Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ Topics	**Bears** **What do bears around the world look like?** Autumn/Harvest Halloween	**Celebrations** **What do we celebrate at this time of year?** Bonfire night Christmas	**Space** **What would it be like to live in space?** Chinese New year	**Animals** **Where do animals live?** Pancake Day Easter	**Under the sea** **Who lives under the sea?**	**Pirates** **Where did pirates sail to?**
Literacy	Enjoy songs and rhymes, develop their ability to tune in and pay attention Notice print and logos in the environment	**Throughout the year children will:** Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environment Give meaning to marks made/drawings and develop forming recognisable marks Show an interest in a range of books, using illustrations and story telling language to re-tell these stories Use daily Twinkl phonics to engage children in letters and sounds, listening games, music and rhyme			Engage in extended conversations about stories, helping to learn and develop new vocabulary Use some of their print or letter knowledge in early writing Be encouraged to spot and continue rhymes	
Birth to three outcomes	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. • 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. • 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.					
3 and 4 year- old outcomes	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • 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.					

Core reading	Going on a Bear Hunt Peace at Last Goldilocks and the three bears Brown Bear, Brown Bear What Do You see? Boogie bear Postman bear Bear snores on One ted fell out of bed	Jolly Christmas Postman Make a Christmas Wish One Snowy Night Snowman A **Christmas** Story Father **Christmas** The Nativity The Empty Stocking	Aliens Love underpants Whatever Next Nobot Robot Zoe and Beens Pants on the Moon I Want to Be an Astronaut On the Launch Pad Roaring Rockets Me and My Place in **Space** Kitten's First Full Moon... Mooncake Happy Birthday, Moon	Bad Tempered Ladybird Dear Zoo Mad About Minibeasts Titch and the Sunflower Topsy and Tim: At the Farm Hey Duggee: Duggee's Nature Ben and Holly's Little Kingdom Farm Hullaballoo! ..	Sharing a shell The Mermaid Mister Seahorse Dory Story Flotsam Commotion in the Ocean The day they cleaned the sea How to catch a mermaid	Lucy and Tom at the seaside Kipper the dog (seaside) The pirate house Magic Beach Tea time for pirates
Non-Fiction	**Children are introduced to a range of non-fiction texts to match the topics that we cover throughout the year.**					

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Maths	Children will enjoy taking part in finger rhymes with numbers and props Children will explore reacting to changes of amounts with number rhymes and songs. Combine objects and put them inside each other	In play, develop counting like behaviour, such as making sounds and pointing Completing jigsaw puzzles (set 1) Compare size and weight in cooking activities Combine objects and put them inside each other	In play, develop counting like behaviour, such as making sounds and pointing Compare amounts saying, lots, more or same when building with a range of resources	In group games, develop counting like behaviour, such as pointing and saying some numbers Completing jigsaw puzzles (set 2) Notice patterns	In group games, develop counting like behaviour, such as pointing and saying some numbers Compare size and weight in cooking activities Compare amounts saying, lots, more or same when building with a range of resources	In adult initiated tasks, develop counting like behaviour, such as pointing and saying some numbers in sequence Completing jigsaw puzzles (set 3) Notice patterns and arrange patterns of their own.
	Children to recite numbers in order to 5 using a range of number songs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising' To show an interest in numbers in the environment To show an interest in shapes in the environment and use these during play	Children to recite numbers to 10 Children to begin to count objects Children to use the language of every day shapes- big/small/tall Children to begin to learn names of shapes during focussed activities Compare size and weight in cooking activities	To begin to recognise numbers 1-5 and practice these regularly Children to construct a bridge using a variety of different shapes, investigating which shapes work and which did not work Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Children to begin to notice similarities and differences in shapes of a flower and insects. using informal and mathematical language to describe shapes	To begin to recognise numbers 6-10 To be secure in numbers 1-5 Compare amounts Compare size and weight in cooking activities Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	To recognise numbers 1-10 confidently and match quantity of objects. Compare amounts Children to create a piece of artwork using a variety of different shapes for a purpose- picture of the seaside. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them
Birth to three outcomes	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • 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. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns.					

Three and four- year- old outcomes	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, using words such as 'first', 'then...'

Communication and Language	Generally focus on an activity of their own choice. 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, supported by practitioners: 'putting the baby to sleep' or 'driving the car to the shops'. Listen to simple stories and understand what is happening, with the help of the pictures.	**Throughout the year children will:** Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Have opportunities to have conversations and develop vocal sound formation in doing this To respond to instructions and directions through adult initiated/led and child led activities Sing a range of songs and rhymes. Be supported to start a conversation with an adult or a friend and continue it for many turns Be supported to use talk in their play.	Enjoy listening to longer stories and can remember much of what happens. Develop and 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?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication. Develop their pronunciation 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.
Birth to three outcomes	• 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' • Listen to simple stories and understand what is happening, with the help of the pictures. • 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').		
Three and four- year- old outcomes	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."		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, social and emotional development	Get children familiar with the environment Learn routines and begin to follow these Big emphasis on tidy up time- use the song to encourage this. Find ways to calm themselves, through being calmed and comforted by their key person. Find ways of managing transitions.	Begin to develop their sense of self. Begin to express preferences and decisions. With support from their key worked children will also try new things. Engage with others through gestures and talk. Develop friendships with other children. Learn to use the toilet with help, and then independently.	Engage with others through talk. Use that engagement to achieve a goal. Feel strong enough to express a range of emotions Develop friendships with other children. Learn to use the toilet with help, and then independently.	Play with increasing confidence on their own and with others 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 Develop friendships with other children. Learn to use the toilet with help, and then independently.	Notice and ask questions about differences. Grow in independence, rejecting help ("me do it"). Be increasingly able to talk about and manage their emotions. Develop friendships with other children.	Notice and ask questions about differences. Feel confident when taken out around the local neighbourhood, and enjoy exploring new areas/ Are talking about their feelings in more elaborated ways: Develop friendships with other children.
	Make relationships with staff and children in the class Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community.	Children will learn all about a range of feelings and emotions during circle time- use 'Feeling's Fred' to teach these Children will also learn about sharing, being put into small groups to teach and model this. Big emphasis on tidy up time- use the song to encourage this.	Children to understand and accept the needs of others through the use of group sharing activities and listening games Find solutions to conflicts and rivalries Increasingly follow rules, understanding why they are important.	Children will be responsible for their own plant to look after. Children to talk about their achievements with their flower/plant Children to develop the skill of problem solving independently, when going on mini-beast hunt. Find solutions to conflicts and rivalries. Begin to understand feelings of others. Increasingly follow rules, understanding why they are important.	Children to learn about safety when going out of school. Children to adapt their behaviour in response to this. Children to recount their experiences to each other, listening and responding appropriately. Develop their sense of responsibility and membership of a community. Remember rules without needing an adult to remind them	Changes- transition into Reception Children to share feelings about the transition, and to talk about these throughout. Develop their sense of responsibility and membership of a community. Remember rules without needing an adult to remind them

Birth to three outcomes	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. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently.
Three and four- year- old outcomes	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. **We follow the Jigsaw scheme of word to support progress in personal, social and emotional development.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development	Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and 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 Learn how to use a knife and fork. Explore different materials and tools		**Throughout the year children will:** Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision Build up confidence when balancing during gymnastics and outdoor provision Develop manipulation and control of large and small objects both in the indoor provision and outdoor provision. Develop their ability to move along with music. Be encouraged to choose the appropriate resources for the task they are completing.		Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose. Start taking part in some group activities which they make up for themselves, or in teams. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment. 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.
Birth to three outcomes	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 hands them to another person, or drops 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.					
Three and four- year- old outcomes	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 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.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world	Repeat actions that have an effect.	Make connections between the features of their family and other families. Linked to topic **Christmas**	Explore materials with different properties Linked to our topic of **space** Children to be supported to use materials to build space ships, space suit, stars and compare these.	Explore natural materials, indoors and outside. Linked to our topic of **animals**	Notice differences between people **Who likes swimming?** Explore similarities and differences between choices through the half term. Children to use a choosing board on entry to the setting each morning to vote for their favourites.	Explore and respond to different natural phenomena in their setting and on trips.
	Begin to make sense of their own life-story and family's history. Show interest in different occupations.	Continue developing positive attitudes about the differences between people. Different celebrations at this time of year.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. 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 environment and all living things	Explore and talk about different forces they can feel Talk about the differences between changes they notice. Explore how things work.	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.
Birth to three outcomes	Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people.					

Three and four- year-old outcomes	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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	**Out and about**	**Out of this world**	**Habitats**	**Growth**	**Journeys and Adventures**
Expressive arts and Design	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. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.		**Throughout the year children will:** Sing a variety of nursery rhymes and become familiar with these. To move to music and play instruments to a variety of different songs. Experiment with colours, blocks and materials. Have access to a range of craft materials to use and join as they would like. With varying levels of adult support. Have access to an instrument trolly to explore creating their own music and change the sounds produced by instruments through experimenting with these.			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.
Birth to three outcomes	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. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • 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. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • 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. • 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.					
Three and four- year- old outcomes	• 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.					

Our long term plan is a simple structure that we follow to ensure that we have covered the EYFS framework throughout the year. Our weekly learning opportunities vary to follow the interests of our children. We assess children regularly using Tapestry and personalise the learning journey for our children by identifying their next steps so we can use these in our weekly planning.

Enhancement opportunities

-We regularly plan visits that will support or enhance what the children have been learning in school.
-We provide children with the chance to taste and create new dishes during our cookery sessions every week.
-Throughout the year children are provided with the opportunity to work with coaches to support their physical development.
-We use Tapestry to share children's experiences from home and build on these in our classroom.
-We hold stay and play sessions every term where parents and carers have the opportunity to complete tasks with their child.