

Torre C of E Academy
 Long Term Plan
EYFS – Tiny Torre Nursery

Our Nursery Unit promotes **SOLE (self organised learning experiences)** and has a range of learning materials on offer daily both in our inside and outdoor environments. Children are encouraged to be independent learners that are confident within their environments. Both children and adults make collections of the children’s images, mark making, photographs and recorded words that are celebrated verbal and visually within the class. They are then added to their own individual Learning Diary which is shared with parents and carers. We also welcome parent’s contributions through the use of wow slips and these are shared with the whole class on regular basis. We use a variety of observations techniques to continually develop the learning environment and experiences for all of the children so that they are being challenged, supported and motivated to take their learning forward.

	Autumn		Spring		Summer	
	1 TOPIC Colours/peopl e who help us	2 TOPIC Food and Christmas	1 TOPIC Traditional Tales	2 TOPIC New Life – farm animals	1 TOPIC Transport	2 TOPIC Journeys/ Transition
Personal, Social and Emotional Development						
Making Relationships	Making friends Initiating conversations Play in a group	Making friends Initiating conversations Play with others, building and extending play ideas	Initiates play, offering cues to peers to join them Starts to initiate conversations and forms good relationships with peers and familiar adults	Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing Initiates conversations and forms good relationships with peers and familiar adults	Keeps play going by responding to what others are saying or doing Initiates conversations taking account of others ideas and comments	Explains own knowledge and understanding, is beginning to ask questions of others Listening and taking into account others ideas
Self Confidence and self awareness	Separates from main carer with support and encouragement Joining in with circle games, ring games and stories Selecting and using resources with help	Confident to leave main carer Joining in with circle games, ring games and stories Selecting and using resources with little support	Enjoys responsibilities of carrying out small tasks Welcomes and values praise for what they have done Becoming more confident in new social situations	Initiating conversations Growing confidence in own abilities and social situations Enjoys responsibilities	Becoming more confident to speak to others about own wants, interests and opinions Confidently share ideas	Becoming more confident to speak to others about own wants, interests and opinions Confidently share ideas Describes self in positive term and is able to talk about abilities
Managing feelings and behaviour	Identifies and expresses own feelings Responds to others feelings and emotions	Identifies and expresses own feelings Responds to others feelings and emotions	Take turns and share Aware of boundaries and expectations Aware of own feelings,	Identify feelings and share experiences Take turns and share Aware of boundaries and	Feelings of others Something special to them Aware of boundaries and	Becoming more confident in being adaptable to change Identify feelings and

	Understands nursery boundaries and routines Supports other s	Understands nursery boundaries and routines To develop turn taking strategies to share resources with support	and knows that some actions and words can hurt others' feelings Start to solve problems with support	expectations Solve problems	behavioural expectations How actions affect others	emotions Conflict resolution with support Understand and discuss appropriate behaviour Reception Transition
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Physical Development

Moving and Handling	Turns pages in a book Show control in holding and using jugs to pour and hammers, mark making etc. Beginning to use a tripod grip to hold writing tools Draws simple shapes such as lines and circles Spatial awareness	Moves freely and with confidence in a range of ways Starting to run skilfully negotiating the space and obstacles, adjusting speed and direction. Balance on one foot Draws lines and circle using gross motor skills Uses one handed tools and equipment	Moves freely and with increased confidence in a range of ways Runs skilfully negotiating the space and obstacles, adjusting speed and direction. Balance on one foot Uses one handed tools and equipment Hold pencil with increasing control Can copy some letters from their name	Experiments with different ways of moving Jumps and lands appropriately Starts to play team games Travels with confidence over a range of equipment Uses tools safety with increasing control and is able to change materials Begins to use anti-clockwise movements and retrace vertical lines	Confidently moving in different ways Jumps and lands appropriately Starts to play team games Travels with increasing confidence over a range of equipment Uses tools safety with increasing control and is able to change materials Begins to form recognisable letters	Large and small movements using a variety of equipment and environments Control using large and fine motor skills Handle tools and equipment effectively Forming recognisable letters some of which are correctly formed
Health and Self-Care	Eats and drinks with little support Communicates need to the toilet Recognises danger and is able to seek support Helps with dressing self e.g. coat, shoes, apron	Express feelings/needs Dresses with some support Greater independence in toileting and hand washing Understand and eat healthy food Understands need for safety Considers risks	Starting to recognise the effect exercise has on our bodies Eats a range of healthy foodstuffs and is starting to understand why we need variety in food. Dry and clean in day Importance of exercise Express feelings/needs Dresses with some support	Recognises the effect exercise has on our bodies Cooks and tries a range of healthy foodstuffs and is starting to understand why we need variety in food. Importance of exercise Express feelings/needs Dresses with some support	Dresses with increasing independence Understands need for safety and managing small risks Eats a range of healthy food	Dresses with independently Understands need for safety and managing small risks Healthy lifestyles – exercise, food choices, sleeping and hygiene

Communication and Language

Listening and Attention	Listens with interest to stories and poems Responds to familiar sounds Shows interest in joining in with stories, poems and rhymes.	Listens to others in small groups Listens to stories with increasing attention Starts to join in with repetitive story language and begins to anticipate events Starting to follow	Listens and responds to others in small groups and one-to-one with increased confidence. Listen to stories with increasing attention and recall Participates in rhymes and stories	Listens and responds in a variety of situations Listens carefully to stories and information texts and is able to recall key information	Listens and responds in a variety of situations Listens carefully to stories and information texts and is able to recall key information Listen and respond Active listening attentively in whole class learning	Maintains attention and concentration Active listening in different learning environments/situations Responds appropriately to questioning
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		directions			Maintains attention for longer periods of time	
Understanding	Starting to understand more complex sentences Respond to simple instructions Understands who, what and where in simple questions Developing understanding of simple concepts e.g. big/little	Understands more complex sentences Respond to simple instructions Understands and answers appropriately who, what and where in simple questions Understands of simple concepts e.g. big/little Identifies action words by pointing to images e.g. Who's jumping>	Responds to instructions Why and how questions Show some understanding of prepositions – under, on, behind Responds to simple instructions Understands and answers appropriately who, what and where in simple questions	Understands use of objects Responds to simple questions and beginning to understand two-part questions Show some understanding of prepositions – under, on, behind both practically and within images	Understands use of objects Beginning to understand how and why questions Show a good understanding of prepositions – under, on, behind both practically and within images	Follows simple instructions from adults and peers Understands simple questioning and starting to ask questions about a subject Demonstrates confidence when using prepositions Listens and responds to ideas expressed by others in conversation or discussion
Speaking	Uses language as a powerful means of widening contacts sharing feelings, experiences and thoughts Hold a short conversation Use some questions Uses simple sentences	Becoming more confident to use language as a powerful means of widening contacts sharing feelings, experiences and thoughts Learns and actively uses new vocabulary linked to the learning opportunities provided– objects and people Role play Performing in front of our families - nativity.	Use more complex sentences to link thoughts Share past events Predicting story endings, talking about characters Using rhythm to support storytelling and music Use talk in pretending an object is something else – role play	Use talk in connect ideas and share experiences with greater confidence Develop vocabulary linked to new learning Uses talk to explain what is happening and explain what might happen next, recall and relive past experiences Use a range of simple tenses Use talk to connect ideas Explore meaning and sounds of words	To begin to ask simple questions to further understanding linked to topic. Uses talk to organise thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences Develop own narratives within role play	To ask simple questions to further understanding linked to topic. Uses talk to organise thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences Develop own narratives within role play

Literacy

Reading – Letters and Sounds Our synthetic phonics programme will be delivered all year to children at their individual stage of development. Jolly phonics actions and images will be used as a key resource.	Enjoys a variety of stories, rhymes, songs, poems and jingles Repeats key words/phrases from familiar texts Can finish a word or phrase in a familiar rhyme Sharing books together in a variety of settings and groupings	Share together in rhyming and rhythmic activities Listens to and joins in with storytelling and poetry Identifies the main characters within stories and poems With support shows an interest in print and how the book works	Joins in with storytelling and is able to identify the main characters and setting. Uses information from texts within discussions and role play opportunities Predicts what might happen next Becoming more independent in using books and recognising print in the environment	Develop ideas from stories into role play using and adapting the characters, setting and plot To hold and share books correctly To start to understand that print carries meaning and is read from left to right and top to bottom	Plays rhyming games and is starting to find rhyming pairs Is able to say the initial sounds in their name and some other words Uses vocabulary that is increasingly influenced by their experiences with books Enjoys a wide variety of books	Developing confidence in finding rhyming pairs and starting to using rhyming strings Can identify the initial sound in their name and several other words. Starting to link letters to sounds Starting to sound about simple c-v-c words
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<p>Writing – Writing opportunities will always be available in a variety of learning environments both inside and outside. Children will be encouraged to write for many different purposes and this writing should always be relevant to their own experiences.</p>	<p>Storytelling texts: Brown Bear, Brown Bear What do you see? and The Hero Next Door</p> <p>Mark making using a variety of different resources and scales Mark making opportunities within the inside and outside environment With support, discuss mark making individually, as a group or whole class Beginning to distinguishes between the different marks they make</p> <p>Drawing lines and circles</p>	<p>Storytelling text: The Little Red Hen</p> <p>Mark making using a variety of different resources and scales Mark making opportunities within the inside and outside environment Children to discuss their mark making with an adult, as a group or whole class Beginning to distinguishes between the different marks they make</p> <p>Drawing lines and circle</p>	<p>Storytelling text: Goldilocks and the Three Bears</p> <p>Writing for a purpose - linked to specific activities and role play Is able to give meaning to their marks Developing letter formation Tracing Developing gross and fine motor skills Tool control using a wide variety of resources – develop pincer hold Children to discuss their mark making with an adult, as a group or whole class Opportunities to read lots of different marks</p>	<p>Storytelling text: Snore!</p> <p>Writing for a purpose - linked to specific activities and role play Is able to give meaning to their marks Developing letter formation Tracing Developing gross and fine motor skills Tool control using a wide variety of resources – develop pincer hold Children to discuss their mark making with an adult, as a group or whole class Opportunities to read lots of different marks</p>	<p>Storytelling text: The Duck in the Truck</p> <p>Gives meaning to their mark making Is beginning to hear and say initial sounds in words Is starting to segment simple words and blend them together Starting to use identifiable letters within their mark making Write name with a little support</p>	<p>Storytelling text: Whatever Next</p> <p>Gives meaning to their mark making Is becoming more confident to hear and say initial sounds in words Is starting to segment simple words and blend them together Using identifiable letters within their mark making Write name and some simple words</p>
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Mathematics

<p>Numbers</p>	<p>Counting songs – addition and subtraction Number names and number language Selects a small number of objects from a group. 1 to 1 correspondence 1 more/1 less Number recognition 0- 5 with support Represent numbers with marks Recites numbers to 5 in sequence</p>	<p>Counting songs - addition and subtraction 1 to 1 correspondence Number recognition 0-5 Represent numbers/mathematical concepts with marks Recite numbers to 10 Match numerals to groups 0-5 Addition and subtraction vocabulary Make comparisons between quantities</p>	<p>Counting songs - addition and subtraction 1 to 1 correspondence Number recognition 0-10 Make comparisons between quantities Knows that a group of things changes in quantity when something is added or taken away. Number problems Recognise numbers of personal significance</p>	<p>Counting songs - addition and subtraction Addition/subtraction Number recognition 0-10 Select the correct numeral to represent a group of objects Knows that a group of things changes in quantity when something is added or taken away. Number problems Asks questions about numbers with support Count objects and action</p>	<p>Counting songs - addition and subtraction Number sequencing 0 - 10 Counts up to 6 objects from a larger group Beginning to use language connected with additional and subtraction Recognise numbers of personal significance Finding the total number of items in two group by counting all of them</p>	<p>Counting songs - addition and subtraction Number sequencing 0 - 10 Beginning to become more confident to count beyond 10 Counts up to 10 objects from a larger group Use language connected with additional and subtraction One more/less than a given number Record using marks that they can explain Estimate – how many?</p>
<p>Shape, Space and Measure</p>	<p>Talking about shapes and patterns in pictures. Makes shape pictures</p>	<p>Talking about shapes – 2D & 3D Shows an interest in</p>	<p>Finding shapes in the environment Look at similarities and</p>	<p>Finding shapes in the environment Look at similarities and</p>	<p>Begin to talk about the shapes of everyday objects</p>	<p>Talk about the shapes of everyday objects Name some 2D shapes</p>

	Use language of size Starting to use basic positional language Time based activities linked to the nursery day Talk about immediate past and future - What happened before and next	shape and space by playing with different shape or making arrangements or objects Starting to select named shapes	differences Uses positional language in play Ordering of size linked to Goldilocks Orders and sequences familiar events inked to the story of Goldilocks	differences of shapes in the environment To talk about shapes within a construction Uses positional language in play Ordering of size linked to Goldilocks Orders and sequences familiar events inked to the story of Goldilocks	Name some 2D shapes and talk about their properties Sustained concentration using different 2D and 3D shape resources – natural and man-made Use time relate language Start to measure periods of time – sand timer What can you do in that 1 minute?	and talk about their properties Sustained concentration using different 2D and 3D shape resources – natural and man-made Use time relate language Start to measure periods of time – sand timer What can you do in that 1 minute Orders two or three items by length or weight. Exploring capacity in the water tray with different filling resources weight Orders a sequence of familiar events
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Understanding the World

People and Communities	Discuss immediate family – Who do you live with? Significant experiences and events – starting nursery Describe special times and events – birthdays, Different occupations linked to people who help us Role play – house - family routines and actions Begin to develop new friendships	Talk about special times and events – fireworks night, birthday, Diwali, Christmas, Eid Taking part in our Nativity and the Christmas Tree Festival Visit to the school church	What makes a good friend Role play – The three bears cottage - family routines, food Talk about significant events in their lives Valentines – people we love	Talk about special times and events –, birthday, Shrove Tuesday and Easter Similarities and differences Uniqueness Our pets – create a class book showing images of our family pets. Discuss with class	Special times – How are they the same/different to what we have experienced? Family customs and routines Similarities and differences Past and present events	Look back at Learning Diaries and discuss past and present events within the nursery year
The World	Autumn – observing, tending and collecting produce from the school garden. How has it changed from seed to being composted? Plays with a variety of small world activities including the farm, dinosaur world, wooden logs and characters, houses	Comments/questions- natural world Observation and discussion-natural world Guy Fawkes Diwali	Start to plant a variety seeds linked to the children's interests and discuss what they need to grow Start to ask questions about the natural world	Caring for the plants and the garden Talk about the changes that they observe over time Show concern for living things in the environment Ask questions about different pet/farm animals linked to our story Show care and concern for our own and others	Caring for the plants and the garden Using the produce from the garden for our snacks and cooking activities Talk about the changes that they observe over time Show concern for living things in the environment	Caring for the plants and the garden Using the produce from the garden for our snacks and cooking activities Mini beasts and lifecycles Magnifying glasses for outside Similarities and differences Observations and explanations

				pets		
Technology	Use the tablets using Purple Mash and jigsaw app Operating simple equipment – walkie talkie, CD player with support	Operating IT equipment Interest in technological toys Microsoft surface introduced with simple programmes (Purple Mash and CBeebies) to be used during SOLE. To start to use children's cameras to record images	Mouse skills in computer suite Completing simple programs on the tablet Bee-bots introduced using locations linked to story on a grid To start to use children's cameras to record images	Mouse skills Completing simple programs Mark making on the Interactive Whiteboard Cameras to be used independently	Bee bots continued With support use the microphones to record a piece of music that they have created Tablets	To use the tablets to record videos linked to their role play experience/storytelling. Children to talk about what they have done and how it can be improved.
Expressive Arts and Design						
Exploring and using media and materials	Joins in with singing familiar songs Dancing and ring games Explores colour and colour mixing Explore musical instruments and the sounds they make Use a variety of tools Talk about the different textures linked to our autumn objects	Join in with familiar songs and ring games Move to music Explore how sounds can be changed Explore construction materials of different shapes and sizes and how they can be assembled	Colour and colour mixing Collage Explore texture of a variety of everyday objects. Print with these objects and discuss the patterns/shapes created Movements to music Tools and techniques linked to malleable materials Start to discuss what is good about constructions and how they can be adapted and improved	Using different media creatively to achieve an end product Manipulating materials Large scale junk modelling outside. Imitates movement in response to music	Looking at different artists work Select tools and techniques with help Use a variety of media can be combined to create new effects Discuss what is good about constructions and how they can be adapted and improved	Select tools and techniques independently Designing and making Looking at different artists work Exploring and representing own ideas through different media manipulation materials
Being Imaginative	Represent themselves using a variety of resources Role play – house, bear cave and fire engine Developing the role play areas using the children's ideas Singing and dancing once a week with Reception linked to topic.	Build stories around toys Simple representations Act out narratives linked to the story text with some support Use and create resources for role play with support Singing and dancing once a week with Reception linked to topic.	Create simple songs and music using a variety of instruments Use movement to express feelings – material – Colour Me Happy Singing and dancing once a week with Reception linked to topic.	Develop a narrative within role play, linking with other children Draw/paint create from experiences/observations Discuss use of colour and how colours can be created Singing and dancing once a week with Reception linked to topic.	Play together as part of a group to develop and act out a narrative Use paint/collage/print in a confident purposeful way Singing and dancing once a week with Reception linked to topic.	Designing and making a space related object using a variety of resources. Take a digital photograph and record information through mark making. Creating own songs, dances, music Role play Representing ideas, feelings and thoughts
Hook and outcomes WOW days	Hook: Colour Day Children to wear their favourite coloured clothes	Hook: Baking bread in the school kitchen	Hook: Children to explore the school grounds to find clues as to the	Hook: Benji the dog, the main character in the story, visits the	Hook: Children to bring in their bike or scooter from home and talk	Hook: A mysterious box arrives from space containing some

	<p>Outcome: To create our own version of the story Brown Bear, Brown Bear, What to you see? – Red Squirrel, Red Squirrel, What do you see?</p>	<p>Outcome: To follow a recipe to make Christmas biscuit decorations for the Christmas Tree Festival at church.</p>	<p>story</p> <p>Outcome: Video the children telling the story of Goldilocks to share with parents</p>	<p>nursery to share his book</p> <p>Outcome: To create a photo book of the children acting out he story but using the children as the characters</p>	<p>about it</p> <p>Outcome: To create a picture map of the children’s journey to Torre Village</p>	<p>items from the story</p> <p>Outcome: To create our own space related objects using junk modelling. To make an information book using photographs and children’s written information</p>
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