

# St Faith's Church of England Infant and Nursery School



## EYFS Long Term Planning Year NURSERY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>This is me!</b>	<b>Let's Celebrate</b>	<b>Winter Wonderland</b>	<b>Once upon a time</b>	<b>Water it!</b>	<b>On the move</b>
Values/ British Values	<b>Friendship</b> Democracy (school council)	<b>Respect</b> Individual liberty	<b>Compassion</b> Tolerance	<b>Service in the Community</b> Mutual respect	<b>Trust</b> Democracy	<b>Justice</b> The rule of law
Safeguarding	Who to talk to? NSPCC Let's talk PANTS	<b>Anti-Bullying Week</b> Who to talk to? Feeling safe at school	<b>Internet Safety Day</b> Who to talk to? NSPCC Let's talk PANTS	Who to talk to? 999 PCSO	Who to talk to? NSPCC Let's talk PANTS Pedestrian Training	Who to talk to? Pedestrian Training RNLI Water safety
Charity links/ Lincs2Nepal	<b>NSPCC</b> Speak out, stay safe campaign	<b>Lincs2Nepal</b> Industry week fundraiser	<b>Sport Relief</b>	<b>Lincs2Nepal</b> Comic Relief/Sport Relief		<b>Lincs2Nepal</b> Industry week fundraiser
Health and happiness/ personal development	<b>Feel Fabulous Friday</b> Self esteem, I can!	<b>Marvellous Me Monday</b> Emotional health and well- being (dealing with feelings, being confident)	<b>We are Wonderful Wednesday</b> Healthy relationships, with parents, peers other adults	<b>Feel Fabulous Friday</b> Healthy lifestyle	<b>Marvellous Me Monday</b> Pride and positive body image	<b>We are Wonderful Wednesday</b> What is it like to be a child at our school?
Eco/ environmental	Recycling in the classrooms and composting "Leaving your mark"	Recycling in the classrooms and composting Visit the recycling centre	Recycling in the classrooms and composting	Recycling in the classrooms and composting	Recycling in the classrooms and composting	Recycling in the classrooms and composting
Community		West End Lights Christmas Fair				Summer fair
Enhanced activities	Visits from Mrs Konrath, Mr Craycraft, Mrs Kirman, Mrs Cox. What is their job? How do they help us?	Have a Christmas party	Visit the Co-op	Visit the church	Visit the West Common- pond	Visit from police vehicles/ fire engine

Blue: Link to Development Matters

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<b>Phonics</b> Develop phonological awareness so they can spot and suggest rhyme, count or clap syllables, recognise words with the same initial sounds	Children will learn to: <ul style="list-style-type: none"> <li>Hear initial sounds</li> <li>To orally blend three sounds including satpin.</li> </ul>		Children will learn to: <ul style="list-style-type: none"> <li>Continue to hear initial sounds</li> <li>Distinguish between different sounds</li> <li>To articulate sounds correctly</li> <li>Continue to orally blend sounds including mdgockerbhlfbj</li> </ul>		Children will learn to: <ul style="list-style-type: none"> <li>Continue to hear initial sounds</li> <li>Identify final sounds</li> <li>Continue to orally blend sounds including vwzqu sh ch ck x sh th ng nk</li> </ul>	
<b>Writing</b>	<b>Brown Bear, Brown Bear</b> (Repeated language patterns, questions and answers)	<b>We're Going on a Bear Hunt</b> (Journey and meeting story)	<b>The Little Red Hen</b> (Cumulative story) Use some print and letter knowledge in early writing e.g. m for mummy, a shopping list from top to bottom	<b>Stuck in the Mud</b> (Cumulative story) Use some print and letter knowledge in early writing e.g. m for mummy, a shopping list from top to bottom	<b>Squeaky Story</b> (Cumulative story) Write their own name Write some letters accurately	<b>The Three Billy Goats Gruff</b> (Journey / Beat the baddie story) Write their own name Write some letters accurately
	<b>Children will:</b> <ul style="list-style-type: none"> <li>See adults modelling writing as a class and in play.</li> <li>Make large marks in a variety of media using thick tools, e.g chalks and paintbrushes.</li> </ul>		<b>Children will:</b> <ul style="list-style-type: none"> <li>Give meaning to their marks which represent drawings.</li> <li>Make large marks in a variety of media moving to thinner tools, e.g thinner paintbrushes and crayons.</li> <li>Write the first letter of their name.</li> </ul>		<b>Children will:</b> <ul style="list-style-type: none"> <li>Give meaning to their marks which represent writing.</li> <li>Write their own name including most correct letters.</li> <li>Write some letters accurately, with the beginnings of correct letter formation.</li> </ul>	
<b>Shared Reading</b> Sing a repertoire of song, rhymes and tell stories Understand the 5 key concepts about print: <ol style="list-style-type: none"> <li>Print has meaning</li> <li>Print can have different purposes</li> </ol>	Dear Zoo You Choose  Teddy bear, teddy bear 5 little peas 5 in the bed	Come on Daisy Where's spot?  5 little monkeys How much is that doggy in the window? Dinosaurs, dinosaurs stomped all around  Christmas songs	Each Peach, Pear, Plum Dinosaur Roar!  Twinkle twinkle Miss Polly had a dolly Old Macdonald Incy Wincy Spider Hickory Dickory Dock Baa Baa Black Sheep Girls and boys come out to play	Hug! Hairy Maclary  Bingo was his name Down in the jungle Higgety Piggety my black hen Going to build a house Hot cross buns	Jaspers Beanstalk Bear Hunt  Mud mud Glorious mud Tiny Caterpillar Mary Mary quite contrary	The Hungry Caterpillar The Train Ride  Down at the station Zoom zoom zoom Chop chop choppity chop Tommy Thumb The Wheels on the Bus

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<p>3. We read English text from left to right, top to bottom</p> <p>4. The names of different parts of the book</p> <p>5. Page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>						
<p><b>Communication and language</b></p> <p>Use a wider range of vocabulary and longer sentences</p> <p>Understand two part questions and instructions</p> <p>Sing a repertoire of song, rhymes and tell stories</p> <p>Start conversations</p> <p>Use talk to organise their play and themselves</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy listening to longer stories and recall</p> <p>Use a wider range of vocabulary and longer sentences</p>	<p>Settling in and Routines</p> <p>Following instructions</p> <p>Listening skills</p> <p><u>Vocabulary</u></p> <p>Family, home, school, mummy, daddy (etc), friend, like, dislike, body parts (head, shoulders, arms, legs, knees, fingers, toes, back), Ready, Respectful, Safe</p>	<p>Listening skills</p> <p><u>Vocabulary</u></p> <p>Divali, Bonfire night, Christmas, celebrate, lights, Jesus, birthday, party, Autumn, change, season,</p>	<p><u>Vocabulary</u></p> <p>Winter, season, snow, frost, freeze, melt, change, day, night, dark, light, Pancake day</p>	<p>Enjoy listening to longer stories and recall them.</p> <p><u>Vocabulary</u></p> <p>Spring, season, change, life, growth,</p>	<p>Understand why questions and respond</p> <p><u>Vocabulary</u></p> <p>Healthy, water, safe, food, grow, life cycle, plant, light, egg, chick, hen, float, sink, Eid,</p>	<p>Be able to express their view point and debate when they disagree with an adult</p> <p><u>Vocabulary</u></p> <p>Change, grow, map, Common, school, road, path, air, transport, travel, sea, land,</p>

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<p><b>PSE</b></p> <p>Children can explain different ways that family and friends should care for one another.</p> <p>Select and use activities and resources</p> <p>Develop their sense of responsibility and community</p> <p>Show confidence in new social situations and become more outgoing with unfamiliar people in a safe setting</p> <p>Play with one or more other children, extending and elaborating on ideas</p> <p>Help to find solutions to problems and suggest ideas.</p> <p>Increasingly follow the rules, understanding their importance.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts</p> <p>Talk about their feelings (happy, sad, worried, angry etc)</p> <p>Begin to understand how others may feel.</p>	<p><b>Relationships</b></p> <p><b>Families and Friendships</b></p> <p><b>Respecting myself and others</b></p> <p>To identify people special to them, e.g. family, friends, carers, and describe what makes them special</p> <p>Introduction to our new setting, Class boundaries and routines.</p> <p>To make new friends.</p> <p>Who are our friends?</p> <p>What makes a good friend?</p> <p>To speak with confidence to new adults and people.</p> <p>To play alongside others.</p> <p>Sharing and taking turns.</p> <p>To understand others needs and feelings.</p>	<p><b>Relationships</b></p> <p><b>Safer Relationships</b></p> <p>Knowing how to care for others and living things.</p> <p>Talk about their own and others behaviour and its consequences.</p> <p>How to deal with their emotions confidently</p> <p><b>Respecting myself and others</b></p> <p>To take turns.</p> <p>Notice some effects of own actions on others.</p> <p>Resolving conflict and disputes peacefully.</p> <p>To recognise kind behaviours.</p> <p>Care about others feelings.</p> <p><b>Pantosaurus</b></p> <p><b>Internet safety – Smartie the Penguin</b></p> <p><b>NSPCC.</b></p>	<p><b>Living in the wider world</b></p> <p><b>Belonging to a community</b></p> <p>Participate in group activities in the Caterpillar class.</p> <p>To learn how to take an active role in the school community – St Faiths Family</p> <p>To identify positive things about themselves and recognise and celebrate their strengths and say what they enjoy about school and things they do outside of school. Belief that everyone can do things to improve surroundings and support others.</p>	<p><b>Living in the wider world</b></p> <p><b>Money and work</b></p> <p>The many different jobs/roles. Know about people who work in their community.</p> <p>Know where money comes from and what is used for.</p> <p>Look at different coins.</p> <p>Play shops using 1p coins.</p> <p><b>Media Literacy and Digital Resilience</b></p> <p>What technology do we use?</p> <p>Who should we ask?</p> <p>Where should we use it?</p> <p>Internet safety – Smartie the Penguin.</p> <p>Ask for help if unsure what to do</p>	<p><b>Health and Wellbeing</b></p> <p><b>Physical health and Mental wellbeing</b></p> <p>To know what makes them happy.</p> <p>Identify how people are feeling (e.g. happy, sad, worried).</p> <p>To name their feelings and those of others.</p> <p>Learn to deal with feelings in a positive way.</p> <p>To express their feelings and interests.</p> <p>Practise washing our hands.</p> <p>Why do we wash our hands?</p> <p>That we need healthy food to grow.</p>	<p><b>Health and Wellbeing</b></p> <p><b>Growing and changing</b></p> <p>Children can explain that people grow from a baby to an old person.</p> <p>Forming good relationships with my new teachers.</p> <p><b>Keeping Safe</b></p> <p><b>Pantosaurus</b></p> <p><b>Internet safety – Smartie the Penguin.</b></p> <p>To express their feelings.</p> <p>Children to be able to name some emotions and learn how to interpret facial expressions to understand how people are feeling.</p> <p>Learn about road safety.</p> <p>Ask for help if unsure what to do</p>
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<b>Maths</b>	<p>Master the curriculum units: Colours Sorting Matching</p> <p>Talk about and identify pattern around them Extend and create ABAB patterns Notice and correct an error in a repeated pattern Begin to describe a sequence of events – using first, then, next</p>	<p>Master the curriculum units: Number 1: (subitising) Number 2: Subitising Number 2 Pattern (1) Pattern (2)</p> <p>Develop fast recognition of up to 3 objects without having to count them individually 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 on numbers up to 5</p>	<p>Master the curriculum units: Number 3 (subitising) Number 3 Number 4 (subitising) Number 4 Number 5 (subitising) Number 5</p> <p>Develop fast recognition of up to 3 objects without having to count them individually 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 on numbers up to 5</p>	<p>Master the curriculum units: Number 6 More/Fewer Height and Length Mass</p> <p>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 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</p>	<p>Master the curriculum units: Capacity One More One Less 2D shape 3D shape</p> <p>Develop fast recognition of up to 3 objects without having to count them individually 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 Compare quantities using language 'more than' and 'less than'</p>	<p>Master the curriculum units: Positional language Night and Day Number composition</p> <p>Understand position through words alone – under the table, with no pointing Describe a familiar route Discuss routes and locations – using words like, in front of, behind</p>

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				<p>Solve real world mathematical problems on numbers up to 5</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Talk about and explore 2D and 3D shapes (e.g. circles, triangles, rectangles and cuboids) using informal and mathematical language – sides, corners, straight, flat, round</p> <p>Select shapes appropriately, flat surfaces for building</p> <p>Combine shapes to make new ones, bigger triangle etc</p>	
Understanding the world	<p>Use all senses in hands on exploration</p> <p>Begin to make sense of their own life story and family's history</p> <p>Continue to develop positive attitudes about the differences between people. Enjoy playing with small world alongside and with others</p> <p>Children will learn about:</p> <p>Who lives at my house? Who looks after me? Who is special to me?</p> <p>My school – Significant people in my school family and learn why we have a Plesiosaur as our school badge.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Children will learn about:</p> <p>Autumn – what has changed? - Explore collections of materials with similar and / or different properties. Looking at leaves in the autumn, how have they changed?</p>	<p>Show interest in different occupations</p> <p>Talk about the differences between materials and changes they notice</p> <p>Talk about what they see, with a wide range of vocabulary</p> <p>Children will learn about:</p> <p>Winter – what has changed?</p> <p>Day and night – what happens at night? Who works at night?</p>	<p>Talk about what they see, with a wide range of vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Children will learn about:</p> <p>Spring – what has changed?</p> <p>Understand and respect / care for environment and school garden</p> <p>From the stories that are read, to be able to talk about different types of homes.</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Children will learn about:</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects – exploring the garden and outdoor area</p> <p>Plant seeds and care for growing plants</p>	<p>Explore and talk about different forces they can feel</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Children will learn about:</p> <p>Summer – what has changed?</p> <p>Exploring the local area and the Common – can talk about the local area and name key features, link to</p>

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	<p>Understand and respect / care for environment and school garden</p> <p>Name familiar foods. Name likes and dislikes in food.</p> <p>Learn how to look after ourselves to keep clean and safe.</p>	<p>How to talk about how they have changed since they were a baby.</p> <p>What can we do as we get older? Link to birthdays</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Naming ceremony for bear Birthdays – plan a party</p> <p>To know about Bonfire Night and how it is celebrated in this country.</p> <p>To know how Hindus celebrate Divali.</p>	<p>Exploring ice (and snow) what happens to it? To be able to describe the melting and freezing process in simple terms.</p>	<p>Explore collections of materials with similar and / or different properties related to the three pigs.</p> <p>How do we look after Herman the Tortoise?</p>	<p>Plant runner bean seeds, watch them grow and talk about the changes</p> <p>Look at seeds in vegetables - Pumpkin Grow cress</p> <p>Explore life cycles and how animals change – life cycle of a chick</p> <p>To be able to name common minibeasts and talk about where they might live and why.</p> <p>Understand and respect / care for environment and school garden</p> <p>Exploring water and water play. To be able to explore which objects float and sink and use the vocabulary.</p> <p>To know how Muslims celebrate Eid.</p>	<p>maps – Is Lincoln like...? Choose another country based on class.</p> <p>Name and describe different modes of transport</p> <p>Understand and respect / care for environment and school garden</p>
RE	<p>Children will know that:</p> <p>Harvest is a time when Christians thank God for the food the farmers grow for us.</p>	<p>Children will know that:</p> <p>For Christians Christmas is a time when they celebrate the birth of Jesus. They will hear the nativity story.</p>	<p>Children will know that:</p> <p>Shrove Tuesday is a time for Christians when they are preparing for Easter.</p>	<p>Children will know that:</p> <p>At Easter time, Christians celebrate Jesus coming back to life after he had died. They will hear the Easter story.</p>		

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				Mother's day is a Christian celebration.		
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	<b>This is me!</b>	<b>Let's Celebrate</b>	<b>Winter Wonderland</b>	<b>Once upon a time</b>	<b>Water it!</b>	<b>On the move</b>
<b>Expressive Arts and design</b> Take part in simple pretend play, using objects to represent different things Begin to develop complex stories using small world Make imaginative and complex small worlds with blocks and construction kits Explore different materials freely in order to develop their ideas about how to use them and what to make Develop own ideas and decide which materials to use to express them Join different materials and explore textures Create closed shapes with continuous lines and begin to use these shapes to represent objects Draw with increasing complexity and detail e.g. a face Using drawing to represent ideas like movement and loud noises Show different emotions and drawings and paintings	Children will learn about:  Use all senses in hands on exploration – exploring different materials and malleable materials  Make marks in a range of media  How to draw a self portrait	Children will learn about:  Use of lines to enclose a space and begin to use shapes to represent objects. Use of chalks and pastels to make marks  Make drawings with different lines and marks.  Simple printing skills with sponges.	Children will learn about:  Creation station - Talk with an adult and friends about what they want to create. Collect and sort materials. Select for e.g. Colour, texture. Begin to describe texture.	Children will learn about:  Using a range of construction kits at different scales; introduce new construction kits.  Children use junk modelling such as toilet rolls, paper cups, tubes, paper and pegs to make own pig and wolf characters to act out the story.  How to act out a story.	Children will learn about:  Colour mixing primary colours to make the secondary colours, green, purple and orange  Choosing colours for a purpose  Simple weaving-over/under technique.	Children will learn about:  Exploring the sounds of different instruments and how they are played  How to join different materials for junk modelling vehicles, explore and talk about what works.



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<p>Listen and respond to what they hear, expressing thoughts and feelings</p> <p>Remember and sing entire songs</p> <p>Pitch match with another person and sing a melody</p> <p>Create own songs or improvise a song they know</p> <p>Play instruments with increasing control to express feelings and ideas</p>						
<p><b>Physical development</b></p> <p>Use alternate feet to climb steps</p> <p>Skip, hop, stand on one leg and hold a pose</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks</p> <p>Start to take part in some group activities they make up themselves or in teams</p> <p>Choose the right resources to carry out their own plan</p> <p>Collaborate with others to manage large items</p> <p>Use one handed tools e.g. snipping paper</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Start to eat independently with a knife and a fork</p> <p>Show preference for a dominant hand</p>	<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>• Make large circular motions with equipment such as streamers, ribbons, scarves, and mark making equipment such as chalks and paint.</li> <li>• Be taught how to sit comfortably on a chair with their feet on the floor.</li> <li>• Move in a range of ways including climbing, balancing, running.                             <ul style="list-style-type: none"> <li>• Use a knife and fork.</li> </ul> </li> </ul>	<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>• Know how to use one handed mark making tools.</li> <li>• Develop 'pincer' movement when holding mark making tools.</li> <li>• To know how to use mark making tools effectively e.g scissors to snip, brush to paint.</li> </ul>	<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>• Use a comfortable pencil grip.</li> <li>• Have a preference for a dominant hand.</li> <li>• To be able to talk about how fruit and vegetables are healthy. To know that some foods we have as a treat. To know how to sort food and drinks into healthy food and drink and treat food and drink.</li> </ul>			

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Become increasing independent when managing own clothes and meeting own care needs Make healthy choices about food and drink and activities			
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