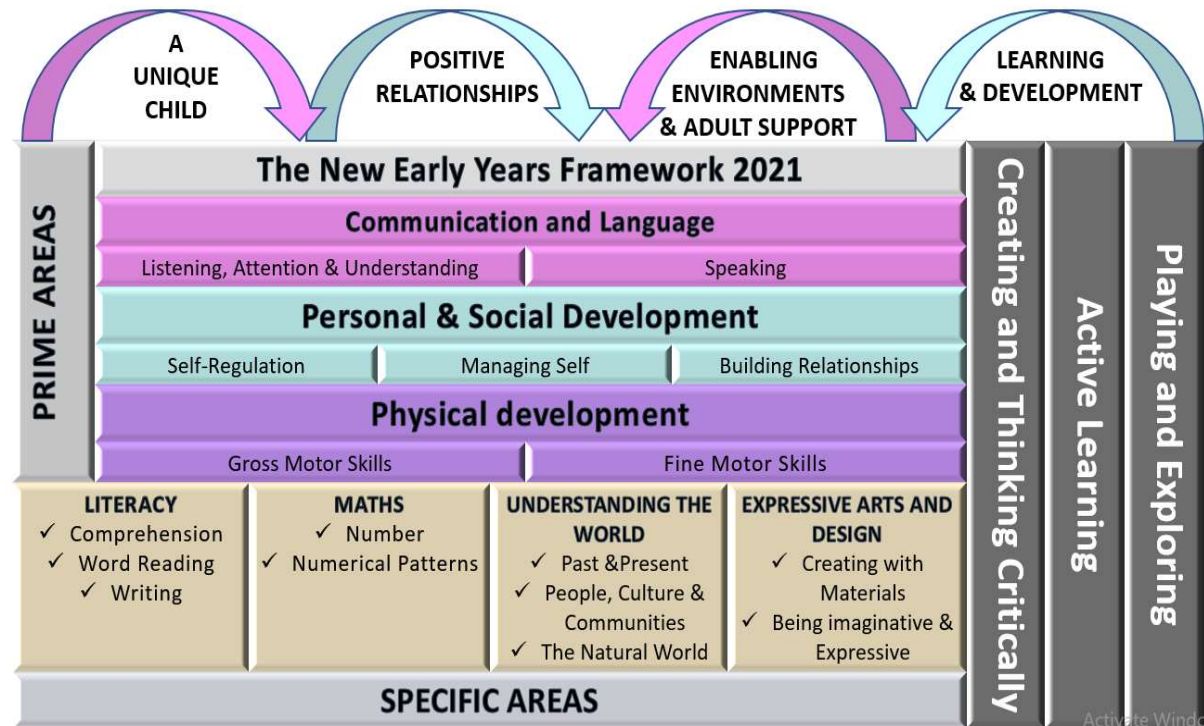
UNCRC Article 29: All children have the right to be the best that they can be.

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

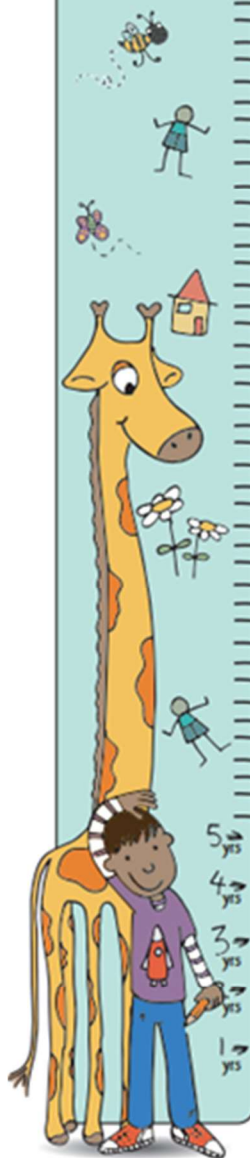
UNCRC Article 36: Children should be protected from any activities that could harm their development.

Nursery Long Term Plan 2024-25

“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
Books Cycle 1	  	  	  	  	  	  
Vocabulary Learn new vocabulary *Use new vocabulary in different contexts *Use new vocabulary through the day in discussions and conversations. *Learn new rhymes, poems, and songs	family, Mum, hunting, trunk, twigs, feathers, hunting, branch, brave, lost, silent, flapped Mum, Dad, Baby, Auntie, Uncle, Cousin, Nannie, Gran-Gran (Grandma, Nan, Grannie), wide, squeeze	Enormous, turnip, seeds, hoe, row, swell, grow, bigger, huge, vast, budge, pull, thud, whack, thump, bump Autumn, colourful, under, over, through, mountain, climb, forest, squish, squash, waterfall, lake, Oak, Birch, Hickory	snow, hat, gloves, scarf, cold, winter, freezing, frozen, ice people who help us hospital twinkle star, world, diamond,	telescope, testing, park, shark, crow, left, right, ground, around, spring, flower, growing, farm animals, across, around, over, past, through, under, fence	growing, seed, life cycle, minibeast names, fierce, tall, grumpy, scary, naughty, jumpy, perfect zoo animals lizard, crow, disaster, wiggle, squirm, lasso, well, drowning, juicy, honeycomb	summer, sand, sea, holidays, train, journey, meadow, tunnel, engine, lighthouse, station clumsy, crab, huge, claws, tentacles, octopus, jellyfish, flippety, fins, turtle, pricked, scuttled, stumbles, shattered, squirmed, snipped, squiggled, wriggled, jiggled, slashing, slicing, shredded, dicing, swirling

	Colours, bird, duck, horse, frog, cat, dog, sheep, goldfish	Chase, elf, flap, polar bears, reindeer, sleigh				seaside	
Books Cycle 2 2024-2025	                 	<p>explore, face, ears, eyes, twinkling, little, large, noses, curly, straight, long, short, family, care, adventures, aunties, mums, dads, uncles, cousins, family, clan, special occasions, fancy, wear, live, visited, world, friends, places, food, delicious, salty, sour, sweet, favourite, activities, family tress,</p>	<p>Goldilocks, funky, dreadlock, behind, house, barged, still, quiet, owners, snoop, bowls, porridge, biggest, frown, gobble, biggest, hard as iron, soft, smallest, middle, fancy, boring, perfect, snoring, bears, daddy, mummy, baby, greedy, growled, broken, clumsy, stroked,</p>	<p>snowy, snow, Peter, snowsuit, crunch, sank, pointed in/out, tracks, snowball fight, snowangels, slid, round, firm, warm,</p> <p>wheels, bus, driver, wipers, round, swish, mummies, daddies, chatter, nod, lights, flash, doors, open, shut</p>	<p>flower, brand new, lovely, leaves, cuckoo, bzz, flap, bird, squirrel, bumble, swallow, spring, perfect, sign, growing, autumn, strong, water, shower, nectar, collecting, belong, wild flower, under, air, light, space</p> <p>choose, words connected to -places, family and friends,</p>	<p>insects, Bee, Ladybird, Beetle, Dragonfly, flowers, leaves, dead wood, pond, place, live, busy, pavement, tiny, dirty, puddle, pile, rubbish, gorgeous, spluttering, fluttering, butterfly, wonderful, garden</p>	<p>sand, between, toes, water, glistens, Gulls, cry, wriggle, giggle, waves, crashes, splashes, seaweed, shells, salty smells, ice cream, drips, beach chair, flis, spade, clashes, dashes, shelter, rips, bucket, tips, howls</p> <p>somebody, swallowed, Stanley, swept, splash, splish, jellyfish, stripes, straight, tentacles, floated,</p>
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	<p>past, present, likes, dislikes</p> <p>choose, food, dinner, beige, supermarket, colours-red, green , yellow, orange, black days of the week</p> <p>gran, grannie, dad, mama, colourful, dishes, clank, clatter, wiggle, candy, struggle, juggle, snuggle, cuddle, uncles, aunties, cousins, friends, giggle, love</p>	<p>squeaked, stared, piercing scream,</p> <p>Leaf, thief, nest, hazel nuts, red, gold, orange, missing, stole, mouse, squirrel, bird, woodpecker, collecting, relax, disaster, shakes, rustles, tree, wind, autumn, change, colours, blows</p> <p>Snowflake, Noelle, Pappie, winter, snow, twirl, fall, cloud, hillside, tumbling, twisted, dizzy, nestled, crisp, cold, valleys, streams, whisked, window, star, shimmered, glistening , tree, decorated, swirled, proud, shone</p>	<p>emergency, 999, burglars, flashing, dashing, help, ambulance, speeding, sirens, screaming, lights, beaming, break down train, huge crane, boats, sinking, lifeboat, tossing, police motor bikes, scooping, tugging, snowplough, fire, hoses, helicopter, searching, breakdown truck, glowing, zooming</p> <p>twinkle, little, world, high, sky, star, diamond</p>	<p>homes, travel, belongings, food, clothes, shoes, hats, pets, animals, jobs, fun, beds</p> <p>gingerbread man, old woman, old man, baked, run, children , cow, horse, sly, fox, snap</p>	<p>monkey, me, penguins, kangaroos, bats, elephants, home, tea</p> <p>Oliver, vegetables Grandpa, wonderful garden, grow, chips, potatoes, carrots, days of the week, spinach, rhubarb, slugs, snails, cabbage, beetroot, peas,</p>	<p>terrible, rough, barnacles, vast, cave, hummed, low, brave, creature, souched, spluttered, slimy, rush, rumble, burst, spout, bobbed, gently , calm . carefree, sharp, beak, beady, creature, pecked, snapped, nipped, flapping, squawking, ripped, scruffy, torn, sank, seafloor, flippers, skimmed, seabed, shell, gasped, spluttered, choke, stuck, beathe, turtle, stuck, helped, ocean, helped, kite</p> <p>Puffin, Peter, Paul, rocky, island, diving, storm, whale, funny, noisy, parrot, feathers, black, white, penguins, cold, beak, colourful, toucan, sad, drifted, ocean, horizon, overjoyed</p>
Possible Themes/Interests/Lines of Enquiry	<p>Family</p> <p>Autumn</p> <p>Harvest</p> <p>Black History Month</p> <p>Halloween</p>	<p>Autumn</p> <p>Bonfire Night</p> <p>Christmas / Nativity</p> <p>Diwali</p> <p>Hanukah</p> <p>Black History Month</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Anti- Bullying Week</p> <p>Nursery Rhyme Week</p>	<p>Chinese New Year</p> <p>LENT</p> <p>Random Acts of Kindness Week</p> <p>Valentine’s Day</p> <p>Internet Safety Day</p>	<p>Pancake Day</p> <p>Easter</p> <p>Spring</p> <p>Mother’s Day</p> <p>Easter Egg Hunt</p> <p>Easter Bonnet Parade</p>	<p>GROWING AND MINI BEASTS</p> <p>Life cycles – Frogs/butterfly/ plants etc</p> <p>Local Area Planting/ Gardening</p> <p>Start of Ramadan</p> <p>Eid</p>	<p>Summer holidays (past and present)</p> <p>Hot places</p> <p>Rockpools</p> <p>Mermaids</p> <p>Father’s Day</p>
Communication and Language (Listening and attention, understanding and speaking)	<p>To listen to and discuss stories regularly.</p> <p>To listen to and join in rhymes and songs regularly.</p>	<p>To enjoy listening to longer stories and can remember much of what happens.</p>	<p>To understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p>	<p>To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>To start a conversation with adults and friends</p> <p>To enjoy listening to longer stories and</p>	<p>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.</p>

	<p>To follow simple instructions.</p> <p>To talk about what/ who they are playing with.</p> <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>To continue listen to and join in rhymes and songs regularly.</p> <p>To pay attention to more than one thing at a time, which can be difficult. To develop their communication.</p> <p>To use a wider range of vocabulary.</p>	<p>To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</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>To use a wider range of vocabulary.</p>	<p>can remember what happens in them.</p> <p>To understand a question with two parts 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>To use longer sentences of four to six words when talking</p> <p>To know many rhymes, to be 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 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 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 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</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 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 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 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 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 might be feeling</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 find solutions to quarrels and rivalries</p> <p>To be able to follow the rules without an adult reminding me</p>

		themselves and dress or undress.	To how more confidence in new social situations. To play with one or more other children, extending and elaborating play ideas.			
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. 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 and equipment, for example, making snips in paper with scissors</p>	<p>With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>To use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>To use a comfortable grip with good control when holding pens and pencils.</p> <p>To show a preference for a dominant hand.</p>	<p>To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>To start taking part in some group activities which they make up for themselves, or in teams.</p> <p>To use a comfortable grip with good control when holding pens and pencils.</p> <p>To show a preference for a dominant hand.</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> <p>To work with others to manage large items, like moving a long plank safely and carrying large hollow blocks.</p> <p>To 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.</p>
Literacy	To join in and enjoy simple stories, songs and rhymes.	To join in and enjoy simple stories and rhymes.	To understand the five key concepts about print.	To understand the five key concepts about print.	To use some print and letter knowledge in early	To write some or all of my name.

	<p>To enjoy mark making experiences and give meaning to their marks. commenting on what they have drawn or 'written.</p> <p>To begin to understand key concepts about print.</p>	<p>To enjoy mark making experiences and give meaning to their marks. commenting on what they have drawn or 'written.</p> <p>To begin to understand key concepts about print.</p>	<p>To listen to stories and comment on the main events, where it was set and the characters.</p> <p>To give meaning to their marks, commenting on what they have drawn, 'written' or painted.</p>	<p>To develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>To add some marks to their drawings, which they give meaning to.</p> <p>For example: "That says mummy."</p> <p>To clap out syllables in a word.</p>	<p>writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>To say what the marks, shapes, letters and pictures that they make mean.</p> <p>To 'map' out a familiar story through drawing</p> <p>To know that stories have beginnings and endings and sometimes guess how the story will end</p> <p>To have conversations about stories and learn new vocabulary</p> <p>To hear and says the first sound in a 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 write some letters accurately.</p> <p>To talk about the places and people in stories and the important things that are happening</p> <p>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</p> <p>To understand that different words and print have different purposes</p> <p>To be able to say lots of words that rhyme with a word like 'cat'</p> <p>To be able to Orally segment and Blend CVC words</p> <p>To use some of their letter sound knowledge in their early writing.</p>
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					To recognise words with the same initial sound orally *To write some letter sounds accurately	
Mathematics New White Rose Nursery Maths Scheme	To compare quantities using language: 'more than', 'fewer than' To talk about and explore 2D and 3D shapes. To notice patterns and arrange things in patterns. To recite numbers past 5 To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	To recite numbers past 5. To develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). To understand position through words alone – for example, "The bag is under the table," – with no pointing To say one number for each item in order: 1, 2, 3, 4, 5. To show 'finger numbers' up to 5. To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 To understand position through words alone – for example, "The bag is under the table," – with no pointing. To describe a familiar route. To discuss routes and locations, using words	To develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). To notice patterns and arrange things in patterns. To talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc To understand position through words alone – for example, "The bag is under the table," – with no pointing. To describe a familiar route. To discuss routes and locations, using words like 'in front of' and 'behind'.			

		like 'in front of' and 'behind'.				
Understanding the World	<p>To begin to make sense of their own life-story and family's history.</p> <p>To continue developing positive attitudes about the differences between people.</p> <p>To explore their local environments, discussing plants and animals that they see.</p> <p>To show interest in different occupations.</p>	<p>To continue developing positive attitudes about the differences between people.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>To explore their local environments, discussing plants and animals that they see.</p>	<p>To use all their senses in hands-on exploration of natural materials.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To talk about the differences between materials and changes they notice.</p> <p>To explore their local environments, discussing plants and animals that they see.</p> <p>To show an interest in different occupations</p>	<p>To talk about the differences between materials and changes they notice.</p> <p>To continue to develop positive attitudes about the differences between people.</p> <p>To show an interest in different occupations</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>To use all of their senses to explore natural materials.</p> <p>To plant seeds and care for growing plants.</p> <p>To understand the key features of the life cycle of a plant and an animal.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>To explore and talk about different forces they can feel.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>To understand the key features of the life cycle of a plant and an animal.</p> <p>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 they are not similar.</p> <p>To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To experiment with mark making</p> <p>To explore colour</p> <p>To remember and sing entire songs.</p>	<p>To develop their own ideas and then decide which materials to use to express them.</p> <p>To explore different sounds through singing and using instruments.</p> <p>To join in with imaginative role-play.</p> <p>To explore different materials.</p> <p>To experiment with mark making</p>	<p>To join in movement to music and ring games e.g. 'duck duck goose', 'farmer in the den'</p> <p>To use small world toys to make up narratives and own stories.</p> <p>To join different materials and explore different textures.</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>To begin to make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>To sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down</p>	<p>To play instruments with increasing control to express feelings and ideas.</p> <p>To remember and sing whole songs.</p> <p>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>To safely uses and explores lots of different tools such as hammers, scissors and saws</p> <p>To make up stories when playing, like superheroes rescuing people from a building</p> <p>To choses 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.</p> <p>Can use different things like scissors, masking tape,</p>

				and up) of familiar songs. To create their own songs or improvise a song around one they know.		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, sadness, fear etc
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