

EYFS Nursery Long Term Plan

Term	1	2	3	4	5	6
Assessment	Baseline	Data Input	Data Input	Data Input	Data Input	Data Input
Enquiry Question	I wonder who we are?	I wonder what's important to my community?	I wonder who I will become?	I wonder who shares our home?	I wonder how the world needs me?	I wonder who shares our world?
Theme	Modern Britain	Culture	Technology in Action	The world around us	The world beyond us	Healthy Bodies Healthy Minds
Canon Book	What makes me, me? Titch The Little Red Hen	*Rama and Sita One Snowy Night *The Christmas Story	Real superheroes Emergency *Noah's Ark	The Very Busy Spider Rosie's Walk From Egg to Chick	Jaspers Beanstalk The Tiny Seed Here We Are	We're going on a bear hunt Sharing a shell Handa's surprise
Choice Book	Owl Babies Happy in My Own Skin	Jack Frost Goodbye Autumn, Hello Winter The Gingerbread Man	The Selfish Crocodile I Want my Potty	*The Easter Story	Jack and the Beanstalk The Growing Story	Goldilocks and the three bears
50 Experiences	Join and visit a library	Taste foods from different cultures	Meet a person who helps our community Make and toss a pancake	Enjoy an Easter egg hunt Care for an animal	Identify birds in our local area	Visiting a farm
Literacy As Writers...	Lists Portraits	Lists Cards	Cards Portraits	Maps Sequencing	Sequencing Poster	Lists Maps Poster
	Observational and imaginative drawing, Name Writing, Labelling					
Maths As Mathematicians...	<p style="text-align: center;">Number</p> <p style="text-align: center;">Reciting number rhymes Recite past 5 Say one number for each item in order Show numbers on fingers Know the last number reached when counting a set (scaffolded)</p> <p style="text-align: center;">Measure, Shape and Spatial Thinking</p>		<p style="text-align: center;">Number</p> <p style="text-align: center;">Comparing amounts, quantities and size Subitising Symbols and marks as numerals Know the last number reached when counting a set (independent) Link numerals to amounts (scaffolded) ABAB patterns (scaffolded)</p>		<p style="text-align: center;">Number</p> <p style="text-align: center;">Problem solving with numbers to five Know the last number reached when counting a set Link numerals to amounts (independent)</p> <p style="text-align: center;">Measure, Shape and Spatial Thinking</p> <p style="text-align: center;">2d-shape and 3-d shape ABAB patterns (independent)</p>	

	<p>2d-shape and 3-d shape</p> <p>Positional language</p> <p>Comparing weight, length, capacity and size</p> <p>Identify patterns around them</p> <p>Select shapes appropriately</p>	<p><u>Measure, Shape and Spatial Thinking</u></p> <p>2d-shape and 3-d shape</p> <p>Positional language</p> <p>Familiar routes and discuss locations</p> <p>Comparing weight, length, capacity and size</p> <p>Sequence events (scaffolded)</p> <p>Identify patterns around them</p> <p>Select shapes appropriately</p>	<p>Comparing weight, length, capacity and size</p> <p>Notice errors in a repeating pattern</p> <p>Sequence events (independent)</p> <p>Identify patterns around them</p> <p>Combine shapes to make new ones</p> <p>Select shapes appropriately</p>			
<p>Understanding the world</p> <p>As Investigators and Explorers...</p>	<p>Past and present (History)</p> <p>Make sense of their own life story and family history</p> <p>Noticing how they have changed over time</p> <p>Comparing features of their families to others</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Developing positive attitudes about the differences between people</p> <p><u>The natural world (Science/Geography)</u></p> <p>Exploring the provision and school environment</p> <p>Senses</p>	<p>Past and present (History)</p> <p>Explore the Queen</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Exploring India and talk about differences</p> <p>Celebrate different cultures and families</p> <p><u>The natural world (Science/Geography)</u></p> <p>Seasonal autumn changes</p> <p>Observe changes of state: Ice and baking</p>	<p>Past and present (History)</p> <p>Explore Emergency Services</p> <p>Explore differences in Emergency Vehicles/People over time</p> <p>Explore different occupations</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Exploring differences of culture</p> <p><u>The natural world (Science/Geography)</u></p> <p>Explore how things work (floating and sinking – Noah’s Ark)</p>	<p>Past and present (History)</p> <p>Explore windmills and forces</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Caring for the natural environment</p> <p>Seasonal spring changes</p> <p>Explore habitats of animals</p> <p>Animal Lifecycles</p>	<p>Past and present (History)</p> <p>Explore where our food comes from</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Caring for the natural environment</p> <p><u>The natural world (Science/Geography)</u></p> <p>Plant lifecycles</p> <p>Plants seeds and care for growing plants</p>	<p>Past and present (History)</p> <p>Exploring history of travel to different countries/places (canon books)</p> <p><u>People, culture and communities (RE/Geography)</u></p> <p>Exploring Africa and talk about differences</p> <p>Comparing features of their families to others</p> <p>Celebrate different cultures and families</p> <p><u>The natural world (Science/Geography)</u></p> <p>Explore habitats of animals</p>

	Explore habitats of animals					
EAD As Artists...	<p><u>Creating with materials (Art)</u></p> <p>Artist: Pablo Picasso Pupils will use drawing tools effectively to create different representations of facial features using shapes. They will develop an accurate pencil grip, and apply this grip to pencils, pens, and crayons.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will learn to use scissors effectively to cut lines and shapes.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: British</p> <p>Nursery Rhymes</p> <p>Exploring instruments</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Kandinsky Pupils will use their hands and other tools to create printed representations of fireworks on black paper. They will engage their gross motor skills to create large-scale, collaborative images.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will learn to fold paper and card neatly and accurately to create a Christmas (or celebration) card.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: Bollywood</p> <p>Nativity</p> <p>Exploring instruments</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Da Vinci Pupils will learn to use paint to create representations of emergency service vehicles. They will choose colours carefully and attempt to copy shapes.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will use boxes to create a representation of an emergency services vehicle, using glue to attach wheels and additional details.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: Modern Artist</p> <p>CNY Dragon Dance</p> <p>Exploring instruments</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Grayson Perry Pupils will create 3D insect sculptures using a variety of craft materials. They will use glue to attach components and embellishments.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will learn to roll a malleable material into egg shapes to create a nest ornament.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: Folk music</p> <p>Morris Dancing</p> <p>Exploring instruments</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Georgia O'Keefe, Pupils will use collage materials to create representations of different plants and flowers. Pupils will choose colours carefully and arrange their pieces onto paper, adhering with glue.</p> <p><u>Creating with materials (DT)</u></p> <p>With the help of an adult, pupils will make a salad, discussing how fruits and vegetables grow from the ground. They will learn basic hygiene practices.</p> <p><u>Being imaginative and expressive (Music)</u></p> <p>Genre: Classical</p> <p>Exploring Opera</p> <p>Exploring instruments</p>	<p><u>Creating with materials (Art)</u></p> <p>Artist: Aysa Kozina Pupils will explore footprint and vehicle track printing, taking their equipment on a journey across paper. Children will explore changes of direction and speed, and discuss the differences in the patterns they make. Children will explore the marks they can make in different media – in paint, playdough, clay, flour or glitter.</p> <p><u>Creating with materials (DT)</u></p> <p>Pupils will work in a group with an adult to create a container for Handa to transport her fruit to her friend. Pupils will use a trial-and-error method, adapting their design throughout to make it as effective as possible.</p> <p><u>Being imaginative and expressive (Music)</u></p>

						Genre: African African Dancing Exploring instruments
PSED	Personal Hygiene Toothbrushing Etiquette Independence self-care	Road Safety	Toothbrushing Screen time (internet safety)	Sleep	Healthy Eating	Road Safety Sun safety
RSE Key Events	Recycle Week Black History Month (Oct)	Antibullying Week	Children's Mental Health Week Safer Internet Day	International Women's Day Earth Day	Antibullying Day Mental Health Awareness Week Cultural Diversity Day	Pride Month (June) Thank you NHS Day
RSE Drop Down Afternoons	Healthy Friendships, Families and Loving Relationships	Accepting Differences: Celebrating Diversity	PANTS, sexual harassment and behaviour	Consent and Boundaries	Social Media and Relationships	Emotional Wellbeing
RSE	Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Begin to make sense of their own life-story and family's history.	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Develop their sense of responsibility and membership of a community. Show interest in different occupations.	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.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
Outdoor Experiences	Autumn Walk (school) Modelling Provision	Autumn Walk (Local Walk) Traffic Survey	Winter Walk Ice Art	Spring Walk Weather Investigation	Growing Plants/Veg Transient Art	Weather Investigation Shadow Investigation

		Rangoli Pattern	Weather Investigation	Minibeast hunts		
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