Clapgate Primary School
Inspiring Young Minds

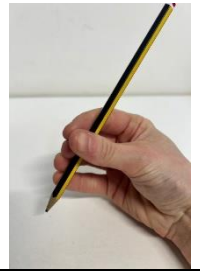
EYFS Nursery 1 Long Term Plan

Knowledge Spark Humanity Grit Team

Year Group: Nursery 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-Negotiables **Non-Negotiables** *These are fixed aspects of the curriculum at Clapgate that we believe all children should learn and revisit throughout their time in Foundation Stage.* *1X cooking opportunity each half term* *Caring for the school animals will be a non-negotiable that runs across the year.*	Our community Our families Royal family Visits from wider school community Black History Month Weekly outdoor learning	Diwali Bonfire night- Campfire experience and fire safety Autumn Halloween Christmas/Nativity Weekly outdoor learning Christmas Decoration	Lunar New Year Winter Weekly outdoor learning Children's Mental Health Week Drama Experience	Easter Pancake Day Spring Growing Planting Weekly outdoor learning World Book Day Science Week	Eid Minibeasts Growing up Weekly outdoor learning Spring Lifecycles	Summer Beach Day Weekly outdoor learning Diversity week Sports day/ Sports week Farm Animals
	Nursery Local Park Visit Learn how peel fruit- Recipe's and Ingredients: Identify food that they like don't like.	**Nursery** Post Box visit Making firework toast- Preparation: With close supervision use the bridge hold to cut soft foods using a table knife.	**Nursery** Oracy- Listening and talking to another unfamiliar child. Making their own cheese twirls- Shaping and Assembling: Use hands to shape dough into simple shapes. Cold country focus - e.g. Antarctica	**Nursery** Making chocolate buns and pancakes: Mix, stir and combine small amounts of cold ingredients. Heating: Preparing food for baking with help e.g. greasing a tray. Oracy- Listening and talking to another unfamiliar child.	**Nursery** Caterpillars to look after Making/ decorating biscuits- Weighing and Measuring: Measuring using spoons. Oracy- Talk partners	**Nursery** Farm Trip Hot country focus Making ice Lollie's- Observation over time/ Changes in Matter Oracy- Talk Partners
Nursery Key Texts- Reading for Pleasure 1X Traditional tale/ fairy tale 1X PSED focus 1X Culture/ tolerance/ diversity focus 1xNumeracy book 1XUnderstanding of the World 2X teacher choice	Little Red Hen Super Duper You Giraffes Can't Dance My Mum and Dad Make Me Laugh Once there were giants We're Going On a Bear Hunt Owl Babies N1- oh Dear	Goldilocks and the three bears Big Feelings Elmer A Pair of Socks The Old Bear The Tiger who Came for Tea Gruffalo N1-Spot Goes to the Park	Little Red Riding Hood Augustus and his smile The emperor and his new clothes One is a snail , Ten is a crab Lost and Found/ Freddie and the Fairy Whatever Next N1- Rabbit's Nap	Chicken Licken The Worryasaurs Pink is for boys 10 Little Dinosaurs How to Grow a Dinosaur Jaspers Beanstalk N1-Foxs Socks	Three Billy Goat Gruff Maise and the Mountain My World and your world A Squash and a Squeeze Rainbows Monkey Puzzle There is a Dragon in My Book N1-That's not my tractor	Ugly Duckling Rainbow Fish 5 minutes Peace The Train Ride My Granny's Market Supermarket Zoo Aliens Love Underpants N1-Dear Zoo
Songs and Rhymes *These are the fixed songs and rhymes the children will learn each year.*	**Nursery Songs-** 1. Five Current Buns 2. Miss Polly had a Dolly 3. Head, shoulders, knees and toes	**Nursery Songs-** 1. Wind the bobbin up Little Star 2. Twinkle Twinkle Little Star 3. 5 little fireman 4. 5 fat snowman	**Nursery Songs-** 1. 5 Little ducks 2. Pat-a-cake Pat-a cake 3. Humpty Dumpty 4. Row row row your boat	**Nursery Songs-** 1. 5 little men in a flying sauces 2. Twinkle Twinkle Dinosaur 3. Wee Willie Winkie 4. Hop Little Bunnies	**Nursery Songs-** 1. Old Mcdonald had a Farm 2. 5 little Monkey 3. Baa Baa Black Sheeo	**Nursery Songs-** 1. 5 speckled frogs 2. Wheels on the Bus 3. 1, 2, 3, ,4 ,5 Once I caught a fish alive. 4. I had a little Turtle

Weather Song and Days of the Week song to run across the year.	4. If you're happy and you know it 5. This Little Pig went to market	5. 5 mince pies in a bakers shop	5. Dingle Dangle Scarecrow	5. Jack in a box	4. There's a tiny caterpillar on a leaf 5. Incy winky Spider	5. Horsey, Horsey don't you stop

Year Group: Nursery 1		Autumn	Spring	Summer
CL	**Listening, Attention and Understanding Speaking**	To begin to follow simple instructions. To listen to simple interactive stories. To enjoy listening to familiar songs and rhymes. To look towards someone when they are speaking showing awareness of listening To use gestures and at least single words to communicate.	To listens to short stories that contain repetitive refrains. To build up a repertoire of familiar songs and rhymes. To begin to engage in conversation with peers and adults. To begin to listen carefully. To understands simple questions To talk to self-whilst involved in pretend play. To use gestures and 2/3 words phrases to communicate E.g. Coat on please. .	To listen to short stories and shows awareness of main themes or events. To build up a repertoire of familiar songs and rhymes using gestures, To begin to join in with familiar stories. To consistently and phrases/sentence of 3 or 4 words. To begin to make interaction with others in play by commenting of what others are doing.
		To understands and uses vocabulary for everyday objects. To be exposed to a range of vocabulary from , stories, rhymes, non-fiction and poems. To experiment using new vocabulary with support. To repeat back commonly heard social phrases throughout the day. To approach's adults and peers to express their own wants and need.		
PSED	**Self-Regulation Managing Self Building Relationships**	To begin to follow Nursery rules and routines with support. To transition between home and school with adult support. To build relationship with key adult/s. To explore provisions however settle in the same areas often. To begin to select and use some of their own resources. To begins to show confidence in new situations. To begins to understand that resources are for others to To use not just them. To can tolerant disappointment without physical outbursts most of the time.	To begin to build resilience; understand their needs may not be met straight away. To show greater understanding of the Nursery rules. To begin to show an interest in other play. To use happy and sad to explain emotions. To confidently explores setting. To begin to play with another child. To show awareness that their actions have affected others. To begin to notice changes in their body when exercises.	To remains focused on certain activities until their goal is achieved. To enjoys and begins to accept responsibility for carrying out small tasks. To begin to show more confidence with less familiar people. To begin to develop appropriate ways to be assertive. To begin to play with more than one child. To begin to understand why rules are important and follows them. To begin to take turns with adult support
		To begin to show respect for resources in the setting. Knows when to wash their hands and can do this on their own. Can wipe their noses. Knows when they need to toilet. Recognises when they do not feel well. Shows a desire to dress and undress themselves. Enjoys receiving praise.		
PD	**Gross Motor**	To moves slowly on a balance bike. To Walk and crawl confidently. To begin to use the climbing frame with adult support. To climb using two feet at a time. To begins to use core muscles to sit for short periods of time. To enjoy fitting themselves in to small spaces. To can scoop and pour.	To put one their own coat. To put on their own shoes To kick a large ball without falling over. To throw a ball with some sense of direction. To jump but not from two feet. To stand briefly on one leg. To makes movements up and down using different parts of the body	To use a balance bike confidently at speed. To begin to puts on their socks. To run on stead feet. To begin to use the climbing frame with confidence independently. To stamp and clap to music when following a beat. To use core muscles to sit for around 10 minutes. To enjoy spinning around. To make movements side to side by crossing the body.
	Fine Motor	To open own packed lunch box with support. To hold a whole palm grip when using mark making tools. To use a spoon accurately to feed themselves.	To begin to use construction equipment that needs putting together in a particular way e.g. Duplo. To cut through paper using spring loaded scissors support to hold the paper.	To use a fork accurately to feed themselves. To begin to hold paper and cut at the same time independently. To turn pages in a book one page at a time. To explore digging tools.

		To make snips with scissors spring loaded scissors. To turn pages in a broad book one page at a time.	**Pencil Grip - To begin to use a four-fingered grasp.** Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger (3-4 Years). 	**Pencil Grip - To be able to use a four-fingered grasp.** Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger (3-4 Years).
		To use a range of small and large building equipment independently. To enjoy large muscle movement e.g. parachute games, lifting and build large construction, running and rolling up and down hills, scarves, ribbons and pom poms. To enjoy using large mark making resources such as rollers, sweeping brushes, paint brushes. Movement play will run across the year, see a separate skills progression document. **See Writing for drawing skills and development.**		
L	**Comprehension**	To enjoy sharing books with adult and alone. To comment on pictures from books. To handle books correctly and handle with care. To turn pages of a board book one at a time.	To enjoy sharing books with adults and alone. To share ideas about books making links to first hand experiences. To join in with repeated refrain in a familiar rhyme, story or poem. To begin to play with familiar stories using props.	To finish sentences within familiar stories. To enjoy changing parts of familiar stories and rhymes. To answer what and where questions. E.g. What is this? Where are they? What is the girl doing? To turn pages in a book one page at a time
	Word Reading/phonics	**Listening and Attention and Auditory memory and sequencing** To follow and join in with listening and attention games and action songs e.g. Simon Says. To retrieve up to 1-2 objects when asked. To identify a missing object from a set.	**Environmental, instrumental, voice and body sounds** To identify environmental sounds such as cars, knocking on a door, jumping in puddles etc. To Identify and create common animal noises. To begin to explore and understand that they can make noises with their voices and body. To begin to explore the noise instruments make.	**Rhyming and Rhythm** To enjoy and join in with number of different Nursery Rhymes To have a favourite Nursery Rhyme To enjoy rhyming books To begin to fill in missing rhyming words at the end of sentences when the adult reading pauses To clap a simple beat alongside an adult To begin to identify syllables in words
		All aspects of N1 phonics will be revisited throughout the year during both adults led and child-initiated learning opportunities.		
	Writing	To know that marks are made with different movements. To experience mark making with a range of media. For example: marks in wet sand, shaving foam, paint, glitter etc. To use mark making tools to make spontaneous marks and scribbles using whole arm.	To make vertical marks and lines. To make circular scribbles using clockwise and anti-clockwise movements. To produce side to side and to-and-fro scribble.	To produce lines that intersect, beginning to make cross and grid-like patterns. To scribble write using V shapes, loops, and vertical lines. To create and experiments with symbols and marks.

M	**Number** **Numerical Patterns**	To join in with repeated actions in songs. To hear and say number names. To identify objects that are the same. To explore and play with shapes and blocks. To sort shapes into positions. To develop spatial awareness. To respond to simple language of position.	To say number names in order. To begin to count actions. To begin to understand that anything can be counted. To copy fingers showing 1, 2, and 3. To move fingers when saying counting words. To explore heavy and light objects. To count a group of objects up to 3. To give amounts up to 3. To make roads and bridges with intent. To explore with 2D and 3D shapes. To say when there is one dot (subitising).	To make a line pattern with own sequence. To count up to 3 objects in rhymes. To count up to 3, beginning to use 1:1 correspondence. To copy showing fingers 1, 2, 3, 4, 5. To begin to sort objects into simple categories. To verbally count to a given number. To talk about patterns of objects and arrangements. To count out 1, 2, and 3 from a larger amount. To begin to copy arrangements.
		To use a range of building materials that are different sizes and shapes exploring informal mathematical language associated with shape. To show an enjoyment in number rhymes and begins to use fingers and props to represent number but are not always accurately. To demonstrates maths skills within play but not always accurately.		
UW	**Past and Present**	**History**		
		To show an awareness of time and to be able to use simple vocabulary associated with it such as now and next. To describe themselves and what they can do using sing words and simple phrases. To talk about immediate members of my family. Black History Month- figure to be decided.	To show an awareness of time and to be able to use simple vocabulary associated with it such as now and next. To talk about things that are important to them that have previously happened. To show curiosity about objects from the past.	To describe themselves and what they can do using simple sentences. To understand cause and effect. To show and model how things work within play. To sequence up 2 to 3 events.
		To understand and talk about festivals that they and their family celebrate. To begin to understand the routine of their school day using symbols as a prompt. To begin to have an awareness of the days of the weeks using songs and rhymes. To show curiosity about finding out about the past through exploring and what and why questions. To sings a range of nursery rhymes from the past. To show an interest in different occupations through play. To listen to and enjoys books about people, events, and theme of the past.		
	The Natural World Past and Present	**Geography**		
		To notice features of immediate/everyday environment. To explore a range of small world animals and books about animals. To describe rooms their homes and immediate environments.	To start to become aware that there are places beyond their local environment support by books. To explore a range of small world animals and books about animals.	To begin to be aware that their city they live in is Leeds and the country is England. To explore a range of small world animals and books about animals. To explore Beebots.
		To explore globe and maps within the classroom provision. To use simple one key level vocabulary to make simple observation about different types of weather and simple weather features. To be exposed to vocabulary related to the 4 seasons (spring, summer, autumn, winter). Tol make simple observations about features of different seasons e.g. no leaves on the trees, warmer weather, flowers growing, leaves on the fall. To sing the daily weather song and discussion about suitable clothes for different weathers. To show curiosity about the world around them by asking why and what questions. To listen to and enjoys books about the world around them.		
		Science		
		To explore light sources. To name parts of the body. To explores concepts of float and sinking and uses vocabulary correctly. To show an interest in a natural world.	To investigate the natural world using trial and error e.g. melting. To notice vegetation and make comments with they notice clear changes e.g. Growth, Decay. To explore a range of materials,	To explore different habitats and comments on animals that live there. To use correct names for animals. To notice obvious changes in their environment, plants and animals.

<table>
<tr><td rowspan="8"></td><td rowspan="8">People, Culture and Communities</td><td colspan="3">Working scientifically skills – <u>begin to ask questions, begin to make predictions, begin to set up tests, begin to observe/measure, begin to recording data, begin to interpret and communicate results.</u> To use small world provision to explore the world. To notice obvious changes in their outdoor environment that are link to the seasons. To enjoy day to day duties/responsibilities of caring for the school animals. To enjoy exploring the natural world and outdoor learning</td></tr>
<tr><td colspan="3">RE</td></tr>
<tr><td>To join in with celebration of Divali.
To join in with celebration of Christmas.
To talk about people that are special to them.</td><td>To join in with the celebrations of Lunar New year.
To join in with the celebration of Holi.
To join in with the celebration of Easter.
To talk about things that are important to them.</td><td>To join in with the celebration of Eid.
To talk about what people do to help them.</td></tr>
<tr><td colspan="3">To listen to a range of stories from a range of different religions and world views. To talk about own experiences and traditions. Have positive attitudes towards others. To begin to notice differences between themselves and others.</td></tr>
<tr><td colspan="3">Computing
(E-safety, Technology in our lives, Multimedia, Programming, Data Collection)
A Technology area will be present within the nursery classroom all year</td></tr>
<tr><td>Programming
To explore push button and pop-up toys.
Technology in our lives
To explores torches.
Recognise purposes for using technology in school and at home.</td><td>Technology in our lives
To explores microphones.
Recognise purposes for using technology in school and at home.</td><td>Multimedia
To explores taking photos using a camera and a tablet.
Programming
To explores programmable toys.
Technology in our lives
Recognise purposes for using technology in school and at home.</td></tr>
<tr><td colspan="3"></td></tr>
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<tr><td rowspan="8">EAD</td><td rowspan="8">Creating With Materials</td><td colspan="3">Art and Design and Technology</td></tr>
<tr><td><u>Sculpture</u>
To make impressions in malleable materials using fingers ie. poking, pinching, squeezing.
To build towers using range large and small resources.
To understand and can use the technique of ripping.

<u>Painting/Printing</u>
To explore paint using parts of the body.

<u>Joining</u>
To use glue sticks to join materials together.

<u>Food Technology</u>
Learn how peel fruit- Recipe's and Ingredients: Identify food that they like don’t like

Making firework toast- Preparation: With close supervision use the bridge hold to cut soft foods using a table knife.</td><td><u>Sculpture</u>
To squeeze and flatten malleable materials using hands.
To explore and uss construction materials that join in a set way.
To understand and can use the technique of snipping

<u>Painting/Printing</u>
To explore paints using mark making tools such as sponges, corks, animals.

<u>Food Technology</u>
Making their own cheese twirls- Shaping and Assembling: Use hands to shape dough into simple shapes.

Making chocolate buns and pancakes- Mix, stir and combine small amounts of cold ingredients.
Heating: Preparing food for baking with help e.g. greasing a tray.</td><td><u>Sculpture</u>
To roll and mould malleable using hands.
To build in a horizontal direction using a range of resources.
To understand and can use the technique of scrunching.

<u>Painting/Printing</u>
To explore paint using mark making tools such as forks, rollers, washing up brushes and marble rolling.

<u>Textile</u>
To weave using different materials.

<u>Food Technology</u>
Making/ decorating biscuits- Weighing and Measuring: Measuring using spoons.</td></tr>
<tr><td colspan="3">To explores and manipulates paints, materials, malleable resources and tools using sensors. To confidently use spring loaded scissors.
For drawing skills, see writing strand. Under EAD children will explore a range of different resources for drawing.
When painting, children will explore colour and be taught to identify different colours by name.
During food technology activities the children will develop food safety and hygiene skills by taking part in simple cleaning up tasks (e.g. clearing and cleaning tables).</td></tr>
<tr><td colspan="3">Music and Drama</td></tr>
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	Being Imaginative and Expressive	Music To explore moving to music in different ways. To show an awareness of when sounds/music changes. To move and dance to music. Drama To use props within role play based on first hand experiences. To show an interest in small world. To begin to create and become immersed in a imaginary concept using real-life experiences and places.	Music To explore a range of musical instruments. To hold a beat with adult support. To explore voice sounds. Drama To use a range of props to represent another with role play. To make link to real life using small world. To begin to create and become immersed in a imaginary concept using real-life experiences and places.	Music To enjoy actions songs. To join in with songs, rhymes and making sounds. Drama To engage in role-play outside of the home corner and based on first hand experiences. To use small world resources to retell parts of familiar stories. To begin to create and become immersed in a imaginary concept using real-life experiences and places.
		To listen to a range of music daily. Begins to join in with Nursery rhymes and action rhymes.		