



Ditchling St Margaret's Primary and Nursery School

Nursery Long Term Plan





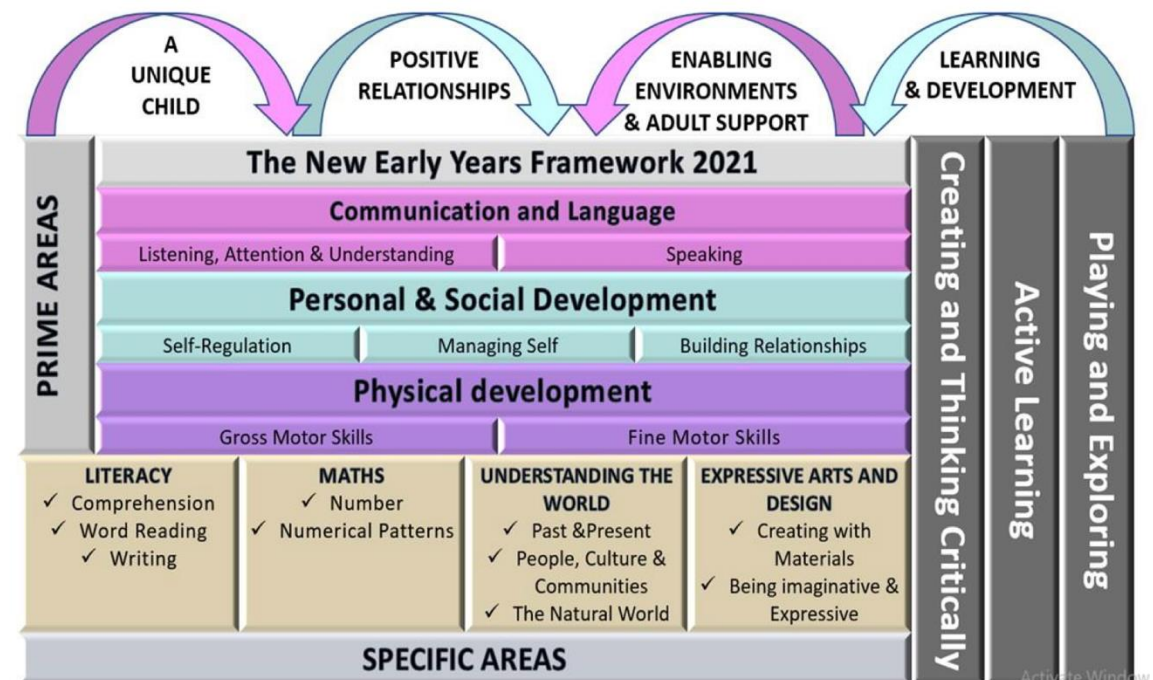
Our Early Years and Foundation Stage (EYFS) is at the heart of everything we do at Ditchling. We know how important the first five years of a child's life are to their emotional, physical and academic wellbeing. We believe that the EYFS is a vitally important part of our children's development; it is a real strength of our school and provides children with the best possible foundation for their future learning. Our children's experiences over time are consistently and coherently arranged to build excellent knowledge and skills for their future learning. You will see through this document that our intent and implementation are embedded securely and consistently across our EYFS to include our Nursery. It is evident from what our adults do that they have a firm and common understanding of what it means for excellent practice. Across all parts of our provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent.

In EYFS, children learn best when they experience learning first-hand, through meaningful interactions with other children and supportive adults, through physical activity and play-based learning. The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.

We understand that children are motivated and engaged when learning is relevant and purposeful. This is why we plan broad topics as a starting point that are flexible to take in to account children's interests and next steps.

Observation and assessment underpin the skills which need to be taught and the context in which this is presented.

Our long term plan shows an overview of the intended learning but we also plan 'in-the-moment' for our nursery children. This allows for learning to be adapted for each cohort and children.





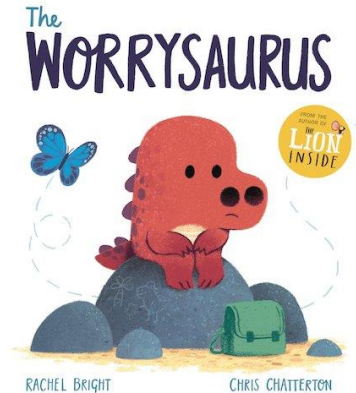
Term	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Me, My Family and Friends	Colours and Christmas	Sharing and Caring	Dental Care- Looking After My Teeth	Mini Beasts	Independence
Characteristics of Effective Learning	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them make sense of the world.					
Overarching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. PLAY: Real play should be from the child and for the child. It should be open-ended, given opportunities for self-chosen challenges, offer limitless possibilities and endless interpretations. At Ditchling, we are passionate about keeping children in their world of wonder for as long as possible, and we want our children to experience joy and wonder throughout their time with us. “Living life in all its fullness” John 10:10					



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'Living life in all its fullness' John 10:10

Term	Autumn 1	
Topic	Me, My Family and Friends	
Text		
Story dough	The Worrysaurus	
Personal, Social and Emotional Development		Being me in my world Photos from home Naming our emotions School value – Perserverance Play ring games learning names, making friends Learning nursery routines and expectations Meeting our year 5 buddies 



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'Living life in all its fullness' John 10:10

Communication & Language	Modelling language Introduction to new vocabulary Singing familiar songs and rhymes. '5 little dinosaurs', 'if you're happy and you know it'. Stories – 'The Worrysaurus', 'Owl babies', 'The colour monster', 'potty'. Exploring familiar stories and learning how to handle books with care. Understanding that text is read from left to right and from top to bottom. Rhymes and poems – Chop Chop, Roly Poly, Falling Apples, Leaves are Falling, Round & Round the Garden. Rhyme basket at circle time.
Physical development	Introduction to PE unit 1 Create an obstacle course for a dinosaur. Can you help your friend? Can you persevere? Can you move like a dinosaur, a lizard or a bear? Parachute games, moving in a variety of ways and understanding the concept of taking turns. Making snips in paper with child scissors. Using balance bikes, scooters, slide, sea saw, trampoline Manipulating playdough using our hands and different tools.
Literacy	Vocabulary – Pointy, delicious, scared, butterfly, happy, fears, strong, calmed Listening games – animals, weather Visiting the school library Mark Make with pens, chalks, crayons and natural resources sticks, leaves, fir cones Asking questions following stories Putting meaning to marks they make. Scribble club.
Maths	Finger Rhymes – 12345, 5 Little Speckled Frogs, 5 Ducks went Swimming, 5 Monkeys Jumping on the Bed, 10 Green Bottles Counting ourselves (register) Completing puzzles



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	Exploring weight, space and measure by using the rulers, tape measures and weighing scales. Construction play including junk modelling resources, bricks, blocks, magnetic tiles, octagons
Understanding the World	Discovering Owls – we are the nursery owls Exploring different families and cultures. Family pictures, dolls house, Tapestry show and tell. Who lives in your house? Who is special to you? Exploring natural resources, craft with leaves, sticks and other natural resources. Observe the changing seasons – what is happening to the trees, the weather, the temperature? Can you find interesting items in the environment? Pine cones, conkers, acorns, leaves.
Expressive Arts & Design	Creating a self-portrait, looking at the similarities and differences between us all. Creating a house – who lives in your house? Moving our bodies to different songs, '5 little dinosaurs', 'if you're happy and you know it'. Play musical instruments and using the coloured ribbons to move rhythmically. Painting with hands, fingers, brushes, fir cones and sticks.
RE	Godly Play: The Parable of the Mustard Seed Learning home time prayer
Forest School	Introduction to Forest School. Learning how to act safely at Forest school. Understanding risks.
Parental involvement	Tapestry involvement – Family pictures, special moments



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	Autumn – Can you find natural resources with your child when out on walks? Bring these special items to nursery. Stay and play 
Assessment	Ongoing observation and assessment to inform planning Two-year-old IPR's Next Steps
Trips/Visitors	Visitors reading to us – Open door for parents at 2:45pm

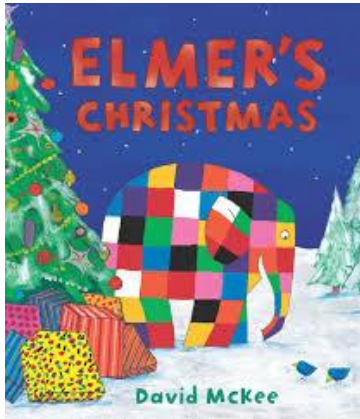
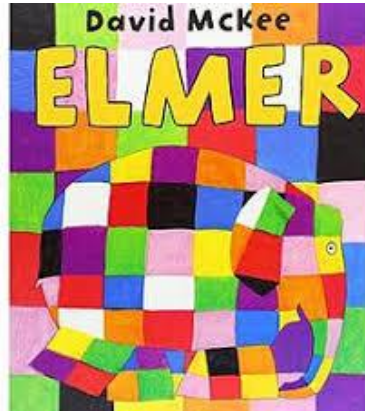
Term	Autumn 2
Topic	Colours and Christmas



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Text	 
Story dough	Elmer's Christmas/Elmer The Nativity
Personal, Social and Emotional Development	 Celebrating difference - Looking in mirrors School value – Kindness. How can we show kindness? How can we help others? Tapestry – show and tell special moments. Learning nursery expectations and boundaries. 
Communication & Language	Modelling language Introduction to new vocabulary Auditory games – Pass the bells quietly, Simon Says Singing – Rainbow song, Riding Along on a big red tractor, Yellow Submarine, Peel Banana, Horsey, Horsey, Away in a Manger, Rudolf the Red Nose Reindeer, Christmas Pudding, Little Donkey, We wish you a Merry Christmas



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	Stories – Room on a Broom. Winnie the Witch, Hugless Douglas, Where the Poppies Grow, Can't You Sleep Little Bear? We are all Different, Peace at Last, Nativity, The Dinosaur who Pooped Christmas, Christmas books Rhymes and poems – 5 Little Pumpkins, A Chubby Little Snowman, leaf little leaf, Leaves are Falling, Twinkle, Twinkle little Star/Bat, Jingle
Physical development	 Introduction to PE unit 1 Move like an elephant Traffic light game Putting coats, gloves, wellies and shoes on Scissor practice, learning how to carry correctly and also attempt to cut cards 
Literacy	 Vocabulary – Elephant, Red, Children, Bethlehem, Shepherds, Stable Poems, Pumpkins, Fireworks, Christmas Re tell the Christmas story Colour treasure hunt with check list 
Maths	 Building towers of colours, matching numbers Weigh and balance animals on scales Sort objects in to colours and size Develop understanding of prepositions – put red toy on a chair, book behind the box 
Understanding the World	 Look on our globe – where do elephants live, where do we live? Go on a winter walk – how has our environment changed this season? Remembrance Sunday – Poppies Bonfire Night Create a Christmas card post box. 



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'Living life in all its fullness' John 10:10

Expressive Arts & Design	 Create patterns with a range of different media. Weave coloured scarves in and out of fence. Learn Christmas songs. Take part in Christmas Nativity video. Decorate Christmas cards. 
RE	The Nativity story 
Forest School	Pine cone crafts. Looking after the birds over winter.  
Parental involvement	Tapestry involvement Stay and Play Open door for storytellers 
Assessment	Ongoing observation and assessment to inform planning Term 2 assessments on Insight Two-year-old IPR's

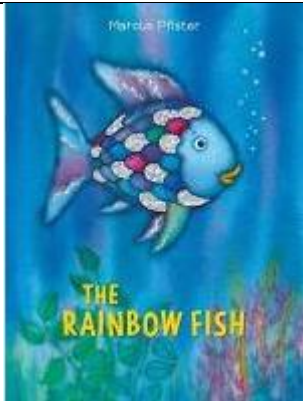


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Trips/Visitors	Father Christmas 
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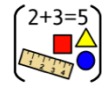
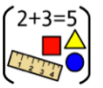
Term	Spring 3		
Topic	Sharing and Caring		
Text			
Story dough	The Rainbow Fish		
Personal, Social and Emotional Development		Dreams and goals School value – Respect Board games, turn taking What can we do to make us feel good? How can we show kindness? What makes us unique?	
Communication & Language	Modelling language		



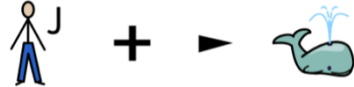
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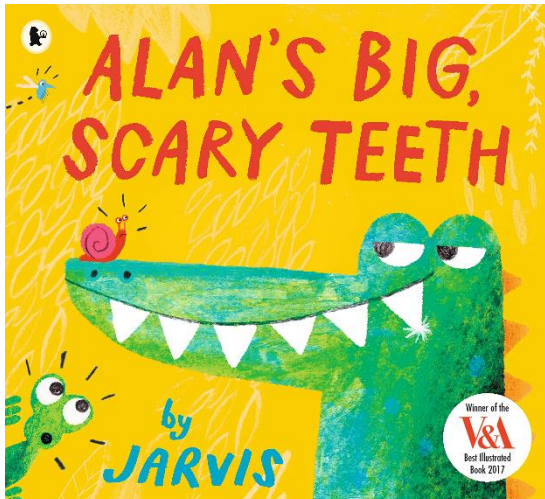
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	Introduction to new vocabulary Auditory games – Duck, Duck Goose games – Fish, Fish Shark! Singing – I can Sing a Rainbow, Shells, Ice Cold Song. Rainbow Fish is Sparkly, Rainbow Fish Journey Song, Rainbow Fish Sharing Song, Sharing Shiny Scales Song, We're off on a Adventure. I'm a Pirate. Stories – Once Upon a Tide, The Snail and the Whale, The Singing Mermaid, Rainbow Fish Hide and Seek. Rhymes and poems – 12345, I'm a Little Fish, A Sailor went to Sea Sea, Five Cranky Crabs, She Sells Sea Shells. Fish, Flying Fish.	
Physical development		Move in different ways - Try out swimming strokes. Swim like a fish. Pencil control – can you draw scales on a fish? Magnetic fishing rods – fine motor skills/hand-eye coordination. Practice getting dressed independently – putting on coats and welly boots. 
Literacy		Vocabulary – Kindness, Rainbow, Scales, Octopus, Ocean, Dazzling What happened next in the story? Fish for letters Practice handling books with care. Learn that text is read from top to bottom and from left to right. 
Maths		Count and place scales on fish Collect ice, weigh and measure Float and Sink activities 
Understanding the World		Rainbows – how are they made? Make our own Discover water to Ice and back again Make bubbles Sea Creatures 
Expressive Arts & Design		Homemade playdough I Can Sing a Rainbow in Makaton Listen to waves - move with ribbons 



	Create our own rainbow fish
RE	Godly Play – Magic of Christmas Jonah and the Big Fish 
Forest School	Chinese New Year Painting. Heart collage using natural resources. Mud painting. 
Parental involvement	Tapestry involvement  Parent consultations
Assessment	Ongoing observation and assessment to inform planning Two-year-old IPR's Parents evening reports Next Steps
Trips/Visitors	14.30 open door for story tellers



Term	Spring 4	
Topic	Dental Care – Looking After My Teeth	
Text		
Story dough	Alans big scary teeth	
Personal, Social and Emotional Development		Healthy me Going to the dentist School value – Perserverance Independent teeth brushing Role play going to a dentist – how may we feel 
Communication & Language	Modelling language	



	Introduction to new vocabulary Auditory games – Which Sound? Hide Instruments which one is making the noise? Singing - Is Your Toothbrush Ready, Here we go Round the Mulberry Bush, Brush, Brush, Brush Your Teeth, 5 Easter Eggs in the Sweet Shop, Hop Little Bunnies, I like the Mountains, Hot Cross Buns, Stories – Titus's Troublesome Tooth, Open Wide, Dr Ranj – Superhero's, Easter Story, Croc Goes to the Dentist, Alan's Big Scary Teeth, When Mum Turned into a Monster, Little Bunnies Easter, Rhymes and poems – 5 Little Bunnies, 5 Little Chicks, Brushing my Teeth, I like Cabbage, My Mouth, A Basket of Apples, Slice Bread, Chop Chop,	
Physical development	 Moving our mouths – Danny go wiggle dance Scissors to cut zig zag teeth Developing pencil control by mark making with a variety of mark making tools.	
Literacy	 Vocabulary– Crocodile, Snappy, Dentist, Teeth, Tooth, Toothbrush Finding rhyming words Make appointment cards and notes for the dentist World book day	
Maths	 Sequencing - how to brush your teeth Timers to brush your teeth Place animal teeth in length, height and number	
Understanding the World	 Discuss animal teeth – light board to look at x-rays Vets Food to help out teeth	
Expressive Arts & Design	 Junk model crocodile Making Mother's Day card	
RE	Easter activities 	



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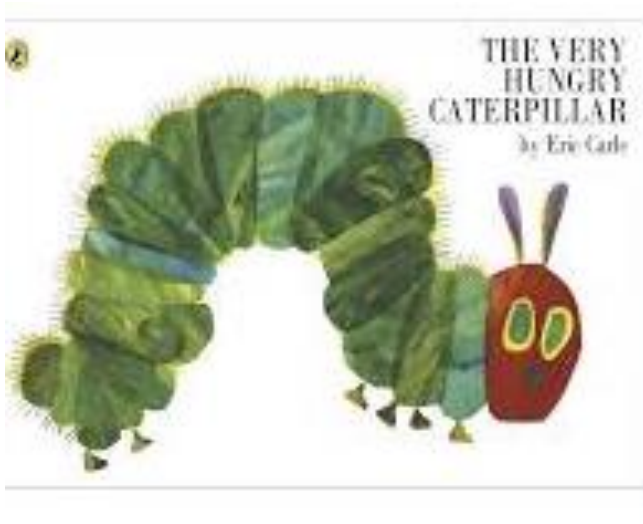
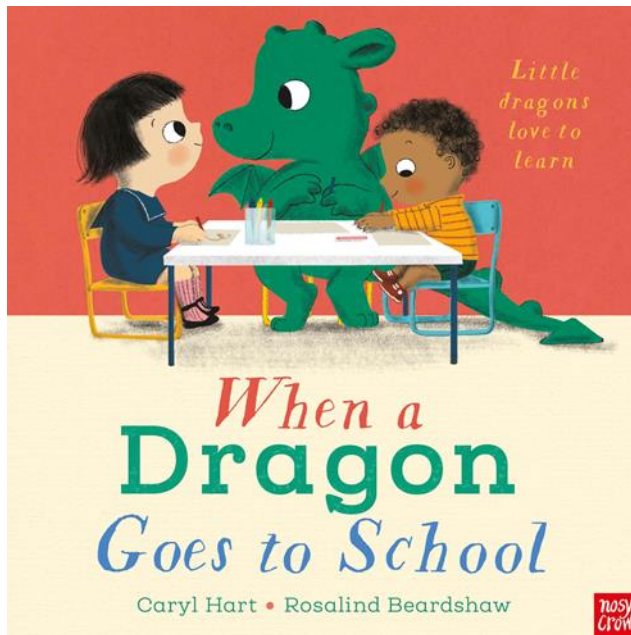
Forest School	Clay 
Parental involvement	Tapestry involvement Stay and Read  Wow Moments
Assessment	Ongoing observation and assessment to inform planning Term 4 assessments on Insight Two-year-old IPR's
Trips/Visitors	Dental nurse 14.30 open door for story tellers



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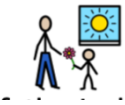
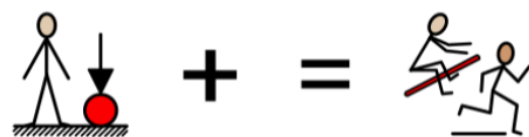
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Term	Summer 5	
Topic	Mini Beasts	
Text	 	
Story dough	The Very Hungry Caterpillar	
Personal, Social and Emotional Development	 Relationships School value - Kindness Turn taking – Caterpillar board game Role Play I went to the shops and bought... 	



	Independence Activities – heading to Reception or Wise owls	
Communication & Language	Modelling language Introduction to new vocabulary Auditory games - I Spy with Colours or Sounds, Singing – The Caterpillar who Wished he had Wings, From an Egg to a Butterfly, The Ants go Marching, Wiggly Woo, Incy Wincy Spider, Incy Wincy Spider in French, 5 Little Caterpillars Stories -Superworm, Nature, Titch, Hungry Harry, The Crunching Munching Caterpillar, Tilda's Seeds, Follow the Trail – Minibeasts, Life Cycles, Ten Wiggly Wiggly Caterpillars, A Seed in Need, Bad tempered Ladybird, What the lady bird Heard, The Snail and the Whale, Rhymes and poems – Under a Stone, A Little Seed, A Little Shell, 5 Little Peas, I have a little Frog, Mrs Bluebird,	
Physical development		Gymnastics unit 1 Practising pouring , cutting and using cutlery Threading leaves real and Laminate Scissor practice 
Literacy		Introduction to RWI phonics Vocabulary– Caterpillar, Hungry, Antennae, Cocoon, beautiful, Butterfly Clapping syllables Telling this story without a book Making up names for our caterpillars and butterfly's Roll the dice and colour the matching number square 
Maths		Matching Socks – How many socks would each mini beast need? Height chart – measure ourselves Sequencing the days of the week, number of fruits and life cycle of a butterfly 



Understanding the World	 Father's Day Watching chrysalis turn into butterflies Looking at Similarities and patterns in the natural world 
Expressive Arts & Design	 Create music for growing like a caterpillar & butterfly Create caterpillars from egg boxes, pipe cleaners Butterfly paintings – fold the paper in half paint one side and fold over Musical butterfly – when the music stops you're an egg – ball, caterpillar – wriggle, and butterfly stretch and fly Dance to Ugly Bug Ball  Cocoon – sleep
RE	Godly Play – Mystery of Easter 
Forest School	Building places of interest out of resources 
Parental involvement	Tapestry involvement Stay and Be Active 
Assessment	Ongoing observation and assessment to inform planning

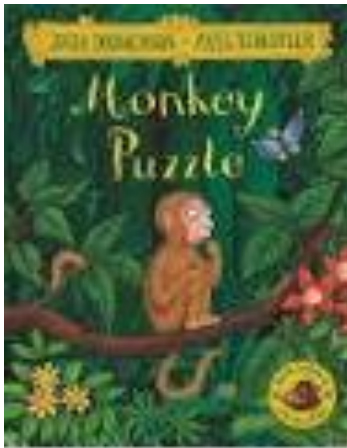
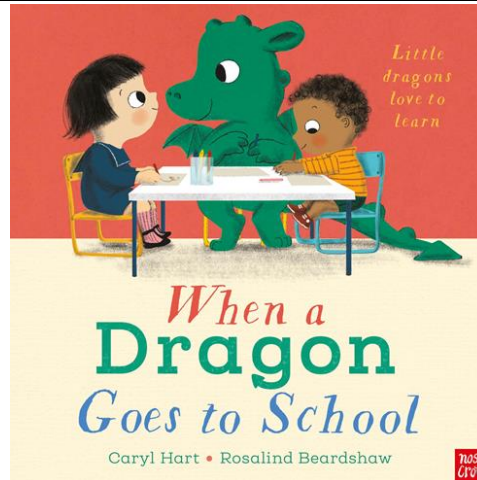


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	Two-year-old IPR's Next Steps
Trips/Visitors	14.30 open door for story tellers

Term	Summer 6	
Topic	Independence	
Text	 	
Story dough	Monkey Puzzle	
Personal, Social and Emotional Development		Changing me All about me – Transition School value – Respect Have a party or a picnic and invite your friends Complete All about Me's for reception Independence contiued organise belongings, hall for lunch, PE practice 



Communication & Language	Modelling language Introduction to new vocabulary Auditory games - Gerald Giraffe went to the shops and bought Singing - If you Really Love your Dad, Walking in the Jungle, Elephants have Wrinkles, Fox in a Box, Sandy Boy/Girl, Stories – My Dad is Fantastic, Tango makes Three, My Dad, The Colour Monster, The Trouble with Dad, Starting School, The Bug School, Harry and the Dinosaurs go to School, Owl Babies, My School Unicorn. Tiddler, Billy and the Big New School. Rhymes and poems – Monkey Babies, Under a Stone, Sand, Water, Squirting Rainbows, The Grass House, If I Were So Very Small,
Physical development	Sport's day with year 4 Practise sports day races, egg and spoon, running, bean bags Loopy lap-a-thon Move like jungle animals Make obstacles course Mark Making and scissor practice
Literacy	RWI Phonics Vocabulary – Monkey, Puzzle, Squabble, Creatures, Elephant, Finding objects to match letter sounds Hunt the RWI letter cards around the nursery and field Make up stories about starting school 
Maths	Playing snap, pairs and dominoes Make ABAB patterns Numberblocks Using torches in the dark Set up dinner time – how many plates, cups, chairs, children? 



Understanding the World	 Growing beans in pots, put in dark, garden and water or not Fathers around the world Butterfly and bird finding walk Finding patterns and similarities around us. 
Expressive Arts & Design	 Taking part in transition video Making Father's Day cards Creating butterfly stain glass pictures Musical monkeys – when the music stops who has the monkey? Mixing colours 
RE	 Leaver's prayer
Forest School	Tracking 
Parental involvement	Tapestry involvement Stay and Cook  Wow Moments Parent consultations
Assessment	Ongoing observation and assessment to inform planning



	Transition reports & Term 6 assessments on Insight Two-year-old IPR's Next Steps
Trips/Visitors	Washbrooks Farm visit 14.30 open door for story tellers

EYFS Development Matters Statements **Birth to Three - Prime Areas**

Communication and Language

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Pronounce:
 - l/r/w/y
 - s/sh/ch/dz/j
 - f/th
 - multi-syllabic words such as 'banana' and 'computer'

Communication and Language

- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Personal, Social and Emotional Development

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.

Physical Development

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control.
- Explore different materials and tools.



EYFS Development Matters Statements **Birth to Three - Specific Areas**

Literacy

- Enjoy songs and rhymes, tuning in and paying attention.
 - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
 - Say some of the words in songs and rhymes.
 - Copy finger movements and other gestures.
 - Sing songs and say rhymes independently, for example, singing whilst playing.
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- Enjoy sharing books with an adult.
 - Pay attention and respond to the pictures or the words.
 - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 - Repeat words and phrases from familiar stories.
 - Ask questions about the book. Makes comments and shares their own ideas.
 - Develop play around favourite stories using props.
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- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
-
- Enjoy drawing freely.
 - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 - Make marks on their picture to stand for their name.

Mathematics

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
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- Take part in finger rhymes with numbers.
 - React to changes of amount in a group of up to three items.
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- Compare amounts, saying 'lots', 'more' or 'same'.
 - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
-
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
-
- Climb and squeeze themselves into different types of spaces.
 - Build with a range of resources.
 - Complete inset puzzles.
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- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
-
- Notice patterns and arrange things in patterns.

Understanding the World

- Repeat actions that have an effect.
 - Explore materials with different properties.
 - Explore natural materials, indoors and outside.
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- Explore and respond to different natural phenomena in their setting and on trips.
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- Make connections between the features of their family and other families.
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- Notice differences between people.

Expressive Arts and Design

- Show attention to sounds and music.
 - Respond emotionally and physically to music when it changes.
 - Move and dance to music.
 - Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
 - Explore their voices and enjoy making sounds.
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- Join in with songs and rhymes, making some sounds.
 - Make rhythmical and repetitive sounds.
 - Explore a range of sound-makers and instruments and play them in different ways.
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- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
 - Start to make marks intentionally.
 - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
 - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
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- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
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- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
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- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
 - Use their imagination as they consider what they can do with different materials.
 - Make simple models which express their ideas.



EYFS Development Matters Statements Three and Four-Year-Olds - Prime Areas

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- 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.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development

- 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.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- 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.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- 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.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- 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.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



EYFS Development Matters Statements Three and Four-Year-Olds - Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
- 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 - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother - Engage in extended conversations about stories, learning new vocabulary. - 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. - Write some or all of their name. - Write some letters accurately.	- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional	- Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - 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.	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.



NURSERY LONG TERM PLAN



'Living life in all its fullness' John 10:10