

## Nursery Long Term Planning

### SEND Adaptations:

- We constantly revisit prior learning: Discuss previous techniques learned and skills and content covered repetition throughout the week and then revisited each term.
- Peer collaboration is planned for throughout the curriculum and any activities are in a small group.
- Clear transitions throughout the day. Use of visual timetables and a repetitive routine, with now and next boards used when necessary.
- Over-learning of concepts.
- Multisensory approaches used in continuous provision and small group work.
- Practical and active learning.
- Explicit instructions given with single step-by-step instructions, widgets used for tasks.
- High expectations for all – no ceiling on learning.
- On the spot oral feedback to correct any misconceptions promptly, ensure any intervention required and move pupils forward with their learning.
- Key words written alongside the activity.
- Range of accessible materials including, chunky pencils and pencil grips for pupils who need them.
- Careful preparation of questions ensures all pupils have opportunities to answer open-ended questions.
- Use additional adults to check in with children with SEND when working independently. Use of resources to support independent working such as visual timers, now/next board.
- All children given adequate thinking time.

### SEND Adaptations in the environment:

- There is room for pupils with any mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable – chairs and desks appropriate for age of children.
- Promotion of a calm learning environment. Individual workstations used when required. Use of hessian/natural muted colours and materials for displays where possible, to avoid sensory overload and distraction for pupils which can be caused by classrooms that are 'too busy' with clutter and/or too much colour.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching themes in EYFS	<b>Autumn</b> <b>Seasonal changes.</b> <b>Me and my family</b>	<b>Autumn</b> <b>Hibernation</b> <b>Celebrations</b> <b>Seasonal changes</b>	<b>Winter</b> <b>Patterns in nature</b> <b>Light and dark</b> <b>Ice</b>	<b>Spring</b> <b>Pattern and colour</b> <b>Seasonal changes</b> <b>Animals and life cycles.</b>	<b>Spring</b> <b>Plants and flowers</b> <b>Minibeasts</b> <b>Seasonal changes</b>	<b>Summer</b> <b>Water</b> <b>Transport/travel</b> <b>Plants as food</b>
Whole School Focus and adaptation for EYFS	<b>Slavery (Aesop's fable stories)</b> <b>'I wonder why the characters helped each other.'</b>  <b>Welcome to new children.</b>	<b>Courageous Acts</b> <b>'I wonder what being courageous means.'</b> <b>Create risk building play scenarios.</b> <b>Possible visit from the fire Brigade.</b> <b>Teddy bear hospital</b>	<b>Transformations</b> <b>'I wonder why it is raining today'</b>  <b>Noah's Ark animals and Polar exploration</b> <b>tuff tray play set.</b>	<b>Innovations and inventions</b> <b>'I wonder why some creatures change as they grow.'</b>  <b>(Link to monkey puzzle book)</b>  <b>Pond/Frog small world</b>	<b>Power</b> <b>'I wonder how a plant grows by itself.'</b> <b>Power of nature to overcome difficulties. Explore the journey of a seed. (tiny seed)</b>	<b>Bridges and Structures.</b>  <b>Link to 3 Billy Goats Gruff.</b> <b>Problem solving activities.</b>  <b>'I wonder how to make my bridge stronger'</b>
Other events/Key dates	Harvest festival Planting bulbs for late winter growth. Autumn walk	Diwali Bonfire night Christmas Hanukah Christmas performance	Chinese new year winter walk	Planting for summer Pancake day Mother's Day Easter Passover Ramadan Spring walk	Eid Vesak -Buddha day	Father's day PE day Transitions Summer walk
Parental engagement opportunities.	Parent phonics meeting Busy Bees	Parent consultations	Open morning stay and play session. Busy Bees	Parent consultations Easter Bonnet Parade.	Busy Bees Outdoor learning parent session.	Summer performance Transition visits

	Showbie celebration of learning.	Christmas performance Busy Bees Showbie celebration of learning	Showbie celebration of learning	Busy Bees Showbie celebration of learning	Showbie celebration of learning	Transtion meeting with new parents. Busy Bees Showbie celebration of learning
Possible books linking to themes.	All are welcome Autumn is here A seed is sleepy Here we are I like bees, I don't like honey, Storm	Can't you sleep little bear? The very helpful Hedgehog Owl babies Stick man You must bring a hat Moon	Winter is here Once upon a snowstorm The Gruffalo's child The wish tree You're snug with me Geronimo Lost and found	Spring is here Elmer There's a tiger in the garden The very hungry Caterpillar Sharing a shell Rain	The tiny seed The bad tempered ladybird Jack and the Beanstalk Jim and the beanstalk Katie and the sunflowers	Summer is here Handa's Surprise First book of the sea. Tiddler Oliver's vegetables On the way home Sun
PSED (SCARF SOW for detailed planning)	Transitions, setting expectations, building relationships, sense of home in the classroom.	Growing and changing All about me My special people	Valuing difference Same and different Different families, different homes. Kindness	Keeping safe Keeping my body safe. People who help me stay safe	Rights and responsibilities Looking after myself and my friends Looking after my environment.	Being my best Bouncing back Exercise and sleep
Understanding of the world  Science	Use all their senses in hands-on exploration of natural materials.  Begin to make sense of their own life-story and family's history.  Understand the key features of the life cycle of a plant and an animal. Explore collections of materials with similar and/or different properties.	Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.	Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.	Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about the differences between materials and changes they notice.		

	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	
<p>Understanding of the world</p> <p>History</p>	<p>Throughout the year children will have the opportunity to:</p> <p>Imitate every day actions from their own family and their own cultural background. Circle times and discussions about something they have done. E.g. a holiday, family celebration. Discuss their family photo and memories. Engage with the photos on the seasonal memory wall. Learn the days of the week, and seasons of the year. Listen to stories set in the past.</p>		
<p>Understanding of the world</p> <p>Geography</p>	<p>Throughout the year children will have the opportunity to:</p> <p>Discuss the heritage of their family using our family photos. Use artefacts and authentic resources from their family background and beyond. Explore how they travel to school. Discuss places they visit like the park, or the beach. Explore the environment of the school and surrounding area. Seasonal walks. Continuous provision uses enhancements such as globes and maps to provoke interest. Recipe books and cooking utensils from around the world are used inside and outside.</p>		

RE	<p>We will use the focus religion each term as a basis for our RE week learning. Throughout the year, we will learn about our similarities and differences in the ways we celebrate. E.g. Food, special clothes, gifts. We will explore the story of a festival, and link to the religion. We will learn some of the buildings of worship in our local environment, and understand that the different beliefs and traditions affects the way we live.</p>		
<b>Literacy</b>	<p>Throughout the year, the children will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>-Be provided with a wide range of mark making opportunities both inside and outside.</li> <li>-Have exposure to a wide range of nursery rhymes and stories.</li> <li>- Opportunities to develop their oral storytelling skills.</li> <li>- Small group and individually read stories daily.</li> <li>- Regular storytelling sessions are planned and in the moment, based on the child’s interests. Physical movement used when enacting and repetition of familiar texts. Visual cues displayed to support story sequencing.</li> </ul> <p>Phase 1 phonics will be taught, with small groups daily. Phonics will be taught to match the aspects of;</p> <ul style="list-style-type: none"> <li>-Environmental sounds</li> <li>-instrumental sounds</li> <li>-Body percussion</li> <li>-Rhythm and rhyme</li> <li>-Alliteration</li> <li>-Voice sounds</li> </ul>		
Mathematical Development  Number	<p>Show an interest in numbers in the environment. Able to recite numbers in order using songs. Daily singing numerical nursery rhymes. Through daily small group work develop ability to count objects using cardinality and order. Access numerical activities in continuous provision.</p> <ul style="list-style-type: none"> <li>- Door numbers, woven numbers,</li> <li>- Objects to count and sort.</li> </ul>	<p>Through daily small group work : Develop ability to count objects using cardinality and order. Develop 1:1 correspondence. Daily singing numerical nursery rhymes Subitising 1-3 Match objects to quantity. Comparing quantities by subitising/estimating. -Use a voting station to develop estimation skills.</p>	<p>Through daily small group work develop ability to count objects using cardinality and order. More confident with 1:1 correspondence. Daily singing numerical nursery rhymes Subitising 1-5 Using five frames to develop pairs to five Match objects to quantity. Explore numbers to ten for those that are secure.</p>

Shape space measure	Using our construction areas to begin to have an interest in shapes and use these in their play.	Children use language of size and are able to name simple shapes.	Children have opportunities for simply sorting shapes, and considering their properties.
CL	<p style="text-align: center;"><u>Communication and Language underpins all areas of learning in EYFS:</u></p> <p>Throughout all strands of learning children are encouraged and provided with opportunities to develop their listening, attention, understanding and speaking skills:</p> <ul style="list-style-type: none"> <li>-Learn to speak with confidence.</li> <li>-Regular opportunities given for conversations.</li> <li>-Respond to instructions.</li> <li>-Retell familiar stories.</li> </ul> <p>Regular storytelling sessions are planned and in the moment, based on the child's interests. Physical movement when enacting and repetition of familiar texts.</p>		
PD	<p>Developing fine skills , handling tools, manipulating playdough/clay.</p> <p>Gross Development – jumping off objects and landing appropriately, negotiating space, travelling with confidence. Large arm movements in art activities.</p> <p>Self-care needs – building independence to clean and look after themselves. Including beginning to put coats on/off independently.</p>	<p>Further develop fine motor control – to handle tools including pencils for mark making and scissors.</p> <p>Holds paper in position and uses their preferred hand for mark making, using a correct pencil grip.</p> <p>Gross Development – develop co-ordination in large and small movements, moving confidently. Move in a variety of ways.</p> <p>Self-care needs – building independence to clean and look after themselves. Including using the toilet.</p> <p>Healthy eating – talk about ways to keep fit and healthy.</p>	<p>Further develop fine motor control – to handle tools including pencils for mark making and scissors</p> <p>Gross Development – develop co-ordination in large and small movements, moving confidently in a range of ways.</p> <p>Healthy eating – talk about ways to keep fit healthy and can make healthy choices in relation to, healthy eating and exercise.</p> <p>Discuss teeth brushing.</p>
EAD	<p>Throughout their time in Early years, children will be encouraged on a daily basis to explore and use a range of media and materials throughout our environment. They have many opportunities to sing songs, dance, make music and experiment with ways of changing sounds. Children will experiment and play with colours, music and textures. They will have access to a variety of high quality resources</p>		

	and materials to support their creativity. Creative activities are outside as well as inside, and with a variety of large scale and small scale opportunities.
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