



Nursery/Reception Long Term Plan Year A (26-27)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme <i>NB: themes may be adapted at various points to allow for children's interests</i>	Marvelous me Including senses	Terrific tales Lets celebrate Christmas	Seasonal changes	Down in the garden	Under the sea	Superheros People who help us
Some of the Questions we will ask	Am I the same as my friends? What is unique about me? Who is in my family?	Who are the characters in the stories? What are the stories like? Do all people celebrate the same events? Why is Christmas special?	How does ice melt? Why does ice melt? Do all countries get snow? What types of weather are there? How big is a raindrop? How wild is the wind? Can it snow in Summer What colours do we find during seasons?	What animals can we see in the school grounds? What is an insect? How does a ladybird grow? How does a butterfly grow? How can we help the birds and insects in the school grounds?	What lives under the sea? Where are the oceans? How can you travel on the sea?	What does a policeman do? How do fore fighters help us? Who looks after me? Who is a superhero ?
Some of Our High Quality Texts	· The Colour Monster · Super Duper Me · Me and my Family Tree · Some Pets · All Kinds of People · My Mum is a Superhero · When I grow Up	Goldilocks and the 3 bears Hansel and Gretel Little red riding hood The Christmas Story · Slumfenburgers Present · Christmas Around the World	· Seasons Come, Seasons Go · Little Cloud · Worm Weather · Shark in the Park on a Windy Day · Oh, No Shark in the Snow · Ready for the Weather	· The Very Busy Spider · The Very Quiet Cricket · The Very Lazy Ladybird · The Hungry Caterpillar · The Beeman · Ten Little Ladybirds Jack and the beanstalk	• Sharing a shell • Undersea clearing spree (twinkl) • Commotion in the ocean • Tiddler • Boo- a fishy mystery	Supertato Emergency Superworm Non fiction texts
Enrichment Celebrations	National Poetry Day October	Diwali November Guy Fawkes / Bonfire Night/firefighter visit Remembrance day	Chinese New Year - February National Handwriting Day, January	Mother's Day March World Book Day Easter bonnet parade/egg	Pentecost Eid Shavout Islamic new year	Father's Day June Pirate and Mermaid Day Ice - Cream day



Nursery/Reception Long Term Plan

	Learning in EYFS
Characteristics of Effective Learning (How we like to learn)	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 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. 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.
The Four Overarching Principles (What supports us as we learn)	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 and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – we work together with families. 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. Staff will be aware of children who need greater support than others and how this support can be provided.
The Importance of Play	Children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events which can engage and involve children for sustained periods. Early Years education should be as hands on 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. During play children can develop confidence as they learn to explore, to relate to those around them and build relationships, set their own challenges and solve problems. Children will learn as they lead their own play as well as taking part in play which is support and guided by adults.’ Play can involve children learning to take risks, staff will ensure that they think about their own safety and that of others, asking them to consider if the activity is safe and what they can do to keep safe.



Nursery/Reception Long Term Plan

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British Values (will be embedded throughout teaching and learning rather than a discrete subject) 	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are respected and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated, and we share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We understand that we have rules at school that we must follow. These keep everyone happy and safe. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We work together as a team.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and value their different ideas and opinions. We can play with who we want to play with. We listen with interest and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse country valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.



Nursery/Reception Long Term Plan

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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. (DfE Development Matters July 2021)					
Whole class Focus – C&L is developed throughout the year through high quality interactions, adult modelling and extending, daily group discussions, Jigsaw discussions, singing, , acting out stories, listening to and talking about stories to build familiarity and understanding. Learning rhymes, poems and songs. speech and language interventions, Daily story time using high quality texts provide opportunities to ask and answer questions, predict what will happen next, explain new vocabulary	We will be learning about our own superpowers through talking about them with each other. We have listened to a story we will consider who the characters are, the scenes and what we think might happen next. We will talk about people who inspire us, live with us and are part of our home and school families. As a class we will think about what we are good at, what we would like to be better at. We will learn new vocabulary including family, feelings, emotion skill	We will learn and recite rhymes and poems based on traditional tales. We will discuss why stories are important. We will talk about how stories make us feel. We will ask questions about what is different between two versions of the same story. We will talk about and describe various celebrations and why they are important to different people. We will learn and use new vocabulary about stories such as beginning, middle, end, character, setting.	We will talk about how instructions can help us for example how to make an igloo. We will discuss how to write a weather report. We will ask and answers questions about the weather. We will discuss the weather around the world and how the weather causes different landscapes. We will use non-fiction texts to support our learning and answer our questions. We will learn and use new vocabulary such as flurry, sleet, storm.	We will share what we know about the area in which we live and cities such as Norwich and London. We will talk about how to get to London from Kinderley. We will talk about our own homes and how they differ from our friends. As a class we will learn and use new vocabulary including town, city, village, transport, dessert, forest, jungle.	We will talk about different farm produce and what types of insect and animals we could see on a farm. We will talk about how plants grow and revisit the weather words we have learnt. We will retell and act out stories based on farms. We will ask and answer questions about weather, seasons, animals and plants. We will describe how a plant grows using new vocabulary such as seed, root, stem, shoot.	We will talk about how we have changed over the past year and since birth. We will talk to our families about how their childhood was different to ours. We will discuss our worries about moving on to a new year group and listen to those of our friends. We will learn and new vocabulary including past, relative, anxious.



Nursery/Reception Long Term Plan

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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 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. (DfE Development Matters July 2021)					
Reception PSE will be on going learning throughout the year. Adults will support children in developing skills and strategies to become good friends, understand their feelings and emotions and how to manage difficult situations.	Getting to know each other Recognising my emotions Behavioural expectations in the class and school. Boundaries set Class rules discussed Independence - how to wash hands properly. Why and when we need to wash our hands.	Learn what it means to be respectful and to be treated with respect Learning about different celebrations and cultures Independence - taking off and putting on own socks, shoes and coat. emptying snack rubbish into bin, cups/bowls in sink	How to continue to be a good friend What do I want to be when I grow up. How will I achieve this? What do I want to be able to do at the end of this school year. What can I do to meet my goal? Independence - taking of my jumper and hanging belongings on coat peg.	What it means to eat healthily: making fruit kebabs/making a fruit smoothie. Devising a new snack menu. How can I keep my mind healthy as well as my body. Why are sleep, exercise and rest important? Independence - filling own water bottle.	What should I do if I see a friend who is upset or hurt. How can I be a better friend? Do I have to like everyone? Being kind to living creatures Taking care of animals (frogs/butterflies) Independence - washing own water bottle at the end of the day. Ensuring I pack all of my belongings to take home.	Did I achieve my goals for the year? How have I changed over the year? Moving on to Year 1. What am I worried/unsure about? Independence - cutting my own food at lunch/snack time.
Nursery	Getting to know each other. How to be a good friend. Exploring feelings.	Using kind words and how this makes us feel. How making others happy can also make us happy.	Why is it important to try new things or things we find difficult.	Being healthy. How does school keep us healthy. what healthy things to we do at home.	Good friends. What do we like about our friends. Feelings and emotions	What will change in Reception. How to keep trying and not giving up as we face new challenges.



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Physical development 	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . 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 . (DfE Development Matters July 2021)					
Gross motor PE sessions Daily gross motor opportunities i.e., squiggle while you wiggle, cosmic yoga	Introduction to PE Unit 1 In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.	Gymnastics Unit 1 In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Dance Unit 1 In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback	Games Unit 1 In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Ball Skills Unit 1 In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	
Continuous Provision – large climbing equipment, crates, planks, trikes, balance bikes, tyres, balls. Opportunities to travel around the space safely						



Nursery/Reception Long Term Plan

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Fine motor Daily opportunities for Fine Motor Activities as well as dough disco and finger movement sessions Nursery	Developing fine motor skills Whole hand grasp when holding a pencil/paint brush Draw lines and circles using gross motor movements	Developing muscle enables mark making using a variety of tools including crayons and pencils. Begin to use one handed tools to change materials Take off shoes Put on own coat with little support.	Begins to handle tools, objects, construction and malleable materials with increasing control Begins to represent things through mark making and can explain what they are. Holding small items. Attempts to put on own shoes	Builds and balances using construction pieces Moves on from whole hand grip and may use four fingers and a thumb. Makes marks to represent their name Can form a ball or sausage using dough	Begins to form the initial letter of their name Begins to cut along a straight line with scissors May draw more recognisable images	Cut out a shape using scissors Begin to draw diagonal lines. Draw pictures that are recognisable Build using smaller linking blocks e.g. Lego
Reception	Manipulate objects with good fine motor skills Developing a tripod grip using Nip, Grip, Flip Draws a picture of a person with basic features i.e. head, arms, legs. May not yet be in proportion Begin to follow mnemonics for correct letter formation	Use tools to effect changes to materials Begin to show preference for dominant hand Teach and model correct letter formation. Taking shoes off /putting them on. Doing up coat.	Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Draws images that are recognisable Begins to be able to undo buttons.	Hold pencil effectively with comfortable grip Forms recognisable letters most are correctly formed	Develop pencil grip and letter formation is consistent Use one hand consistently for fine motor tasks Can cut along a curved line, like a circle	Start to colour inside the lines of a picture Form letters correctly of a consistent size, begins to write on lines.
	Continuous Provision - Threading, cutting, weaving, playdough, tweezers, mark making materials, scissors, hole punches					



Nursery/Reception Long Term Plan

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Literacy Reading 	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) (DfE Development Matters July 2021)					
Comprehension Nursery	Listen to short picture books Be able to retell a short story	Begin to answer who questions about the characters in a book i.e. who ate the porridge?	Begin to answer what happened questions about a story i.e. what happened when Goldilocks sat on baby bears chair?	Begin to answer questions about where stories took place (scene) i.e. where was the bears house?	Begin to answer when questions about a story or character i.e. when goldilocks had eaten the porridge what did she do next?	Engage in extended conversations about stories, learning and using new vocabulary. Retell detailed versions of stories they are familiar with.
Reception	Show a preference for a book, song or rhyme.	Talk about events and characters in a story. Join in with rhymes and stories. Fill in missing words from well-known rhymes.	Show interest and answer questions about the text. Use words that they know to check their reading makes sense.	Can demonstrate understanding when talking about what they have read. They can repeat words or phrases to check reading.	Begins to notice if reading makes sense and sounds right Makes links with what they already know to help when reading Says some rhymes by heart Sometimes notices errors Knows that illustrations can help make sense of reading	Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)



Nursery/Reception Long Term Plan

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Literacy Reading  Nursery	Knows how to turn the page of a book Recognises logos such as shop and product names	Knows that a book has a front and a back cover Understands that there are two types of book, one for information and one for stories	Knows that a book has a spine. Knows that the title is the name of the book and that the blurb can tell us about the book or entice us to read the book.	Understand the five key concepts of print - that print has meaning, the different parts of a book, sequence of pages, read from top to bottom, left to right of the page, print can be used for different purposes.	Begin to learn sounds orally through linking with picture cards. Hear initial sounds in words and group objects that begin with the same sound. Spot and suggest words that rhyme	Begin to learn sounds orally through linking with picture cards. Hear initial sounds in words and group objects that begin with the same sound. Begin to hear how sounds make up words (oral blending) Count or clap syllables in a word Recognises their name in print
Reception Phonics — taught through Read, Write, Inc	Handles books correctly and follows print left to right, top to bottom Locates the title Segments and blends words orally Recognises words that rhyme Begin to learn set 1 phonic sounds. Begin to orally blend CVC words.	Links some sounds to letters and is beginning to blend and segment in order to read vc and cvc words Begins to match spoken word for some common words Reads some red words	Recalls the title Reads vc and cvc words with 1:1 correspondence Reads some red words Links most set 1 sounds to letters Reads simple words by blending sounds and checks what they have read makes sense and sounds right Begins to learn set 2 sounds	Reads and understand simple sentences Uses phonic knowledge to read and decode regular words Read many red words Recognises and say most set 2 sounds	Says a sound for each letter in the alphabet and at least 10 digraphs (ELG) Reads words consistent with their phonic knowledge by sound blending (ELG) Re-reads books showing increased accuracy and fluency	Reads books that are at an appropriate level for their phonic knowledge Identifies red words in a variety of texts



Nursery/Reception Long Term Plan

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Literacy Writing  Nursery	May make marks in their play using a variety of materials, using lines and circles	Can tell someone else what the marks they have made represent	Can talk to someone else about the drawings they have created	Writes to enhance role play i.e. making squiggly lines on a shopping list for a party following a left to right direction	Begins to represent letters in their writing using letter like shapes	Writes some or all of the letters in their name. May use some letters to represent things correctly i.e, writing m for mummy May write strings of letters that do not create words.
Reception	Children will be able to write their name independently. Writing for a purpose in role play area or labelling own work or creations. Writing initial sounds of family members names.	Letter writing to Father Christmas, writing birthday and christmas cards, labelling characters and ingredients, captions for characters Beginning to write tricky words such as I, me, the Writing initial sounds Beginning to write CVC words.	Writing about the weather, labelling clothing, writing the names of the 12 animals in the Chinese Zodiac Talking about what they have written Beginning to use adjectives with support Beginning to write rhyming CVC words Beginning to write simple sentences with support	Writing a card for mothers day, create own story maps with support, caption writing for known stories, making own books, labelling maps, beginning to write character descriptions. Order the Easter story using first, next, then , finally. Writing tricky words correctly in sentences	Writing about farm animals, how to care for animals, label an animal life cycle, label parts of a plant retell of visit to farm Beginning to use finger spaces in sentences. Form lower-case and some capital letters correctly. Beginning to use a full stop to end a sentence.	Writing a short story, using first, then. next, finally to retell a story, labelling characters, .writing about themselves for new teacher. Writing sentences that can be read by themselves and others Remembering to use full stops, capital letters and finger spaces.
Continuous Provision to support writing development	Fine motor activities, adults will model, encourage and support correct writing grip, opportunities to mark make and write throughout the setting, inside and out, printed name strips for children to use to label work and practise name writing, adults to support and find opportunities for children to write or practise mark making in a variety of ways.					



Nursery/Reception Long Term Plan

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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. (DfE Development Matters July 2021)					
Nursery White rose	Maths in nursery begins through the provision of a wide variety of resources in child-initiated learning. The adult will support and model key vocabulary and skills where necessary. The resources are available both inside and outside the classroom for the children to revisit independently to consolidate their learning. Children are encouraged to notice and discuss what they see for example a group of three ladybirds, the stripy pattern on a tiger. Adults may ask children to play games or sing rhymes to introduce, develop and practise number.					
	Colours, matching, sorting,	Number 1, number 2 Pattern	Number 3, Number 4 Number 5	Number 6 Height and Length, mass. capacity	Sequencing, positional language, more than, fewer than, 2D shape, 3D shape	Number composition, what comes after, what comes before, Numbers to 5
Reception Mastering number	First 3 weeks: baseline assessments Mastering number	Mastering number	Mastering number	Mastering number	Mastering number	Mastering number
It is our aim that children will experience maths in all areas of learning and play. Adults will support and extend their mathematical thinking so that learning is relevant and real.						



Nursery/Reception Long Term Plan

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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. (DfE Development Matters July 2021)					
Religious Education Nursery	Who is special to them, why?	Different celebrations Why do we celebrate Christmas?	Different celebrations around the world Not everyone celebrates the same events	Easter representations	Stories from around the world	What places do they like to go to, why? What is special about those place.
Reception	Special People What makes people special? Religions covered – Christianity and Judaism	Christmas What is Christmas? Concept – Incarnation Religion covered - Christianity	Celebrations How do people celebrate? Religion covered - Hinduism	Easter What is Easter? Concept – Salvation Religion covered - Christianity	Stories What can we learn from stories? Religions covered – Christianity, Islam, Hinduism, Sikhism	Special Places What makes places special? Religions covered – Christianity, Islam, Judaism
Learning all about Our World	Forest school – getting to know the forest plants Technology – taking photos of the plants, using apps and web browsers to identify them Diwali - how and why is it celebrated and by whom	Forest School – how the forest is changing with the seasons Technology – photographing the changes observed, using the internet to find out what happens to animals and plants as the weather becomes colder.	Forest School – how can we protect the forest, school site and village Technology – using apps to see the weather. Recording our own weather forecasts. Weather – recording and measuring the weather Chinese new year – why is Chinese New Year different to the one we celebrate? How is Chinese New Year celebrated?	Forest school – signs of Spring Technology – photographing the changes in the forest/school grounds Virtual London Sightseeing Tour Comparing the village to Wisbech, Norwich and London	Forest School – studying the insect life in the forest Technology - taking photos of the insects, using apps and web browsers to identify them. Create a visual growth diary of the sunflower seeds planted Walking around the village to compare the gardens and what is growing. Growing own vegetables to eat	Forest school – pond dipping Technology - taking photos of the animals and plants found, using apps and web browsers to identify them. Using the internet to see how toys and schools have changed over time Finding out about their parents childhood.



Nursery/Reception Long Term Plan

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Expressive Arts and Design  Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay sculptures, Work will be displayed in the classroom links to Fine Motor Skills. Children to explain their work to others. All EYFS children	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. (DfE Development Matters July 2021)					
	Beginning to mix colours Build stories around toys (small world). Using available props to support role play Build models using various construction equipment. Junk modelling, children take picture of their creation, explaining what they did.	Use different textures and materials to make firework pictures Leaf rubbing Christmas crafts, cards and poems Diwali Rangoli patterns Retelling stories using puppets Using different techniques for joining materials, i.e. tape, string and glue Role Play of The Nativity	Explore how colour can be changed Talk about and compare artists. Making lanterns, Chinese writing, shadow puppet making. Make a snowman using dough	Make different textures; make patterns using different colours Design and make a safe house for the three little pigs Retell and act out the story of the three little pigs Mother's Day crafts Easter crafts printing, patterns on Easter eggs	Explore ways to protect the growing of plants i.e. by designing and making scarecrows. Shadow drawing of farm animals Drawing pictures of flowers	Father's Day Crafts Making models from recycled materials: link to keeping our sea clean
Reception	Draw, then paint a self-portrait Compare and recreate portraits by Picasso and Chuck Close Primary and secondary colours	Compare and recreate natural art by Andy Goldsworthy and tree artist Axel Erlandson. Look at using dots in art Yayoi Kusama	Study and recreate (in flour or salt) work by Simon Beck	Study how architects design buildings such as Richard Rogers - Lloyds building London. Design and draw a new school building for Kinderley.	Create collaboratively: making 3d flowers from papier mache: Comparing and recreating Sun flowers Van Gogh, A Sunflower from Maggie Georgia O'Keeffe and Flowers Andy Warhol	Self portrait using clay like artist Robert Arneson 3D sculpture/creations



Nursery/Reception Long Term Plan

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Music  Nursery (musicandmovement.org) Music and singing will also be incorporated through various daily activities and provision of musical instruments to explore.	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. (DfE Development Matters July 2021)					
	Autumn Learn songs about leaves and use actions to support Autumn themed songs Making and using stick claves	Soldiers Marching to a beat Marching with instruments to the beat Learn Soldier, soldier won't you marry me, The Grand Old Duke of York	Opposites Singing or playing instruments loud/quiet, fast/slow Listen to songs that change pace i.e. live and let live, oh so quiet, Felix Mendelssohn - a midsummer nights dream	Scary Lions Jungle Journey Moving in different ways to the beat What is a tempo Song - we're going on a lion hunt Make and use an african spinning drum	Jack and the Beanstalk Moving to different types of music Using shaky eggs in time to a chant Changing words to a familiar chant	A Trip to the Zoo Moving like different animals Listening to classical instrumental music Introducing the wave drum Learning animal action songs
Reception (Charanga)	Me! Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. Join in singing songs and rhymes Exploring sounds and how they can be changed, tapping out of simple rhythms	My Stories Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. Learning and performing Christmas Songs	Everyone! Listen and Respond. Explore and Create - initially using voices only but building to using classroom instruments too. Singing - nursery rhymes and action songs - building to singing and playing. Share and Perform music from around the world. Listening to Chinese music and composition	Our World Listen and Respond. Explore and Create - initially using voices only but building to using classroom instruments too. Singing - nursery rhymes and action songs - building to singing and playing. Share and Perform music related to the world around us. Learn London Bridge is falling down. Add actions to accompany the words. Encourage children to create their own music.	Big Bear Funk Listen and Appraise. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments. Perform and Share Learn songs about growing plants such as the farmer plants the seeds	Reflect, Rewind and Replay Consolidation of learning and contextualising the history of music Learn different rhymes and songs such as Jack be Nimble.



Nursery/Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world 	Creating simple maps of where they live Maps from stories i.e. someone bigger	Creating maps of stories. Where in the world are different celebrations	Seasonal and daily weather patterns. Is the weather the same across the world? Why?	Village, town, city comparisons. Compass points NSEW. Physical features of houses	Map of planting. Map of a farm. Do all farms grow the same crops?	Creating maps of their journey to school. Pirate travels
	Family tree	How stories can show us what has happened in the past.	Significant individuals – Sir Walter Herbert, Scott of Antarctica	How old is Tydd St Giles? When was the school built?	How old is the oldest plant? How do we know? Have farmers always used tractors?	Changes in living memory, the car – Henry Ford, planes – Wright brothers Blackbeard the pirate