

Canvey Island Infant School & Nursery

EYFS Long Term Plan/Pebbles Nursery Year 2 (November 24 updated)

	Autumn 1 (8W)	Autumn 2 (7W)	Spring 1(6W)	Spring 2 (6W)	Summer 1(6W)	Summer 2 (7W)
Main Theme (But not limited to..)	I wonder who I am? All about me	I wonder what happens when we mix? Colours	I wonder why does a cat meow? Pets	I wonder if it likes tea? Little monsters	I wonder how deep the sea is? Under the sea	I wonder how does ice feel? Weather
Possible Ideas/Lines of Inquiry These mini ideas within the themes may change or be replaced depending on children's interests and fascinations floor books class journal	<ul style="list-style-type: none"> • All about me • My family • Making friends • Settling at nursery • Toys • Where do I live? • Favourite food 	<ul style="list-style-type: none"> • Colour mixing • Emotions • Developing friendships • Natural colours • Christmas • Nativity • Maths week • Children in need • Winter Fayre • Writing week 	<ul style="list-style-type: none"> • How to care for a pet • My favourite pet • Vets • Compare different pets • Pet shops role play • Science week • book week 	<ul style="list-style-type: none"> • Story scribing • Make a monster using ict • Loose parts play • Being brave • Develop sharing and turn taking • Holi • Easter • Comic relief 	<ul style="list-style-type: none"> • How deep is the sea? • Large sea creatures • Submarine • Exploring shells • Mental health aware week • Writing week 	<ul style="list-style-type: none"> • Forces – how strong is the wind? • Naming seasons • Days of the week • Months of the year • Nursery Sports day • Transition • Nursery graduation –
Experiences	Getting to know the nursery and school	Christmas concert Christmas craft a.m parents in	WB Visit to the local pet shop (Jones corner) look at the	Spring performance then Parents in – cooking		Gemma's farm

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			<p>things that they sell (TBC)</p> <p>WB 27/2 - Bus ride to the library (Canvey town)</p> <p>Story session</p> <p>Bus back (TBC)</p>	morning		
<p>Cooking ideas</p>	<ul style="list-style-type: none"> • Cooking french bread pizzas • Cooking dinosaur biscuits • Cooking cheese straws • Cooking blueberry muffins • Cooking bread rolls • Cooking stained glass gingerbread 	<ul style="list-style-type: none"> • Cooking – cheese scones • Cooking fairy cakes • Making milk shakes • Cooking cake pops • Cooking fruit kebab • Cooking Easter brownies 	<ul style="list-style-type: none"> • Cooking carrot star bites • Cooking flap jacks • Cooking pizza pin wheels • Cooking cookie bars • Making sandwiches • Making ice lollies 			

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Key Stories /Fiction Books	<ul style="list-style-type: none"> • Spot starts nursery • We are all different (what makes you special) • Peace at last • Hug • Marvellous me • Where's Spot? • Monkey and me • Gracias, thanks • All are welcome • Joy to the world 	<ul style="list-style-type: none"> • Colour monster • Brown bear what do you see? • The blue balloon • Cats colours • Elmer • The day the crayons quit • The nativity • Dear Santa • The mixed up chameleon • Green is a chilli pepper 	<ul style="list-style-type: none"> • Oi dog! • Oi cat! • Six dinner Sid • Harry the dirty dog • Kippers new pet • Dr Potts my pets have spots • Some pets 	<ul style="list-style-type: none"> • Where the wild things are. • The tiger who came to tea. • The gruffalo • Not now Bernard • On the way home • 10 little monsters • If you're a monster and you know it. • Bobby and the monsters • Theres a monster in your book • We're going on an egg hunt 	<ul style="list-style-type: none"> • Tiddler • Flotsam (D Wiesner) • Shark in the dark • The rainbow fish • Commotion in the ocean. • Barry the fish with fingers. • Octopus socktopus 	<ul style="list-style-type: none"> • Maisy's weather book • Elmers weather • Elmer and the rainbow • Snow day (EJ Keats) • Seasons come and seasons go tree. • Maisy's sports day • Kippers beach ball • Pip and Posy. The snowy day • Rainbow stew
Non-Fiction Books	<ul style="list-style-type: none"> • How do you feel today? (M Potter) 	<ul style="list-style-type: none"> • My first book of colours 	<ul style="list-style-type: none"> • My first pets • Little kids first book of pets 	<ul style="list-style-type: none"> • Weird sea creatures • Sea monsters 	<ul style="list-style-type: none"> • First look at under the sea (Usborne) 	<ul style="list-style-type: none"> • The weather (S Rotner)

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<p>Rhyme of the week</p>	<p>Hello song</p> <p>Brush your teeth</p> <p>Dance thumbkin dance</p> <p>head, shoulders, knees and toes</p> <p>if you're happy and you know it</p> <p>I've got a body*</p> <p>One little finger**</p>	<p>I can sing a rainbow*</p> <p>Do you know the colours? ***</p> <p>The bear went over the mountain *</p> <p>Yellow bird*</p> <p>Baa baa black sheep*</p> <p>Twinkle twinkle little star*</p> <p>12 days of Christmas*</p>	<p>The animal fair*</p> <p>A cat came dancing*</p> <p>Did you ever see a bunny?*</p> <p>5 littles ducks*</p> <p>Here is a beehive*</p> <p>Three little birds(sing up)**</p>	<p>A monster came to visit you***</p> <p>Oh a dragons very fierce***</p> <p>The sneaky crocodile*</p> <p>Incy wincy spider*</p> <p>5 little men in a flying saucer*</p> <p>Dinosaurs*</p>	<p>1,2,3,4,5 once I caught a fish alive*</p> <p>There's a hole in the bottom of the sea**</p> <p>Row, row, row your boat*</p> <p>The big ship sails on the Ally Ally o*</p> <p>A sailor went to sea sea sea*</p> <p>Portside pirates**</p> <p>Down in the deep blue sea**</p>	<p>What is the weather today? ***</p> <p>I hear thunder*</p> <p>Dr Foster went to Gloucester*</p> <p>It's raining its pouring*</p> <p>The sun has got his hat on(Mr tumble)**</p> <p>The North wind doth blow*</p>
<p>Communication & Language (also see key 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</p>	<ul style="list-style-type: none"> Get to know the school Self portraits Who is in my family? What does it taste like? Sound lotto Who are my friends Who are my teachers Where do I put my things Who is special to you? why? What did you enjoy playing with today? Manners <p>Can answer a range of blanks level 1 and 2 questions.</p> <p>Beginning to answer 'why' questions.</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? How do you get to nursery? What is your favourite colour? Which 	<ul style="list-style-type: none"> Do you have a pet? How do we care for pets? What pet would you like? Pet role play area What food does a pet need? Why does a pet need water? What do you think a pet would feel like? Self portrait Manners Turn taking <p>Can answer a range of blanks level 1 and 2 questions.</p>	<ul style="list-style-type: none"> Turn-taking What did the tiger eat for his tea? Recall some of the Gruffalo's body parts Where did Max sail to? Would you like to meet a wild thing? What would you say if an alien came to nursery? What would we need to teach it? Self portrait Manners <p>Can answer a range of blanks level 1 and 2 questions.</p>	<ul style="list-style-type: none"> Turn-taking I wonder what happens next – shark picture How cold do you think the sea would be? Which creatures live in the sea Mammals/ not mammals Which is the biggest sea creature? Which is your favourite? Would you like a crab to come to nursery? Manners <p>Can answer a range of blanks level 1 and 2 questions. Beginning to answer level 3 questions.</p>	<ul style="list-style-type: none"> Which weather makes you wet? What clothes would you need for it? Which weather can you build a snowman in? What is snow made of? Check whose birthday is in which season. What do you need to wear on hot days? Transition Manners Turn taking <p>Can answer a range of blanks level 1 and 2 questions. Beginning to answer level 3 questions.</p>

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<p>interventions)</p> <p>Children will also learn Makaton signs weekly.</p>	<p>Uses a wider range of vocabulary.</p>	<p>colour monster are you today?</p> <ul style="list-style-type: none"> Manners Turn taking <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>Beginning to answer 'why' questions.</p> <p>Uses a wider range of vocabulary.</p>	<p>2 questions.</p> <p>Beginning to answer 'why' questions.</p> <p>Uses a wider range of vocabulary.</p>	<p>Beginning to answer 'why' questions.</p> <p>Uses a wider range of vocabulary.</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</p>	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities loose parts play parachute games circle games</p> <ul style="list-style-type: none"> To go up steps and stairs, or climb up apparatus, using alternate feet. 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 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities loose parts play parachute games circle games</p> <ul style="list-style-type: none"> To take part in some group activities which they make up for themselves, or in teams. To develop their 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities loose parts play parachute games circle games</p> <ul style="list-style-type: none"> To match their developing physical skills to tasks and activities in the setting. To use large-muscle movements to wave flags and streamers, 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities loose parts play including crates, blocks, tyre, fabric parachute games circle games mud kitchen adventure playground playground games ie. whats the time Mr Wolf?</p> <ul style="list-style-type: none"> To collaborate with others to manage large items, such as moving 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities loose parts play including crates, blocks, tyre, fabric parachute games circle games mud kitchen adventure playground playground games ie. whats the time Mr Wolf?</p> <ul style="list-style-type: none"> To jump off an object and land appropriately using hands, arms and body to stabilise and balance. To negotiates space 	<p><u>Gross motor-</u> cosmic yoga peer massage PE outdoor learning opportunities loose parts play including crates, blocks, tyre, fabric parachute games circle games mud kitchen adventure playground playground games ie. duck duck goose sports day</p> <ul style="list-style-type: none"> To choose to move in a range of ways, moving freely and with confidence making changes to

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	<p>setting.</p> <p><u>Fine motor-</u> playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting mark making opportunities tracing rubbings</p> <p><u>Other</u> Dough disco</p>	<p>movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> 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 increase 	<p>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 mark making opportunities tracing rubbings goop water beads salt dough copying letters</p> <p><u>Other</u> Dough disco</p>	<p>a long plank safely, 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 mark making opportunities tracing rubbings goop water beads salt dough copying letters</p> <p><u>Other</u> Dough disco</p>	<p>successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>Fine motor-</u> playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting mark making opportunities tracing rubbings goop water beads salt dough forming letters</p> <p><u>Other</u> Dough disco</p>	<p>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 mark making opportunities tracing rubbings goop water beads salt dough forming letters</p>
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		<p>gly be able to use and remember r sequence s and patterns of movemen ts which are related to music and rhythm.</p> <p><u>Fine motor-</u> playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting mark making opportunities tracing rubbings</p> <p><u>Other</u> Dough disco</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 	<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 	<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 			

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	<ul style="list-style-type: none"> • find solutions to conflicts • following rules and boundaries • support to turn take • snack time – self-selection. Adult to support manners and conversation • 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"> • 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 • 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"> • 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 • 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) 			
SCARF – School PSHE	Me and My Relationships <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 about themselves • Name different feelings and 	Valuing Difference <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 	Keeping Safe <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 	Rights and Respect <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 	Being My Best <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 something hard • Suggest ways to 	Growing and Changing <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 • Explain what babies

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	<p>possible causes</p> <ul style="list-style-type: none"> 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"> Understand that having differences between us is a good thing 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 	<ul style="list-style-type: none"> Name potential dangers, both inside and outside, and how to avoid getting hurt 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>home</p> <ul style="list-style-type: none"> Talk about how they can look after other members of their family 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>encourage others to keep going</p> <ul style="list-style-type: none"> 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 	<p>need and how this changes as they grow</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> settling in, colouring/ drawing sharing stories draw a self-portrait (pencil only) What do you like about nursery? Draw a picture collage of favourite dinner pencil control development find spot the dog (hide him around the school) <p>Talk for writing – 5 sentence story maps/story mountains –</p>	<ul style="list-style-type: none"> paint your favourite animal how do you feel today? Colour in your monster colour mixing Create a colourful collage Tree decoration Christmas list Christmas 	<ul style="list-style-type: none"> Self- portrait (speech sample) Pet shop window picture pet fact sheet List of pets Draw a map to the pet shop Story map Speech bubbles – what is the pet thinking? 	<ul style="list-style-type: none"> Easter cards Mothers day cards Story scribing Draw a monster on paint programme Collage monster Sequence a story <p>Talk for writing – 5 sentence story maps/story</p>	<ul style="list-style-type: none"> Story scribing Fathers day cards Story map Design a boat Shell rubbings Tracing Listen and colour <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"> Class weather chart Write a list for clothes needed in Summer Sequence a timetable of the day using photos <p>Talk for writing – 5 sentence story maps/story mountains – Once upon a time... Early one morning... Unfortunately... Luckily....</p>

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<p>and readiness.</p> <ul style="list-style-type: none"> Children always have access to fiction and non-fiction books Learners always have access to writing media. 	<p>Once upon a time... Early one morning... Unfortunately... Lucky.... Finally....</p>	<p>card</p> <p>Talk for writing – 5 sentence story maps/story mountains – Once upon a time... Early one morning... Unfortunately... Lucky.... Finally....</p>	<p>Talk for writing – 5 sentence story maps/story mountains – Once upon a time... Early one morning... Unfortunately... Lucky.... Finally....</p>	<p>mountains – Once upon a time... Early one morning... Unfortunately... Lucky.... Finally....</p>		<p>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. 			
<p>Phonological awareness and RWI</p> <p>Children who are starting school in September 2025</p> <p>Ultimate guide to phonological</p> <p>Stage 1 – speech detection Stage 2- syllable awareness Stage 3- Onset and rime Stage 4- Rhyme detection Stage 5- Initial sounds Week 6- rhyme</p>	<p>Week 1 key person time. Roll the ball. Hello song. Clap names (repeated x 3 days) Week 2 key person time. Roll the ball. Hello song. Clap names (repeated x 3 days) Week 3 key person time. Focus: Stage 1 Pages 11, 12, 13 Week 4 Key person time. Focus: stage 1 Pages 14, 15, 16 Week 5 KP time. Focus: stage 2 P 45, 46, 49 Week 6 KP time Focus: stage 2 P53, 58, 59 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 Week 2 key person time. Focus: stage 3 P 83, 86, 89 Week 3 key person time. Focus: stage 4. Pages 95, 98, 109 Week 4 Key person time. Focus: stage 4. Pages 95, 98, 109 Week 5 KP time. Focus: stage 5 P 120, 122, 124 Week 6 Christmas preparation</p>	<p>Week 1 small group activity - settling in- instruction games- Simon says etc Week 2 small group activity – instruction games – ie. Simon says etc Week 3 small group activity Focus: stage 5. P 124, 137, 138 Week 4 small group activity Focus: stage 5 P 124, 137, 138 Week 5 small group activity Focus: stage 5. Pages 139,143, 144 Week 6 small group activity Focus: stage</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</p> <p>Encourage children to find things with same initial sound at home</p> <p>Other children to continue with phonological</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>Reading books sent home for CIIS starters (Sept 25)</p> <p>Other children to continue</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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production		Week 7 Christmas Preparation	6 . P 139, 143, 144	awareness activities.	with phonological awareness activities.	
Phonics January starters Split into two groups			<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>
Phonics April starters Split into three groups					<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>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>

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					Children supported to develop listening and attention skills through play	<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>Mathematics (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</p>	<p>Week 1 – Counting 1 Hear and say number names</p> <p>Week 2 – Counting 2 begin to order number</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 1 Counting 4 take and give 1,2,3</p> <p>Week 2 Space, shape and measure 4. Match, talk, push and pull</p> <p>Week 3 Subitising 3</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-</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</p>

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	<p>measure 1 Explore and play with shapes Week 5 – shape, space and measure 1, Explore and play with shapes</p> <p>Week 6 – block 3 Pattern 1 explore repeats Week 7 – block 3 Pattern 1 explore repeats</p>	<p>names Week 3 – Subitising 1- Subitising 1,2,3 Week 4- Pattern 2 join in with repeats Week 5- Shape space and measure 2 explore position and space Week 6 – Shape space and measure 2 explore position and space Week 7 Christmas prep</p>	<p>Week 4 Counting 3, Move and label 1,2,3 Week 5 Shape, space and measure 3, Explore position and routes Week 6 Pattern 3 explore patterns</p>	<p>– talk about dots Week 4 Comparison 2- compare and sort collections Week 5 Pattern 4- lead on own repeats Week 6 -Easter prep</p>	<p>making patterns together Week 4 Pattern 5- making patterns together Week 5 Subitising 4 make games and actions Week 6 Counting 5 – show me 5 Week 7 Counting 5 – show me 5</p>	<p>stop at 1,2,3,4,5 Week 5 Comparison 3 – match, sort and compare Week 6 maths games and activities Week 7- end of term prep</p>
<p>Understanding the World Experiences</p>	<ul style="list-style-type: none"> Find out about me and my local environment 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 use every day historical language when talking about the past. For 	<ul style="list-style-type: none"> Remembrance Day – to know that we wear poppies and remember soldiers from long ago and more recent times To take part in a nature walk. Describe a familiar route from home to nursery Observing the changes in trees – leaves changing 	<ul style="list-style-type: none"> Visiting the wider community (pet shop) Caring for animals <ul style="list-style-type: none"> Recognise and name different pets To name baby pets To know if animals live in a cage, aquarium, inside or outside. To know 	<ul style="list-style-type: none"> Observing changes of bulbs/seed Discussing and testing forces What power would the monster have – magnet monster, suction monster Comic relief Create a monster on an interactive paint program To observe changes in seasons 	<ul style="list-style-type: none"> Exploring different materials using senses Compare the differences of living on land to living in the sea To point to areas of land and water on a world map/globe Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Mental health 	<ul style="list-style-type: none"> Exploring forces in weather To name the 4 seasons Compare changes in seasons Begin to use everyday geographical language when discussing climate /weather (hot, cold, rain, sun, wind, snow etc) Measure rainfall Begin to make

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	<p>example, yesterday, at the weekend</p> <ul style="list-style-type: none"> • Talk about our local community i.e. Shops that may use • Talk about their families and those who are important. • Talk about extended family • To talk about food that we like or dislike. • To discuss what a healthy diet consists of. • To know that babies grow into children like them • To name body parts using songs to support. • Comparing old and young • Explore how things work • Exploring the outside area • Exploring the nursery and wider surroundings of the school. 	<p>colour</p> <ul style="list-style-type: none"> • Exploring the plants that grow in the winter on the field and playground • Looking at different materials • Children in need day • Preparing for Christmas • Creating a natural colour palette • Caring for plants/bulbs 	<p>that animals are born as babies and grow and age like people.</p> <ul style="list-style-type: none"> • Science week • Comparing different pets skin covering ie. Fur/scales • Comparing foods that a pet may eat • Exploring natural materials • To use every day historical language when talking about the past. For example, yesterday, at the weekend. I had a pet.... 	<p>awareness week</p> <ul style="list-style-type: none"> • Observing different animals (school trip) 	<p>simple, accurate observations about changes in the weather</p> <ul style="list-style-type: none"> • To discuss weather and seasons, using language of the past. • Cooking, developing new skills • Changes and transitions
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	<ul style="list-style-type: none"> • Harvest • Planting seeds/bulbs in the garden 					
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 - to know about why Holi is such a colourful festival remember Lord Krishna who used paint to play a trick on people</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>	
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. 					
Expressive Arts & Design Experiences	<p>Painting (single colours – naming colours)</p> <p>Joining in with different rhymes and songs</p> <p>Explore musical instruments</p> <p>Create a self portrait</p> <p>Exploring loose parts</p> <p>Pumpkin carving</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>Colour mixing (prime colours)</p> <p>Nature walk to create a colour palette</p> <p>Learning songs for the Christmas concert</p> <p>Explore musical instruments</p> <p>Developing friendships and making up games with friends</p> <p>Setting up an outside music area</p> <p>Making Christmas decorations and cards</p>	<p>Create a self portrait</p> <p>Creating a pet shop role play</p> <p>Observational drawings of pets</p> <p>Painting pets</p> <p>Dressing up for book week</p> <p>Exploring different materials</p> <p>Use construction resources to create enclosures for animals</p> <p>PD- To use scissors to cut straight lines</p> <p>PD – To show</p>	<p>Spring concert</p> <p>Observational drawings of plants/natural world whilst outside</p> <p>Small world and loose parts play</p> <p>Creating stories about monsters</p> <p>Developing role play ideas</p> <p>Monster junk modelling</p> <p>Painting monsters</p> <p>PD- To use scissors to cut straight lines</p>	<p>Create a self portrait</p> <p>Shell rubbings</p> <p>Create an under sea art piece linked to abstract artist Diane Horwitz</p> <p>Seascape small world scene</p> <p>Make a boat challenge</p> <p>Comparing under the sea creatures</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</p>	<p>Exploring loose parts</p> <p>Creating a weather chart and weather symbols</p> <p>Learning songs linked to the weather</p> <p>Colour mixing – to create weather pictures – sunny/wet/windy/cold</p> <p>Develop complex stories using small world toys.</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</p>

(Children also have access to creative trolley during continuous provision to explore and work on their own creations.

Children will have opportunities to learn and perform songs, nursery rhymes and poetry

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<p>linked to their work / interests and passions.)</p>	<p>To explore colour mixing (primary colours)</p> <p>To show different emotions in their drawings and paintings like happiness, sadness, fear</p> <p>To explore different materials</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 explore colour mixing (primary colours)</p> <p>To show different emotions in their drawings and paintings like happiness, sadness, fear</p> <p>To explore different materials</p>	<p>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>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>representing a face with a circle</p> <p>To confidently explore a range of media and name colours</p>	<p>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</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. 					

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celebrating
diversity of the UK.

- To try and help other people.

Autumn 1 book suggestions

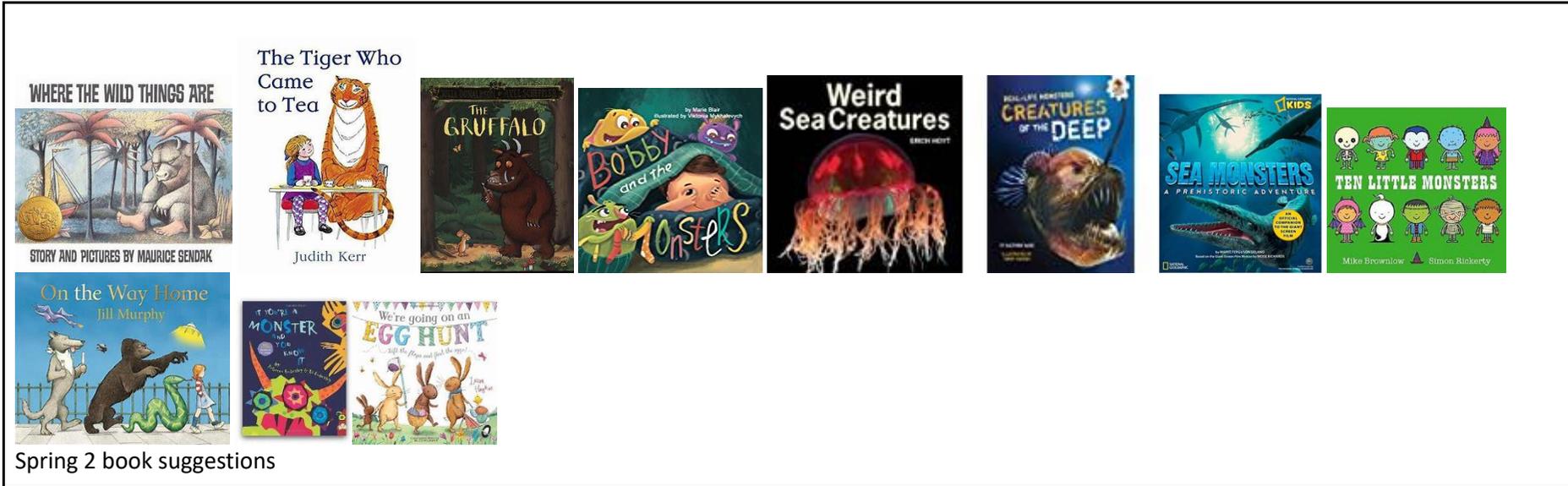


Autumn 2 book suggestions



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