

Nursery Long Term Planning









At Edna G Olds Academy, we have a set theme each half term. These themes are taught in all year groups in the school.

Throughout the year, using these themes we plan and deliver a wide range of activities that enable the children to reach the Early Learning Goals once they leave the EYFS. These activities are revisited throughout the year in different contexts and experiences, in order to embed and deepen the learning of the children. We link our class book to the whole school themes and where possible we endeavour to link these to the seasons.

Our approach within the EYFS is flexible and we will follow the interests of the children, therefore learning objectives and topics may not always be taught on the terms shown. We will ensure the interests of the children are reflected in the classroom provision.

SEND Adaptations

- We ensure every child can access learning by removing barriers through clear routines, visual supports, targeted adult interaction and a calm, structured environment. Adaptations are personalised to meet a wide range of needs, so all children feel safe, included and able to succeed. This may include:
- Multisensory learning — concrete resources, visuals, objects, actions and sensory experiences embedded in continuous provision and small group work.
- Open ended, practical tasks — active learning indoors and outdoors with flexible entry points for all learners.
- Explicit, step by step instructions — single steps, supported with visuals, gestures and modelling.
- Small group teaching — targeted adult support to break down learning and reinforce key concepts.
- Visual supports — visual timetables, now/next boards, widget mats, key words on display, and consistent symbols used throughout the day.
- Accessible materials — chunky pencils, grips, adapted tools, alternative recording methods and fine motor supports.
- Additional adult support — breaking down tasks, simplifying language, preparing pupils to share ideas, and checking in during independent work.
- Alternative communication methods — use of PECS, communication boards, Makaton, gesture modelling, and choice boards for non-verbal or minimally verbal pupils.
- Behaviour supportive strategies — co regulation, predictable routines, calm down spaces, sensory breaks and pre-emptive support for known triggers.
- High expectations for all — no ceiling on learning; adaptations remove barriers rather than reduce challenge.
- Accessible classroom layout — space for pupils with mobility difficulties to access resources independently.
- Calm, low sensory environment — natural colours, reduced clutter, clear pathways, and individual workstations when needed.
- 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
Whole School Focus and adaptation for EYFS	Slavery 'I wonder who is in our family...'	Courageous Acts 'I wonder what being courageous means...'	Transformations 'I wonder why it changes...'	Innovations and Inventions 'I wonder how it works...'	Power and Communication 'I wonder how a plant grows...' 'I wonder what comes next in the life cycle...'	Bridges and Structures 'I wonder how I can make my structure stronger...'
Overarching themes in EYFS	Summer/Autumn Seasonal changes Me and my family Homes and families	Autumn/Winter Seasonal changes Owls and their habitat Celebrations	Winter Seasonal changes Light and dark Changes of state- soil/mud, water/ice	Spring Seasonal changes Farms and animals Windmills	Spring Seasonal changes Planting and growing Life cycles	Summer Seasonal changes Special buildings/bridges around the world Maps and journeys
Link to Global Goals				 	 	
Books linked to themes Cycle 1 Cycle 2	The Three Little Pigs	Owl Babies	We're Going on a Bear Hunt	Farmer Duck	Jasper's Beanstalk	Rosie's Walk
			It was a Cold, Dark Night	The Little Red Hen	The Very Hungry Caterpillar	The Gingerbread Man
PSED / SCARF	Transitions, setting expectations, building	Growing and changing All about me	Valuing difference Same and different	Keeping safe Keeping my body safe.	Rights and responsibilities	Being my best Bouncing back Exercise and sleep

	relationships, sense of home in the classroom.	My special people	Different families, different homes. Kindness	People who help me stay safe	Looking after myself and my friends Looking after my environment.	
Understanding of the world	To be able to use all their senses in hands-on exploration of natural materials.		To understand the key features of the life cycle of a plant and an animal.		To be able to use all their senses in hands-on exploration of natural materials.	
Science	To explore collections of materials with similar and/or different properties.		To use all their senses in hands-on exploration of natural materials.		To be able to explore collections of materials with similar and/or different properties using key vocabulary. (hard/soft, rough/smooth, arm/cold)	
	To begin to understand the need to respect and care for the natural environment and all living things.		To explore collections of materials with similar and/or different properties. Sorting and categorising.		To be able to talk about the differences between materials and changes they notice. (Making playdough, dry/wet sand comparisons).	
			To understand how to plant seeds and care for growing plants. Making observations as they grow.		To begin to understand how to care for all living things.	
					To name some of the key features of the life cycle of a plant and an animal. (Adult, baby, bulb, leaves, seeds).	
Understanding of the world	Throughout the year children will have the opportunity to explore the heritage of their families and develop an understanding of the passing of time.					
History	To explore our home corner and use resources that are familiar to them. To speak in a circle time, or in discussions with their teacher, about something they have done previously. E.g. a holiday, family celebration. To be able to discuss the members of their family (using family photo). To begin to learn the days of the week, and seasons of the year. To listen to stories set in the past. To begin to make sense of their own life-story and family's history.					

	To look at photos or objects and begin to notice some simple similarities or differences.
Understanding of the world Geography	<p>Throughout the year children will have the opportunity to develop their geographical skills. 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. Spices they may recognise from home are used in playdough, sensory kitchen etc.</p> <p>To be able to explore the home corner to imitate the cultural experiences of home.(E.g. Making dinner, what ingredients they are using, cooking utensils).</p> <p>To use the family photos to discuss similarities/differences.</p> <p>To be able to explore the environment of the school and surrounding area. Listening walks.</p> <p>To use small world sets to explore different environments around the world.</p> <p>To understand that a map can show us information.</p> <p>To be able to describe the environment they live in and that this is different to other places. E.g. Lenton and the beach.</p>
RE	<p>Throughout the year, the children will learn about our similarities and differences in the ways we celebrate. E.g. Food, special clothes, gifts. They will explore the story of a festival, and link to the religion. We shall use books and artefacts as hooks for their learning. RE is taught following the termly themes listed below. Please refer to exemplification documents for more detail.</p> <p>Aut 1- Special Stories Aut 2- Special places Spr 1- Special places Spr 2- celebrations Sum 1- Belonging Sum2- Our wonderful world</p>
Literacy	<p>Throughout the year, the children will be given the opportunity to:</p> <ul style="list-style-type: none"> -Be provided with a wide range of mark making opportunities both inside and outside. -Have exposure to a wide range of nursery rhymes and stories. - Opportunities to develop their oral storytelling skills. - Small group and individually read stories daily. - 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. <p>Speaking and Listening activities are delivered daily (for N1 children) to build the foundation skills for oracy and literacy. Phase 1 phonics through the ELS programme will be taught daily in small groups (for N2 children). Phonics will be taught to match the aspects of:</p> <ul style="list-style-type: none"> -Environmental sounds -instrumental sounds -Body percussion -Rhythm and rhyme -Alliteration

	<p>-Voice sounds</p> <p>After the Autumn term the children begin to take part in sessions focused around initial sounds and segmenting and blending to build their skills in preparation for Reception.</p>		
<p>Mathematical Development</p> <p>Number</p>	<p>Through daily small group work and interactions in provision:</p> <ul style="list-style-type: none"> - Counting and number rhymes - Ordinality - Deepening understanding of numbers 1 to 3 	<p>Through daily small group work and interactions in provision:</p> <ul style="list-style-type: none"> - Deepening understanding of numbers 4 to 6 - Exploring composition - Subitising 	<p>Through daily small group work and interactions in provision:</p> <ul style="list-style-type: none"> - Comparison and composition of numbers 1 to 6 - More and fewer - One more and one less - Adding to and combining quantities - Equal and unequal - Money in simple terms through shop role play, exploring coins
<p>Shape, Space and Measure</p>	<ul style="list-style-type: none"> - Colour - Matching - Sorting - Introducing 2D shape 	<ul style="list-style-type: none"> - Pattern - Repeating pattern - Height, Length and Width - Volume and Capacity - Weight and Mass 	<ul style="list-style-type: none"> - 2D shape (properties) - Introducing 3D shape - Revisiting pattern (spotting mistakes) - Time in simple ways- timers, sequencing events, etc - -Height, Length and Width (ordering objects) - -Weight/Capacity (ordering and comparing) - Positional and directional language
<p>Communication and Language Development</p>	<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> <p>-Learn to speak with confidence.</p>		

	<p>-Regular opportunities given for conversations. -Respond to instructions. -Retell familiar stories. 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 starting to use 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 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. Books and examples of artists are used as an invitation to learning.</p>		