## **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=dp_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. For example: “That says mummy.” | -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. |