


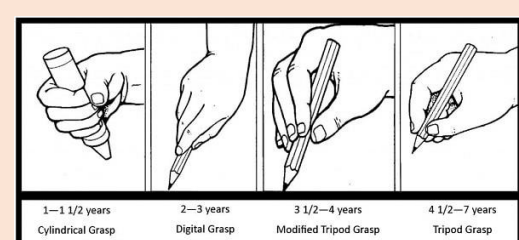


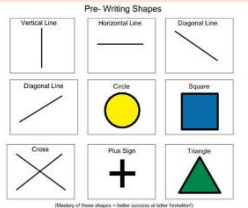
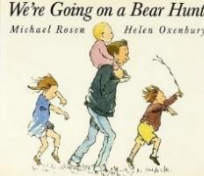
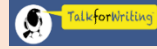
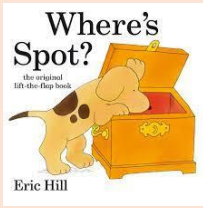

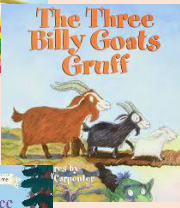
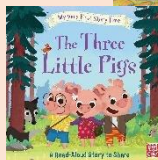

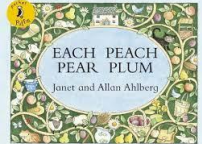
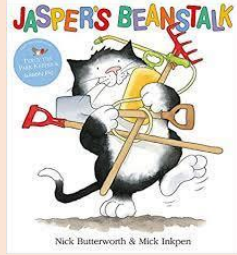

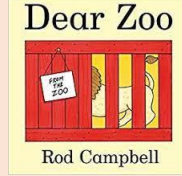
Long Term Scheme of Learning

Early Years Nursery 2024 - 25



Learning and teaching in EYFS will carefully follow the statutory and non-statutory guidance provided by the DfE. This planning is given as a guide to show how learning will progress across the year. However, as it is a requirement that learning and development opportunities are planned around the needs and interests of each individual child, it should be noted that it is likely to transform throughout the year in response to our children and the enabling environment we provide for them.

	Autumn Term	Spring Term	Summer Term	
Phonics/Reading	<p>Developing a listening culture in the classroom Sharing familiar stories and rhymes Introduction to phonics scheme</p> <p>Phase 1 Block 1 Phonics Environmental Sounds Instrumental Body Percussion Rhythm and Rhyme Voice Sounds Alliteration Oral Blending and Segmenting</p> 	<p>Developing a listening culture in the classroom Sharing familiar stories and nursery rhymes and joining in with key parts Recognising print in the environment</p>  <p>Phase 1 Block 2 Phonics Environmental Sounds Instrumental Body Percussion Rhythm and Rhyme Voice Sounds Alliteration Oral Blending and Segmenting</p>	<p>Developing a listening culture in the classroom Sharing familiar stories and nursery rhymes Singing action songs identifying and discriminating sounds in different positions</p> <p>Phase 1 Block 3 Phonics Environmental Body Percussion Rhyme Oral Blending and Segmenting Alliteration</p>	
Writing	<p>Mark-Making Progression</p>  <ul style="list-style-type: none"> Children will form recognisable letters, supported by the use of Read, Write, Inc. formation rhymes. Children will begin to form pre-handwriting shapes. Children will have opportunities to form pre-handwriting shapes in sensory materials. This tactile feedback helps children to develop visual memory. 			 <p>1—1 1/2 years Cylindrical Grasp</p> <p>2—3 years Digital Grasp</p> <p>3 1/2—4 years Modified Tripod Grasp</p> <p>4 1/2—7 years Tripod Grasp</p>

	<ul style="list-style-type: none"> Children will develop fine motor movement – opportunities to explore activities in the classroom and by taking part in workshops. Children will develop gross motor movement – use of flipper flappers to develop strength, bilateral movement and creating visual memory. Children will make marks to represent their name. Children will give meaning to marks they make.  					
Literacy	<p>Read Familiar Stories – link to transition stories</p> <ul style="list-style-type: none"> The Blue Balloon A Very Strange Creature Peace at Last The Train Ride  	<p>Developing language skills. Verbally innovate to add more animals to the story.</p>  <p>Opportunity to play music alongside sharing stories.</p> <p>Possible visit to IB Leisure – Soft Play and Rhyme Time</p> <p>Changing words to Nursery Rhymes</p> 	<p>Mark-making for purpose e.g. signs for Three Little Pigs' houses, invitations for a teddy bears' picnic with the three bears</p>  <p>Building bridges and articulating a story</p> <p>Using Chatterpix to record language</p>   	 <p>Each Peach pear Plum – Link to Aspect 4 and Traditional Tales</p> <p>Hairy Maclary – Link to Aspect 4</p> <p>Talk for writing – using photographs from the story to recite story</p> <p>Consider You Choose and Come on, Daisy</p>  	<p>Jasper's Beanstalk</p>  <p>Writing for purpose – making labels for plant pots</p>  <p>Hungry Caterpillar – Oral Retelling</p> 	 <p>Dear Zoo – learning a text and writing. Beginning to use story maps made by an adult to recite story.</p> 

Number/Shape, Space and Measure

Number rhymes
Exploring 1 – 5
Representing amounts
Careful counting
Introduction of Numicon

Getting to know you!
Exploring the continuous provision inside and out.

- Number rhymes and songs
- Introducing



numicon

- Sorting and



matching


- Compare size, mass & capacity
- Making simple patterns



Sonar Tracker
Baseline Assessment

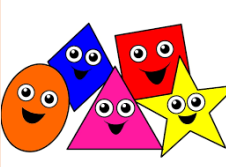
Just Like Me!

- Counting and recognising amounts
- Matching and sorting
- Comparing amounts
- Patterns All Around



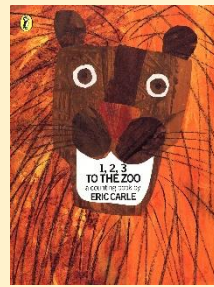
in, out, in, out, in, out

- Introducing Shape




It's Me 1, 2 3!


- Read a variety of stories which include 3



- Number Rhymes and Songs
- Recognise and make representations of 1, 2, and 3




- Shapes - Circles and triangles
- Positional language – routes and




locations

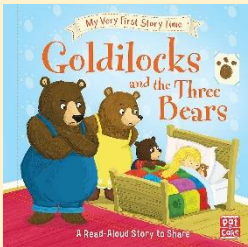
It's Me 1, 2 3!



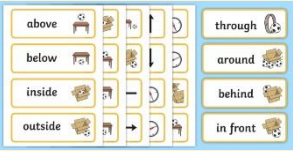
- Representing 1, 2 & 3
- Comparing 1, 2, & 3
- Composition of 1, 2 & 3




- Ordering by size, weight, height and length



- Spatial Awareness – Positional Language (position)




Light and Dark




- Exploring Four
- Exploring Five
- One More and One Less

- Shapes with 4 sides




4 sided shapes

- Time – sequencing daily events




Light and Dark


- Representing numbers to 5
- Counting to 10
- Exploring One More and one less
- Recognising and sequencing numbers to 10


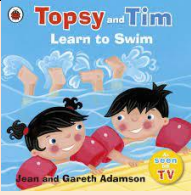













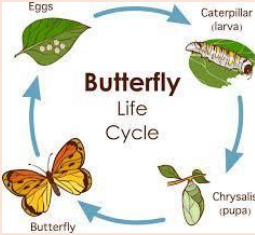








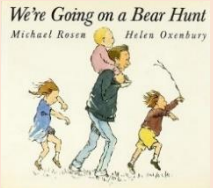




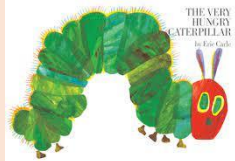

- Repeating Patterns
- Exploring Length
- Sequence familiar events real and from stories





Sonar Tracker
Summative Assessment

Fine Motor Skills	<p>Sensory Play Dough Disco Squiggle While You Wiggle Flipper Flappers</p> <p>Baseline Assessment – Explore name writing and pencil grip.</p> <p>Children will be grouped</p>  <p>into fine motor groups</p>	<p>Introduction to pre-handwriting shapes</p>  <p>l – o</p> <p>Continuation of sensory play to explore pre-handwriting shapes</p> <p>Weekly fine motor groups as part of PE session</p> <p>Scissor skills – cutting (making snips in various materials/Learning how to hold scissors correctly).</p>	<p>Introduction to pre-handwriting shapes / + \</p> <p>Developing pencil grip – using paintbrush tips and broken crayons to explore tripod grip</p> <p>Controlled cutting activities – templates, lines</p> <p>Name writing interventions sent home</p>	<p>Introduction to pre-handwriting shapes x △ □</p> <p>Developing pencil grip – using paintbrush tips and broken crayons to explore tripod grip</p> <p>Cutlery skills – preparing for lunchtime stay (cutting fruit etc.)</p> 	<p>Name writing interventions in school</p> <p>Developing Letter Formation</p> <p>Cutlery skills – preparing for lunchtime stay (cutting fruit etc.)</p> 	<p>Developing Letter Formation</p> <p>Continuation of name writing interventions.</p> <p>Developing letter and number formation</p>
PE and Gross Motor	<p>Balance, Agility and Coordination – Outdoor equipment Apparatus</p> 	<p>Fundamental Movements</p> <p>Link to Fine Motor – Developing Shoulder Strength</p> 	<p>Fundamental Movements Gymnastics</p> <p>Core Strength Activities e.g. Opportunities to practise high kneeling whilst mark-making in preparation for sitting at a table to mark-make</p>	<p>Developing bilateral movement</p>		<p>PE/Workout Wednesday Focus</p> <p>Parachute Games</p> 
Past and Present	<p>Getting to know you/ Settling in to Nursery</p> <p>Starting Nursery - celebrating current achievements</p>	<p>Looking at photographs of celebrations and significant events.</p> <p>Looking at family photographs – children, parents, grandparents</p>	<p>Topsy and Tim books My First Experiences Looking at old texts and comparing to present day copies – look at the clothes they are wearing, the toys they are playing with, technology they are using etc.</p>	<p>Ongoing - Talking about memories – children will be encouraged to talk about recent events and recall past experiences</p> <p>Look at photographs from half-term and encourage children to reflect. Use observations</p>	<p>Ongoing - Talking about memories – children will be encouraged to talk about recent events and recall past experiences</p> <p>Exploring different occupations</p>	<p>Looking at learning journey and reflecting on time in Nursery.</p> <p>Comparing photographs from start of nursery to end of nursery.</p>

					Possible visit to Land of Make Believe 	
People Culture and Communities	<p>Getting to know you Settling in to Nursery</p>  <p>Halloween Celebrations – Funny Bones (link to melodic shape e.g. up, up, up/down, down, down.)</p> <p>Use All About Me document as a way of gathering evidence about different cultures – plan opportunities to celebrate different backgrounds.</p>	<p>Children in Need? Bonfire Night Christmas</p>    	<p>Pancake Day Chinese/Lunar New Year</p>   <p>Listening to music from different cultures</p> <p>Red Nose Day Valentine's Day</p> 	<p>Easter</p> <p>Exploring different occupations</p> <p>Mother's Day</p> 	<p>Father's Day</p>	<p>Transition support – who am I? Link to Reception</p>
Natural World	<p>Seasonal Changes</p>  <p>Exploring different textures outdoors</p> <p>Messy play (links to sensory mark-making)</p>	 <p>Seasonal Change Opportunities to experiment with ice, snow etc.</p> <p>Introduction to forest school and respecting the natural world</p>	 <p>Changing Foods Making and baking – porridge, cakes etc opportunities to observe change Link to Goldilocks and the Three Bears</p>	<p>Life Cycles</p>  <p>Seasonal Changes</p> 	<p>Minibeasts</p>  <p>How things grow!</p>  <p>Planting and developing awareness of how to care for plants</p>	 <p>Seasonal Changes</p> <p>Investigating Forces</p> 

			<p>Seasonal Changes</p> 			Opportunities to experiment – magnets, floating and sinking
Forest School	 <p>Link to We're going on a Bear Hunt</p>  <p>Outdoor Exploration</p>	 <p>Collecting natural treasures – exploring natural materials</p> <p>Outdoor Exploration</p>	<p>Looking at, and discussing, natural resources</p>  <p>Den Building – Link to Three Little Pigs</p>  <p>Outdoor Exploration</p>	Outdoor Exploration	<p>The Very Hungry Caterpillar</p>  <p>Minibeast hunt, bug hotels</p> <p>Caring for plants – link to Jasper's Beanstalk</p> 	Outdoor Exploration
Creating with Materials	<p>Explore different textures – sensory play</p> <p>Painting – adding marks to represent name on picture.</p> <p>Opportunities to print on paper</p> <p>Learning to leave space on the paper rather than covering with paint.</p> <p>Join different materials – glue sticks</p> <p>Different surfaces to work on – developing mark-</p>	<p>Explore different textures – sensory play – forming pre-handwriting shapes in sensory trays</p> <p>Mirror play (link to phonics aspects)</p> <p>Little Blue and Little Yellow</p> <p>Introduce colour mixing (link to PD)</p> <p>Show how colours can be changed in different ways</p> <p>Encourage colour mixing during independent play</p>	<p>Different surfaces to work on – developing mark-making opportunities across areas</p> <p>Drawing Painting Mark-making skills</p> <p>Choosing colour for a purpose</p> <p>Building and construction</p> <p>Join different materials – masking tape</p> <p>Representing self – drawing features on faces,</p>	<p>Different surfaces to work on – developing mark-making opportunities across areas</p> <p>Join different materials – sellotape</p>	<p>Different surfaces to work on – developing mark-making opportunities across areas</p> <p>Representing self – exploring feelings and movement in images</p> <p>Joining materials – string</p>	<p>Different surfaces to work on – developing mark-making opportunities across areas</p> <p>Building and construction – junk modelling e.g. making boats following floating and sinking experiment</p>

	<p>making opportunities across areas</p> <p>Introduction to woodwork – using workbench area for fine motor activities without real tools e.g tap-a-shape. Children must wear safety goggles in this area.</p> <p>Mark safety box on the floor.</p> <p>Representing self – drawing marks to represent people</p> <p>Mirror play</p>	 <p>Woodwork bench Introduce hammer – tapping golf tees etc.</p> <p>Join different materials – PVA glue</p> <p>Loose parts</p>	<p>body parts (links to flipper flappers and awareness of body parts)</p> <p>Wood work – exploring cutting skills</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Being Imaginative and Expressive</p>	 <p>Introducing Nursery rhymes – use sack in quiet room and display visuals in Nursery</p> <p>Actions to songs</p> <p>Squiggle while you wiggle</p>	<p>Opportunities to build models with different materials – rotation of small and large construction</p> <p>Tuning in to sounds and moving accordingly (Link to PD)</p>	 <p>Imagine Me drama workshop linked to Traditional Tales topic</p>	<p>Singing and signing workshop?</p>	<p>Land of Imagination visit?</p>	<p>Animal movement and music – tuning into sounds.</p> <p>Making masks and props to support play.</p>

--	--	--	--	--	--	--