

Abbey Primary School EYFS - Nursery Long Term Plan Overview

		Autumn 1 - 7 weeks	Autumn 2 - 7 weeks	Spring 1- 7 weeks	Spring 2 - 6 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
		All about me	Night and Day	People who help us (including oral hygiene) Ice Worlds	Growth & New Life	Traditional Tales	Journeys (including moving on)
Suggested themes		Families Colour Monster Our Body Autumn Halloween	Space Hibernation/nocturnal animals Woodland animals Habitats	Reduce/Reuse/Recycle Under the Sea Winter	Minibeasts Life Cycles	Healthy eating Castles and Dragons	People and Places Transport Maps (compare and contrast) Seaside Moving on
Celebrations/festivals/school events		Harvest Hello Yellow (MH)	Diwali Bonfire Night Remembrance Christmas Nursery Rhyme Week	Chinese New Year Pancake Day Valentines Healthy Eating	SCHOOL TRIP - SEALIFE CENTRE Mother's Day Easter World Book Day Ramadan	Eid St George's Day Sports Week	SCHOOL TRIP - TRAIN RIDE Father's Day
Suggested Texts:		Colour Monster Dear Zoo	Owl Babies Stickman We're going on a bear hunt	Michael Recycle Happy Families books Jolly Postman	Hungry Caterpillar Jack & the Beanstalk	Variety of Traditional Tales	The Train Ride The Naughty Bus
Developing Experts units		Our Body	Animals Forces Health & Safety Space	Food Materials	Animals Food Insects Plants	Materials Food Plants	Forces Machines The Beach
3 prime areas of learning and	Personal, Social and Emotional Development	Becoming more outgoing with unfamiliar people in the safe context of their setting. Select and use activities and resources, with help when needed.	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas	Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important.	Talk about feelings using words like "happy" and "sad," "angry" or "worried." Begin to understand how others might be feeling. Begin to understand how others may be feeling.	Help to find solutions to conflicts and rivalries. Do not always need an adult to remind them of a rule.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.

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4 specific areas of learning and development	Physical Development	Use large muscle movements to wave flags and streamers, paint and make marks. Match developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length or width.	Be increasingly independent as they get dressed and undressed putting coats on doing up zips. Show preference for dominant hand. Become increasing independent in meeting their own needs, e.g. Brushing teeth, washing and drying hands, using the toilet.	Are increasing able to use and remember sequences and patterns of movements which are related to music and rhythm. Use one handed tools and equipment for example making snips in paper with scissors. Go up steps and stairs, or climb up apparatus, using alternate feet.	Choose the right resources to carry out a plan. E.g. choosing a spade to enlarge a small hole. Use a comfortable grip with good control when holding pens and pencils.	Can start to eat independently and learning how to use a knife and fork. Can make healthy choices about food, drink, activity and tooth brushing. Start taking part in some group activities which I have made up for myself, or in teams.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Skip, hop, stand one leg and hold a pose for a game like musical statues. Continue to develop my movement, balancing, riding and ball skills.
	Communication and Language	Sing a large repertoire of songs. Find it difficult to pay attention to more than one thing at a time.		Understand a question or instruction that has two parts. Use talk to organise themselves and their play; "Let's go on a bus....you sit there...I'll be the driver." Use a wider range of vocabulary. Know many rhymes; Talk about familiar books and can tell a long story.		Understand 'why' questions, like: "Why do you think the caterpillar get so fat?" Develop their communication, but may continue to have problems with irregular tenses and plurals. Use longer sentences of four or six words. Be able to express a point of view and to debate when I disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.	
	Literacy	Develop their phonological awareness, so they can: spot and suggest rhymes. Count and clap syllables in a word. The name of the different parts of the book. Understand print can have different purposes.		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 or write "m" for mummy. Engage in extended conversations about stories, learning new vocabulary. Understand Print has meaning. Understand Page sequencing. We read English from left to right and from top to bottom. Recognise words with the same initial words, such as money and mother.		Write some letters accurately. Write some or all of their name.	

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	Maths	Say one number for each item in order 1, 2,3,4,5. Show finger numbers up to 5. Understand position through word 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". Selects shapes appropriately: flat surfaces for building a triangular prism for a roof etc. Talk about and identify the patterns around them. For example: stripes on clothes.		Recite numbers past 5 Knows that the last number reached when counting a small set of objects tells you how many there are in total. Compare quantities using language "more than" and "fewer than". Talk about and explore 2d and 3d shape using informal and mathematical language, sides, corners, straight, flat and round. Makes comparisons between objects relating to size, weight, length and capacity. Extend and create ABAB patterns – stick, leaf, stick, leaf.		Fast recognition of up to 3 objects, without having to count them individually (subsisting) 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. Combine shapes to make new ones, an arch a bigger triangle etc. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events real or fictional using words such as "first" and "then"	
	Understanding the world	Begin to make sense of their own life-story and family's history. Use their senses in hands on exploration of natural materials. Explore and talk about different forces they can feel.	Continue to develop positive attitudes about the differences between people. Talk about the differences between materials and changes they notice.	Show interest in different occupations. Explore collections of materials with similar and/or different properties. Explore how things work.	Plant seeds and care for growing plants.	Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animals.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things.
	Expressive Arts and Design	Take part in pretend play. Join different materials and explore different textures. Explore different materials freely, in order to develop ideas about how to use them and what to make.	Remember and sing entire songs. Develop ideas and then decide which materials to use to express them.	Listen with increased attention to sounds. Sing the pitch of a tone sung by another person (pitch match). Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Can play instruments with increasing control to express their feelings and ideas. Can develop complex stories using small world equipment. Explore colour and colour mixing.	Respond to what they have heard, expressing their thoughts and feelings. Create their own songs, or improvise a song around one they know. Show different emotions in their drawings and paintings like happiness, sadness, fear etc.	Make imaginative and complex 'small world' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details

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Ideas for possible role play area: Indoors and Outdoors

Home corner

Shipwreck / Island

Space Centre/rocket

Jungle/Rainforest café

Doctor's surgery (outside)

Classroom (outside)

Chinese Family/Restaurant

Vets

Beach

Baby clinic

Grotto

Fairy tale castle

Cottage (Three Bears/Goldilocks)

Garden Centre

Exercise/Gym

Beanstalk