

Canvey Island Infant School & Nursery

EYFS Long Term Plan/Pebbles Nursery Year 1 (November 24 updated)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (But not limited to..)	I wonder who I am? All about me	I wonder who likes the same things as me? All about me	I wonder how it moves? Transport	I wonder what it feels like? Dinosaurs	I wonder how much they grow? Farm animals	I wonder if we can save humpty? Nursery rhyme world
Possible Ideas/Lines of Inquiry These mini ideas within the themes may change or be replaced depending on children's interests and fascinations	<ul style="list-style-type: none"> • Making friends • What will I do at nursery? • Who is in my family? • Settling in • Small group work/key person time 	<ul style="list-style-type: none"> • My favourite colours • My pets • Things that I like to do • Favourite toys • Forming friendships • Favourite foods • Christmas • How do we celebrate? Children in need (dress up day) Maths week?	<ul style="list-style-type: none"> • Cars • Bus • Train • Plane • Boat • Racing cars • Hot air balloon Mother's day cards Trip to the library on a bus	<ul style="list-style-type: none"> • What do we know already? • Comparing dinosaurs • Naming dinosaurs • How do dinosaurs move? • Which dinosaur is the tallest • Which dinosaur is the fastest? Mothers day 10 th March Easter cards Easter cooking Nursery sing along show/Easter crafts Holi 25/3	<ul style="list-style-type: none"> • Farm • Babies to adult • Look how much I have changed • What does a sheep feel like? • Animal noises Father's day cards Visit from Gemma's farm	<ul style="list-style-type: none"> • Nursery rhymes • Story scribing • Problem solving- How can we save Humpty? • Building a wall from loose parts Fathers Day 16 th June 24 Nursery graduation Nursery sports day morning with family picnic

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		<p>Winter Fayre</p> <p>Christmas cards</p> <p>Nursery and reception concert</p> <p>Nursery Christmas crafts morning</p>				
<p>Experiences</p> <p>Parents interaction</p> <p>Cooking trips/visits</p>	<ul style="list-style-type: none"> Getting to know the school Building relationships with staff Key person time Cooking-cheese scones Planting bulbs Gaining independence 	<ul style="list-style-type: none"> Colour mixing Learning Makaton signs Key person time Christmas party Christmas concert TBC Parents number afternoon and hunt Cooking-Christmas rocky road Self portrait and speech samples 	<ul style="list-style-type: none"> Visiting the library by bus Pebbles holiday Which is the fastest car What travels in water? What travels in the air? Floating and sinking Holiday photos via Tapestry World map Cooking-sausage rolls (pack a picnic) Parents story time drop in (World book week) Key person time 	<ul style="list-style-type: none"> Size ordering dinosaurs Sorting dinosaurs into sets Digging for dinosaur fossils in the garden Measuring dinosaurs Creating fact sheets Easter craft session with parents Cooking-dinosaur print biscuits Self portrait and speech samples Key person time 	<ul style="list-style-type: none"> Caring for babies Caring for our pets (link to Autumn 2) Parents invited to visit the farm Cooking-mini tortilla pizzas Look at how much I have changed. Comparing photos of the child's first day to now. (collect speech samples) Key person time Gemma's farm visit school 	<ul style="list-style-type: none"> Recapping on nursery rhymes Building a helmet for Humpty Dumpty Nursery sports morning TBC and picnic Making stories using puppets Preparing for changes ie. Starting school Transitions How can we stop Humpty from falling? Story scribing Rhyming words

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<p>Key Stories Fiction/Non-fiction Books</p> <p>Other books linked to the topic will be available for children to share at all times.</p>	<ol style="list-style-type: none"> 1. Spot starts nursery 2. Marvellous me 3. All are welcome 4. Families, families, families 5. Hug 6. Monkey and me 7. Where's Spot? 	<ol style="list-style-type: none"> 1. Feelings lift the flap book 2. Brown bear, brown bear what do you see? 3. Kippers new pet 4. Seans red bike 5. Don't put your finger in the jelly, Nelly! 6. Dear Santa 7. Baby Jesus 	<ol style="list-style-type: none"> 1. The naughty bus 2. The magic train ride 3. Brilliant boats (Tony Milton) 4. duck in a truck 5. Car car truck jeep 6. Maisy goes on a plane 	<ol style="list-style-type: none"> 1. Theres a dinosaur in your book 2. Mad about dinosaurs (Giles Andrae) 3. Dinosaur roar 4. Mad about dinosaurs 5. Hop little bunnies story 	<ol style="list-style-type: none"> 1. Rosie's walk 2. Old Macdonald had a farm 3. Maths on the farm 4. Cock a moo moo 5. Farm animals see how we grow (DK) 6. Spot goes to the farm 	<ol style="list-style-type: none"> 1. Humpty Dumpty (child's play) 2. After the fall 3. What rhymes with? 4. Oi cat! 5. Rhyming rabbit 6. Story machine 7. Story machine (making our own stories)
<p>Nursery rhymes</p>	<ul style="list-style-type: none"> • brush your teeth • Dance thumbkin dance • head, shoulders, knees and toes • if you're happy and you know it • I've got a body • clap hands 123 	<ul style="list-style-type: none"> • Wiggly woo • yellow bird • rock a bye baby • when I was one... • I can sing a rainbow • One little finger • One tomato, 2 tomatoes • Father Christmas • When Santa got stuck up the chimney 	<ul style="list-style-type: none"> € The wheels on the bus € down at the station € A sailor went to sea sea sea € Big ship sails on the ally ally o € we're driving our car € Twinkle twinkle traffic light 	<ul style="list-style-type: none"> € Dinosaurs € Hop little bunnies € Dinosaur stomp (go noodle) € The sneaky crocodile € Wiggly woo 	<ul style="list-style-type: none"> • animals went in two by two • Old MacDonald had a farm • The animal fair • Baa baa black sheep • The goats came marching • I went to visit the farm one day 	<ul style="list-style-type: none"> • Humpty dumpty (bbc teach) • Humpty dumpty (Pancake manor) • Hickey Pickety my red hen
<p>Communication & Language (also see key</p>	<ul style="list-style-type: none"> • listening walk around the school • what do I look like? 	<ul style="list-style-type: none"> • Who is special to you? why? • what did you enjoy 	<ul style="list-style-type: none"> € Tell me about your favourite animal € What is a plane made 	<ul style="list-style-type: none"> € if you were a dinosaur... € if dinosaurs were at nursery how 	<ul style="list-style-type: none"> € I wonder pictures - what will happen next? 	<ul style="list-style-type: none"> € How do you think Humpty fell off of the wall? € What do you

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<p>person time)</p> <p><i>(Possible ideas for discussion/language development)</i></p> <p>(C&L is developed throughout the year through high quality interactions, play opportunities, daily group discussions, talk for writing, circle times, stories, singing, speech and language interventions)</p> <p>Children will also learn Makaton signs weekly.</p>	<ul style="list-style-type: none"> Who is in my family? What does it taste like? sound lotto guess the animal <p>Can answer a range of blanks level 1 and 2 questions.</p> <p>Beginning to answer 'why' questions.</p> <p>Uses a wider range of vocabulary.</p>	<p>playing with today?</p> <ul style="list-style-type: none"> Who is your favourite TV character? Favourite food Would you rather come to the nursery by plane or elephant? Why What do you want for Christmas? <p>Can answer a range of blanks level 1 and 2 questions.</p> <p>Beginning to answer 'why' questions.</p> <p>Uses a wider range of vocabulary.</p>	<p>of?</p> <ul style="list-style-type: none"> What do you think will happen if..... What can you tell me about a car? <p>Can answer a range of blanks level 1 and 2 questions.</p> <p>Beginning to answer 'why' questions.</p> <p>Uses a wider range of vocabulary.</p>	<p>would you feel?</p> <ul style="list-style-type: none"> Favourite dinosaur What was the biggest dinosaur? I wonder why the <p>Can answer a range of blanks level 1 and 2 questions.</p> <p>Beginning to answer 'why' questions.</p> <p>Uses a wider range of vocabulary.</p>	<ul style="list-style-type: none"> Naming different farm animals Describing animals Drawing animals Comparing different animals ie. Furry, feathers, fly, climb etc <p>Can answer a range of blanks level 1 and 2 questions. Beginning to answer level 3 questions.</p> <p>Beginning to answer 'why' questions.</p> <p>Uses a wider range of vocabulary.</p>	<p>think he hurt?</p> <ul style="list-style-type: none"> How can we help Humpty to keep safe? What else could Humpty sit on? <p>Can answer a range of blanks level 1 and 2 questions. Beginning to answer level 3 questions.</p> <p>Beginning to answer 'why' questions.</p> <p>Uses a wider range of vocabulary.</p> <p>Use longer sentences of 4 to 6 words.</p> <p>Can have a conversation.</p>
<p>Physical Development</p> <p>PE day Tuesday AM (Deanes instructor)</p>	<p><u>Gross motor-</u> cosmic yoga peer massage PE x twice weekly outdoor learning opportunities Sensory play</p> <ul style="list-style-type: none"> To go up steps and stairs, or climb up apparatus, using alternate feet. 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities Sensory play</p> <ul style="list-style-type: none"> To take part in some group activities which they make up for 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities</p> <ul style="list-style-type: none"> To match their developing physical skills to tasks and activities in the setting. To use large-muscle 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities</p> <ul style="list-style-type: none"> To collaborate with others to manage large items, such as moving a long plank safely, 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities</p> <ul style="list-style-type: none"> To jumps off an object and lands appropriately using hands, arms and body to stabilise and 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities</p> <ul style="list-style-type: none"> To choose to move in a range of ways, moving freely and with confidence making

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	<ul style="list-style-type: none"> To skip, hop, stand on one leg and hold a pose for a game like musical statues. To match their developing physical skills to tasks and activities in the setting. <p><u>Fine motor-</u> playdough/clay construction loose parts play cutting cooking x 1 half termly pencil control colouring dough gym funky fingers Painting</p> <p><u>Other</u> Dough disco</p>	<p>themselves , or in teams.</p> <ul style="list-style-type: none"> To develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. To 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. To use large-muscle movements to wave flags and streamers, paint and make marks. To 	<p>movements to wave flags and streamers, paint and make marks.</p> <ul style="list-style-type: none"> To choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. <p><u>Fine motor-</u> playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers Painting</p> <p><u>Other</u> Dough disco</p>	<p>carrying large hollow blocks.</p> <ul style="list-style-type: none"> To travel with confidence and skill around, under, over and through balancing and climbing equipment <p><u>Fine motor-</u> playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting</p> <p><u>Other</u> Dough disco</p>	<p>balance.</p> <ul style="list-style-type: none"> To negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <p><u>Fine motor-</u> playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting</p> <p><u>Other</u> Dough disco</p>	<p>changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> To experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. <p><u>Fine motor-</u> playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting</p> <p><u>Other</u> Dough disco</p>
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		<p>increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Fine motor- playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers Painting Malleable materials Sensory play</p> <p><u>Other</u> Dough disco</p>				
Personal, Social & Emotional Development	<ul style="list-style-type: none"> • child led learning opportunities • key person time/get to know each other • parental support • relaxation and yoga • select resources independently • familiarise with the nursery and school environment • find solutions to conflicts • following rules and boundaries • support to turn take • snack time – self-selection. Adult to support manners and conversation 	<ul style="list-style-type: none"> • child led learning opportunities • I wonder (philosophy).... • Small group activities • parental involvement(craft sessions/concerts) • relaxation and yoga • select resources independently • Familiarise with the nursery and school environment • find solutions to conflicts • following rules and boundaries • support to turn take • snack time – self-selection. Adult to 	<ul style="list-style-type: none"> • child led learning opportunities • I wonder (philosophy).... • Small group activities • parental involvement(craft sessions/concerts) • relaxation and yoga • select resources independently • Familiarise with the nursery and school environment • find solutions to conflicts • following rules and boundaries • support to turn take • snack time – self-selection. Adult to 			

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	<ul style="list-style-type: none"> • toileting support • support to wash hands • develop familiarity in nursery ie. where to put belongings • separating from family members • accepting boundaries 	<ul style="list-style-type: none"> • support manners and conversation • toileting support • support to wash hands • develop familiarity in nursery ie. where to put belongings • gain confidence within the setting • developing resilience • solving problems and challenges 	<ul style="list-style-type: none"> • support manners and conversation • toileting support • support to wash hands • develop familiarity in nursery ie. where to put belongings • gain confidence within the setting • developing resilience • solving problems and challenges • preparation for transition (nursery leavers) – spend time in reception classrooms 			
SCARF – School PSHE	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Recognise that we are unique • Describe different feelings and use this skill to manage relationships • Understand that some families are different from theirs, but these families also love and care for one another • Share their likes and dislikes with their friends and adults in their classroom • Name the different features of their face and parts of their body • Use their senses to explore the world around them • Speak positively 	<p>Valuing Difference</p> <p>Recognise that there are differences and similarities between themselves</p> <ul style="list-style-type: none"> • Celebrate their friends and include them • Understand people have different cultures and religions • Talk about the similarities and differences amongst their peers • Talk about the things they and their friends are good at • Spot similarities and differences in nature • Understand that having differences between us is a good thing 	<p>Keeping Safe</p> <p>Explain what they should do if they feel unsafe</p> <ul style="list-style-type: none"> • Recognise potential dangers and how to stay safe, inside and outside • Learn the importance of keeping safe around medicines and unknown products • Name key relatives/care givers at home and those who care for them in their education settings • Recognise a 'funny tummy feeling' when something feels wrong or unsafe and say what to do • Talk about what makes them feel safe • Name potential dangers, both inside 	<p>Rights and Respect</p> <p>Learn about taking some responsibility for their own health</p> <ul style="list-style-type: none"> • Describe ways in which they can help others and why they would do so • Take care of their home, their learning environment and the natural environment • Talk about how healthy food and keeping clean can help our bodies • Name some healthy foods • Try new experiences • Name some activities that they can do to help out at home • Talk about how they 	<p>Being My Best</p> <p>Talk about healthy choices and activities</p> <ul style="list-style-type: none"> • Develop resilience and persistence in their learning • Working cooperatively with others when faced with a challenge • Name what their bodies need for energy (food, water, exercise, sleep) • Describe how they feel when they don't have enough food, water, exercise or sleep • Make healthy choices independently, in their home or education setting • Explain how people might feel if they find 	<p>Growing and Changing</p> <p>Talk about change in the environment</p> <ul style="list-style-type: none"> • Describe the changes in babies, young animals and plants as they grow • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like • Describe seasonal changes • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot • Describe the life cycle of an animal • Talk about how babies change as they grow

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	<p>about themselves</p> <ul style="list-style-type: none"> Name different feelings and possible causes Name some key adults who can help them when feeling sad/worried/scared Talk about their families and special people Name those who care for them and keep them safe 	<ul style="list-style-type: none"> Notice and talk about differences in nature Recognise the differences within and amongst families Explore and use different materials Show kindness by including their friends Talk about how to help those who are in need 	<p>and outside, and how to avoid getting hurt</p> <ul style="list-style-type: none"> Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules Talk about how to keep their bodies safe Know which products in the home are to be used only by adults Sort items according to their use and purpose 	<p>can look after other members of their family</p> <ul style="list-style-type: none"> Talk about how they can look after their friends Show care and responsibility for their home and learning environments Talk about what is special within the natural world Name some ways in which they can help their world 	<p>something hard</p> <ul style="list-style-type: none"> Suggest ways to encourage others to keep going Have a go at challenging themselves Develop skills in planning, reviewing applying a trial and error approach Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone Communicate with others by sharing with and listening to each other's ideas 	<ul style="list-style-type: none"> Explain what babies need and how this changes as they grow Share their own experiences and listen to those of the others Talk about the similarities and differences between the males and females Begin to play inclusively with their friends, regardless of their sex (if not already doing so) • Think differently and more openly about what a family may look like
<p>Literacy (Suggested activities linked to topic)</p> <ul style="list-style-type: none"> Reading starts Summer term for September 2024 school starters. Name writing ongoing throughout year when children show interest and readiness. Children 	<ul style="list-style-type: none"> Self portraits with speech sample (Pencil) Family pictures paint program on IWB to create picture <p>Talk for writing – 5 sentence story maps/story mountains – Once upon a time... Early one morning... Unfortunately...</p>	<ul style="list-style-type: none"> using tools pumpkin carving. Finger print or collage poppies Colour mixing Christmas cards Paper chains Poster of their favourite things 	<ul style="list-style-type: none"> draw a picture from the train window colour a bus and take it on a journey Garage role play Fact sheet about transport Following instructions to make a kite Self portrait with speech sample (pencil) 	<ul style="list-style-type: none"> Paint a dinosaur Story scribing Fact sheet about dinosaurs Make a list of dinosaurs (what do we know) Story maps Mixed media dinosaurs MAKE EASTER CARD Self selection 	<ul style="list-style-type: none"> Recount of the farm Create a farm from loose parts and write labels RWI phonics Name writing Sequence a story Colouring Self portrait and speech samples. Observation 	<ul style="list-style-type: none"> What have you enjoyed about nursery Story scribing Humpty Dumpty fact sheet Self selection in writing, creative and book area Name writing Readers Phonics <p>Talk for writing – 5 sentence story</p>

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<p>always have access to fiction and non-fiction books</p> <ul style="list-style-type: none"> • Children always have access to writing media. 	<p>Luckily.... Finally....</p>	<ul style="list-style-type: none"> • Story maps • Sequencing stories • Self selection in writing, creative and book area <p>Talk for writing – 5 sentence story maps/story mountains – Once upon a time... Early one morning... Unfortunately... Luckily.... Finally....</p>	<ul style="list-style-type: none"> • Mark making using large chalks • Recount of library visit • MAKE MOTHERS DAY CARDS • Self selection <p>Talk for writing – 5 sentence story maps/story mountains – Once upon a time... Early one morning... Unfortunately... Luckily.... Finally....</p>	<p>in writing, creating and book area</p> <p>Talk for writing – 5 sentence story maps/story mountains – Once upon a time... Early one morning... Unfortunately... Luckily.... Finally....</p>	<p>al drawing of animal/plant</p> <ul style="list-style-type: none"> • Story scribing • FATHERS DAY CARD <p>Talk for writing – 5 sentence story maps/story mountains – Once upon a time... Early one morning... Unfortunately... Luckily.... Finally....</p>	<p>maps/story mountains – Once upon a time... Early one morning... Unfortunately... Luckily.... Finally....</p>
<p>Literacy – Writing</p> <p>(For children leaving Nursery this Summer to start school in September)</p>	<ul style="list-style-type: none"> • Give meaning to drawings and marks. • Trace circles, lines and shapes • Copy circles and lines • Recognise their name 	<ul style="list-style-type: none"> • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Copy the letters in their first name. • Copy other letters. 	<ul style="list-style-type: none"> • Write their first name independently. • Beginning to write initial sounds. • Write some letters accurately. 			

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<p>Phonological awareness and RWI</p> <p>Children who are starting school in September</p> <p>Ultimate guide to phonological Stage 1 – speech detection Stage 2- syllable awareness Stage 3- Onset and rime Stage 4- Rhyme detection Stage 5- Initial sounds Week 6- rhyme production</p>	<p>Week 1 key person time. Roll the ball. Hello song. Clap names (repeated x 3 days)</p> <p>Week 2 key person time. Roll the ball. Hello song. Clap names (repeated x 3 days)</p> <p>Week 3 key person time. Focus: Stage 1 Pages 11, 12, 13</p> <p>Week 4 Key person time. Focus: stage 1 Pages 14, 15, 16</p> <p>Week 5 KP time. Focus: stage 2 P 45, 46, 49</p> <p>Week 6 KP time Focus: stage 2 P53, 58, 59</p> <p>Week 7 KP time Focus: stage 2 P 66, 71, 78</p>	<p>Week 1 key person time. Focus: stage 2. P 66, 71, 78</p> <p>Week 2 key person time. Focus: stage 3 P 83, 86, 89</p> <p>Week 3 key person time. Focus: stage 4. Pages 95, 98, 109</p> <p>Week 4 Keyperson time. Focus: stage 4. Pages 95, 98, 109</p> <p>Week 5 KP time. Focus: stage 5 P 120, 122, 124</p> <p>Week 6 Christmas preparation</p> <p>Week 7 Christmas Preparation</p>	<p>Week 1 small group activity - settling in- instruction games- Simon says etc</p> <p>Week 2 small group activity – instruction games – ie. Simon says etc</p> <p>Week 3 small group activity Focus: stage 5. P 124, 137, 138</p> <p>Week 4 small group activity Focus: stage 5 P 124, 137, 138</p> <p>Week 5 small group activity Focus: stage 5. Pages 139,143, 144</p> <p>Week 6 small group activity Focus: stage 6 . P 139, 143, 144</p>	<p>One sound per week. 3 x weekly</p> <p>Week 1 - m Week 2 - a Week 3- s Week 4 - d Week 5 - t Week 6- i</p> <p>Following the RWI format Encourage children to find things with same initial sound at home</p> <p>Other children to continue with phonological awareness activities.</p>	<p>RWI daily covering 3 sounds per week</p> <p>Week 1 – m, a, s Week 2 – d, t, i Week 3- p, n, g Week 4 – o, c, k Week 5 –u, b, f Week 6 -e, l, h (RWI assessment)</p> <p>Following the RWI format</p> <p>Other children to continue with phonological awareness activities.</p> <p>Reading books sent home for CIIS starters (Sept)</p>	<p>RWI daily covering 3 sounds per week</p> <p>Week 1 – recap of sounds learnt Week 2 – sh, r, j Week 3- v, y, w Week 4 – th, z, ch Week 5 – qu, x, ng nk Week 6- RWI assessment Week 7 -----</p> <p>Other children to continue with phonological awareness activities.</p>
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<p>Phonics</p> <p>January starters</p> <p>Split into two groups</p>			<p>Children settle into the routines of the nursery.</p> <p>Staff support and model play for learners.</p> <p>Staff model and develop vocabulary</p> <p>Children supported to develop listening and attention skills through play</p>	<p>Week 1 key person time. Roll the ball. Hello song. Clap names (repeated x 3 days)</p> <p>Week 2 key person time. Roll the ball. Hello song. Clap names (repeated x 3 days)</p> <p>Week 3 key person time. Focus: Stage 1 Pages 11, 12, 13</p> <p>Week 4 Key person time. Focus: stage 1 Pages 14, 15, 16</p> <p>Week 5 KP time. Focus: stage 2 P 45, 46, 49</p> <p>Week 6 KP time Focus: stage 2 P53, 58, 59</p>	<p>Week 1 KP time Focus: stage 2 P 66, 71, 78</p> <p>Week 2 key person time. Focus: stage 2. P 66, 71, 78</p> <p>Week 3 key person time. Focus: stage 3 P 83, 86, 89</p> <p>Week 4 key person time. Focus: stage 4. Pages 95, 98, 109</p> <p>Week 5 Keyperson time. Focus: stage 4. Pages 95, 98, 109</p> <p>Week 6 KP time. Focus: stage 5 P 120, 122, 124</p>	<p>Week 1 small group activity - settling in- instruction games- Simon says etc</p> <p>Week 2 small group activity – instruction games – ie. Simon says etc</p> <p>Week 3 small group activity Focus: stage 5. P 124, 137, 138</p> <p>Week 4 small group activity Focus: stage 5 P 124, 137, 138</p> <p>Week 5 small group activity Focus: stage 5. Pages 139,143, 144</p> <p>Week 6 small group activity Focus: stage 6 . P 139, 143, 144</p>
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Canvey Island Infant School & Nursery EYFS Long Term Plan/Pebbles Nursery Year 1 (November 24 updated)

<p>Phonics</p> <p>April starters</p> <p>Split into three groups</p>					<p>Children settle into the routines of the nursery.</p> <p>Staff support and model play for learners.</p> <p>Staff model and develop vocabulary</p> <p>Children supported to develop listening and attention skills through play</p>	<p>Week 1 key person time. Roll the ball. Hello song. Clap names (repeated x 3 days)</p> <p>Week 2 key person time. Roll the ball. Hello song. Clap names (repeated x 3 days)</p> <p>Week 3 key person time. Focus: Stage 1 Pages 11, 12, 13</p> <p>Week 4 Key person time. Focus: stage 1 Pages 14, 15, 16</p> <p>Week 5 KP time. Focus: stage 2 P 45, 46, 49</p> <p>Week 6 KP time Focus: stage 2 P53, 58, 59</p>
<p>Mathematics</p> <p>(White Rose Maths)</p>	<p>Week 1 – number songs/rhymes</p> <p>Week 2 – Comparison 1 more than, fewer than</p> <p>Week 3 – Comparison 1 more than, fewer than</p> <p>Week 4- shape, space and measure 1 Explore and play with shapes</p> <p>Week 5 – shape, space and measure 1 Explore and play with shapes</p> <p>Week 6 – block 3 Pattern 1 explore repeats</p>	<p>Week 1 – Counting 1 Hear and say number names</p> <p>Week 2 – Counting 2 begin to order number names</p> <p>Week 3 – Subitising 1- Subitising 1,2,3</p> <p>Week 4- Pattern 2 join in with repeats</p> <p>Week 5- Shape space and measure 2 explore position and space</p> <p>Week 6 – Shape space and measure 2 explore position and space</p> <p>Week 7 Christmas prep</p>	<p>Week 1 – Subitising 2 – show me 1,2,3</p> <p>Week 2 Subitising 2 – show me 1,2,3</p> <p>Week 3 Counting 3. Move and label 1,2,3</p> <p>Week 4 Counting 3. Move and label 1,2,3</p> <p>Week 5 Shape, space and measure 3. Explore position and routes</p> <p>Week 6 Pattern 3 explore patterns</p>	<p>Week 1 Counting 4 give and take 1,2,3</p> <p>Week 2 Space, shape and measure 4. Match, talk, push and pull</p> <p>Week 3 Subitising 3 – talk about dots</p> <p>Week 4 Comparison 2- compare and sort collections</p> <p>Week 5 Pattern 4- lead on own repeats</p> <p>Week 6 -Easter prep</p>	<p>Week 1 Shape space and measure 5- start to puzzle</p> <p>Week 2 Shape space and measure 5- start to puzzle</p> <p>Week 3 Pattern 5- making patterns together</p> <p>Week 4 Pattern 5- making patterns together</p> <p>Week 5 Subitising 4 make games and actions</p> <p>Week 6 Counting 5 – show me 5</p> <p>Week 7 Counting 5 – show me 5</p>	<p>Week 1 – Pattern 6 – my own pattern</p> <p>Week 2 – Pattern 6 – my own pattern</p> <p>Week 3 Counting 6 stop at 1,2,3,4,5</p> <p>Week 4 Counting 6 stop at 1,2,3,4,5</p> <p>Week 5 Comparison 3 – match, sort and compare</p> <p>Week 6 maths games and activities</p> <p>Week 7- end of term prep</p>

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	<p>Week 7 – block 3 Pattern 1 explore repeats</p>					
<p>Understanding the World Experiences</p> <p><i>Ongoing-</i></p> <p><i>talk about what they see, using a wide vocabulary</i></p> <p><i>Use their senses in hands on exploration of natural materials</i></p>	<p><i>Begin to make sense of their own life story and family history</i></p> <ul style="list-style-type: none"> Family Who am I? Who is my friend? Home learning links <ul style="list-style-type: none"> Find out about me and my local environment <ul style="list-style-type: none"> Learn that our school is called ‘Canvey Island Infant school and nursery’. Learn that my nursery class is called ‘Pebbles’. Navigate the nursery classroom and outdoor area. To talk about our local community ie. Shops that we may use To use every day historical language when talking about the past. For example, yesterday, at the weekend Remembrance Day – to know that we wear poppies and remember soldiers from long ago and more recent times <p><i>Explore how things work</i></p> <ul style="list-style-type: none"> Loose parts play Cooking <p><i>Plant seeds and care for growing plants:</i></p> <ul style="list-style-type: none"> Repot sunflowers Grow cress Life cycle of plant <p><i>Continue developing positive attitudes between people</i></p> <ul style="list-style-type: none"> Forming friendships Building relationships 		<p><i>Show an interest in different occupations</i></p> <ul style="list-style-type: none"> Visit to the library Bus driver <ul style="list-style-type: none"> Plan a route – bus journey to Canvey Island library <p><i>Explore how things work:</i></p> <ul style="list-style-type: none"> Compare different modes of transport <ul style="list-style-type: none"> Describe a familiar route from home to nursery Talk about and compare transport from the past with modern vehicles <p><i>Know that there are different countries in the world:</i></p> <ul style="list-style-type: none"> Holidays using different modes of transport to travel Discuss holidays the children have been on – look at maps. 	<p><i>Talk about differences between materials and changes they notice:</i></p> <ul style="list-style-type: none"> Cooking <p><i>Explore different materials with similar/different properties:</i></p> <ul style="list-style-type: none"> Size ordering Meat eater or vegetarian Fossils shells 	<p><i>Begin to understand the need to respect and care for the natural environment and all living things:</i></p> <ul style="list-style-type: none"> Visit to the farm/farm to come to the nursery Caring for animals Healthy eating Compare and comment on different creatures or environments Discuss the location of different farm animals on the farm To compare changes between baby animals and adult animals. 	<p><i>Begin to make sense of their own life story and family history</i></p> <ul style="list-style-type: none"> Comparing changes and growth from starting nursery Transitions to school

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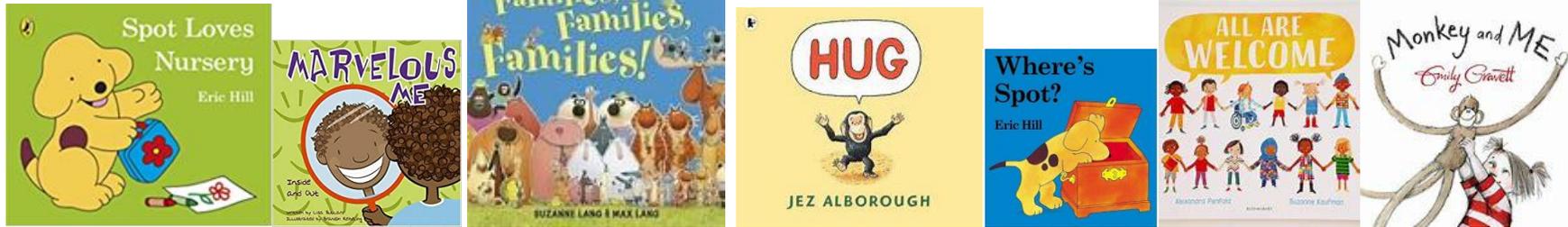
		<p><i>Explore and talk about different forces they can feel:</i></p> <ul style="list-style-type: none"> • Nursery rhymes- rowboat (push pull) • See-saw • Slide (gravity) • Learn that wheels roll when a wheeled object is pushed or pulled. 			
Computing	<ul style="list-style-type: none"> • To explore games on the IWB and iPads. • To explore 'mini mash'. • To explore bee-bots and remote-controlled toys. • To explore technology (phones, cameras etc) in role play. 				
RE Links	<p>Harvest and preparing for the harvest festival – planting and growing. Christmas linked activities – including attending the Christingle service at St Nicholas. Christmas concert and Christmas art. Learning about the nativity story.</p>	<p>Festival of Holi</p> <p>Easter activities and learning about the religious festival.</p>	<p>Talking about the world around us. Discussing creation. How a bulb grows Investigate the world Ask big questions.</p>		
Expressive Arts & Design Experiences (Children also have access to creative trolley during continuous provision to explore and work on their own creations.	<p>To explore and develop role play.</p> <p>To create stories through play using small, world/loose parts etc</p> <p>To create and enhance a game.</p> <p>To explore and join different materials</p> <p>To explore colour mixing</p> <p>To create a self-portrait</p> <p>To create pet pictures using a range of media</p>	<p>To explore and develop role play.</p> <p>To create stories through play using small, world/loose parts etc</p> <p>To create and enhance a game.</p> <p>To explore and join different materials</p> <p>To create a second self-portrait</p> <p>To create a dinosaur puppet (make a story)</p> <p>Create a magical world painting</p> <p>Van Gogh Starry Night – paint your own</p>	<p>To explore and develop role play.</p> <p>To create stories through play using small, world/loose parts etc</p> <p>To create and enhance a game.</p> <p>To explore and join different materials</p> <p>To create a third self-portrait</p> <p>Observational drawings of animals</p> <p>Paintings of animals</p>		

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<p>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.)</p>	<p>PD -To use scissors to make snips in paper</p> <p>PD -To use a comfortable grip when exploring mark making tools</p> <p>To make marks and give meaning</p> <p>To show different emotions in their drawings and paintings like happiness, sadness, fear.</p> <ul style="list-style-type: none"> • colouring • sing rhymes and songs • explore music and dance <p>Using tools - pumpkin carving</p> <p>Firework pencil control</p> <p>Create a home for your favourite animal</p> <p>To learn Christmas songs and perform to parents/carers.</p> <p>To create Christmas cards and decorations</p>	<p>Create a wand and make a magic spell</p> <p>Draw a picture from the train window</p> <p>Colour a bus and take it on a journey</p> <p>Create a vehicle from loose parts and write a label</p> <p>PD -To use scissors to cut straight lines</p> <p>PD – To show preference for dominant hand when exploring mark making tools</p> <p>To draw simple shapes</p> <p>To join different materials and explore different textures</p> <p>To create an Easter card and basket</p> <p>Easter crafts</p>	<p>Explore different footprints</p> <p>PD – To use scissors to cut out simple shapes</p> <p>PD – Begin to use tripod grip when using pens and pencils</p> <p>To draw simple pictures representing a face with a circle</p> <p>To confidently explore a range of media and name colours</p>
<p>British Values</p>  <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p>	<p>The Fundamental British Values are: Democracy The rule of law Individual liberty Mutual respect and tolerance of different faiths and beliefs.</p> <ul style="list-style-type: none"> • To follow the nursery and school rules and to be a part of creating rules. • To learn who can help us in nursery and school and begin to learn who can help us in our local community. <ul style="list-style-type: none"> • To understand and respect the roles of people who can help us. <ul style="list-style-type: none"> • To vote for a song/game/story at carpet time. • To choose what activity I would like to play with. • To follow my own interests and to also join in with my peers chosen activities. <ul style="list-style-type: none"> • To begin to learn about different beliefs. • To respect the culture and beliefs of others. <ul style="list-style-type: none"> • To know that we are all special • To understand the consequences of our actions. <ul style="list-style-type: none"> • To understand right from wrong. • To listen to and respect other people's values and opinions. <ul style="list-style-type: none"> • To try and help other people. 		

Autumn 1 - Book suggestions for 'all about me' topic



Autumn 2 - Book suggestions for 'all about me' topic



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Spring 1 - Book suggestions for 'transport' topic



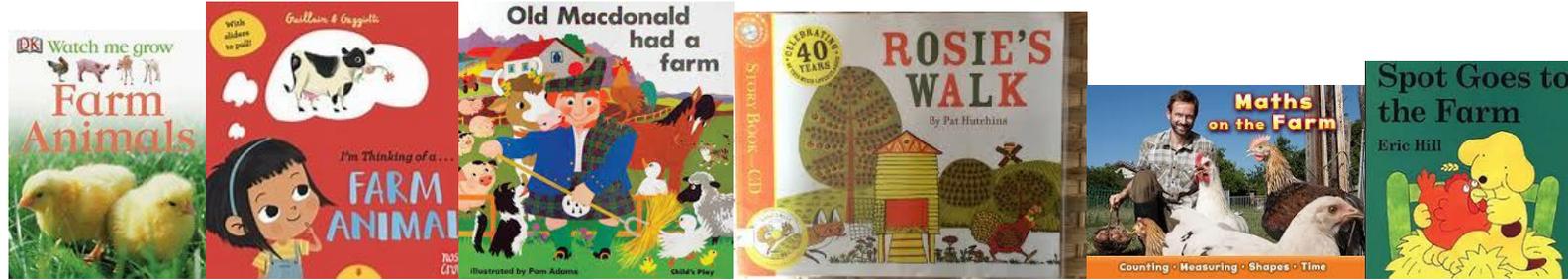
Spring 2 - Book suggestions for 'dinosaurs' topic



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Summer 1 book suggestions for 'the farm' topic



Summer 2 book suggestions for 'nursery rhyme world' topic

