## **Mayespark Primary School: Long Term Plan – EYFS Nursery**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic**  | Ourselves!  | Celebrations | Light and Dark  | The world around us  | Animals and Minibeasts | Seaside  |
| **Texts**  | -Spot loves Nursery by - *Eric Hill* Maisie Goes to Nursery by - L*ucy Cousins*Owl Babies By - *Martin Waddell* | - Spot’s Birthday party by - *Eric Hill*- What do you celebrate? by *Whitney Stewart* - The festival of light – *the story of Diwali*Peppa’s Diwali by- *Neville Astley*- The story of Christmas  | - Handa’s Surprise by- *Eileen Browne* - Oliver’s vegetables by -*Vivian French* -Whatever next by -*Jill Murphy* - The night pirates by Peter Harris& Deborah Allwright - Darkness slipped in by- *Ella Burfoot*  |  -We are going on a bear hunt by- *Michael Rosen* -Rosie’s walk by -*Pat Hutchins*-The Foggy Foggy Forest by- *Nick Sharrat*- The world around us (non-fiction texts)  | -The Very Hungry Caterpillar by - *Eric Carle* -Little Rabbit Foo Foo by *Michael Rosen* - Giraffes can’t dance by *Giles Andreae* -The bad-tempered Ladybird by- *Eric Carle*- The Crunching Munching Caterpillar *by Sheridan Cain*-Arrrrggghhhh Spider by *Lydia Monks*  | -Town is by the sea by *Joanne Schwartz* -The snail and the whale by *Julia Donaldson* -You Can't Take an elephant on Holiday by [Patricia Cleveland-Peck](https://www.amazon.co.uk/Patricia-Cleveland-Peck/e/B0759QMS1Q/ref%3Ddp_byline_cont_book_1) -Billy’s Bucket by *Kes Grey* |
| **Communication and Language**  | -Pay attention to more than one thing at a time, which can be difficult-Sing a large repertoire of songs | -Use a wide range of vocabulary-Understand a question or instruction that has two parts, such as ‘Get your coat and wait at the door’ -Enjoy listening to longer stories and remember much of what happens | -Know many rhymes, be able to talk about familiar books, and be able to tell a long story -Understand why questions, like: ‘Why do you think the caterpillar got fat?’ | -Use longer sentences of four to six words -Start a conversation with an adult or friend and continue it for many turns  | -Develop their pronunciation but may have problems saying some sounds -r,j,th,ch,sh**-**Use talk to organise themselves and their play: ‘Let’s go on the bus… you sit there…I’ll be the driver.’ | - 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. |
| **Personal, Emotional and Social development** | - Show more confidence in new social situations- Become more outgoing with unfamiliar people, in the safe context of their setting-Increasingly follow rules, understanding why they are important | - 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- Develop their sense of responsibility and membership of a community | - Remember rules without needing an adult to remind them-Play with one or more other children, extending and elaborating play ideas | - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas | - Develop appropriate ways of being assertive- Talk with others to solve conflicts-Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’- Understand gradually how others might be feeling | - Be increasingly independent in meeting their own care needs e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing |
| **Physical Development**  | - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.-Go up steps and stairs, or climb up apparatus, using alternate feet | -Skip, hop, stand on one leg and hold a pose for a game like musical statues-Use large muscle movements to wave flags and streamers, paint and make marks-Show a preference for a dominant hand | -Match their developing physical skills to tasks and activities in the setting For example, they decide whether to crawl, walk or run across a plank, depending on its length and width-Use a comfortable grip with good control when holding pens and pencils | -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-Use one-handed tools and equipment, for example, making snips in paper with scissors | -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm-Start taking part in some group activities which they make up for themselves, or in teams | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks |
| **Literacy**  | -Enjoy drawing freely-Enjoys sharing/looking at books with an adult or on their own | -Make marks on their picture to stand for their name- Add some marks to their drawings, which they give meaning to.  | -Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book - page sequencing | -recognise words with the same initial sound, such as money and mother-spot and suggest rhymes- count or clap syllables in a word | -Write some or all of their name-Engage in extended conversations about stories, learning new vocabulary | -Write some letters accurately-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy |
| **Maths**  | -Take part in finger rhymes and songs-Develop fast recognition of up to 3 objects, without having to count them individually- Recite numbers past 5 | - Say one number for each item in order: 1,2,3,4,5- Show ‘finger numbers’ up to 5- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.- Extend and create ABAB patterns – stick, leaf, stick, leaf- Notice and correct an error in a repeating pattern | - Know that the last number reached when counting a small set of objects tells you how many there are in total- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc | -Experiment with their own symbols and marks as well as numerals-Solve real world mathematical problems with numbers up to 5- Describe a familiar route- 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. | -Compare quantities using language: ‘more than’, ‘fewer than’- Make comparisons between objects relating to size, length, weight and capacity | -Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’-Combine shapes to make new ones – an arch, a bigger triangle, etc.-recite numbers beyond 10 |
| **Understanding of the World**  | -Begin to make sense of their own life-story and family’s history.- Explore how things work | - Show interest in different occupations- Continue developing positive attitudes about the differences between people- Use all their senses in hands-on exploration of natural materials | -Begin to understand the need to respect and care for the natural environment and all living thing- Plant seeds and care for growing plants | -Talk about the differences between materials and changes they notice- Explore and talk about different forces they can feel | - Understand the key features of the life cycle of a plant and an animal- Talk about what they see, using a wide vocabulary | - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos- Explore collections of materials with similar and/or different properties |
| **Expressive Arts and Design.**  | - Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’- Make simple models which express their ideas- Create closed shapes with continuous lines and begin to use these shapes to represent objects | - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc- Explore different materials freely, to develop their ideas about how to use them and what to make- Join different materials and explore different textures | - Develop their own ideas and then decide which materials to use to express them- Listen with increased attention to sounds- Remember and sing entire songs- Draw with increasing complexity and detail, such as representing a face with a circle and including details | - Explore colour and colour mixing- Respond to what they have heard, expressing their thoughts and feelings- Take part in simple pretend play, using an object to represent something else even though they are not similar | - Show different emotions in their drawings – happiness, sadness, fear, etc-Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park | - Play instruments with increasing control to express their feelings and ideas- Create their own songs or improvise a song around one they know-Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc |