

## EY - Nursery – Long Term Planning 2 year Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle A</b>	<b>I'm Marvellous are You?</b> 1.09.20- 16.10.20	<b>Why do Leaves Change Colour?</b> 2.11.20- 18.12.20	<b>Do Bears like Honey?</b> 1.1.21- 12.2.21	<b>Where have all the Dinosaurs Gone?</b> 22.2.21- 1.4.21	<b>Why do Ladybirds have Spots?</b> 19.4.21- 28.5.21	<b>Can you Spot the Baddie?</b> 7.6.21- 28.07.21
<b>Required Knowledge/Skills</b>	Making Friendships Understand and follow rules Scissor Skills Know how to use manners Manage toileting needs I know how to be kind Gross and Fine motor Skills  Identify how we are all different Understanding differences Identify how we are different Recognise key People Knows the children and staff in the class Harvest Festival	Understand and follow rules Scissor skills Speaking and listening Know some Set 1 Sounds Gross and Fine motor Skills Pencil control Know how to use manners Manage toileting needs I know how to be kind  Understand changes in the seasons Signs of Autumn Understands Christmas Nativity story Rama and Sita story Diwali	Understand and follow rules Scissor skills Speaking and listening Know some Set 1 sounds Gross and Fine motor Skills Pencil control Know how to use manners Manage toileting needs I know how to be kind  Know different bears and talk about their differences. Understands what honey is and where it comes from Beginning to understand Healthy Eating Name fruits and vegetables Chinese New Year	Speaking and listening Gross and Fine motor Skills Pencil control Set 1 sounds How to listen to a story  Name some dinosaurs and know how they moved Know some dinosaur facts – what they eat, where they lived, if they laid eggs. Know signs that Spring is here Easter	Speaking and listening Gross and Fine motor Skills Pencil control Set 1 Sounds and cvc How to listen to a story  Name different mini-beasts and describe them Talk about their habitat. Understand lifecycles. Know signs that Summer is here	Speaking and listening Gross and Fine motor Skills Pencil control Set 1 Sounds and cvc How to listen to a story  Name some characters from Traditional stories
<b>Enhanced Learning Opportunities</b>	Meeting people who help us in school Visits from people who help us Forest School- Natural portraits	Baking bread/Making soup/ Autumn Party Making feeders for Autumn animals Forest School- Outdoor leaf art	A week linked to Teddy Bears Picnic, covering healthy eating, making healthy sandwiches, Food tasting including Honey and Porridge, Forest School - Den Making and pancakes	Dinosaur egg on the field Investigation week/day Forest School- Dinosaur Nests	Outdoor mini-beast hunts Forest School- Bug Hotel Building	Talk for writing Acting out the stories Making puppets Forest School – House of Sticks
<b>Books</b>	Elmer Rainbow Fish Non-fiction about people who help us Oxford Reading Tree flipbook – talking about the pictures and learning the characters Mr Big The Smartest Giant in Town Figgy Two Socks and Jefferson Bear stories	Non-fiction texts on Autumn Leaf Man The Very Helpful Hedgehog Percy the Park Keeper Squirrels Autumn Search Squirrels Busy Day The Gruffalo The Little Red Hen	Non-fiction texts on bears. Whatever next Goldilocks and the three bears Going on a bear hunt Brown Bear, Brown bear what do you see?, Bear can't sleep Room for bear, The Grizzly bear that lost his GRR!, Ida, always Healthy eating- The Giant Sandwich, Pass the Jam Jim Handa's Surprise	Non-fiction texts on Dinosaurs. Tyrannosaurus Drip, Dinosaurumpus, Harry and the Bucket full of Dinosaurs, The Dinosaur who lost her Voice, Happy Hatch Day Dinosaur Bones, The Dinosaur's Diary, Tiny T-Rex Dinosaur Department Store Links to Reptiles, The Splendid Spotted Snake, Snake Supper Colourful Chameleon	Non-fiction book about insects and different mini beasts. The Bad Tempered Ladybird The Mini-beast Bop Mad about Mini-Beasts Walter's Wonderful Web The Hungry Caterpillar William Worm What the Ladybird Heard	Three little Pigs Three Wolves and the Big Bad Pig Jack and the Beanstalk The Gingerbread Man Little Red Riding Hood Hansel and Gretel Cinderella Rumpelstiltskin Rapunzel
<b>PSED</b>	<b>Belonging</b> Make relationships with staff and children in the class  Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour  Get children familiar with the environment	<b>Friendships</b> Children will learn all about a range of feelings and emotions during circle time- use 'Feeling's Fred' to teach these  Children will also learn about sharing, being put into small groups to teach and model this.  Big emphasis on tidy up time- use the song to encourage this	<b>Being a good friend</b> To think about how we can help or comfort others in distress.  Children to understand and accept the need of others through the use of group sharing activities and listening games	<b>Good To Be Me</b> Discuss Likes and dislikes. Recognises own needs/rights and that we sometimes have to wait for these to be met: - self -help.  Children to talk about their achievements	<b>Going For Goals</b> Perseverance. To explore that we sometimes need to adapt our behaviour to different situations.  Children to learn about safety when going out of school i.e. library /trip	<b>Relationships/Changes</b> Getting Ready for Reception. Sharing and working together: - being a good friend. Changes- transition into Reception. Prepare children: / visit new classes/ Stay and play/ meet new teacher  Children to share feelings about the transition, and to talk about these throughout.
<b>Physical</b>	<b>Throughout the year children will:</b>					
	<ul style="list-style-type: none"> <li>Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision               <ul style="list-style-type: none"> <li>Build up confidence when balancing during gymnastics and outdoor provision</li> </ul> </li> <li>To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year</li> </ul> <p style="text-align: center;">Become independent with toileting/coats/snack time</p>					
	Fine motor control Using the toilet independently Hand washing Handling large & small equipment safely PE- Finding a space	Pencil/ tool grip Showing preference for my dominant hand PE – Finding a space	Moves freely in a range of ways – jumping, skipping, rolling, and sliding. Mounts climbing equipment Negotiates space and obstacles	Can stand on one foot Can catch a large ball Draws lines and circles with gross movements	Uses a range of tools including one-handed tools e.g. snips paper with scissors. Holds pencil between thumb and two fingers. PE – developing ball control skills.	Uses tools to make marks with greater control PE – consolidating the year and getting ready for Sports day

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<p><b>C &amp; L</b></p>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Learn to speak with confidence during circle/carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Have opportunities to have conversations and develop vocal sound formation in doing this</li> <li>• To respond to instructions and directions through adult initiated/led and child led activities             <ul style="list-style-type: none"> <li>• Sing rhymes and songs</li> </ul> </li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>• Learn new vocabulary relating to topics</li> </ul>					
<p><b>Literacy</b></p>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environment             <ul style="list-style-type: none"> <li>• Give meaning to marks made/drawings and develop forming recognisable marks</li> </ul> </li> <li>• Show an interest in a range of books, using illustrations and storytelling language to re-tell these stories, with the use of daily T4W sessions and traditional tale stories/ Big Books</li> </ul> <p>Use daily phonics to engage children in letters and sounds, listening games, music and rhyme</p>					
<p><b>Mathematics</b></p>	<p><b>Baseline</b></p> <p>Numberblocks EP 1-7 Children to recite numbers in order using a range of number songs and rhymes Show an interest in numbers in the environment Use numbers spontaneously in play Show an interest in shapes in the environment and use these during play Children to recite numbers to 1-5 Comparing numbers 1,2,3, bigger and smaller. Ordering numbers 1,2,3</p> <p>Sorting colours and objects <b>Understands that there is an order and sequence to familiar events</b></p> <p>Explore days of the week</p> <p><b>Uses number names in play Engages in lining up, placing, arranging and repositioning materials</b></p>	<p>Numberblocks EP 8-13 Children to recite numbers in order using a range of number songs and rhymes Numbers in the immediate environment</p> <p><b>Recites numbers in order to 10 and can count up to 4 objects</b></p> <p>Children to begin to learn names of 2d shapes during focussed activities Patterns</p> <p><b>Explore days of the week and months in the year</b> Understands positional language, under, in and on Acts out exchange of objects cards, money or goods when in role play, in games or in rhymes.</p>	<p>Numberblocks Children to recite numbers in order using a range of number songs and rhymes Begin to recognise numbers 1-5 and practice these regularly</p> <p><b>Makes comparisons between different quantities (to 5)</b></p> <p><b>Uses graphic representations to record number explorations in pictures and mark making</b></p> <p><b>Names simple geometric shapes in their construction and block play</b></p> <p><b>Uses every day vocab to describe measures, size, weight, capacity, time when engaged in expressing ideas</b></p>	<p>Numberblocks EP 14, 15, + series 2 EP1- 4 Children to recite numbers in order using a range of number songs and rhymes Recognise numbers 1-5 confidently and begin to match objects to quantity. Children to begin to notice similarities and differences in shapes.</p> <p><b>Uses every day vocab to describe measures, size, weight, capacity, time when engaged in expressing ideas</b></p>	<p>Numberblocks Children to recite numbers in order using a range of number songs and rhymes Begin to recognise numbers 6-10 Be secure in numbers 1-5 <b>Counts with 1:1 correspondence a set of up to 10 objects and recognises some numerals of personal significance.</b></p> <p>Recognise a circle, square, triangle, rectangle, star, heart, diamond confidently</p> <p><b>Finds totals by counting and combines groups of objects.</b></p> <p><b>Uses comparative language to describe and compare measures, size, weight, capacity, time.</b></p>	<p>Numberblocks EP 5-10 Children to recite numbers in order using a range of number songs and rhymes Recognise numbers 1-10 Confidently and match quantity of objects. Order 1-5 1-10 More/Less Children to create a piece of artwork using a variety of different shapes for a purpose. <b>Uses everyday language to describe patterns in nature or urban environments.</b></p> <p>Beginning to represent number/ amounts through fingers, marks or objects</p>
<p><b>Understanding the World</b></p>	<p>Children will make new friends and become confident with new people, routines and the new surroundings Harvest festivals</p>	<p>Know The Christmas Story and how Christmas is celebrated Knowing what Bonfire Night Is Know how to stay safe on Bonfire Night</p>	<p>Animals and Habitats Knowing about the different countries where the bears live. Panda, Polar, Brown, sun &amp; Speckled bears Understand about different habitats. Being Unique Similarities/ Differences Chinese New Year</p>	<p>Changes in the seasons Signs of spring Changes over time Being Unique Similarities/ Differences Complete a game on the iPad Easter and the Easter story,</p>	<p>Understand life cycles Understand that things grow and die. Identify the differences between mini-beasts and explain their thinking. Understand about different habitats. Caring for animals and creatures. How to program bee-bot to move forwards, backwards and turn Internet safety</p>	<p>Baking Gingerbread men Planting beans Knowing what a plant needs to grow Looking at growth- What do plant's needs. Plant seeds with parents and watch them grow How to program bee-bot to move forwards, backwards and turn Internet safety</p>
<p><b>Expressive Art and Design</b></p>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Sing a variety of nursery rhymes and become familiar with these</li> <li>• To move to music and play instruments to a variety of different songs</li> </ul>					
<p><b>Enrichment &amp; Experiences</b></p>	<p>Self portraits Painting portraits of people who help in school and friends</p>	<p>Knowing songs and dances for the Christmas Concert Know and explore techniques – wax, colour mixing etc.</p>	<p>How to mix colours Knowing songs and games about bears Masks Puppets</p>	<p>Using a selection of wet and dry medium correctly to create dinosaur pictures and patterns Learning song about dinosaurs</p>	<p>Making patterns Drawing the mini- beasts. Clay models Kites</p>	<p>Mix colours and paint characters from stories Puppets Masks</p>
<p><b>Enrichment &amp; Experiences</b></p>	<p>Visits from school staff to talk about their roles – Office, Kitchen, Site Manager</p>	<p>Bird and Animal feeders/ houses for the forest area Visit from the Gruffalo</p>	<p>Bear Den in the Classroom Picnic</p>	<p>Dinosaur incident on the field</p>	<p>Hatching butterflies Visit from Mini-beast road show etc. Butterfly House</p>	<p>Pearlthorpe outdoor centre Library visits Baking</p>

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The curriculum overview provides you with an insight into children's learning. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS.

Most of the children's learning experiences are through play and an active involvement in the Curriculum

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Question	Why do People Help us?	Why do leaves fall?	Can I walk on the Moon?	Is it Tails or is it Scales?	Who lives under the sea?	Once Upon a Time there Lived a..?						
<b>Required Knowledge/Skills</b> <table border="1"> <tr> <td>20/21</td> <td>A</td> </tr> <tr> <td>21/22</td> <td>B</td> </tr> <tr> <td>22/23</td> <td>A</td> </tr> </table>	20/21	A	21/22	B	22/23	A	Making Friendships Understand and follow rules Scissor skills Know how to use manners Manage toileting needs I know how to be kind Gross and Fine motor Skills Mark Making Identify how we are all different Understanding differences Identify how we are different Recognise key People Knows the children and staff in the class Sing rhymes and songs Harvest Festival.	Understand and follow rules Scissor skills Speaking and listening Sings rhymes and songs Gross and Fine motor Skills Mark Making Pencil control Know how to use manners Begin to manage toileting needs I know how to be kind Understand changes in the seasons Signs of Autumn Understands Christmas Nativity story Diwali	Understand and follow rules Scissor skills Speaking and listening Sings rhymes and songs Segment and Blend Gross and Fine motor Skills Mark Making Pencil control Know how to use manners Manage toileting needs I know how to be kind Know different facts about space and stars. Understands about rockets Chinese New Year	Speaking and listening Scissor skills Sings rhymes and songs Set 1 sounds Gross and Fine motor Skills Mark Making Pencil control How to listen to a story Name some pet animals Know some key facts – what they eat, where they live, what they need to be healthy and safe. Know signs that Spring is here Easter	Speaking and listening Scissor skills Sings rhymes and songs Set 1 sounds Gross and Fine motor Skills Mark Making Pencil control How to listen to a story Name different sea creatures and describe them Talk about their habitat. Understand how to care for our world. Know signs that Summer is here	Speaking and listening Scissor skills Sings rhymes and songs Set 1 sounds Gross and Fine motor Skills Mark Making Pencil control How to listen to a story Name some characters from Traditional stories
20/21	A											
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22/23	A											
<b>Enhanced Learning Opportunities</b>	Meeting people who help us in school Visits from people who help us Forest School- Natural portraits	Baking bread/Making soup/ Autumn Party Making feeders for Autumn animals Forest School- Outdoor leaf art	Spaceship lands at School/Investigation Forest School – Rockets and Spaceships	Pets visit EY EY Guinea pigs Forest School- Animal Dens and Nests	Aquarium visits school Forest School- Making sea creatures out of leaves and twigs Beach picnic linked to Healthy Eating	Talk for writing Acting out the stories Making puppets Forest School – House of Sticks						

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<b>Books</b>	Elmer Rainbow Fish Non-fiction about people who help us Oxford Reading Tree flipbook – talking about the pictures and learning the characters Mr Big The Smartest Giant in Town Figgy Two Socks and Jefferson Bear stories	Non-fiction texts on Autumn Leaf Man The Very Helpful Hedgehog Percy the Park Keeper Squirrels Autumn Search Squirrels Busy Day The Gruffalo The Little Red Hen	Non-fiction texts on Space /rockets Whatever next Field Trip to the Moon The Darkest Dark The Skies above my Eyes The Marvellous Moon Map You can't eat a Princess Aliens love Underpants BEEGU Pootle5	Non-fiction texts on Animals/ Pets. Oi Dog Wobbly Pig Picks a Pet What Pet to Get I Want a Pet That's not my Puppy That's not My Kitten Courtney The Rhyming Rabbit	Non-fiction book about sea creatures and the seaside The Coral Kingdom Dougal's Deep Sea Diary The Storm Whale Secrets of the Sea Shore Flotsam Shark Lady Twinkle, Twinkle, Squiglet Pig Hooray Fish Commotion in the Ocean	Three little Pigs Three Wolves and the Big Bad Pig Jack and the Beanstalk The Gingerbread Man Little Red Riding Hood Hansel and Gretel Cinderella Rumpelstiltskin Rapunzel
<b>PSED</b>	<b>Belonging</b> Make relationships with staff and children in the class Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour Get children familiar with the environment Picture news/ Jigsaw if appropriate	<b>Friendships</b> Children will learn all about a range of feelings and emotions during circle time Children will also learn about sharing, being put into small groups to teach and model this. Big emphasis on tidy up time- use the song to encourage this Picture news/ Jigsaw if appropriate	<b>Being a good friend</b> To think about how we can help or comfort others in distress. Children to understand and accept the need of others through the use of group sharing activities and listening games Picture news/ Jigsaw if appropriate	<b>Good To Be Me</b> Discuss Likes and dislikes. Recognises own needs/rights and that we sometimes have to wait for these to be met: Self -help. Children to talk about their achievements Picture news/ Jigsaw if appropriate	<b>Going For Goals</b> Perseverance. Explore that we sometimes need to adapt our behaviour to different situations. Children to learn about safety when going out of school i.e. library /trip Picture news/ Jigsaw if appropriate	<b>Relationships/Changes</b> Getting Ready for Reception. Sharing and working together: being a good friend. Changes- transition into Reception. Prepare children: / visit new classes/ Stay and play/ meet new teacher Children to share feelings about the transition, and to talk about these throughout. Picture news/ Jigsaw if appropriate
<b>Physical</b>	<b>Throughout the year children will:</b> <ul style="list-style-type: none"> <li>Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision <ul style="list-style-type: none"> <li>Build up confidence when balancing during gymnastics and outdoor provision</li> </ul> </li> <li>To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year Become independent with toileting/coats/snack time</li> </ul>					
	Fine motor control Using the toilet independently Hand washing Handling large & small equipment safely PE- Finding a space	Pencil/ tool grip Showing preference for my dominant hand PE – Finding a space	Moves freely in a range of ways – jumping, skipping, rolling, and sliding. Mounts climbing equipment Negotiates space and obstacles	Can stand on one foot Can catch a large ball Draws lines and circles with gross movements	Uses a range of tools including one-handed tools e.g. snips paper with scissors. Holds pencil between thumb and two fingers. PE – developing ball control skills.	Uses tools to make marks with greater control PE – consolidating the year and getting ready for Sports day
<b>C &amp; L</b>	<b>Throughout the year children will:</b> <ul style="list-style-type: none"> <li>Learn to speak with confidence during circle/carpet times</li> <li>Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>Have opportunities to have conversations and develop vocal sound formation in doing this</li> <li>To respond to instructions and directions through adult initiated/led and child led activities <ul style="list-style-type: none"> <li>Sing rhymes and songs</li> <li>Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>Learn new vocabulary relating to topics</li> </ul> </li> </ul>					
<b>Literacy</b>	<b>Throughout the year children will:</b> <ul style="list-style-type: none"> <li>Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environment <ul style="list-style-type: none"> <li>Give meaning to marks made/drawings and develop forming recognisable marks</li> </ul> </li> <li>Show an interest in a range of books, using illustrations and storytelling language to re-tell these stories, with the use of daily T4W sessions and Traditional Tale stories/Big books. Use daily phonics to engage children in letters and sounds, listening games, music and rhyme</li> </ul>					
<b>Mathematics</b>	Numberblocks Children to recite numbers in order using a range of number songs and rhymes Show an interest in numbers in the environment Use numbers spontaneously in play Show an interest in shapes in the environment and use these during play Sorting colours and objects	Numberblocks Children to recite numbers in order using a range of number songs and rhymes Numbers in the immediate environment Children to recite numbers to 10 Children to begin to count objects Children to use the language of every day shapes- big/small/tall Children to begin to learn names of 2d shapes during focussed activities	Numberblocks Children to recite numbers in order using a range of number songs and rhymes Begin to recognise numbers 1-5 and practice these regularly Children to construct using a variety of different shapes, investigating which shapes work and which did not work	Numberblocks Children to recite numbers in order using a range of number songs and rhymes Recognise numbers 1-5 confidently and begin to match objects to quantity. Children to begin to notice similarities and differences in shapes. Heavy and light	Numberblocks Children to recite numbers in order using a range of number songs and rhymes Begin to recognise numbers 6-10 Be secure in numbers 1-5 Recognise a circle, square, triangle, rectangle, star, heart, diamond confidently Full and Empty	Numberblocks Children to recite numbers in order using a range of number songs and rhymes Recognise numbers 1-10 Confidently and match quantity of objects. Order 1-5 1-10 More/Less Children to create a piece of artwork using a variety of different shapes for a purpose

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		Patterns				Beginning to represent number/ amounts through fingers, marks or objects
<b>Understanding the World</b>	Children will make new friends and become confident with new people, routines and the new surroundings Harvest festivals	Know The Christmas Story and how Christmas is celebrated Knowing what Bonfire Night Is Know how to stay safe on Bonfire Night	Understanding about stars and the night sky Know about rockets and Astronauts Children understand that we can get information from computers Chinese New Year	Changes in the seasons Signs of spring Changes over time Caring for school pets Understand life cycles Children to talk about some of the things they have observed. Children to show care and concern for the animals Complete a game on the iPad Easter and the Easter story	Identify the differences between different sea creatures and explain their thinking. Understand about different habitats. Caring for wild sea creatures. Children will learn to make predictions, Floating and sinking,	Baking Gingerbread men Planting beans Knowing what a plant needs to grow Looking at growth- What do plant's needs. Plant seeds with parents and watch them grow How to program bee-bot to move forwards, backwards and turn Internet safety
<b>Expressive Art and Design</b>	<b>Throughout the year children will:</b> <ul style="list-style-type: none"> <li>• Sing a variety of nursery rhymes and become familiar with these</li> <li>• To move to music and play instruments to a variety of different songs</li> </ul>					
	Self portraits Painting portraits of people who help in school and friends	Knowing songs and dances for the Christmas Concert Know and explore techniques – wax, colour mixing etc.	How to mix colours Knowing songs and games about Aliens/ space Box Rockets Masks	Using a selection of wet and dry medium correctly to create animal pictures and patterns Learning song about pets/dragons etc.	Making patterns Drawing the sea creatures they like. Clay models of fish /shells Fish mobiles	Mix colours and paint characters from stories Puppets Masks
<b>Enrichment &amp; Experiences</b>	Visits from school staff to talk about their roles – Office, Kitchen, Site Manager	Bird and Animal feeders/ houses for the forest area Visit from the Gruffalo	Spaceship Roleplay Alien Visit	Pet shop Dragon Den	Sea life Centre? Pirate Ship Beach Picnic	Pearlthorpe outdoor centre Library visits Baking

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