

Building
Brighter
Futures
Together

Eastwood Community School

Long Term Planning 2023-24



Nursery

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Nursery	Theme	Marvellous Me and Fantastic Families	Food Glorious Food	It's Cold Outside	Castles and Knights	Growing - (Plants and animals)	Down on the Farm
	Books and Stories	 (elephants/Colours/Friends) Maisy goes to Nursery What I like about Me! Elmer Elmer's Friends Elmer's weather The Large Family 5-minute peace A piece of cake	 Daisy eat your peas The Little Red Hen Goldilocks and the 3 bears Little Red Riding Hood The gingerbread Man Little Robin Red Vest Dear Santa	 Dot in the snow The Gruffalo One Winters Day One Snowy Night Iris and Isaac A star in the Jar	 In the castle Rapunzel Cinderella There's a dragon in your book The knight who said No! The castle the king Build	 Jasper's beanstalk Oliver's Vegetables Very Hungry Caterpillar Titch Lola Plants a Garden Sam Plants a Sunflower	 Whos on the farm Noisy farm Mrs wishy washy farm The greedy goat 3 billy goats gruff The cow who climbed a tree The sheep who hatched an egg Farmyard beat
	Role play	Baby Clinic	Bakery	Winter shop	Castle shop	Garden Centre shop	Farm Shop
	Language and Communication	<ul style="list-style-type: none"> • Enjoys listening to longer stories. • Use a wider range of vocabulary. • Understand a question or instructions 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 repertoire of songs. • Know many rhymes and look at familiar books. • Develop tenses. • Use longer sentences of 4 to 6 words. 					

	<ul style="list-style-type: none"> Express a point of view. Can start a conversation with an adult or a friend 						
PSED	<table border="1"> <tr> <td>Me and My Relationships</td> <td>Valuing Difference</td> <td>Keeping Myself Safe</td> <td>Rights and Responsibilities</td> <td>Being my Best</td> <td>Growing and Changing</td> </tr> </table>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing		
Physical Development Gross Motor	<ul style="list-style-type: none"> 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 statue Use large muscle movements to wave flags and paint and make marks. Start taking part in some groups which they make themselves or in teams Choose the right resources to carry out their own plan. E.g. choose a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items such as moving a large plank safely. 						
Physical Development Fine Motor	<ul style="list-style-type: none"> Use one handed tools and equipment for example making snips in paper with scissors. Good pencil control holding pens and pencils Start to eat independently and learning to use a knife and fork. Show a preference for a dominant hand. Make healthy choices about food, drink, activity and tooth brushing Independently get dressed and undress example putting coats on and doing up zips. 						
Literacy	<ul style="list-style-type: none"> Understand the 5 key concepts about print Print has meaning The names of the different parts of the book Print can have different purposes Page sequencing We can read English text from the left to right and top and bottom Develop their phonological awareness so that they can. Spot and suggest rhymes Write some letters of their names Write some letters accurately. 						
Maths	<ul style="list-style-type: none"> Fast recognition of up to 3 objects without having to count them (subitising). Recites numbers past 5 Say one number for each in order 1,2,3,4,5, Show finger numbers up to 5 Talk about 2D and 3D shapes circles, rectangles and cuboids Understand position under, the table without pointing Talk about and identifies the pattern around them e.g spotty, pointy and blobs Extend and create ABAB patterns stick, leaf, stick, leaf Begin to describe a sequence of events. 						
Understanding the World Past and Present	<ul style="list-style-type: none"> Enjoys pictures of themselves, their families and other people. Is curious about people and shows interest in stories about themselves and their family. In pretend play, imitates everyday actions and events from own family and cultural background, eg. Making roti for tea. Learns that they have similarities and differences that connect them to, and distinguish them from others. Shows an interest in the lives of people who are familiar to them. 						

<p>Understanding the World People Culture and Communities</p>	<p>Birthdays Families (Friendship)</p>	<p>Celebrating the differences between religious communities.</p> <ul style="list-style-type: none"> • Christmas • Bonfire Night • Halloween 	<p>Chinese New Year Valentine's day</p>	<p>Maps Eid Mother's Day</p>	<p>Compare two countries (Africa and UK) Maps Eid Father's Day</p>	
<p>Understanding the World The Natural world</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. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore how things work. • Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards. • To be aware of features of the environment in the setting and immediate local area, eg. Visits to Victoria Park or the Eastwood allotment. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • E.g .melting, chocolate, cooking eggs, playing with ice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Talks about features of the environment in the setting and immediate local area, e.g. make visits to shops or parks (Victoria Park, Cliffe Castle, Asda, Riddlesden Woods) • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Uses the local environment for exploring and comparing the built and the natural environment. • Tells stories about places and journeys. • Enjoys playing with small world resources, e.g. farm, zoo, maps and roads. 					
<p>Computing Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Purple Mash To control the mouse using different colours Make a picture of family</p>	<p>To paint a picture using Purple Mash</p>	<p>To use the interactive whiteboard using paint colours</p>	<p>To select different tools on the IWB Make a castle Scene</p>	<p>To select different tools on the IWB</p>	<p>Paint a picture of the animals</p>
<p>Expressive arts and design (Music)</p>	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • Enjoys joining in with dancing and ring games. • Beginning to move rhythmically. • Taps out simple repeated rhythms. • Begins to build a repertoire of songs linking to half termly themes. 					

	Expressive Arts and Design (Creating)	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. describe the texture of things. (smooth, shiny, rough, prickly, flat, soft, hard) • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. 					
	Outdoor learning	Cliffe castle Victoria Park Low woods St lves	Seasonal walk Allotments	Riddlesden woods Prince of wales Bolton Abbey	Riddlesden woods Skipton castle Bolton Abbey	Woodbank Garden Centre Wycoller Riddlesden Mud Kitchen	Robertshaws Farm Shop Ilkley Tarn Community Garden
	Trips	A visit to Keighley Library. B and Q (Colours/ paint)	Going to Asda to do the shopping Asda Café Greggs Shaan supermarket	Devonshire Woods Victoria Park	Cliffe Castle	Allotments B and Q	Thornton Farm