

EYFS Nursery Long Term Planning Grid (This plan is flexible as we respond to the needs of our children) Teaching of earlier objectives may be necessary based on the needs of the children.

Nursery Long Term Planning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Possible Themes/Interests/Lines of Enquiry	Our World	Light and Dark	Traditional Tales	Animals	Growth of plants and animals	Fantasy		
How these possible themes relate to other year groups to build on progression of knowledge and skills	Homes and our Local Environment Related to History (Then and Now) and Geography (maps) Class/school/local area. Year 4 – England, Scotland, Wales, Ireland & weather, seasons Uk compare and contrast	Year 3 – Light – Science Celebrations – throughout in RE.	Year 1 – Alternative Tales 3 Little Wolves Big Bad Pig	Year 3 – Rainforests – sustainability / under threat Year 4 - biomes	Year 1 – Focus on Plants Year 3 – Plant drawing and Rainforest.			
Books to be covered	Colour Monster	Night Monkey, Day Monkey Whatever Next	Jack and the Beanstalk 3 Little Pigs The Gingerbread Man Goldilocks and the Three Bears Little Red Riding Hood	Dear Zoo Rainbow Fish Elmer	The Very Hungry Caterpillar			
Communication and Language Included Birth to three year objectives that we historically need to focus on	<ul style="list-style-type: none"> Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Continue to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 						

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		<p>End Goal for End of Nursery:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to express their needs, wants and opinions clearly using the correct tenses and plurals as much as possible modelled by adults.</p> <p>We aim for our children to enjoy and have a love of listening and acting out known stories, rhymes and songs, we would like them to use the wide range of vocabulary learnt whilst using longer sentences to organise their play and ideas.</p> <p>We aim for children to have a good understanding, with the ability to carry out two-part instructions and asking appropriate questions including 'why' questions. We would like them to confidently start conversations, take turns in conversations and to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>End Goal for End of Reception:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception to 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 interaction and asking questions to clarify their understanding.</p> <p>We aim for them to hold coherent, fluent conversations when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>We aim for children to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children will offer explanations for why things might happen, making use of recently introduced vocabulary and drawing on experiences from stories, non-fiction, rhymes and poems when appropriate. Children will express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Literacy</p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p> <p>Included Birth to three year objectives that we historically need to focus on</p>	<ul style="list-style-type: none"> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing 	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother

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- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

End Goal for End of Nursery:

We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to have a love of stories, rhymes, poems and songs. We aim for them to understand the five key concepts about print, print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book page sequencing.

We aim for children to develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.

We want children to engage in extended conversations about stories and learning new vocabulary.

We aim for our children to use some of their print and letter knowledge in their early writing and to write some letters accurately.

End Goal for End of Reception:

We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception to demonstrate **understanding of what has been read** to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will be able to **anticipate key events in stories** and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Children will **say a sound for each letter in the alphabet and at least 10 digraphs** through RWI. They will **read words consistent with their phonic knowledge by sound-blending**. They will **read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words**.

Our children will write **recognisable letters, most of which are correctly formed, they will spell words by identifying sounds in them and representing the sounds with a letter or letters, they will write simple phrases and sentences** that can be read by others.

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<p>Mathematics</p> <p>Number</p> <p>Numerical Patterns</p> <p>Included Birth to three year objectives that we historically need to focus on</p>	<ul style="list-style-type: none"> Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5 Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," –with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<ul style="list-style-type: none"> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc Combine shapes to make new ones - an arch, a bigger triangle etc 	<ul style="list-style-type: none"> Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	
	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity. Say one number for each item in order: 1,2,3,4,5. 					

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<p>Understanding the World Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Begin to make sense of their own life story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people- Continuous through RE.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about the differences between materials and changes they notice.</p>	<p>Talk about the differences between materials and changes they notice.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	
<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary • Explore how things work. • Explore and talk about different forces they can feel. 						
<p>End Goal for End of Nursery:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to have a good understanding of their own life story and family history. We aim for them to understand and develop positive attitudes and to be respectful towards the similarities and differences of them and others.</p> <p>We aim for them to develop their understanding of the world around them and to know that there are different countries and to talk about the similarities and differences they have experienced of can see.</p> <p>We aim for them to use all of their senses to explore and discuss the differences between materials and changes. We want them to explore the natural environment and materials and discuss the similarities and differences within their properties using the wide range of vocabulary learnt.</p> <p>We aim for children to understand how plants and animals grow and to understand the importance of being respectful and taking care of our natural world.</p> <p>We would like them to show interests in different occupations and how things work discussing different forces.</p> <p>End Goal for End of Reception:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception to have a good understanding of their own life story and family history, naming and describing the people who are familiar to them as well as talking about their community and their role in society.</p> <p>We aim for the children to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class for them to understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will 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. They will be able to 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.</p> <p>They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will 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.</p> <p>They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						

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Computing	Follow High Impact					
Celebrations and Festivals / RE	<ul style="list-style-type: none"> Special Stories 	<ul style="list-style-type: none"> Halloween Bonfire Night/Diwali Christmas/Christmas Story Christingle Special People 	<ul style="list-style-type: none"> Chinese New Year Shrove Tuesday Mother's Day Special Places 	<ul style="list-style-type: none"> Easter Special Times 	<ul style="list-style-type: none"> Belonging 	<ul style="list-style-type: none"> Special World
<p>Religions: Muslim and Christianity</p>						
<p>Physical Development</p> <p>Gross Motor</p> <p>Fine Motor</p> <p>Included Birth to three year objectives that we historically need to focus on</p> <p>We also follow Get Set 4 PE</p>	<ul style="list-style-type: none"> Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. <p>Travelling and Movements</p>	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Dance</p>	<p>Ball Skills</p>	<p>Gymnastics</p>	<ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. <p>Climbing and balancing</p>	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. <p>Games</p>
<ul style="list-style-type: none"> Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. 						

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We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursey to continue to develop their **movement, co-ordination balancing, riding and ball skills.**
 They will develop their gross motor skills and use large-muscle movements to wave flags and streamers, paint and make marks and remember sequences of patterns and movements related to rhythm and music.
 They will play games with their peers some of which they have learnt and some of which they have made up themselves.
 They will develop their fine motor skills by using one-handed tools and equipment for purpose and with increasing control, they will hold pencils with a comfortable grip and show a preferred dominant hand.

Children will become increasingly independent as they get dressed and undressed and will make healthy choices about food, drink, activity and toothbrushing, they will be able to use a knife and fork

End Goal for End of Reception:

We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception to negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

We expect children to hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. We aim for them to use a range of small tools, including scissors, paint brushes and cutlery and to begin to show accuracy and care when drawing.

See Get Set 4 PE for a further breakdown of skills.

<p>Expressive Art and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p>We also have external agency teach Music.</p> <p>Included Birth to three year objectives that we historically need to focus on</p>	<p>Andy Goldsworthy</p> <ul style="list-style-type: none"> Natural Colour Pattern Shape Sculpture – sand – playdough – fimo Environmental and contemporary art Self portraits Outline of faces Forest school Ourselves Songs and Rhymes and songs from around the world. Explore a range of sound-makers and instruments and play them in different ways Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<p>Jackson Pollock</p> <ul style="list-style-type: none"> Abstract Line and shape Printing Pattern colour Flicking Dripping Painting Responding to Music and Songs Explore different materials freely, in order to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Listen with increased attention to sounds. 	<p>Pablo Picasso (Year 2)</p> <ul style="list-style-type: none"> Portraits <p>Revisit Andy Goldsworthy environmental work</p> <ul style="list-style-type: none"> Drawing Painting colour Oils Responding to Music and Songs Use drawing to represent ideas like movement or loud noises Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Join different materials and explore different textures. 	<p>Henri Matisse</p> <ul style="list-style-type: none"> Abstract Art Collages Shape and colour Songs, instruments, dance and dances from around the world. Animal Songs/noises, Instruments and Music Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Georgia O’Keeffe American, Female, abstract art</p> <ul style="list-style-type: none"> Drawing Line Painting Pop Art Food colour Art using technology Sculpting – fimo- clay Layering Responding to Music and Songs Plant Growth Songs, Instruments and Music Develop their own ideas and then decide which materials to use to express them 	<p>Roy Lichtenstein</p> <ul style="list-style-type: none"> Drawing Line colour Painting Shading Pop Art Textiles Responding to Music and Songs Create their own songs, or improvise a song around one they know
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	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>					
<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore colour and colour-mixing. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. 						
<p>End Goal for End of Nursery:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to explore different materials and develop their ideas about how to use them, what to make and which joining materials to use. They will use shapes to represent objects and draw to represent ideas like movement or loud noises, they will experiment with colour mixing and start to draw with increasing complexity and detail. Children will listen with increased attention to sounds, they will know songs and sing with rhythm and respond to melodic shapes developing into creating their own or adapting songs. They will play instruments with increasing control to express feelings and ideas.</p> <p>They will begin to develop complex stories using small world equipment, they will take part in simple pretend play, using an object to represent something else even though they are not similar. They will make imaginative and complex 'small worlds' with blocks and construction kits and respond to what they have heard, expressing their thoughts and feelings.</p> <p>End Goal for End of Reception:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of well-known nursery rhymes and topical songs related to their topic and they will perform.</p>						
<p>Personal, Social and Emotional Development</p> <p>Building Relationships</p> <p>Managing Self</p> <p>Self-Regulation</p> <p>Follow PATHS</p>	<p>Knowing our experience of previous cohorts within CVP, we have broken down further needs we have identified that need to be taught in relation to PSED and Emotional Regulation and using ROAR.</p> <p>Children will become familiar with the ROAR rainbow and will start to use the number system appropriately.</p> <p>Children will identify and name emotions within books, stories and film.</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help 	<p>Children will be introduced to the ROAR characters, what they mean and identifying them throughout the day in what children do:</p> <ul style="list-style-type: none"> • Reliant Ralph • Basic Bob • Belonging Billy and Bella • Learning Leo • Copying Cody • Core-self Courtney <p>Children will talk about how emotions feel on our own bodies.</p>	<p>Children will learn techniques of building resilience.</p> <p>Children will learn how to use the ROAR thermometer.</p> <p>Children will identify emotions on their own bodies.</p>	<p>Children will learn techniques to help with identified emotions.</p>	<p>Embed, apply and celebrate all learning, rectify misconceptions and address any needs.</p>	<p>Embed, apply and celebrate all learning, rectify misconceptions and address any needs.</p>

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	<p>when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' 					
<p>Taken from Development matters, running through the whole year:</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Begin to understand how others might be feeling. 						
<p>End Goal for End of Nursery:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to understand and use the ROAR rainbow to discuss and identify their feelings. They will be able to identify their emotions and feeling and will begin to understand how others feel. We aim for our children to understand their role within our class/school/community and their sense of responsibility.</p> <p>We aim for children to feel confident, become more outgoing within their surroundings and within new social situations. We aim for children to achieve a goal they have chosen for themselves or one suggested to them by selecting resources confidently and independently with some help within their environment.</p> <p>We aim for children to play with one or more other children, extending and elaborating play ideas whilst helping to find solutions to conflicts and rivalries, they will develop appropriate ways of being assertive and solve conflicts with others. They will increasingly follow rules, understanding why they are important.</p> <p>End Goal for End of Reception:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception to understand and use the ROAR rainbow to discuss and identify their feelings. They will be able to identify their and others emotions and feeling and will understand how others feel. They will learn tips and techniques to help them regulate their emotions and how to help others. Children will work and play cooperatively and collaboratively and take turns with others, they will form positive attachments to adults and friendships with peers and will show sensitivity to their own and to others' needs.</p> <p>Children will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They will give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Children will manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices and oral health.</p>						

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<p>Executive Functioning's CoET&L</p> <p>All of these objectives are ongoing throughout the year however we have identified when they often need to be explicitly focused on.</p>	<p>Playing and Exploring:</p> <ul style="list-style-type: none"> • Make choices and explore different resources and materials • Realise that their actions have an effect on the world, so they want to keep repeating them. <p>Active Learning:</p> <ul style="list-style-type: none"> • Participate in routines • Begin to predict sequences because they know routines. • Sort materials. For example, at tidy-up time • 	<p>Playing and Exploring:</p> <ul style="list-style-type: none"> • Plan and think ahead about how they will explore or play with objects. <p>Creating and thinking critically Review their progress as they try to achieve a goal. Check how well they are doing.</p>				
	<p>Playing and Exploring:</p> <ul style="list-style-type: none"> • Guide their own thinking and actions by talking to themselves while playing. • Make independent choices. • Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. • Respond to new experiences that you bring to their attention. <p>Active Learning:</p> <ul style="list-style-type: none"> • Show goal-directed behaviour • Use a range of strategies to reach a goal they have set themselves • Begin to correct their mistakes themselves. • Keep on trying when things are difficult <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Take part in simple pretend • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. • Use pretend play to think beyond the 'here and now' and to understand another perspective • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. 					
<p>Possible Trips</p>	<ul style="list-style-type: none"> ❖ Fire station ❖ Police officer, doctor, nurse, dentist visitors to school ❖ Different places of worship <p>Forest school & local forest</p>	<ul style="list-style-type: none"> ➤ Local Parks ➤ Museum 	<ul style="list-style-type: none"> ❖ Calderstones Story Barn ❖ Farm – focusing on production of meat and milk... ❖ Library local and Liverpool city centre ❖ Pantomime 	<ul style="list-style-type: none"> ❖ Museums ❖ Zoo ❖ Safari park ❖ Martine Mere 	<ul style="list-style-type: none"> ❖ Martine Mere ❖ Garden Centre ❖ Museum 	<ul style="list-style-type: none"> ❖ Theatre

EYFS Nursery Long Term Planning Grid (This plan is flexible as we respond to the needs of our children) Teaching of earlier objectives may be necessary based on the needs of the children.

<p>Forest School, Bush Craft and Den Making</p>	<p>During the course of the year the children will take part in a variety of shared experiences and develop skills which will include: studying wildlife, playing team and group games, communication/friendship activities, sensory activities, phonics activities, physical movement, rope and string work, art and sculpture, developing stories and drama, shelter building, tool use, woodland and traditional craft, fire lighting and cooking. Children will discuss mental health and well-being, learn techniques to help them and understand the importance of being outdoors on our mental health.</p> <p>The children will explore our sensory world and will develop their gross and fine motor skills as well as their strength, co-ordination and positional awareness. They will have opportunities to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. They will have opportunity to develop fine motor control and precision whilst developing their hand-eye co-ordination.</p> <p>They will have the opportunity to practice using small tools which allows children to develop proficiency, control and confidence.</p>
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