

Long Term Plan EYFS Reception (R) and Nursery (N)

Nursery & Reception	Autumn Amazing Me! Let's Celebrate! Dark and Light. Nocturnal Animals.		Spring Old & New Toys & People who help us Growing, Life Cycles & Traditional Tales		Summer Mini Beasts & Dinosaurs The land to the Sky & Fly beyond Earth	
The Big Question!	Who am I? Amazing Me! What is a family?	How do we celebrate? What is a celebration? Advent	Old and New Toys People who help us? When I grow up..	What is a traditional tale? How does a seed grow? What is a life cycle?	Are Minibeasts like me? What happened to the dinosaurs?	What is it like to be in space? How can I travel?
Enrichment	Diwali Visitor and Mehndi Harvest Festival Pumpkin Soup	Post Box Walk Christingle EYFS Carols	Little City ^(25/27) Police Visit Fire Service Visit	Planting Beekeeper Easter Nests Adopt a Chick	Planting Caterpillars & StickInsects Volcanos & Fossils Beasts Workshop ^(27/29)	Local Train Ride - Tally (R) Space Dome ^(27/29) Aldenham Park (R) Year 1 Transition (R)
Themes	Starting School All about me Friendships Healthy Me Relationships / Feelings Homes and houses Where do I live? Families / My Family What am I good at? Autumn & Harvest	Seasonal Change Christmas Bonfire Night Halloween Diwali Nocturnal Animals Remembrance Day Children in need Santa's letter Christmas Christianity	Winter - Hibernation Freezing & Melting Old and new toy materials Then and now People who help us Superheroes Emergency services Community Roles Chinese/Lunar New Year Valentine's Day Persian New Year Holi	Signs of Spring Growing seeds/plants Change/Growing Up Life Cycles Traditional Tales Mother's Day Easter Eid Ramadan World Book Day Pancake Day Black History Week	Summer Natural World Seasons Marvellous Minibeasts Life Cycles Growing and Change Habitats Dinosaurs Prehistoric animals Fossils The past Sikh and India	Transport Judaism Islam Farm Under the Sea Pollution Endangered Animals Pirates and Mermaids Space - Planets Father's Day Sports Day Transition to Year R/1
Focus Texts Talk 4 Writing and other key texts	The Great Big Book of Families What makes me Me? The Colour Monster Goes to School Super Duper You Where the Wild Things Are (R ^{26/28}) We all Belong Rainbow Fish Going on a Bear Hunt (N ^{25/27}) Love makes a family (N) Handa's Surprise (R & N) Pumpkin Soup (R & N) Where's my Teddy? (N) Brown Bear, Brown Bear (N ^{26/28}) Non-fiction - harvest/families	Sparks in the Sky Room on the Broom Rama and Sita Izzy Gizmo The Jolly Christmas Postman How to Catch a Star Where the Wild Things Are Christmas Story (N&R) Diwali (N & R) Owl Babies (R & N) Peace at Last (N) Non-fiction - celebrations	Lost in the Toy Museum Dogger Kippers Toy Box A superhero like you The Great Race Toys of the past and present When. I Grow up Supertato (R & N) Maisy and Chinese New Year (N) Rainbow Fish (N) Non-fiction - past and present/people who help us	The Enormous Turnip The Very Little Red Riding Hood The Tiny Seed Bloom Extraordinary Gardener The Easter Story Three little Pigs (N) The Little Red Hen (N) Jack and the Beanstalk (R & N) The Gingerbread Man (N) Non-fiction - life cycles/plants/growing	The Tiny Seed The Big Bad Bug Tadpole promise (N) Aaaaagghh Spider Superworm (N & R) The bad-tempered ladybird (N & R) The Very Hungry Caterpillar (N) Oi Frog! (N) Non-fiction - plants/growing /mini beasts/dinosaurs	The Train Ride Whatever next! Somebody swallowed Stanley The Snail and The Whale Man on the Moon Alen's love Underpants Ruby's Worry Super Duper You Lost and Found (N & R) The Worrysaurus (N) We're going on bear hunt (N) Non-fiction - space/transport
Assessment Summative and Formative	RBA (R) Baseline (N) Interaction Evidence Me observations Phonics assessments (R) Pupil Progress Meetings Wellcomm	Interaction Evidence Me observations Phonics assessments (R) Parents Evenings	Interaction Evidence Me observations Phonics assessments (R) Pupil Progress Meetings	Interaction Evidence Me observations Phonics assessments (R) Parents Evenings	Interaction Evidence Me observations Phonics assessments (R) Pupil Progress Meetings Foundation Stage Moderation (R)	Interaction Evidence Me observations Foundation Stage Profile End of Year DoF Data (R) End of year reports

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RECEPTION Communication and Language Listening, attention and understanding (ELG) Speaking (ELG)	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Communication and Language is developed throughout the year through high quality speaking and listening adult interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, daily story sessions, introducing key vocabulary, singing, show and tell, WellComm and speech and language interventions.					
	Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and share experiences from their lives using full sentences including use of past, present and future tenses.					
	They listen during story time and show an interest in the books being read and will respond appropriately when asked. Share ideas and thoughts with adults and peers. Children sit on the carpet and show some attention. Children understanding appropriate 'why' questions and speak to the adults and children in the class, they talk to other children during their play. Following instructions and learning to turn take. Develop understanding as to why listening is important. Show and Tell Friday	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children paying more attention on the carpet and during guided tasks understanding why they need to pay attention. Responding to questions based on a text that has been read and discuss events in stories. Children responding to other children and the adults in the setting. They are taking turns and talking about past events. Join in with Christmas songs Show and Tell Friday	Children's listening skills are continuing to develop and they are listening in carpet time, assembly, phonics. Showing a good level of attention and concentration. Being attentive during classroom tasks giving opinions and ideas. Making predictions about what might happen next in a story. Continuing to build a rapport with friends. Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Children using talk to pretend play. Asking how and why questions.	Paying attention to the person talking, maintaining attention in different contexts. Conversing with pupils and adults in the setting during the day and their play. Using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. Asking questions to clarify understanding and confirm knowledge, whilst showing a good understanding of texts that have been read to them through their recall. Children speaking in well-formed sentences. Sustained focus when listening to a story.	Listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task whilst also remaining on task. Children keep play going by conversing and extending conversation. Children ask and answer questions Children use new knowledge and vocab in conversation and play. Are explaining how things work, what has happened and why. Reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.	Children show good listening skills and can listen to one another, adults and new people with great skill. Children attend to others in play, showing good levels of attention during learning tasks. They ask questions for clarification on new knowledge and explain themselves if misunderstood. Children can retell a story showing a good understanding. They use a large number of words and new vocabulary in their conversations. Children creating an imaginary story of their own in play. Children use past, present, and future tenses in

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			Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Show and Tell Friday	Understanding and using question words such as what, where, who.. Engage in non-fiction books Show and Tell Friday	Predict what might happen, give ideas Retelling stories with an increased knowledge of story language and new vocabulary. Make up their own stories with beginning, middle and end. Show and Tell Friday	conversation with peers and adults. Holding conversation in back and forth Able to talk about own abilities in positive way. Participate in small group, class and one-to-one discussions, offering their own ideas, Offer explanations for why things might happen
NURSERY	Use a wider range of vocabulary. Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities. Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting. Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows key word instructions. Links words together when speaking. I can use words to begin to communicate my needs.	Sing a large repertoire of songs. Listens to simple stories. Focusing more attention on stories being told to them. Give attention to others who are speaking. Responds to adults and children that are trying to converse with me. Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'. Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'.	Use longer sentences of four to six words. Listens to others speaking and continues the conversation following on from what has been said. Paying attention when listening to longer stories. Switches attention between listening to others and completing a task. Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play. Recalling what happens in a story. Answering 'who, what, where' questions.	Start a conversation with an adult or a friend and continue it for many turns Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read. Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate. I am responding during conversations and using the word 'because'. . I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions.	Understand 'why' questions. Listens more carefully. Knows why we should listen. Knows they sometimes have to wait their turn when speaking. Responds to simple questions. Understanding prepositional language e.g. on, under. Asking why things are happening. Using a wider range of vocabulary in my play. Singing some songs independently.	Use talk to organise themselves and their play. Listen attentively and respond to what they hear with relevant questions, comments, or actions. Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked. Understand 'why' questions. Use simple sentences. Sing a large repertoire of songs.

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RECEPTION Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life. PSED play a part in all lifelong skills.					
Self-Regulation (ELG) Managing Self (ELG) Budling Relationships (ELG)	Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the adult says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be able to work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Managing Self: By the end of summer term be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Budling Relationships: Be able to work and play cooperatively and take turns with others, forming positive attachments to adults and friendships with peers whilst showing a sensitivity to their own and to others' needs					
	Class routines, rules and responsibilities linked to feelings ~ Zones School values (Kind Safe Responsible Learners), behaviour and expectations Children are developing an awareness of themselves and are forming their own opinions. They are beginning to learn the classroom rules and are following these with some reminders. Being me, a valuable individual Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school and know it is okay to ask for help. Children are building new positive relationships with	Class routines and School Behaviour Expectations: Self Confidence - build constructive and respectful relationships Children begin to take turns and share resources and are developing understanding that there is more than just them in the class. I am unique, what am I good at They are sharing feelings and may comfort a friend who is upset. Children identify their own emotions and name them They are doing things for themselves - because they want to. Children are using their preferences to choose what they would like to do at school. Budling relationships and friendships	Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. They are becoming proud of themselves for achieving. Keeping safe/ Online safety Children know and follow the behavioral expectations of the school. and guide others to follow. Identify and moderate their own feelings socially and emotionally. Learning about qualities and differences. To think about their own feelings and those of others. Becoming much more independent - getting things for home, eating their dinner and snacks,	Children have an adult in school they trust and will talk to. They talk about their interests and likes and dislikes at school. Feelings - zones with strategies for staying calm in the face of frustration. Healthy lifestyles (mental health focus) Understanding sleep is good for me and what I like to do. Random acts of Kindness. Looking after pets and our planet. Children developing resilience and perseverance. They are building relationships through play and talk	Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset. Growing and changing (SRE) Looking after others. Friendships - what makes a good friend Show resilience and perseverance in the face of challenge. Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. Children are confident to try new things Children continue to build strong bonds with other	Children show emotional maturity ready for the emotional resilience needed for KS1. They can use reason with other children to keep games and play fair to maintain relationships Children are developing in independence and can manage their behaviour. Children know if they have hurt someone's feelings and will often apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Children are proud of who they are and what they can

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PSHE Jigsaw	pupils and staff in their new setting. Children talk about their feelings to trusted adults Healthy lifestyles		asking for help, getting a drink when they want one. Budling friendships and may have a special friend. They play with these children in and out of the classroom.		children in their class and care for their peers e.g. getting them tissues, asking them to join in with a game.	do. They talk about themselves positively. They have developed resilience, independence and perseverance to support them through their school journey.
	Zones of Regulation Settling In Zones Emotions Regulation Toolbox	Celebrating Differences Piece 1 - What I Am Good At Piece 2 - I'm Special, I'm Me! Piece 3 - Families Piece 4 - Houses and Homes Piece 5 - Making Friends Piece 6 - Standing Up for Yourself	Dreams and Goals Piece 1 - Challenge Piece 2 - Never Giving Up Piece 3 - Setting a Goal Piece 4 - Obstacles and Support Piece 5 - Flight to the Future Piece 6 - Award Ceremony	Healthy Me Piece 1 - Everybody's Body! Piece 2 - We Like to Move It, Move it! Piece 3 - Food Glorious Food Piece 4 - Sweet Dreams Piece 5 - Keeping Clean Piece 6 - Stranger Danger	Relationships Piece 1 - My Family and Me! Piece 2 - Make Friends, Never Ever Break Friends! Piece 3 - Make Friends, Never Ever Break Friends! Piece 4 - Falling Out and Bullying Piece 5 - Falling Out and Bullying Piece 6 - Being the Best Friend We Can Be	Changing Me Piece 1 - My Body Piece 2 - Respecting My Body Piece 3 - Growing Up Piece 4 - Fun and Fears Piece 5 - Fun and Fears Piece 6 - Celebration
NURSERY	Express when they feel happy, sad, tired or upset. Taking turns with other children with adult support. Explore the classroom with adult support. I can use the toilet with adult support. Able to separate from parent/caregiver with adult support.	Sit nicely and keep my feet to myself. I can look after the toys and equipment. Having a go at new things. I am washing my hands after using the toilet with some reminders to do so Play alongside other children in my setting but may need adult support to do this. I am showing more interest in other children's play.	Can talk about my feelings and can wait my turn. I tidy up the resources that I have used and am following the behaviour expectations. Become more outgoing with unfamiliar people, in the safe context of setting. Come into setting with minimal support from an adult. I can talk about my family.	I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way. Play with one or more other children, extending and elaborating play ideas. I can use the toilet independently. I can focus on my task for a longer period of time. I am forming friendships with some children.	Increasingly follow rules, understanding why they are important. Calm myself down using a strategy that works for me and start to think about how others feel. Manage when routines change and can play nicely with others and extend others play. Showing more social confidence.	Showing more control over my feelings and behaviours. More perseverance and resilience when facing a challenge. Talk with others to solve conflicts and can ask new adults questions I am becoming more independent in looking after myself, ready to start reception..

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RECEPTION Physical Development Fine Motor (ELG) Gross Motor (ELG)	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, by creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns.					
	Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Holding a pencil effectively in preparation for fluid writing using the tripod grip. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.					
	PE Lesson 1- Movement PE Lesson 2- Dance & Music -Charanga: Mel Different ways to move. Finding space and moving safely. Balance, pull and push. Develop the skills needed to get through the school day e.g. lining up Continue to develop their movement, balancing, riding (scooters, trikes and bikes) Handwashing and toileting. Revise and use fundamental movement skills Using pencils and other equipment comfortably for them. Dough Disco Manipulate objects Dominant hand preference	PE Lesson 1 - Dance PE Lesson 2- Dance & Music - Charanga: My Stories Dancing and moving to music. moving with confidence. Use core muscle strength to achieve good posture Personal hygiene Use a range of tools effectively including pencils and scissors Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Children beginning to learn correct letter formations and use these in their writing	PE Lesson 1 - Ball skills PE Lesson 2 - Dance & Music - Charanga: Everyone Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Jumping and Hopping Negotiate space and obstacles safely Use a range of tools effectively including pencils and scissors Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks.	PE Lesson 1 - Gymnastics PE Lesson 2 - Dance & Music - Charanga: Our World Demonstrate strength, balance and co-ordination and experiment and use different ways of moving Negotiate space and obstacles safely, with consideration for themselves and others. adjusting speed and direction. Children forming recognisable letters with an effective pencil grip. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use a range of tools effectively including pencils and scissors	PE Lesson 1 - Multi-skills PE Lesson 2- Dance & Music - Charanga: Big Bear Funk Children will combine different movements with ease and fluency. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately. Folding, cutting, weaving, plasticine, clay, Develop pencil grip and letter formation.	PE Lesson 1 - Athletics PE Lesson 2- Dance & Music - Charanga: Reflect Rewind Replay Races / team games involving gross motor movements. Negotiate space and obstacles safely. Move energetically in a range of different ways Demonstrate strength, balance and coordination Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Holding a pencil effectively in preparation for fluid writing Begin to show accuracy and care when drawing.

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NURSERY	Walk confidently. Climb using two feet at a time. Knowing how to scoop and pour. To run around the setting with some control and direction. Clapping and stamping to music. Using a palm grip when using mark making tools. Use spring loaded scissors to make snips into paper with adult support.	Begin to move on a balance bike. Begin to use a climbing frame with support from an adult. Use a comfortable grip with good control when holding pens and pencils. Mark making by scribbling and colouring.	Putting on their own coat and shoes (needing support to do their coat up still), Going up and down stairs with control and balance. Show a preference for a dominant hand. Beginning to use a four finger grip to use mark making tools, to develop more independence when using scissors.	Kick and throw a large ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course. Making more controlled marks when drawing and mark making, Children manipulating dough through rolling, squeezing, balling and patting.	To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource, To begin to show good posture when sitting on the carpet. Using a two finger and a thumb grip. Drawing and paint clearer shapes and pictures. Showing some threading skills.	To make up own movements with their body. To be able to climb safely and choose the right equipment to move safely. Children using pencils and other equipment comfortably. Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name. Be increasingly independent in meeting their own care needs.
RECEPTION	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Throughout the year both adults and children will read, and re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonics knowledge.					
Literacy						
Comprehension (ELG)						
Word Reading (ELG)						
Writing (ELG)						
Comprehension -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading -Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing -Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.						
Listening to stories	Beginning to retell stories	Retelling stories with recently introduced vocabulary	Building fluency and understanding	Explaining the stories they have heard and read	Demonstrate an understanding of what has been read to them	
Phonics - ELS Scheme.	Phonics - ELS Scheme.	Phonics - ELS Scheme.	Phonics - ELS Scheme.	Phonics - ELS Scheme.	Phonics - ELS Scheme.	

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	Phase 2 Set 1 - 6 & HRSW Recognising initial sounds. Joining in with rhymes and showing an interest in stories with repeated language. Sequencing familiar stories through the use of pictures to tell the story. Listen to stories with attention and recall. Understanding purpose and concepts of print. Engage in conversations about stories, learning new vocabulary. Linking sounds to letters. Blending books consistent with their developing phonic knowledge. Name writing activities.	Phase 3 Set 7 - 12 & HRSW Letter formation Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in) Actions to retell the story. Story Maps. Using simple story maps and orally retelling new stories. Enjoys an increasing range of books Sequence story - use vocabulary of beginning, middle and end. Begin to read words by sound- blending. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Spotting digraphs in words. Identify HRSW words such as 'the' and 'said'.	Phase 3 Review Phase 4 intro & HRSW Letter formation Initial sounds and CVC labels (extend to captions) Sequence and retell stories Record stories through picture drawing/mark making. Retell a story with actions and / or picture prompts as part of a group. Short sentences- finger spaces, full stops and capital letters Introducing digraphs. Read simple phrases and sentences made up of words with known letter-sound correspondences. Read a few HRSW Using recently introduced vocabulary during discussions about stories and during role-play.	Phase 3 Review Phase 4 Letter formation Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non-fiction and stories Retell a story with actions and / or picture prompts as part of a group. Can explain the main events of a story and draw pictures of characters/events. Begin to read simple sentences. Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Identifying characters and settings.	Phase 4 Letter formation Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non-fiction and stories Discuss what they know/ have found out Sequence and retell stories Can explain the main events of a story and draw pictures of characters/events. Read and understand simple sentences.	Intro Phase 5 & Review Letter formation Short sentences- finger spaces, full stops and capital letters Use and understand new vocabulary from songs and stories Sequence and retell stories Reading and understanding sentences with fluency including some exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge Read aloud simple sentences and books that are consistent with their phonic knowledge
	Representing name and initial letter sounds. Dominant hand, tripod grip, fine motor- pencil control.	Writing CVC words. Name writing.	Caption Writing and Exception Words. Practising correct letter formation.	Begin to write simple sentences.	Writing simple sentences. Writing for a purpose in role play using phonetically	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of

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	Practising correct letter formation in large phonic books. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing names, labels and messages.	Practising correct letter formation. Labelling using initial sounds. Writing CVC words using ELS Retelling stories in writing area. Sequencing the story.	Writing some of the HRSW words such as I, me, my, like, to, the. Writing CVC words using ELS Labels using CVC, CVCC, CCVC words. Guided writing based around developing simple sentences in a meaningful context	Practising correct letter formation. Labels with CVC, CVCC, CCVC words Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story pictures. Labels and captions. Write a sentence.	plausible attempts at words, beginning to use finger spaces. Form lower-case and some capital letters correctly Rhyming words. Write two sentences with HRSW Write recognisable letters, most of which are correctly formed.	tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds and representing the sounds with a letter or letters. HRSW.
NURSERY	Phonics Phase 1 Hear environmental sounds (Aspect 1) Engage in extended conversations about stories, learning new vocabulary. Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.	Phonics Phase 1 Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Draws marks that are not always distinguishable.	Phonics Phase 1 Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Hear Body percussion (Aspect 3) Adds some marks to drawings. Adds marks that to them symbolises their name.	Phonics Phase 1 Revise Aspects 1-3. Hear voice sounds (Aspect 6). Oral blending and segmenting (Aspect 7) Beginning to give meaning to the marks I make.	Phonics Phase 1 Revise Aspects 6-7. Hears rhythm and rhyme (Aspect 4). Hears alliteration (Aspect 5) Phonics Phase 2 First set of sounds. Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.	Phonics Phase 2 Second set of sounds. Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing - I can write some or all of my name.
RECEPTION Maths Number (ELG)	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					

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Numerical Patterns (ELG) White Rose Maths supported by NCETM number Mastery	Number - Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
	Number & Numerical Pattern Exploring the numbers 1,2,3 Representing, comparing and composition of sets and numbers to 3 including subitising Classifying objects based on one attribute. Matching equal and unequal sets Matching, sorting and exploring patterns. Opportunities at looking at different shapes, sizes, and colours of objects both man-made and natural. Matching and comparing amounts Compare mass, length and capacity. Taller/Longer /Shorter Ordering objects and sets Manipulatives are introduced	Number & Numerical Pattern Representation of numbers to 5 1, 2, 3 Children should be able to show the correct number on their fingers and match numeral to correct quantity 4 and 5: count on or back to 4 and 5. Count or subitise sets of up to 4/5 objects to find how many and make own collections of objects. They match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. Look closely at the composition of numbers to 5 (including subitising) Children will continue to develop the understanding that all numbers are made up of smaller numbers. Exploring compositions of 4 and 5.	Number & Numerical Pattern Introducing Zero - 'nothing there' or 'all gone'. Learning that the number zero and the numeral 0 can be used to represent this. Composition of numbers 6, 7, and 8. Represent 6, 7 and 8 in different ways and can count out the required number of objects from a larger group. Arranging 6, 7 or 8 items into smaller groups to conceptually subitise and see how the numbers are made up of smaller numbers. Comparing numbers to 5-10 Combining two groups Finding pairs Compare Capacity: Children to make direct comparisons to understand full, empty, half full, nearly full and nearly empty Length and height	Number & Numerical Pattern Represent 9 and 10 in different ways. Arranging 9 or 10 items in small groups, to conceptually subitise these larger numbers and explore their composition. Notice that a 10 frame is full when there is 10. They can use 10 frames, Rekenreks, fingers and bead strings to subitise groups of 9 and 10. Number bonds to 10 using real object in different contexts Starting to count beyond 10 Patterns and number relationships 3D shapes Introduce the names of the shapes and children to be given opportunities to explore similarities and differences. Build on the pattern AB work by introducing more complex patterns.	Number & Numerical Pattern Building numbers beyond 10 - counting patterns Even and odd - quantities, will share equally into 2 groups and some will not. Spatial Awareness. Opportunities to select and rotate shapes to fill a given space. To match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another. Adding more: use real objects to see that the quantity of a group can be changed by adding more. Firstly by re-counting all the items altogether then encouraging to count on Taking away: Use real objects to see that a quantity of a group can be changed by taking items away. Firstly by counting the items at the start, and then subitise or recount to how many are left.	Number & Numerical Pattern Deepening understanding Patterns and relationships Doubling and sharing Consolidation Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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		One more and One Less				Verbally count beyond 20, recognising the pattern of the counting system
		Shapes 4 sided				
NURSERY	To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Talk about and identify the patterns around them. For example: stripes on clothes.	To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment. Say one number for each item in order: 1,2,3,4,5. To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'	To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. To use positional language 'in', 'out', 'on'. To find shapes in the environment.	To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them. To use the terms 'long' and 'short' when describing height and size.	To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D shapes. To begin to describe and name some simple shapes - circle, square, triangle.	To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond. To describe weight using 'heavy, light'. To copy or create a 2 part pattern. To understand and use a range of prepositional language.
RECEPTION	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension - understanding of community, cultures and people through diverse books and stories.					
Understanding the World	Past and Present -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Past and Present (ELG) People, Cultures and Communities (ELG) The Natural World (ELG)	Discussion about families, their similarities and differences Family- same and different- Photos from home	How Christmas is different around the world Christmas- changes linked to toys	Know some similarities and differences between the world around them and contrasting environments Describe other environments	Explorers- develop understanding of characters from the past Do homes today look like castles? Are there some	Looking at photos of people who help us in the past and present. Understanding the past through stories and storytelling	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing
Science History Geography						

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	Books about families from the past and different families - what makes a family Materials and their properties, processes See, hear and smell outside Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Home on a simple map Describe the local environment, using all their senses to explore the natural and urban world.	Children talk about special times in their lives: birthdays and family celebrations or festivals. Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc. Nocturnal animals - exploring animal habitats in the garden and which animals are nocturnal? Name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.	Look at life in the past e.g. grandparents' holidays- photos, books, etc. Kings and Queens Consider how have changed Make observations of plants and animals Children have an understanding of some animal habitats and can describe them and who lives in them.	castles in the present? Who lived in a castle? Understanding the past through stories and storytelling. Living things- plants and animals (bones, fossils, etc.) Children talk about and understand changes in their own lifetime and what happens when they get older. Planting and growing flowers and vegetables in the outdoor area. Care and concern for living things. Growing seeds - cress, flowers	Make observations of plants and animals Explore the natural world around them and make observations and draw pictures Understand some of the processes in the natural world- life cycles Create opportunities to discuss how we care for the natural world around us. Looking after caterpillars. and watching the metamorphosis to butterflies, Pond dipping and looking closely at how tadpoles change.	on their experiences and what has been read in class. Some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between the natural world around them and contrasting environments.
NURSERY	Children using words 'now' and 'next'. Children talking about their family, who they live with and any pets. Children talking about their families. Children talking about who is special to them and naming their family members. Children showing respect and care for their environment. Children talking about their	Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words 'then' 'now' 'next' 'before'. Children talking about how we look after our friends and families. Children talking about their homes. Children exploring the changing weather and seasons, Children explore	Children understanding the terms 'old' and 'new' and recognising old and new objects. Children recognising familiar signs, shops in the environment. Can talk about the transport used and about the similarities and differences between known celebrations.	Children commenting on their own past experiences e.g. Easter. Show interest in different occupations. Children exploring the changing weather and learning about new life and plants based around Spring time	Children confidently talking about who they are and who they live with. Children developing an idea of 'belonging'. Children beginning to understand what the 'wider world' is. Plant seeds and care for growing plants. Children exploring how these plants grow and change over time.	Children sequencing family members e.g. baby, mum, grandma Children know there are other countries than England and that they look different to ours. Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun.

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	home environment and school environment.	using their senses. Children showing more of an interest in the world. .	Children understanding how and why we respect and care for animals. Children exploring a range of materials.			
RECEPTION Expressive Arts and Design Creating with Materials (ELG) Being Imaginative and Expressive (ELG)	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Artists Beth Caveer Julie Wilson Megan Coyle Jasper Johns Henry Matisse					
	ELG: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories ELG: Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others - when appropriate – try to move in time with music.					
	Self Portraits	Explore the use of colour and design	Winter chalk and pastel scenes and sparkly collages	Observational Spring flower water colour painting and drawings	Observational Summer flower water colour painting and drawings	Explore the use of a range of tools
	Using the creative area	Explore tools and their uses	Cold colour mixing on ice	Flower petal patterns	3D junk models	Animal prints with chosen tools and materials
	Mixing Colours and textures	Colour identification	Chinese New Year - lanterns	Perform poems, songs and stories	Collaborative art	Bug 3D clay models
	Printing Patterns	Firework pastel and chalk pictures.	Primary colours	Twisting beanstalks	Exploring the use of textures	Sun catcher collage
	Rubbings	Clay pinch pot Diva lamps.	Threading Bookmarks	Develop own designs and select materials	Tearing paper and colour patterns in the style of Matisse - the snail	Boats
	Junk Modelling Homes	Clay ball hedgehogs	Colour mixing with intent	Create and adapt designs	Perform poems, songs and stories	Have preferences for forms of expression and explain use of materials and design
	Drawing with accuracy	Firework wands	Explore effects such as dabbing and cotton buds	Joining materials together	Invent and adapt stories through their role play and small world play	Invent, adapt and recount narratives and stories with peers
	Selecting tools for a purpose	Learning and performing Christmas songs	Make use of props and materials in the role play area to re-create well known stories	Make use of props and materials in the role play area to re-create well known stories		
	Singing and learning familiar songs					
	Invent and adapt stories through their home corner role play; including outdoors					

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	Small world play led by children's own interests	Santa's Workshop - writing cards and tags, wrapping presents Make use of props and materials in the role play area to re-create well known stories	Perform dance, songs and stories Outside small world icy habitats and animals	Perform songs	Re-telling Fairy tales with puppets acting out story	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Perform songs, rhymes, poems and stories with others, to move in time with music Make use of props and materials when role playing characters in narratives and stories.
NURSERY	Recognises colours and choose them for a purpose. Use thick paint brushes and playdough to roll, cut, ball, sausage. Builds towers with large construction equipment. Dancing to music and exploring moving to music in different ways. Showing an interest in the small world and roleplay areas.	Uses a glue stick to join materials together to create an independent craft using available materials. Developing storylines in their play, using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter. Including their experiences in their roleplay, talking about their favourite songs.	Use spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continue to develop their drawing skill. Children exploring a range of musical instruments either together or separately. Linking real life and stories into the small world, using props in their play.	Building using smaller construction kits. Use a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Joining in with the actions to songs, engaging in roleplay in and out of the home-corner and becoming more immersed in their play.	Cutting with more confidence, independently creating and making using the ideas they have seen and come up with, Building for a purpose using a range of construction equipment. Using a range of 'sticking' tools to join their artwork e.g. Sellotape, masking tape, PVA glue, glue stick. Making up stories verbally while playing, acting out stories with the small world or in their play,
RECEPTION	Through topic work the children will work through the school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects. Children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E - Religious Education, links to the EYFS curriculum through PSED AND UTW. Communication and Language ELG: Listening, Attention and Understanding Personal, Social & Emotional Development ELG: Building Relationships Understanding the World ELG: Past and Present and People, Culture and Communities Texts: Hats of Faith by Medeia- Cohan The Proudest Blue by Ibtihaj Muhammad					
Religious Education						

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	plus others											
	Special Me		Incarnation		Celebrations		Salvation		World Faiths		World Faiths	
	What makes people special? Who are we? Christianity, Judaism		What is Christmas? What is a nativity? Christianity concept		How do we celebrate? Why is God so important? Mixed Worldviews. Sanatana Dharma,		What is Easter to me and others? Christianity concept		What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikh		What makes places special and why? Christianity, Islam, Judaism	
RECEPTION Computing	Online bullying (2)	Online reputation (1)	Self-image and identity (2)	Online relationships (1)	Managing online information (1)	Privacy and security (1)	Health, well-being and lifestyle (2)	Copyright and ownership (2)				

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Reception Vocabulary Progression

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 1	Summer 2
Communication & Language <i>Listening, Attention & Understanding</i>	Listen, Reading Wait, Turn, Story, Carpet time, Join in, Hand up, Question, Song, Rhyme, Poem, Carpet, Sitting, Listening, Group, Story time,	P.E, Assembly, Fiction, Non-fiction, Why? How? Questions, Listening, Group, Story time, Book, Reading, Instruction, Telling, Listen, Follow, Why?, Explain, Because	Quiet, Quietly, Carpet, Sitting, Listening, Joining in, Hand up, Story time, Book, Reading, Fiction, Non-fiction, How? Predict Pretend, Turn taking, Listening, Instruction, Telling, Listen, Follow, Why?, Explain, Because	Listen, Wait, Turn, Carpet time, Join in, Hand up, Question, Song, Rhyme, Poem, Safe, Safety, Road safety, Fire alarm, Joining in, Hand up, Friends, Pretend, Compromise, Turn taking, Fair, Fiction, Non-fiction, Explain, Because, When? What?	Instruction, Patient, Patience, Join in, Help, Where? What could we do next? Instructions, Listening, Follow, Explain, Repeat, Non-fiction, How? Don't understand, Retell, Vocabulary linked to book language	Listen, Wait, Turn, Game, Pretend, Friend, New, Different, Explain, Listen, Heard, Because, Animals, Man-made, Soon, Early, Late, Square, Triangle, Circle, Soft, Hard, Smooth
Communication & Language <i>Speaking</i>	Sentence, Songs, Joining in, Rhymes, Poems, Good morning, Right, Now, Pass me, Let's get	Conversation, Turn taking, Why, And, Good morning, How are you?	Pretend this is, Ran, Fell, Why, Because, I think, This morning, Last night	I think, When, Does, And, Because, Next, After that, Let's try	Feelings, Experience, Went to, Going to, Please, Thank you	Play, Pretend, Now, Then, Before, After, If, Because, So, Could
Personal, Social & Emotional Development <i>Self-Regulation</i>	Feelings, Emotions, Happy, Sad, Angry, Good, Bad, Upset, Sad, Feeling, Emotion, Rules, Safety	Cry, Nice, Problem, Sharing, Taking turns, My turn, Your turn, Patience, Waiting	Proud, Pride, Happy, Breathing, Following, Behaviour	Choice, Explain, Say, Worry, Help, Listening, Waiting, Trusted adults, Friend, Friendship, Safe, Safety	Sorry, Upset, Accident, Help, Following, Safety (Language relating to the Behaviour Policy)	Frustration, Explain, Why, Turn taking, My turn, Your turn, Independence, Getting on, Planning, Changing, Keep on trying, Reflecting
Personal, Social & Emotional Development <i>Managing Self</i>	Get Book Bag, Water Bottle, Pack-Up, Timetable, Toilet, Wiping, Listening, Like, Dislike, Rules, Listening, Safe, Behaviour	Why, Explain, Language Linked To Provision And Prior Learning, Play, Playing, Area Names Of The Classroom, Help, Please, Dress, Undress, Clothing Names, Listening, Next	Happy, Proud, Like, Better, Improve, Good, Bad, Right, Wrong, Behave, Rules, Follow, Toilet, Food, Drink, Knife, Fork, Help, Tired, Healthy, Treat Food	Show And Tell, Proud, Happy, Achieve, Healthy, Physical Activity, Tooth Brushing, Screen Time, Dress, Undress, Zip, Button, Help, Try Again, Tricky, Hard, Challenge, Safe, Road Safety, Look Both Ways, Listening.	Happy, Good, Like, Proud, I Can, Better, Like, Dislike, Why, Explain, Reason, Resilience, Try Again, Rule, Road Safety, Directions, Listen, Next, After That	Individual, Me, My, I Can, Happy, Good, Like, Better, Challenge, Harder, Next Level, Healthy, Food Groups, Fats, Protein, Carbohydrates, Dairy, Food Names, Physical Activity, P.E, Work Out
Personal, Social & Emotional Development <i>Building Relationships</i>	Friend, Teacher, Peer, Class, Others, Happy, Talk, Conversation, Play, Group,	Help, Please, Friends, Having A Go, Class, Nicely, Turn Taking	Talk, Names, Play, Classroom Areas, Names, Teacher, Peer, Nicely, Turn Taking, Having A Go	I Think, Because, Why, When, Please, Turns, Next, Shall We, Pretend	Do You? Like, Dislike, Your Turn, My Turn, Minutes, Shall We?	Your Turn, My Turn, You Can Have It, Share

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	Roleplay, Small World, Teacher, Peer, Class					
Physical Development <i>Gross Motor Skills</i>	Sit, Sitting Up, Straight, Smart Sitting, Posture, Floor, Carpet, Table, Pen, Pencil, Scissors, Ball, Racket, Rope, Cone.	Follow Me, Climb, Apparatus, Mats, Slither, Crawl, Skip, Jump, Hop, Side Step.	Strength, Balance, Coordination, Climb, Dance, Dance Move, Music, Shape, Shape Names, Tension, Floppy.	Space, Surroundings, Aware, Speed, Direction, Control, Ball, Looking, Racket, Hands, Eyes.	Equipment, Ball, Cones, Safety, Careful, Running, Jumping, Stepping, Dancing, Hopping, Skipping, Climbing.	Space, Carefully, Aware, Surroundings, Direction, Speed, Strength, Coordination, Play, Playing, Running, Moving, Travelling.
Physical Development <i>Fine Motor Skills</i>	Pencils, Tools, Equipment, Safely, Hand, Scissors, Snips.	Pen, Paintbrush, Finger, Finger Strong, Dough, Dough Disco, Letter Formation, Letters, Rhymes, Writing.	Pencil, Grip, Hand, Fingers, Skill, Scissors, Snips, Control.	Letters, Trace, Rhymes, Pencil Grip.	Scissors, Small Tools, Tripod, Fingers, Draw, Pencils.	Tripod, Pencil, Grip, Skill, Tools, Pen, Pencil, Scissors, Weaving, Threading, Accuracy, Drawing, Detail, Tracing.
Literacy <i>Comprehension</i>	Book, Rhyme, Join In, Picture, Illustration, Words, Text, Follow, Repeat, Look, Beginning, Middle, End.	Books, Story, Nonfiction, Fiction, Questions, Who, What, Where, Why, When, Pictures, Illustrations	Pictures, What, Why, How, When, Where, Like, Dislike, Rhyme, Play.	Story, Order, Sequence, Retell, End, Repeat	Sequence, Story, What, Why, Difference, Nonfiction, Fiction, Poetry, Act Out, Show Me.	Vocabulary, Words, Recall, Retell, Next, After That, Why, When, Like
Literacy <i>Word Reading</i>	Hearing, Listening, Sound, Phoneme, Three Sounds, Two Sounds, Put It Together, What Can You Hear?	Letters, Phonemes, Read, Sounds, Tricky Words.	Letters, Phonemes, Read, Sounds, Tricky Words.	Digraph, Read, Sounding Out, Tricky Word, CVC, Sound Buttons	Digraph, Read, Sounding Out, Tricky Word, CVC, Sound Buttons.	Tricky Words, Re-Read, Check, Sense, Edit, Change, Adapt, Improve
Literacy <i>Writing</i>	Listen, Speak, Speaking, Writing, Mean, Explain, What, Segmenting, Phonemes, Graphemes, Sounds, Name Writing, Copy, Trace, Formations. Story, Print, Text, Illustration, Pictures, Reading, Left To Right, Drawing, Making, Marks, Lines, Circles.	Copy, Trace, Same, Drawing, Picture, Neat, Phoneme, Grapheme, Symbols, Marks, Letters, Name, Writing, Segmenting, Phonemes, Graphemes, Sounds, Name Writing, Copy, Trace, Formations, Three Sounds, Sound Buttons. Pencil Grip, Pinch And Flick, Letters, Formations, Trace, Copy, Formation Rhymes, Spaces, Finger Spaces	Writing, Initial Sounds, Hear, Phoneme, Listen, Tune In, End Sound, Sound At The End. Segmenting, Phonemes, Graphemes, Sounds, Name Writing, Copy, Trace, Formations, Three Sounds, Sound Buttons, Spelling. Pencil Grip, Pinch And Flick, Letters, Formations, Trace, Copy, Formation Rhymes, Spaces, Finger Spaces, Hand, Left To Right, Follow The Page	Words, Writing, Sounds, Phoneme, Graphemes, Sounding Out, Independently, Sound Talk, Sound Buttons, Roleplay, Segmenting, Phonemes, Graphemes, Sounds, Copy, Trace, Formations, Three Sounds, Sound Buttons, Tricky Words Pencil Grip, Pinch And Flick, Letters, Formations, Trace, Copy, Formation Rhymes, Hand, Left To Right, Lazy Letters, Tall Letters, On The Line, Under The Line.	Writing, Sounds, Letter Sounds, Graphemes, Phonemes, Mark Making. Segmenting, Phonemes, Graphemes, Sounds, Copy, Trace, Formations, Three Sounds, Sound Buttons, Tricky Words, Pencil Grip, Pinch And Flick, Letters, Formations, Trace, Copy, Spaces, Correct Formations	Instructions, Recipe, Story, Non-Fiction, Fiction, Information Book, Sentences, Letter Sounds, Capital Letters, Finger Spaces And Full Stops. Segmenting, Phonemes, Graphemes, Sounds, Sound Buttons, Tricky Words, Independent. Pencil Grip, Pinch And Flick, Letters, Formations, Trace, Copy, Capital Letters, Correct, Writing.

Long Term Plan EYFS Reception (R) and Nursery (N)

Maths <i>Number</i>	Happen, Now, Next, After That, Smaller, Larger, Smallest, Largest, Number Names, Words To Numbers Songs.	Number Names, Count, Without Counting, How Many.	Count, Without Counting, How Many, Shape, Shape Names, Flat, Sides, Corners, Smooth, One More, One Less, Adding One, Taking One, Bigger, Smaller.	Number, Number Names, Addition, Count, Without Counting, How Many, Number Bonds.	Number, Number Names, Count, Addition, Larger, Smaller, Odd, Even, More, Less, Number Bonds.	Number, Number Names, Count, Addition, Larger, Smaller, Odd, Even, More, Less, Number Bonds.
Maths <i>Numerical Patterns</i>	Number, Count, Is The Same As, More, Less, Few, Pattern, Pair	Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest	Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest	Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, Even, Odd	Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, Even, Odd, Size, Next, Between, Tens, Ones	Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, Even, Odd, Size, Next, Between, Tens, Ones
Understanding The World <i>Past & Present</i>	Family, Relationships, Mum, Dad, Sister, Brother, Grandma, Grandad, Friends	Last Week, Yesterday, A Long Time Ago, Last Year, Before I Was Born	Timeline, Day, Week, First, Last, Them, Next, Days Of The Week - Names	Changes, Baby, Toddler, Child, Teenager, Adult, Elderly, Ages	Event, Special, What Happened, Then, Next	First, Then, Next, After That, Finally, Story
Understanding The World <i>People, Culture & Communities</i>	Religion, Special, People, Books, Places, Church, Synagogue, Worship, Feelings, Similar, Different Information, Books, Videos, Search, Internet Special, Teddy, Photo, People, Toys Maps, Mapping, Environment, Features, Classroom Map, Local Area Map, Signs, Logos.	Synagogue, Worship, Feelings, Similar, Different History, Past, Celebrations, Festivals Belief, Religion, Special, Special Book, Celebrate, Celebration, Different, Same, Cold, Landscape Related Vocabulary. Maps, Mapping, Environment, Bee-Bot, Left, Right, Under, Beside, On Top.	Technology, Search, Internet, Antarctica, Desert, Changes, Water, Ice, Seasons. Questions, Why, Country, Community, Where I Live, Story, Visitor, Celebrations Maps, Mapping, Environment, Bee-Bot, Left, Right, Under, Beside, On Top, Up, Down, Same, Different, Landscape.	Feelings, Similar, Different Images, Pictures, Past, Present, Same, Different, Grow, Change, Where I Live, Story, Visitor, Celebrations. Maps, Mapping, Environment, Bee-Bot, Left, Right, Under, Beside, On Top, Google Maps.	Key Worker, Job, Help, Helpful, Community, Police, Fire Service, Doctor, Dentist. Special, Places Of Worship, Churches, Map, Park, Shops, Features, Landmarks, Local Area.	, Images, Pictures, Change, Different, People, Places, Time, Compare, Comparison, Same. Same, Similar, Features, , Hot, Cold, Care, Look After, Vets, Food, Water. Maps, Mapping, Environment, Features, Landmarks, Local Area, X Marks The Spot, Treasure.
Understanding The World <i>The Natural World</i>	Autumn, Day, Dark, Light, Winter, Night, Season, Moon, Sun, Lighter, Darker, Shadow	Material, Wood, Plastic, Glass, Metal, Paper, Recyclable, Hard, Soft, Rough, Smooth, Shiny	Polar Animals (Penguin, Arctic Fox, Orca, Elephant Seal, Polar Bear, Snowy Owl), Frozen, Camouflaged, Survival.	Hygiene, Healthy, Nonhealthy, Grow, Change, Germs, 5 Senses, Teeth Brushing, Dentist, Face, Hair, Leg, Human, Knee, Arm, Elbow, Back, Head, Toes, Ear, Hands, Eye, Fingers, Mouth, Nose,	Tulip, Daffodil, Bluebells, Crocuses, Snowdrops, Dandelions, Buttercups, Daisy Plant, Stem, Leaf, Roots, Bulb, Shoot, Seed, Growth Flower, Trunk, Branches. Life Cycle, Egg, Caterpillar, Chrysalis,	Pond, Garden, Woodland, Seaside, Habitat, Wild, Wildlife, Native, Woodland, Birds, (Owl, Duck), Insects/Bugs/ Minibeasts (Lacewing, Ladybird, Woodlouse, Bee, Wasp, Spider, Tarantula,

Long Term Plan EYFS Reception (R) and Nursery (N)

				Parent, Baby, Child, Adult, Grandparent	Cocoon, Butterfly, Water, Food, Air	Earthworm, Snail, Millipede, Butterfly, Caterpillar, Microhabitats, odd one out
Expressive Arts & Design <i>Creating With Materials</i>	Grip, Pinch And Flick, Tight, Loose, Hand, Lines, Circles, Shapes, Copy, Explain, Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Secondary Colours, Light, Dark. Paint, Painting, Colour, Choice, Splatter, Flick, Jackson Pollock. Print, Paint, Choice, Hands, Feet, Fingers, Smudge, Clear Print. Materials, Textures, Fabric, Play-Dough, Natural, Soft, Hard, Bendy, Rough, Smooth. Transient Art, Loose Parts, Moveable, Creation, Colour, Shape, Patterns. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper.	Observe, Copy, Look, Notice, Shape, Colour, Lines, Represent. Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Secondary Colours, Light, Dark. Paint, Painting, Colour, Choice, Yves Klein Print, Paint, Choice, Smudge, Clear Print, Sponge, Rollers, Shapes, Mondrian, Primary Colours, Kandinsky. Materials, Textures, Junk, Modelling, Build, Tower, Structure, Higher, Lower, Taller, Shorter, Stronger, Sturdy, Glue, Sellotape. Joins, Materials, 3d, 3d Work, Sellotape, Masking Tape, Sellotape, Glue Stick, Stronger, Hold. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Straight Line, Copy, Follow	Emotion, Feeling, Detail, Features, Circles, Shapes, Lines, Colour Wash Background, Water Colour, Water, Paint, Light, Dark, Bold, Faint, Joan Miro, Combine, Mix. Paint, Painting, Colour, Choice, Type, Poster, Ready Mix, Acrylic, Powder, Water Colour. Print, Paint, Choice, Smudge, Clear Print, Objects, Leaves, Pine Cones, Flowers. Materials, Textures, Clothing, Winter, Warm, Thick, Soft, Insulate, Hot, Cold, Wool, Cotton. Celebrate, Bunting, Paper Chains, Joins, Glue, Paper, Card. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Curved Lines, Copy, Follow, Trace.	Represent, Flower, Daffodil. Colours, Colour Names, Nature, Outside, Style, Similar, Any Goldsworthy, Leaves, Grass, Soil, Mud. Paint, Painting, Colour, Choice, Mix, New, Primary And Secondary Print, Paint, Choice, Smudge, Clear Print, Objects, Patterns, Environment, World, Nature. Materials, Textures, Collage, Eric Carle, Play Dough, Flour, Instructions, Water, Salt, Oil, Amount, Measure, Roll, Mix. Natural Art, Nature, Patterns, Outdoors, Andy Goldsworthy, Style, Copy, Similar. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Shapes, Lines, Copy.	,Sunflower, Van Gogh. Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Secondary Colours, Light, Dark, Shades. Paint, Painting, Colour, Choice, Surface, Paper, Card, Brushes, Thick, Thin, Difference. Print, Paint, Choice, Smudge, Clear Print, Symmetry, The Same, Pattern, Butterfly, Shape, Colour. Materials, Textures, Weaving, Instructions, In And Out, Natural, Manmade, Pattern. Props, Puppets, Folding, Technique, Fan, Book, Material, Feather Headdress. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Independence, Lines, Follow	Detail, Explain, Thick, Thin, Colour, Observe, Notice, Like, Dislike, Reason. Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Secondary Colours, Light, Dark, Purpose. Paint, Painting, Colour, Choice, Inspiration, Feeling, Emotion, Imagination, Observation, Evaluate, Like, Dislike, Change, Similar, Different, Improve, Better. Print, Paint, Choice, Smudge, Clear Print, Ideas, Explain, Reason, Why. Materials, Textures, Sewing, Stitch, Natural, Leaves, Thread, Needle, Weaving, In And Out. Tools, Techniques, Join, Assemble, Materials, Glue, Folds, Sellotape, Adapt, Change, Review, Explain. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Purpose, Independence
Expressive Arts & Design <i>Being Imaginative And Expressive</i>	Pitch, Music, Singing, Songs, Nursery Rhymes, Actions, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting, Song Words, Clap, Stamp, Move	Instruments, Play, Music, Sounds, Singing, Songs, Actions, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting Join In, Pretend, Roleplay, Home Corner,	Pitch, Tempo, Sequence, Composition, Instruments, Play, Music, Sounds, Singing, Songs, Actions, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting,	Loud, Quiet, Fast, Slow, Instruments, Play, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting, Voices, Whispering, Voices, Talking, Voices, Change, High, Low.	Instruments, Play, , Nursery Rhymes, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting, Listen, Like, Dislike, Sad, Happy, Exciting, Angry, Scary,	Rhymes, Actions, Bang, Tap, Scratch. Join In, Pretend, Roleplay, Retell, Stories, Converse, Conversation, Represent, Real Life, Imagination,

Long Term Plan EYFS Reception (R) and Nursery (N)

	Join In, Pretend, Roleplay, Home Corner, Mums, Dads, Baby, Small World, People, Vehicles, Cars, Recreate, Represent, Shops, Schools	Mums, Dads, Baby, Small World, People, Vehicles, Cars, Recreate, Represent, Shops, Schools	Percussion, Pattern, African Instruments, Drum, Tambourine, Bells, Maracas, Glockenspiel And Xylophone, Shake, Tap, Bang, Pulse, Beat, Orchestra, Horn, Bells. Join In, Pretend, Roleplay, Retell, Stories, Acting Out, Puppets, Toys, Small World, Masks	Join In, Pretend, Roleplay, Retell, Stories, Acting Out, Puppets, Toys, Small World, Masks, Home Corner, Conversations, Taking On A Role, Pretending	Rimsky Korsakov, Flight Of The Bumblebee Join In, Pretend, Roleplay, Retell, Stories, Converse, Conversation, Represent, Real Life, Imagination, Celebrations, Daily Life, Shopping, School	Celebrations, Daily Life, Shopping, School
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Long Term Plan EYFS Reception (R) and Nursery (N)

Nursery Vocabulary Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication & Language <i>Listening, Attention & Understanding</i>	Mummy, Daddy, Cup, Shoe, Book, Car, Table, Chair, Carpet, Milk, Water, Tree, Flower, Sky, Food, Drink, Toy, Box, Blanket, Door.	Spoon, Fork, Plate, Bowl, Window, Light, Coat, Socks, Hat, Gloves, Bag.	Run, Jump, Sit, Stand, Walk, Sleep, Eat, Drink, Play, Dance, Sing, Clap, Wave, Throw, Catch, Push, Pull, Climb, Crawl, Kick, Hide, Seek, Smile, Cry, Look, Listen.	Talk, Listen, Look, See, Hear, Smell, Taste, Touch, Help, Hold, Carry, Pull, Push, Open, Close, Under, Over.	I, You, He, She, We, They, Me, My, Mine, Yours, His, Her, Their, Our, This, That, Here, There, Where, Everywhere, Somewhere, Nowhere, Inside, Outside,	Wet, Dry, Soft, Hard, Warm, Cold, Bright, Dark, Angry, Scared, Tired, Hungry, Thirsty, Quiet, Loud, Early, Late, Morning, Afternoon, Evening, Night, Today, Tomorrow, Yesterday, Soon, Later.
Communication & Language <i>Speaking</i>	Big, Small, Hot, Cold, Open, Close, Happy, Sad, Yes, No, More, All done, Me, Mine, You, Please, Thank you, Hello, Goodbye, Here, There, Sit, Stand, Eat, Drink, Play, Walk, Run.	Colours, Soft, Hard, Wet, Dry, Clean, Dirty, Fast, Slow, Up, Down, In, Out, On, Off, Open, Closed, Full, Empty, Loud, Quiet.	In, Out, Under, On, Behind, Next to, In front of, Between, Inside, Outside, Over, Around, Through, Near, Far, Up, Down, Left, Right, Front, Back, Side, Top, First, Last, Middle.	Long, Short, Tall, High, Low, Fat, Thin, Heavy, Light, Strong, Weak, Soft, Hard, Rough, Smooth, Wet, Dry, Warm, Hot, Cold, Bright, Dark, Clean, Dirty, New, Old, Open, Close.	My, Your, His, Her, Our, Their, This, That, Here, There, Up, Down, Near, Far, High, Low, Between, Inside.	Fast, Slow, Old, New, Shiny, Round, Square, First, Last, Next, Before, After, Start, Finish, Always, Never, Sometimes, Anytime, Today, Tomorrow, Yesterday, Early, Later, Now, Later.
Personal, Social & Emotional Development <i>Self-Regulation</i>	Happy, Sad, Tired, Excited, Calm, Quiet, Loud, Cry, Smile, Laugh, Go, Wait.	Upset, Proud, Silly, Calm, Deep Breath, Gentle, Quiet, Listen.	Calm, Take turns, Share, Feelings, Deep Breath, Think, Count, Time, Safe, Careful, Danger, Stop, Think, Listen, Follow.	Control, Emotions, Relax, Speak, Words, Strong, Talk, Voice.	Understand Wait, Feelings, Communicate, Emotions, Breathe, Wait, Patience, Problem-Solve, Calm, Adjust, Focus, Balance.	Control, Confidence, Understand, Fair, Respect.
Personal, Social & Emotional Development <i>Managing Self</i>	Me, Mine, I, You, Eat, Drink, Sleep, Play, Clean, Dirty, Yes, No, Wash, Dress, Share.	Brush, Wash, Try, Help, Choose, Turn, Finish, Start, Ready, Tidy, Pack Away, Wait, Line up, Sit Down, Stand up.	Choose, Decide, Help, Yourself, Try, Wait, Patiently, Follow, Ask for Help, Clean up, Ready, Safe.	Plan, Safe, Work, Finish, Tidy, Independent, Help, Clean, Best, Listen, Follow, Directions, Instructions, Careful.	Plan, Organise, Keep Trying, Finish, Start, Tidy-up, Ready, Instructions, Care, Time, Rules, Follow, Together.	Organise, Plan, Follow Routines, Make Choices, Help Others, Responsible, Independent, Decisions.

Long Term Plan EYFS Reception (R) and Nursery (N)

Personal, Social & Emotional Development <i>Building Relationships</i>	Mummy, Daddy, Friend, Teacher, Baby, Hello, Goodbye, Please, Thank you, Sorry, Hug, Help, Kind, Gentle, Together.	Share, Turn-taking, Fair, Together, Team, Friend, Partner, Family, Group, Nice, Talk, Play with, Listen, Wait, Invite.	Include, Welcome, Sorry, Nicely, Please, Thank you, Respect, Care, Friendly, Share, Apologise, Forgive.	Friendly, Kind, Manners, Teamwork, Fairness, Share, Play, Sorry, Apologise, Encourage, Together, Share, Feelings, Responsibility.	Include, Share, Support, Listen, Take Turns, Apologise, Friendships, Patience, Help Out, Friend, Respect, Kind.	Teamwork, Resolve, Encourage, Apologise, Forgive, Understand, Communicate, Honest, Trust.
Physical Development <i>Gross Motor Skills</i>	Run, Jump, Walk, Hop, Skip, Climb, Crawl, Roll, Spin, Slide, Swing, Push, Pull, Lift, Throw.	Stretch, Bend, Step, Slide, Bounce, Kick, Catch, Throw, Leap.	Spin, Skip, Pass, Aim, Pedal.	Balance, Roll, Tumble, Reach, Skip, Sway.	Push, Pull, Lift, Carry, Throw, Catch, Pass, Steer.	Leap, Dance, Spin, Twirl, Slide, Climb, Bend.
Physical Development <i>Fine Motor Skills</i>	Hold, Grip, Pinch, Twist, Turn, Push, Pull, Pick, Drop.	Tap, Press, Squeeze, Pat, Roll, Squash.	Stack, Thread, Snap, Twist, Open, Close, Draw, Colour, Trace, Cut, Glue, Fold, Clip.	String, Bead, Screw, Unscrew, Snap, Tie, Fold, Shape, Mould, Twist.	Button, Zip, Tap, Hammer, Turn, Clip, Press.	Draw, Sketch, Paint, Glue, Peel, Scrunch.
Literacy <i>Comprehension</i>	Story, Book, Page, Picture, Listen, Tell, Look, Show, Point, Turn.	Beginning, End, Tell, Time, Place, Journey, Adventure, Surprise.	Match, Find, Say, Hero, Good, Bad, Brave, Kind, Castle, Sea, Farm, Mountain, Island, Sky.	Idea, Tell Me, Guess, Repeat, Song, Pattern.	Question, Answer, Tell, Say, Wonder, Listen, Know, Think, Feel, Remember, Where, When, Who, When, Why	Character, Repeat, Describe, Follow, Remember, Question, Answer, Explain, Choose.
Literacy <i>Word Reading</i>	Picture, See, Look, Point, Word, Letters, Song, Nursery Rhyme.	Cover, Talk About, Front, Back.	Rhyme, Find, Match, Guess, Remember, Repeat, Forget.	Letter Shapes, Words.	Favourite, Problem, Solve.	Phonics (Setting Dependent), Sequence, Order.
Literacy <i>Writing</i>	Draw, Line, Circle, Dot, Scribble, Colour, Mark.	Big, Small, Start, Stop, Long, Straight, Curvy, Wavy, Up, Down, Across, Around.	Trace, Letter, Shape, Straight, Roll, Twist, Turn, Snap.	Up, Down, Copy, Write, Crayon	Around, Copy, Paper, Pencil, Page	Name, Curved, Zigzag, Cross, Grip, Pen, Letter Shape.
Maths <i>Number</i>	Count, Many, Pair, Match, Group, Big, Small, Behind, In Front, Fit, Colour, Mix, Shape, Same, Bigger, Little, Small.	One, Two, Three, Four, Five, Before, After, Same, Bigger, Smaller, Different.	Number, Above, Below, Before.	Six, Tall, Short, Same, Lighter, Heavier, Full, Empty, Pouring, Liquid.	First, Then, Order, Sequence, More than, Less than, Group, Same, Different.	Seven, Eight, Nine, Ten, Before, After, Pairs, Match, Problem, Solve.

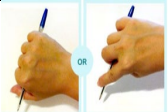
Maths <i>Numerical Patterns</i>	Colour, Match, Same, Different, Pattern, Line, Sides, Corners, Straight, Flat.	Shape, Circle, Square, Triangle, Pair, Share Pattern, Group.	Circle, Rectangle, Triangle, Cuboid, Round.	Repeat, Balance.	Line, Pattern, Order, Rectangle.	Sequence, Next, Before, After, Inside, Outside, Find.
Understanding The World <i>Past & Present</i>	Today, Yesterday, Tomorrow, Morning, Afternoon, Evening, Night, Now, Then, Old, New, Before, After, First, Last, Day.	Family, Parents, Grandparents, Baby, Child, Adult, Birthday, Age, Grow, Remember,	Week, Month, Year, Once, Long ago, Later, Soon, Early.	History, Event, Old, New, Celebrate, Tradition, Late, Change, Younger, Older.	Live, Town, City, Change, Remember, World, Local, Picture, Home, Photograph, New.	Past, Present, Timeline, Country.
Understanding The World <i>People, Culture & Communities</i>	Family, Parent, Brother, Sister, Grandparents, Friends, Neighbour, Home, House,	School, Classroom, Teacher, Child, Baby, Adult, , Talk, Listen, Share, Group, Together	Different, Celebrate, Love, Care, Community, Neighbourhood, Town, City, Street, Park, Library, Mosque, Church, Worship, Beliefs, Temple.	Language, Food, Clothes, Family, Friends, Festival, Celebrate, Different, Same.	Dance, Music, Art, Stories, Religion, Prayer, Song, Picture, Map, People.	Flag, Community, Together, Belonging, World, Country, City, Town, Village, People, Travel, Visit..
Understanding The World <i>The Natural World</i>	Outside, Nature, Tree, Leaf, Flower, Grass, Sun, Sky, Cloud, Rain, Wind, Snow, Bird, Insect, River, Pond, Mountain, Hill, Beach, Rock, Sand, Earth, Soil, Plant, Root, Seed, Garden, Path, Forest, Bush, Branch.	Weather, Season, Summer, Winter, Spring, Autumn, Cold, Hot, Warm, Cool, Storm, Thunder, Lightning, Rainbow, Foggy, Frost, Ice, Breeze, Sunshine, Night, Day.	Animals, Insect, Spider, Bird, Worm, Caterpillar, Ladybug, Frog, Rabbit, Deer, Squirrel, Duck, Turtle, Pond, Nest, Fur, Feather, Scale, Shell.	Land, Ocean, Sea, River, Stream, Lake, Waterfall, Island, Desert, Valley, Cliff, Seashore.	Grow, Blossom, Fruit, Vegetables, Crop, Berry, Leaf, Pinecone, Bark, Trunk, Twig.	Earth, Moon, Sun, Star, Planet, Sky, Space, Universe.
Expressive Arts & Design <i>Creating With Materials</i>	Paint, Brush, Crayon, Pencil, Paper, Glue, Scissors, Tape, Chalk, Clay, Dough, Sponge, Glitter,	Shape, Circle, Square, Triangle, Rectangle, Star, Heart, Diamond,	Smooth, Rough, Soft, Hard, Bumpy, Fuzzy, Sticky, Slippery, Stripe,	Build, Stack, Mould, Shape, Fold, Bend, Cut, Tear, Layer, Join, Fasten, Attach, Stick, Wrap, Roll,	Paper, Egg Carton, Newspaper, Magazine, Box, Carton, Tin, Jar, Can, Plastic, Cardboard,	Cork, Twig, Shell, Stone, Petal, Bark, Sand, Clay. Playdough. Tie, Bead, String, Thread.

Maths <i>Numerical Patterns</i>	Colour, Match, Same, Different, Pattern, Line, Sides, Corners, Straight, Flat.	Shape, Circle, Square, Triangle, Pair, Share Pattern, Group.	Circle, Rectangle, Triangle, Cuboid, Round.	Repeat, Balance.	Line, Pattern, Order, Rectangle.	Sequence, Next, Before, After, Inside, Outside, Find.
Understanding The World <i>Past & Present</i>	Today, Yesterday, Tomorrow, Morning, Afternoon, Evening, Night, Now, Then, Old, New, Before, After, First, Last, Day.	Family, Parents, Grandparents, Baby, Child, Adult, Birthday, Age, Grow, Remember,	Week, Month, Year, Once, Long ago, Later, Soon, Early.	History, Event, Old, New, Celebrate, Tradition, Late, Change, Younger, Older.	Live, Town, City, Change, Remember, World, Local, Picture, Home, Photograph, New.	Past, Present, Timeline, Country.
Understanding The World <i>People, Culture & Communities</i>	Family, Parent, Brother, Sister, Grandparents, Friends, Neighbour, Home, House,	School, Classroom, Teacher, Child, Baby, Adult, , Talk, Listen, Share, Group, Together	Different, Celebrate, Love, Care, Community, Neighbourhood, Town, City, Street, Park, Library, Mosque, Church, Worship, Beliefs, Temple.	Language, Food, Clothes, Family, Friends, Festival, Celebrate, Different, Same.	Dance, Music, Art, Stories, Religion, Prayer, Song, Picture, Map, People.	Flag, Community, Together, Belonging, World, Country, City, Town, Village, People, Travel, Visit..
Understanding The World <i>The Natural World</i>	Outside, Nature, Tree, Leaf, Flower, Grass, Sun, Sky, Cloud, Rain, Wind, Snow, Bird, Insect, River, Pond, Mountain, Hill, Beach, Rock, Sand, Earth, Soil, Plant, Root, Seed, Garden, Path, Forest, Bush, Branch.	Weather, Season, Summer, Winter, Spring, Autumn, Cold, Hot, Warm, Cool, Storm, Thunder, Lightning, Rainbow, Foggy, Frost, Ice, Breeze, Sunshine, Night, Day.	Animals, Insect, Spider, Bird, Worm, Caterpillar, Ladybug, Frog, Rabbit, Deer, Squirrel, Duck, Turtle, Pond, Nest, Fur, Feather, Scale, Shell.	Land, Ocean, Sea, River, Stream, Lake, Waterfall, Island, Desert, Valley, Cliff, Seashore.	Grow, Blossom, Fruit, Vegetables, Crop, Berry, Leaf, Pinecone, Bark, Trunk, Twig.	Earth, Moon, Sun, Star, Planet, Sky, Space, Universe.
Expressive Arts & Design <i>Creating With Materials</i>	Paint, Brush, Crayon, Pencil, Paper, Glue, Scissors, Tape, Chalk, Clay, Dough, Sponge, Glitter,	Shape, Circle, Square, Triangle, Rectangle, Star, Heart, Diamond,	Smooth, Rough, Soft, Hard, Bumpy, Fuzzy, Sticky, Slippery, Stripe,	Build, Stack, Mould, Shape, Fold, Bend, Cut, Tear, Layer, Join, Fasten, Attach, Stick, Wrap, Roll,	Paper, Egg Carton, Newspaper, Magazine, Box, Carton, Tin, Jar, Can, Plastic, Cardboard,	Cork, Twig, Shell, Stone, Petal, Bark, Sand, Clay. Playdough. Tie, Bead, String, Thread.

Long Term Plan EYFS Reception (R) and Nursery (N)

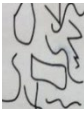
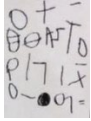
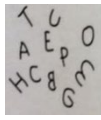
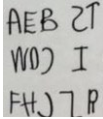
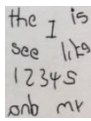
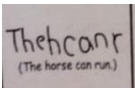
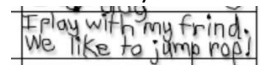
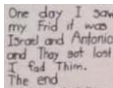
	Cardboard, Fabric, String, Bead, Button, Ribbon, Straw, Pipe Cleaner, Cotton Wool, Tissue Paper, Feathers, Stick, Pebble, Leaves.	Colours, Light, Dark, Rainbow, Mix.	Dot, Spot, Zig-zag, Spiral,, Swirl, Wave.	Press, Pinch, Squish, Stretch, Twist.		
Expressive Arts & Design <i>Being Imaginative And Expressive</i>	Imagine, Pretend, Play, Story, Role, Fairy, Wizard, Princess, Dragon, Adventure, Treasure, Pirate, Magic, Spell, Crown, Sword, Forest, Cave, Journey, Adventure.	Music, Dance, Song, Sing, Rhyme, Beat, Clap, Tap, Stomp, Twirl, Spin, Bounce, Step, Move, Hop, Skip, Jump, Fast, Loud, Quiet, High.	Happy, Sad, Angry, Scared, Excited, Calm, Surprised, Love, Smile, Laugh, Cry, Shout, Shout, Whisper.	Story, Begin, End, Once, Time, Place, Faraway, Land, Kingdom, Adventure, Journey, Brave, Kind, Clever, Trick, Puzzle.	Act, Perform, Dance, Move, Pose, Expression, Show, Play, Stage, Audience, Mask, Puppet, Speak, Shout, Whisper, Laugh, Cry.	Decorate, Make, Imagine, Imagination, Create, Draw, Build, Paint, Model, Colour, Stories, Favourite.

Fine Motor – Pencil Grip and Control Development

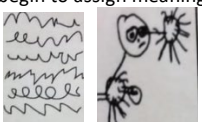
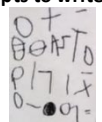
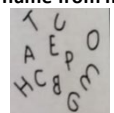
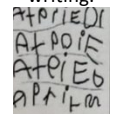
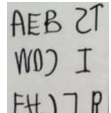
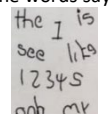
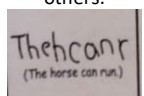
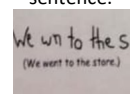
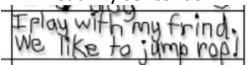
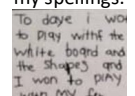
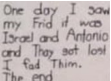
FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS							6-7 YEARS	
											
Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.							Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.	

Long Term Plan EYFS Reception (R) and Nursery (N)

Typical Writing development from Nursery to the Reception Year and beyond.

	1. Pre writing		2. Letter strings			3. Early developmental spelling	
Early Steps	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. 	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name 	I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy sbr - strawberry	I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Plausible attempts Phase 2, 3 and 4 HF words Adjacent consonants
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 

Long Term Plan EYFS Reception (R) and Nursery (N)

EYFS Progression of skills and assessment checkpoints - Writing								
Birth-Three -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. Handwriting . Develop manipulation and control. PD.FMS.B-3 . Explore different materials and tools. PD.FMS.B-3		Three- Four Years . 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; write 'm' for mummy. Writing.3-4 • Write some or all of their name. Writing.3-4 . Write some letters accurately. Writing.3-4 Handwriting .Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4 .Show a preference for a dominant hand. PD FMS.3-4		Reception . Form lower-case and capital letters correctly. Writing-Reception . Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception . Re-read what they have written to check that it makes sense. Writing-Reception . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing-Reception Handwriting Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - Reception Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception .			Writing- ELG . . Write recognisable letters, most of which are correctly formed. Writing-ELG • Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG • Write simple phrases and sentences that can be read by others. Writing-ELG Handwriting . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG	
Early Steps	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. 	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name 	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 	
Developing Writing	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy pto - potato sbr - strawberry	I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Phase 5-I use different spelling choices and more syllables. Plausible attempts Phase 2, 3 and 4 HF words Adjacent consonants Alternative graphemes Split digraphs- home make	
Developing Writing	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. 	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 	
Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.	

Long Term Plan EYFS Reception (R) and Nursery (N)

Handwriting Paper	I use blank paper and sheets. I use big movements.	I use wide-spaced handwriting paper with one thick baseline. I practise large letters	I use two-line paper with a top and bottom line. I can write letters between the lines	I can use three-lined handwriting paper – top, middle and bottom line. I can show tall letters extending up and descenders going down. I use a tripod grip when writing.	I can use narrower three lined paper to improve fine motor control and neatness.	I can use standard lined paper with standard single lines and still continue to show clear ascenders and descenders.
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