



## EYFS Nursery Long Term Planning Cycle A

Theme Area of Learning	Autumn Term		Spring Term		Summer Term	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
<b>Personal, Social and Emotional Development</b>	<p><b>AMAZING ME</b></p> <p>Transition in to Nursery- building relationships with Key workers and other children. 1 1</p> <p>Adjusting to new rules and routines. 1</p> <p>Making friends with others. 1 1-3 1&amp;3</p> <p>Sharing and turn taking in provision 1</p> <p>Becoming familiar with the new nursery environment. 1&amp;3 1&amp;3</p> <p>Banding system introduced. 1</p> <p>Introduce 'jobs' – handing</p>	<p><b>The leaves came tumbling down</b></p> <p>Continuing with developing independence in nursery – accessing resources and banding system. 1-3 1&amp;2</p> <p>Continue to develop relationships with staff and children. 1 1</p> <p>Circle times – promoting turn taking and listening skills. Christmas circle times and discussions. 1 1&amp;2</p> <p>Feelings discussion own feelings – happy sad, worried and cross. 1 1&amp;2</p> <p>Performance in the Nativity with a Reception – confidence in front of a group.</p>	<p><b>I need a hero</b></p> <p>Continuing with developing independence in nursery – accessing resources and banding system. 1-3 1&amp;2</p> <p>Continue to develop relationships with staff and children. 1 1</p> <p>What did you do at a Christmas time discussions 3 1 1</p> <p>Circle times – promoting turn taking and listening skills. 3 1 1</p> <p>Feelings – interpreting others feelings. How could we help how friend feel better? 3 1 1</p> <p>Visit from firefighters/doctors</p> <p>Toilet training and good toileting habits continued.</p>	<p><b>On Safari</b></p> <p>Continuing with developing independence in nursery – accessing resources and banding system. 1-3 1&amp;2</p> <p>Circle times – promoting turn taking and listening skills. 3 1 1</p> <p>Conflict resolution/problem solving – provide examples of common disagreements, how could we solve this? E.g. two children wanting the same toy.</p> <p>Toilet training and good toileting habits continued 3 2 3</p>	<p><b>Watch me grow!</b></p> <p>Circle times – promoting turn taking and listening skills. 3 1 1</p> <p>Continuing with developing independence in nursery – accessing resources and banding system. 1-3 1&amp;2</p> <p>Visits to reception being towards the end of term. Supporting transition and developing confidence. 1</p> <p>Sun safety – sunhats, water and sun cream! 2</p> <p>Revisit – healthy eating – growing fruit and veg. 1-3</p>	<p><b>Splash!</b></p> <p>Circle times – promoting turn taking and listening skills. 3 1 1</p> <p>Transition to reception – building relationships with new staff, visits to reception, weekly story time sessions with new staff, stay and play sessions. 1</p> <p>Sun safety – sunhats, water and sun cream! 2</p> <p>Water safety</p>



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	<p>out the milk, changing the weather symbols etc.</p> <p>Dentist visit 1 1</p> <p>Discussing likes and dislikes. 1 1&amp;2</p> <p>Families discussions. 1 1&amp;2</p> <p>Toilet training – promoting independence and good toilet habits – hand washing and flushing. 3 2 3</p> <p>Trying new things – exploring the new nursery environment safely – not running inside, not throwing etc. 1 2 1&amp;2</p> <p>Putting own coats and wellies on 3 2 3</p>	<p>3 1</p> <p>Safety – Bonfire night Touch of autumn feely bag game (describing autumn items – conkers etc.) hard, soft, rough, smooth...(twinkl)</p> <p>Toilet training continued 3 2 3</p> <p>Putting own coats and wellies on 3 2 3</p> <p>Staying safe on bonfire night discussions 1 1 1-3</p> <p>Hand washing -germs discussions 3 3 2</p>	<p>3 2 3</p> <p>Hand washing – germs 3 3 2</p> <p>Healthy eating</p>			
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<p><b>Communication &amp; Language</b></p>	<p>Key Vocab: friends, family, home, house, body parts, feelings, like and dislike, teeth, toothbrush, toothpaste, cavity.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p>Well Comms focus- - Understanding 'in', 'on' and 'under' at the simplest level - Learning to remember and then say the names of two things - Learning to play with a friend -Learning the meaning of 'where' -To encourage the use of three-word sentences</p> <p>1&amp;2 1 1&amp;2</p> <p>Discussions on:</p> <ul style="list-style-type: none"> <li>Different family</li> </ul>	<p>Key Vocab: Autumn, leaf describing words – crunchy, crispy, dry, colour words, conker, acorn, seed, leaf. bonfire night, firework noise words – bang, pop, fizz, Christmas, Jesus, Mary, Joseph Nativity, sparkle, glitter, shine.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p>Well Comms focus – -Using 'under' in a simple game - Beginning to use 'what' and 'where' - Understanding what things are for; categorising into groups -Using simple plurals/plural forms - Understanding and responding correctly to questions requiring a 'yes'/'no' answer</p> <p>1&amp;2 1 1&amp;2</p>	<p>Key Vocab: Hero, superhero, fire fighter, police officer, doctor, nurse, brave, feelings vocab, winter vocab – frosty, ice, freeze, melt. Healthy/unhealthy</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p>Well Comms focus – -Understanding 'who' - Sorting things that go together and being able to name the category -Understanding and using pronouns: 'he' and 'she' - Understanding 'behind' and 'in front' - Understanding and using verbs in the past tense ; I jumped, I hopped, I ran.</p> <p>1&amp;2 1 1&amp;2</p> <p>Superhero/super listening walk! (twinkl)</p>	<p>Key Vocab: Safari animal names – zebra, elephant, lion, monkey etc. Africa.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p>Well Comms focus – - Understanding 'why' questions -Learning to remember and then say the names of three things -Understanding and using 'where', 'who' and 'what' questions -Understanding 'many' and 'few' -Understanding 'long' and 'short' -Understanding and using four-word sentences</p> <p>1&amp;2 1 1&amp;2</p> <p>Discussions on:</p> <ul style="list-style-type: none"> <li>Favourite safari animals</li> </ul>	<p>Key Vocab: grow, plant, soil, water, flower, petal, stem, leaf, seed, stem, ladybird, caterpillar, bee, snail, crawl, scurry, creep, slither, buzz, fly.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p>Well Comms focus- -Learning the meaning of 'why' continued -Understanding 'first' and 'last' -Using comparatives: 'bigger', 'longer' and 'smaller' -Understanding opposites: 'wet'/'dry' -Understanding and using pronouns: 'his' and 'her' -Linking sentences using 'because'</p> <p>1&amp;2 1 1&amp;2</p> <p>Discussions on:</p>	<p>Key Vocab: splash, pirate, boat, ship, ocean creature names, wavy, calm, salty.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p>Well Comms focus- -Understanding 'same' and 'different' -Taking turns in a small group -Listening to stories to understand 'what', 'where' and 'why' questions -Learning the meaning of 'when' -Learning the meaning of 'after' -Understanding sentences containing 'either' and 'or'</p> <p>1&amp;2 1 1&amp;2</p> <p>Discussions on:</p> <ul style="list-style-type: none"> <li>Favourite sea</li> </ul>
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	<p>types and who is in their family.</p> <ul style="list-style-type: none"> <li>Different houses – do you live in a house with stairs? A garden?</li> <li>Taking care of our bodies and teeth</li> <li>Feelings – labelling emotions happy sad angry</li> </ul> <p>1&amp;2 1</p>	<p>Discussions on:</p> <ul style="list-style-type: none"> <li>Talk to children about what they might do on bonfire night.</li> <li>Discussing the different colours that we can when fireworks explode and fires make e.g. Oranges, Reds.</li> <li>Talk about Fire safety, why is it dangerous? Who helps us if there is a fire?</li> <li>Welly walks to explore and talk about Autumn</li> <li>Discussions about Christmas, why do we celebrate it? Similarities and differences in how people celebrate.</li> </ul> <p>1&amp;2 1</p>	<p>Discussions on:</p> <ul style="list-style-type: none"> <li>List &amp; talk about some of the superheroes children know. If you were a superhero – what would you be called? Who is your favourite? Why?</li> <li>Winter discussions – what changes have we noticed? Draw the children's attention to signs of winter.</li> <li>Every day hero's discussions – who helps us?</li> <li>Keeping our body healthy. Healthy and unhealthy foods</li> </ul> <p>1&amp;2 1</p>	<ul style="list-style-type: none"> <li>Similarities and differences in clothes, hair, jewellery, food.</li> <li>Comparisons between houses and villages – does Wythenshawe look like this? Why not?</li> </ul> <p>1&amp;2 1</p>	<ul style="list-style-type: none"> <li>Plant changes and growth observations</li> <li>What a plant needs to grow</li> <li>Comparing different plants</li> <li>Favourite fruits/vegetables – healthy eating link</li> </ul> <p>1&amp;2 1</p>	<p>creatures and why</p> <ul style="list-style-type: none"> <li>Describing sea creatures and their movements</li> <li>What would we wish for? Why?</li> <li>What would you wear/do as a pirate?</li> </ul> <p>1&amp;2 1</p>
<b>Literacy</b>	<p>Key Texts: Happy to be me. My mum and dad make me laugh. My first body/Brush brush brush.</p>	<p>Key Texts: Tree Seasons come and seasons go/ Autumn Non Fiction books. The Squirrels who</p>	<p>Key Texts: 10 little superheroes Do superheroes have teddy bears? People who help us non</p>	<p>Key Texts: Handas Surprise, We all went on Safari, The Lion inside Non Fiction –Africa/Safari</p>	<p>Key Texts: A seed in need, The enormous Turnip, I love bugs. Non-fiction plan and</p>	<p>Key Texts: The Fish who could wish, Commotion in the Ocean, Pirate Piggy Wiggy</p>



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	<p>Daily story sessions focusing on CAP- see big goals for book lists <b>1</b></p> <p>Phonics- Phase one Letters and Sounds – early listening skills.</p> <p>2 weeks: aspect 1</p> <p>2 weeks: aspect 2</p> <p>2 weeks: aspect 3</p> <p>1 week recap <b>1&amp;2</b> <b>1</b> <b>1-3</b></p> <p>Mark making/writing opportunities: Scramble trays – variety of textures and mark making tools. Chunky pens and chalks – large scale drawing indoors and outdoors Self portraits Drawing pictures of themselves and family members – templates to draw on or over to support Drawing on mirrors and on clear plastic</p>	<p>squabbled. Wakey Wakey Big Brown Bear. Nativity story</p> <p>Daily story sessions focusing on CAP- see big goals for book lists <b>1</b></p> <p>Nursery rhymes, action songs and number songs sung throughout each day. <b>1-3</b> <b>3</b></p> <p>Phonics – RWI Nursery programme begins</p> <ul style="list-style-type: none"> <li>• Nursery Rhyme (MTYT)</li> <li>• Fred Talk Games</li> <li>• Teaching picture cards – 5 per week</li> </ul> <p><b>1-3</b> <b>3</b> week</p> <p>Mark making/writing opportunities: Mark making on pumpkins Painting Autumn trees Painting/drawing woodland creatures Scramble trays – variety of textures and mark making</p>	<p>fiction books Fire fighters and Doctors</p> <p>Daily story sessions focusing on CAP- see big goals for book lists <b>1</b></p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>Phonics – RWI Nursery programme continues</p> <ul style="list-style-type: none"> <li>• Nursery Rhyme (MTYT)</li> <li>• Fred Talk Games</li> <li>• Teaching picture cards – 5 per week.</li> </ul> <p><b>1-3</b> <b>3</b></p> <p>Mark making/writing opportunities:</p> <p>Painting ice – on wintery mornings – freeze a thin layer of water and paint using water colours</p> <p>Painting/drawing different superheroes including everyday heroes</p>	<p>animals</p> <p>Daily story sessions focusing on CAP- see big goals for book lists <b>1</b></p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>Phonics – RWI Nursery programme continues</p> <ul style="list-style-type: none"> <li>• Nursery Rhyme (MTYT)</li> <li>• Fred Talk Games</li> <li>• Teaching picture cards – 5 per week.</li> </ul> <p><b>1-3</b> <b>3</b></p> <p><i>*January and Easter new starters to continue with this programme</i></p> <p>RWI set one sounds taught to those who are ready (school starters)</p> <p>Mark making/writing</p>	<p>mini beast books</p> <p>Daily story sessions focusing on CAP- see big goals for book lists <b>1</b></p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>Phonics – RWI Nursery programme continues</p> <ul style="list-style-type: none"> <li>• Nursery Rhyme (MTYT)</li> <li>• Fred Talk Games</li> <li>• Teaching picture cards – 5 per week.</li> </ul> <p><b>1-3</b> <b>3</b></p> <p><i>*January and Easter new starters to continue with this programme</i></p> <p>RWI set one sounds taught to those who are ready (school starters)</p>	<p>Non fiction – sea creature books</p> <p>Daily story sessions focusing on CAP- see big goals for book lists <b>1</b></p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>Phonics – RWI Nursery programme continues</p> <ul style="list-style-type: none"> <li>• Nursery Rhyme (MTYT)</li> <li>• Fred Talk Games</li> <li>• Teaching picture cards – 5 per week.</li> </ul> <p><b>1-3</b> <b>3</b></p> <p><i>*January and Easter new starters to continue with this programme</i></p> <p>RWI set one sounds taught to those who are ready (school starters)</p> <p>Mark making/writing</p>
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	<p>Whiteboards and pens – easy, low pressure mark making tools.</p> <p>1-3 1&amp;2 2</p> <p>Name recognition to begin – different coloured card – no photos</p> <p>1-3</p>	<p>tools, link to bonfire night with firework patterns and glitter/ coloured sand</p> <p>Bonfire night colour mixing and exploration in tuff trays – mark making tools provided</p> <p>Chalks on black paper – squeeze glitter glue pens and rollers</p> <p>Stencils modelled and introduced – large chunky stencils and felt tips</p> <p>Using water to go over and wash out chalks/indoor and outdoor on larger scale – potentially use hose outside</p> <p>Santa lists</p> <p>1-3 1&amp;2 2</p> <p>Name recognition – those ready to move on to white card to recognise names</p> <p>1-3</p>	<p>Secret messages –UV pens/highlighters and torches</p> <p>Copying superhero names and matching them up to the correct picture. Labelling police/doctor/ firefighters pictures (copying)</p> <p>Superhero interest books</p> <p>Name writing – superhero name e.g. Super Matthew! (Copying name label)</p> <p>1-3 1&amp;2 2</p> <p>Name recognition – those ready to move on to white card to recognise names</p> <p>1-3</p>	<p>opportunities: Drawing/painting African animals/characters from the book, beginning to label initial sounds with support. Printing fruits from Handa's surprise and labelling initial sounds (supported) Scramble trays – variety of textures and mark making tools- add names and letters to explore</p> <p>1-3 1&amp;2 2</p> <p>Name recognition and writing – those able to recognise names to begin writing names – labelling pictures, self-registration etc.</p> <p>1-3</p>	<p>Mark making/writing opportunities: Painting/drawing flowers and mini beasts Labelling ladybird/caterpillar lifecycle using initial sounds, e for egg, c for caterpillar etc. Writing initial sounds – labelling flower pictures/copying flower names or minibeast names once they have painted/drawn a picture Whiteboards and pens – name writing and letter exploration Scramble trays – variety of textures and mark making tools- add names and pictures to write initial sounds for</p> <p>1-3 1&amp;2 2</p> <p>Name recognition and writing – name writing children to be encouraged to label their own pictures using name cards/self-registration</p> <p>1-3</p>	<p>opportunities: Drawing/painting sea creatures or pirates and labelling using one or more sounds. Drawing wishes on fishes! Labelling initial sounds Scramble trays – variety of textures and mark making tools- can you write the simple words? Copying cvc words and pictures to attempt initial sounds of their own.</p> <p>1-3 1&amp;2 2</p> <p>Name writing – self register and labelling work</p> <p>1-3</p>
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<p><b>Physical Development- Fine/Gross motor</b></p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basketball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks.</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing.</p> <p>1-3 1&amp;2 3</p> <p>Free mark making – connections between movements and marks Palm grasp/digital grasp expected.</p> <p>1-3 1&amp;2 1&amp;3</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basketball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Circles and lines focus – palm grasp/ digital grasp expected</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basketball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Making patterns and different shapes using mark making tools. Digital grasp expected</p> <p>1-3 1&amp;2 1&amp;3</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basketball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Making patterns and different shapes using mark making tools.</p> <p>Copying name/ letters/words</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basketball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Tracing activities encouraged to further develop pencil control</p> <p>1&amp;3 1&amp;2 2&amp;3</p> <p>Copying name/</p>	<p>Manchester City weekly Coach sessions – gross motor development and co-ordination skills.</p> <p>1&amp;3 1-3 1-3</p> <p>Variety of outdoor equipment to develop large gross motor skills – balancing beams, basketball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chalks</p> <p>1&amp;3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing</p> <p>1-3 1&amp;2 3</p> <p>Letter formation (initial sounds) and naming writing – tripod grip focus.</p> <p>1&amp;3 1&amp;2 2</p>
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				Digital/tripod grasp 1-3 1&2 1&3	letters/words Digital /Tripod grasp expected 1&3 1&2 2&3	
<b>Mathematics</b>	<p>Weeks 1-2</p> <ul style="list-style-type: none"> <li>Reciting numbers to 3 (backwards &amp; forwards)</li> <li>Number nursery rhymes</li> </ul> <p>1&amp;3 1-3</p> <p>Weeks 3-4</p> <ul style="list-style-type: none"> <li>Reciting numbers to 5 (backwards &amp; forwards)</li> <li>Number nursery rhymes</li> </ul> <p>1&amp;3 1-3 1&amp;2</p> <p>Weeks 6-7</p> <ul style="list-style-type: none"> <li>Reciting numbers to 10 (backwards &amp; forwards)</li> <li>Number nursery rhymes</li> </ul> <p>1&amp;3 1-3</p> <p>1&amp;2</p>	<p>Week 1 – Meet one</p> <p>Each week use numberblocks video + NCETM notes</p> <p>1&amp;3 1-3 1-3</p> <p>Week 2 – Another one meet 2, two is more than one. (Find single objects, shapes &amp; then get another one...do one jump, clap, click – and then another one.)</p> <p>1&amp;3 1-3 1-3</p> <p>Week 3 – Two counting to two, the twoness of two. Make a 'two tray'.</p> <p>1&amp;3 1-3 1-3</p> <p>Week 4 – Three Introduction to the number 3, 3 is one more than 2. Make a 3 tray...</p> <p>1&amp;3 1-3 1-3</p> <p>Week 5 – Four Meet 4, count to 4, 4 trays</p>	<p>Week 1 – 2D shapes – sorting (colour/size), spot shapes in pictures &amp; environment. properties – sides, corners, straight, curved</p> <p>1-3 1-3 1-3</p> <p>Week 2 – counting – given number of objects – tagging each object with 1 number word, begin to show number by making marks</p> <p>1-3 1-3 1&amp;2</p> <p>Week 3 – positional language: 1st understanding it, 2nd – using it (giving instructions to friend, explaining position of item...)</p> <p>1&amp;3 1-3 1-3</p> <p>Week 4 – comparison – comparing groups of objects – which has more/less? Sort &amp; compare collections</p> <p>1-3 1-3 1-3</p> <p>Week 5 – counting – cardinality - count out</p>	<p>Week 1 – counting – subitising</p> <p>1-3 1-3 2</p> <p>Week 2 – shape – cut square into 4 pieces – children to make back into square, rectangle into 2 pieces...tangrams</p> <p>1&amp;3 1-3 1-3</p> <p>Week 3 – counting – conservation. Number in a group stays same – even if group re-arranged (as long as none added/taken away)</p> <p>1-3 1-3 1-3</p> <p>Week 4 – comparison – which groups are the same/have equal numbers? Convert two unequal groups into two that have the same number, e.g. 'There are 4 apples in one bag and 2 in another; can we make the bags equal?'</p>	<p>Week 1 – counting (composition) – part-whole. Identifying smaller numbers within a number, combing to make the whole. Representing numbers</p> <p>1-3 1-3 1-3</p> <p>Week 2 – shape 2D and beginning to explore 3D – make shapes –Make pictures/models out of shapes. Describe shapes</p> <p>1-3 1-3 1-3</p> <p>Week 3 – counting (composition). E.g explore all the different ways 5 could look (not just the arrangement on as dice...), same with 10...</p> <p>1-3 1-3 1-3</p> <p>Week 4 – comparison &amp; reasoning – opportunities to apply understanding – e.g. box with 5 sweets,</p>	<p>Week 1 – number problems</p> <p>1-3 1-3 1-3</p> <p>Week 2 – composition- a number can be partitioned into different pairs of numbers (throw 5 x 2 sided counters &amp; see how they fall e.g. 6 red, 4 blue...)</p> <p>1-3 1-3 1-3</p> <p>Week 3 – counting- numeral meanings, matching number to quantity, representing numbers</p> <p>1-3 1-3 2</p> <p>Week 4 – 2D recap &amp; 3D shapes</p> <p>1-3 1 2</p> <p>Week 5 – counting – stable order – recognising &amp; putting numerals into correct order</p>





## EYFS Nursery Long Term Planning Cycle A

		<p>etc., compare quantities etc.</p> <p></p> <p>Week 6 – Five – 5 is bigger than 4, counting to 5, putting blocks together in order of size(1 block, 2 blocks... 5 tray</p> <p></p> <p>Week 7 – How to count 1-1 correspondence 1-2 cardinality 1-3 stable order</p> <p></p> <ul style="list-style-type: none"> <li></li> </ul>	<p>required number from larger group. Drop objects into tin – children counting. Put lid on tin – how many were there?...</p> <p></p> <p>Week 6 - pattern – see a pattern (e.g. red cube, blue cube, red cube...) continue an AB pattern, make own AB pattern, spot error in an AB pattern</p> <p></p> <p>Week 7 – measures – long/short, longest, shortest, longer than, shorter than</p> <ul style="list-style-type: none"> <li></li> </ul>	<p></p> <p>Week 5 counting - matching numeral to quantity – representing numbers – fingers marks, spot numerals in the environment</p> <p></p> <p>Week 6 –Describing a journey (link to key text, Handa’s surprise/On Safari) First/next</p> <p></p> <p>Week 7 – pattern - look at in their environment- fabric, wallpaper, wrapping paper...growing patterns – e.g. numicon. Link to patterns in Africa – Animal patterns, making jewellery containing patterns</p> <p></p>	<p>another with 2 sweets – which would they pick &amp; why?</p> <p></p> <p>Week 5 – measures - heavy/light, heaviest/lightest, heavier/lighter than</p> <p></p> <p>Week 6 – pattern – using counters, buttons, other objects – children to form AB pattern – then record (apple/orange/ apple/orange – record green dot orange dot...)</p> <p></p> <p>Week 7 – Time – sequencing events – What happens in the morning? At night time? Days of the week (link to key texts – what did the farmer do in the morning? After that?)</p> <p></p>	<p></p> <p>Week 6 –Capacity – comparing different containers, which one holds the most? Can you make the puddle larger? Which happens to the water when we splash in the puddle/water tray?</p> <p></p> <p>Week 7 re-cap</p> <p></p>
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## EYFS Nursery Long Term Planning Cycle A

<p><b>Understanding The World</b></p>	<p>Families discussions and comparisons</p> <p>1&amp;2 1</p> <p>Discuss similarities between ourselves and our friends skin colours/hair types</p> <p>1&amp;2 1</p> <p>Discussions on home languages</p> <p>1&amp;2 1</p> <p>Sharing families photos and stories</p> <p>1&amp;2 1</p> <p>Dentist visit to school</p> <p>1&amp;3 1 2</p>	<p>Baking Christmas cupcakes – for the Christmas Party day. Changes in ingredients.</p> <p>1-3 1&amp;2</p> <p>Autumn Wellie Walk – collecting Autumn treasures. Display Autumn treasures. – encourage the children to explore and talk about objects and bring items in from home.</p> <p>1 1&amp;2 2</p> <p>Autumnal changes and discussions – autumn walks.</p> <p>1 1&amp;2</p> <p>Bonfire Night – keeping safe, how it is celebrated.</p> <p>2</p>	<p>Chinese new year celebrations – what happens? How is it celebrated?</p> <p>1&amp;2 1 2</p> <p>How did you celebrate Christmas? Did anyone do something similar/different?</p> <p>1&amp;2 1</p> <p>Healthy eating - Making superhero fruit salads!</p> <p>2 1</p> <p>Seasonal changes (snow, frost, signs of winter)</p> <p>1 1 1&amp;2</p> <p>Ice exploration – weather depending – explore frozen water trays, explore ways of making the ice melt.</p> <p>1&amp;2 1-3</p> <p>People who help us discussions /Fire fighters visit to school</p> <p>1&amp;3 1 2</p> <p>Magnet play and exploration. Discuss the forces push and pull feeling.</p> <p>1&amp;3 1 1&amp;2</p>	<p>Trip: Farm Visit – early in the term to allow for comparisons of English/African Animals. Showing care and concern for animals and learning how they are looked after at the farm.</p> <p>1&amp;3</p> <p>Spring treasures table, signs of Spring. – encourage the children to explore and talk about objects and bring items in from home.</p> <p>1 1&amp;2 2</p> <p>Exploring photos of Africa and African communities – discuss similarities and differences between the people, houses, animals, food.</p> <p>1&amp;2 1&amp;3 1</p> <p>Easter Story and how we celebrate Easter</p> <p>1-3 1</p>	<p>Planting cress/sunflower seeds – what do seeds need to grow?</p> <p>1&amp;2 1&amp;2</p> <p>Lifecycle of a caterpillar/ladybird – observing the changes in class, drawing pictures of what is happening/sequencing the cycle.</p> <p>1&amp;2 1&amp;2</p> <p>Minibeast names and being gentle when handling. Comparing minibeasts/sorting. Which fly? Which slither or slide?</p> <p>1&amp;2 1 1&amp;2</p> <p>Investigating shadows (sunny weather depending) Can you make the shadow bigger/smaller? Using torches indoors.</p> <p>1&amp;2 1-3</p> <p>Library Visit</p>	<p>Shells/seaside treasures table – encourage the children to explore and talk about objects and bring items in from home.</p> <p>1 1&amp;2 2</p> <p>Water science experiments - Floating/sinking. Can you feel it pushing/pulling? Can you make something that floats sink?</p> <p>1&amp;2 1-3</p> <p>Ocean animals</p> <p>1&amp;2</p> <p>Keeping our world clean – no littering on beaches</p> <p>1&amp;2 1</p> <p>End of term picnic celebration – Children to make their own sandwiches for the picnic.</p> <p>1-3 1-3</p>
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## EYFS Nursery Long Term Planning Cycle A

<p><b>Expressive Arts and Design</b></p>	<p>Happy/sad expressions in pictures 2 1-3</p> <p>Self-portraits/ painting families pictures 2 1-3 1-3</p> <p>Collage faces and people 1&amp;3 3 1-3</p> <p>Body printing using hands and feet (outdoors) colouring mixing opportunities 1 3 1&amp;3</p> <p>Playdough faces 1-3 2&amp;3 1&amp;3</p> <p>Making houses pictures – paints and collage 1 3 1&amp;3</p> <p>My favourite things collages</p>	<p>Learning the songs and singing in the EYFS Nativity 1-3 3</p> <p>Learning Christmas Songs 1-3</p> <p>Christmas crafts – salt dough decorations, Christmas cards, snowflakes 1-3 1-3 2&amp;3</p> <p>Autumn crafts: Leaf printing Conker rolling pictures/link to colour mixing 1-3 1-3 2&amp;3</p> <p>Firework colour mixing and printing. How can we make Orange for the fire? 1-3 1-3</p> <p>Fire work art – chalks, collages, rocket pictures 1-3 1-3 2&amp;3</p> <p>Songs: Christmas carols Five little leaves Autumn leaves are falling</p>	<p>Superhero pictures – showing movement in the image. E.g. Spiderman climbing/ superman flying 1-3 1-3</p> <p>Junk modelling – buildings/ fire engines/police cars/ ambulance 1-3 2&amp;3 1-3</p> <p>People who help us pictures 1-3 2&amp;3 1-3</p> <p>Superhero capes – textile – fabrics 1-3 1-3 2&amp;3</p> <p>Superhero mask making 1-3 1-3</p>	<p>African drumming exploration – watch videos and encourage the children to recreate/create their own music. 1&amp;3</p> <p>Making African instruments (junk modelling) – coffee can drum, hand drum, rain sticks. 1-3 1-3</p> <p>Making African Jewellery – coloured pasta/paper plates/beads 1-3 1-3</p> <p>African animals pictures – painting/collage/pastels 2&amp;3 1-3</p> <p>Fruit printing (Handa's surprise)/Painting fruits in Handa's basket</p>	<p>Painting/drawing images of flowers/minibeasts. Compare and discuss Van Gough sunflowers 1-3 1-3</p> <p>Making 'perfumes' using chopped flowers, water, food colouring in the water tray 1-3 1-3</p> <p>Retelling/acting the Enormous Turnip 1-3</p> <p>Shadow pictures 1-3</p> <p>Clay/salt dough mini beasts 1-3 1-3 2&amp;3</p>	<p>Sea creature pictures 1-3 1-3 2&amp;3</p> <p>Bubble painting 1&amp;3 1-3</p> <p>Exploring instruments – following adult's instructions of when to play and when to stop, faster/slower/louder/quiet er. 1-3</p> <p>Andy the Artist? – Large scale art project on water?</p> <p>Paper chain octopus pictures – joining and fastening materials 1-3 1-3 2&amp;3</p> <p>Paper bowl jellyfish 2&amp;3 1-3 1-3</p> <p>Pirate hats 2&amp;3 1-3 1-3</p> <p>Pirate ship large scale junk modelling and role play outside 1-3 1-3 1-3</p>
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## EYFS Nursery Long Term Planning Cycle A

	<p>1 1-3</p> <p>Songs: Head, shoulders, knees and toes</p>	<p>down</p>		<p>1-3</p> <p>Easter cards/crafts</p> <p>1-3 1-3 1</p>		
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## EYFS Nursery Long Term Planning Cycle A

### Characteristics of Effective Learning

#### Playing and exploring

- 1) Finding out and exploring
- 2) Playing with what they know
- 3) Be willing to 'have a go'

#### Active Learning

- 1) Being involved and concentrating
- 2) Keeping on trying
- 3) Enjoying achieving what they set out to do

#### Creating and thinking critically

- 1) Having their own ideas
- 2) Making links
- 3) Choosing ways to do things

1

2

3

1-3

1&2

1&3

2&3

1

2

3

1-3

1&2

1&3

2&3

1

2

3

1-3

1&2

1&3

2&3