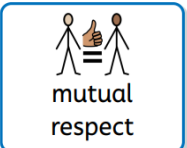
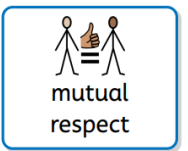
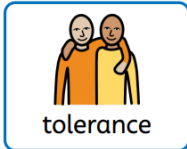
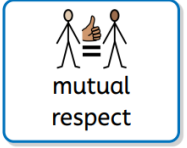


Beechwood Nursery long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Weeks 1-4 Settling, routines, looking after the environment Marvellous Me! 	Celebrations 	Let's Go on a Journey to... 	Spring has sprung! 	Plants and Animals 	
Possible themes and lines of enquiry for project led learning	Community Autumn Harvest Black History Month Healthy eating/self-care	Festivals of Light - Diwali, Bonfire Night, Hannukah, Christmas Remembrance Day Winter Birthdays Stars/darkness	Chinese New Year Shrove Tuesday Valentine's Day The Big Bird Watch Winter Space Holidays Posting letters Transport Maps	Spring Rainbows Eid Holi Easter Planting Mother's Day St Patrick's Day	Summer Plants Animals/habitats Earth Day Father's Day St George's Day	
Enrichment	People Who Help Us – school staff Fire service visit Local nurse – talk about hygiene	Climate Joy Day Interfaith Week Christmas performance Shine	Mental Health Week Dentist visit World Book Day Shine	Just Be workshops – Yoga/wellbeing Tiny Tales and Tunes workshop Parent assembly Shine	Earth Day World Bee Day/Insect Week Local Church visit Library visit Shine	Mobile Farm Climate Joy Day Spirit Alive Parent assembly Shine

Beechwood Nursery long term plan

	(Teddy Bears hospital) Parent assembly Shine Weekly singing lesson	Weekly singing lesson	Weekly singing lesson Library bus	Weekly singing lesson Climate Joy Day International Women's Day	Weekly singing lesson Walk to School Week	Weekly singing lesson
British Values	 mutual respect  rule of law	 tolerance	 mutual respect	 tolerance  democracy	 mutual respect	

Stay and Play takes place every half term. These sessions enrich the children's learning experiences and help to educate parents on how they can support their child at home.

Sustainability

Sustainability and climate learning are woven throughout our EYFS curriculum, reflecting our commitment to nurturing children as responsible global citizens from their earliest years. Through purposeful, hands-on experiences both indoors and outdoors, children develop a deep understanding of their connection to the natural world and their role in caring for it.

Our approach to sustainability is embedded across all areas of learning, linking closely with Understanding the World, PSED, and our outdoor learning provision. We use 'Hygge in the Early Years' to enhance seasonal outdoor experiences, and 'The Rawbles' programme from Rethink Food to explore themes of food sustainability, waste reduction, and environmental care through engaging storytelling and play.

Children actively participate in growing, harvesting, and sharing food; creating habitats for wildlife; reducing waste; and making sustainable choices in their daily routines. Through Climate Joy Days each term, we celebrate positive environmental action and build children's sense of

Beechwood Nursery long term plan

agency and hope for the future. Our curriculum ensures that children not only learn about caring for the environment but experience the joy and responsibility of being responsible global citizens, while we work to reduce the carbon footprint of our setting.

Nursery	Key concepts: • Looking after our environment • Caring for living things • Harvest • Autumn changes Outdoor Learning: • Harvest fruit and vegetables with adult support • Plant bulbs for Spring – daffodils, tulips and crocus (with adult support) • Collect leaves and explore textures, colours and sizes • Autumn Explorer Day - exploring seasonal changes Indoor/Continuous Provision:	Key concepts: • Keeping warm • Reusing materials • Kindness to Earth • Winter changes Outdoor Learning: • Plant garlic with adult support • Plant seeds and bulbs for World Kindness Day • Build minibeast hotels using natural materials • Create bonfires and sparklers from natural materials Indoor/Continuous Provision: • Climate Joy Day - celebrating what we've learned • Using natural materials in play • Talking about	Key concepts: • Helping birds • Exploring ice and snow • Winter wildlife Outdoor Learning: • Make bird feeders with adult support • Den Building with natural materials • Explore ice, frost, snow through sensory play • Big Bird Watch - observing birds • Winter Explorer Day Indoor/Continuous Provision: • Talking about animals in winter • Using pictures to identify birds	Key concepts: • Planting and growing • Spring changes • Caring for plants • Minibeasts Outdoor Learning: • Plant Teddy Bear Sunflower seeds with adult support • Minibeast hunt - observing carefully • Plant potatoes and green beans with adult support • Spring Explorer Day Indoor/Continuous Provision: • Climate Joy Day - celebrating spring • Observing seeds and plants growing	Key concepts: • Growing food • Bees and butterflies • Caring for insects Outdoor Learning: • Plant lettuces and radishes with adult support • Bird Watching - looking and listening • Harvest garlic (planted in Autumn 2) Indoor/Continuous Provision: • Talking about bees and butterflies • Exploring why we grow food • Tasting harvested garlic • Looking at	Key concepts: • Harvesting • Summer changes • Reflecting on our year Outdoor Learning: • Plant bee and butterfly friendly plants with adult support • Harvest potatoes, beans, radishes and lettuces • Summer Explorer Day Enrichment: • Climate Joy Day - celebrating our year • Farm visit Indoor/Continuous Provision: • Tasting food we've grown • Talking about our
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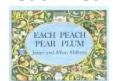
Beechwood Nursery long term plan

	• Settling routines - learning to look after our environment (first 4 weeks) • Exploring the compost bin • Learning to put rubbish in bins • Talking about where food comes from Hygge in the Early Years: • Autumn sensory exploration • Cosy outdoor experiences Rethink Food: <i>Episode 1 – There Came a Rumble</i> Vocabulary: Leaves, harvest, autumn, compost, bin, care	keeping warm • Exploring lights and darkness Hygge in the Early Years: • Winter warmth experiences • Cosy outdoor learning Rethink Food: <i>Episode 1 – There Came a Rumble</i> Vocabulary: Winter, warm, cold, reuse, natural, kindness	• Exploring frozen water Hygge in the Early Years: • Winter wildlife watching • Outdoor observation Rethink Food: <i>Episode 7 – Treat Your Teeth</i> Vocabulary: Bird, feed, ice, frost, snow, cold, den, habitat	• Talking about what plants need • Looking at pictures of minibeasts Hygge in the Early Years: • Spring awakening • Outdoor exploration Rethink Food: <i>Episode 6 – Mixed-up Minibeasts</i> Vocabulary: Plant, seed, grow, spring, minibeast, water, soil	pictures of pollinators Hygge in the Early Years: • Late spring experiences • Celebrating growth Rethink Food: <i>Episode 4 – Sunshine, Showers and Strawberries</i> Vocabulary: Bee, butterfly, pollinator, grow, harvest, taste	favourite outdoor activities • Looking at photos from the year Hygge in the Early Years: • Summer outdoor experiences • Celebrating the year Rethink Food: <i>Episode 3 – Green with Hunger</i> Vocabulary: Harvest, summer, farm, celebrate, remember
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Beechwood Nursery long term plan

Favourite Five

In the EYFS, we use the 'Favourite Five' approach for daily story time. Five stories are carefully chosen each half term which includes books that cover the following categories: rhythmic and rhyme, PSED/SEL, diversity and high-quality texts. These stories are read and re-read frequently, thereby allowing children multiple exposures to new vocabulary and the opportunity to internalise language patterns. We foster a robust approach to learning new vocabulary, including directly explaining the meaning of new words (Tier 2 vocabulary) using the Word Aware approach from our 'Favourite 5' stories. This vocabulary is revisited frequently to support the children to absorb the language and explore it in a wider context.

Favourite Five nursery	The Colour Monster 	How to Catch a Star` 	What the Ladybird Heard 	Each Peach Pear Plum 	Superworm 	The Very Hungry Caterpillar 
	Shark in the Park 	Mixed 	Whatever Next! 	Goldilocks and the Three Bears 	My Granny Went to Market 	Monkey Puzzle 
	Dear Zoo 	Pip and Posy: The Birthday Party 	We're Going on A Bear Hunt 	There was an Old Lady Who Swallowed a Fly 	The Tiny Seed 	Jack and the Beanstalk 
	Dinosaur Roar 	Brown Bear, Brown Bear 	Don't Put Your Finger in the Jelly, Nelly! 	When Spring Comes 	Giraffes Can't Dance 	Hairy Maclary from Donaldson's Dairy 
	You Choose 	My Hair 	There's a Tiger on the Train 	A Squash and A Squeeze 	Not Now Bernard! 	Jasper's Beanstalk 

Beechwood Nursery long term plan

Poetry

Across the year, children will explore a range of poetry, developing their enjoyment of rhyme, rhythm, language and vocabulary through listening, joining in and participating in performance poetry. Children will have opportunities to learn and recite poems, experimenting with expression, intonation and confidence when speaking to others. This supports the Communication and Language and Literacy areas of learning, including developing phonological awareness and understanding rhyme.

Non-Fiction

Non-fiction texts linked to children's topics and interests help expand their understanding of the world beyond their own surroundings. These books provide valuable opportunities to develop both vocabulary and knowledge. Building and extending children's vocabulary is essential as it supports their reading comprehension as they progress. We carefully select non-fiction books to enhance and complement our project-based learning.

Literacy - Please see the BPS English long-term plan.

Talk for Writing (nursery)		Mr Wiggle and Mr Waggle	Little Red Hen	The Gingerbread Man
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Nursery rhymes and songs

Children learn a carefully sequenced range of nursery rhymes and songs across the year. The predictable structure of rhymes supports the memorisation and reuse of new vocabulary, while rhythm and tempo help children develop control of their voices and awareness of sound patterns. Traditional nursery rhymes promote phonological awareness through rhyme and alliteration. In line with Froebel Trust principles, rhymes and songs are intentionally selected, revisited and built upon, progressing from familiar to more complex to support language development.

Nursery	Twinkle Twinkle Little Star Humpty Dumpty I'm A Dingle Dangle Scarecrow	Christmas Pudding Little Miss Muffitt I'm a Little Teapot Hickory Dickory Dock	Wheels on the Bus Wind the Bobbin Up Baa Baa Black Sheep	When Goldilocks Went to the House of Bears Five Little Monkeys Row Row Row Your Boat	Incy Wincy Spider Five Little Speckled Frogs Five Little Ducks Polly Put the Kettle On	Patter cake Patter Cake There's a Worm at the Bottom of the Garden
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Beechwood Nursery long term plan

						Old MacDonald Had a Farm
Phase 1 phonics Our EYFS curriculum is centred around communication and language, providing rich opportunities for talk, listening and vocabulary. Therefore, we have made the decision to use Letters and Sounds, which means children are supported through playful, practical experiences that build sound awareness and early communication. The boundaries between each strand are flexible and not fixed. We plan to integrate the activities according to the developing abilities and interests of the children in the setting.						
Nursery	Aspect 1: General sound discrimination – environmental sounds	Aspect 3: General sound discrimination – body percussion	Aspect 4 – Rhythm and rhyme	Aspect 6: Voice sounds	Aspect 5 – Alliteration	Aspect 7: Oral blending and segmenting
	Aspect 2: General sound discrimination – instrumental sound	Continue with aspects 1 and 2	Continue with aspect 3	Continue with aspect 4	Continue with aspect 6	For children moving to reception in September and that are confident at phase 1, we teach the RWI ‘name the picture’ lessons for the set 1 sounds.
Communication and Language - please see BPS progression of skills document						
Physical Development – please see BPS progression of skills document						
Personal, Social and Emotional Development (PSED)						

Beechwood Nursery long term plan

Social and Emotional Learning (SEL) skills are explicitly taught in these terms and are to be revisited for children that need it, including new children in each term.

Nursery	SEL focus: Respect (Autumn 1) Builds relationships with special people. Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Is beginning to be able to cooperate in favourable	SEL focus: Impulse Control (Autumn 2) Is becoming able to think about their feelings that help them manage their emotions. Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do.	SEL focus: Problem solving (Spring 1) Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Uses their experiences of adult behaviours to guide their social relationships and interactions Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.	SEL focus: Confidence (Spring 2) Is becoming aware of their unique abilities Seeks out companionship with adults and other children, sharing experiences and play ideas. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations Enjoys playing alone, alongside and with others, inviting	SEL focus: Responsibility (Summer 1) Enjoys a sense of belonging through being involved in daily tasks Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (RP WORK) Becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies	SEL focus: Team building (Summer 2) Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
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Beechwood Nursery long term plan

	situations, such as with familiar people and environments. Knows their own name, their preferences and interests. Is developing an understanding of and interest in differences of gender, ethnicity and ability Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Is gradually learning that actions have consequences but not always the	Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions. Understands that expectations vary depending on different events, social situations and changes in routine. Participates more in collective cooperation as their experience of routines and understanding of some boundaries grow.		others to play and attempting to join others' play. Being able to express their needs and ask adults for help.	themselves in relation to social groups and to their peers	
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Beechwood Nursery long term plan

	consequences the child hopes. Responds to the feelings of others, showing concern and offering comfort Shows some understanding that other people have perspectives, ideas and needs that are different to theirs. Shows empathy and concern for people who are special to them by partially matching others' feelings with their own.					
Mathematics						
Nursery Master the Curriculum –	Counting songs – counting forwards e.g. 1,2,3,4,5 Once I caught a fish alive, 1 potato, 2 potato	Counting forwards to 10 confidently (rote counting)	Counting backwards to 5 (including backwards counting songs)	Subitising to 6 (regular dice patterns/to 3 irregular patterns)	Subitising to 6 (Irregular and regular patterns to 5)	

Beechwood Nursery long term plan

nursery maths scheme	Colours Matching Sorting	Number 1 Number 2 Pattern	Number 3 Number 4 Height and length Mass relating to traditional tales Capacity	Number 5 Consolidate numbers 1-5 Number 6 (introduce 10 frame)/recognising numbers in the environment	Sequencing Positional language 2D shapes Number composition 1-5 revision	More than/fewer than (inc. consolidation) Numbers to 5 consolidation What comes after/before?
Understanding the World						
Nursery	Marvellous Me! Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background Learns that they have similarities and differences that connect them	Celebrations Learns that they have similarities and differences that connect them to, and distinguish them from, others Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about	Let's go on a journey to... Remembers and talks about significant events in their own experience Remembers and talks about significant events in their own experience (Festivals of light, Eid, Chinese New Year, Birthdays)	Spring has Sprung! Remembers and talks about significant events in their own experience (Eid, Holi) Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects	Plants and Animals Shows interest in different occupations and ways of life indoors and outdoors Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work	

Beechwood Nursery long term plan

	to, and distinguish them from, others Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Shows interest in different occupations	significant events in their own experience (Festivals of light, Eid, Remembrance Day, Birthdays) Recognises and describes special times or events for family or friends Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Begin to understand the effect their behaviour can have on the environment (Climate Joy Day)	Shows interest in different occupations and ways of life indoors and outdoors Enjoys playing with small world reconstructions, building on first-hand experiences, Talks about why things happen and how things work	Talks about why things happen and how things work Begin to understand the effect their behaviour can have on the environment (Climate Joy Day) Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment	Begin to understand the effect their behaviour can have on the environment Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment
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Beechwood Nursery long term plan

Technology (Understanding the World)

Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.

Nursery	Exploring digital and non-digital technology	Using digital and non-digital technology for a purpose	Developing control with digital and non-digital technology	Technology in the world (digital and non-digital)	Creative use of digital and non-digital technology	Purposeful use of digital and non-digital technology
	• Explores mechanical toys and cause-and-effect resources • Shows curiosity about how things work • Begins to operate simple equipment (e.g., pressing buttons, turning knobs) • Accesses the smartboard with adult support for games linked to learning • Explores programmable toys	• Begins to use technology with increasing independence • Operates simple ICT equipment (e.g., tablet, camera, audio recorder) • Uses the smartboard to access games linked to topics and celebrations • Explores programmable toys, beginning to predict outcomes	• Develops increasing control when using technology • Uses touch screens and simple programs with growing confidence • Accesses age-appropriate games linked to reading, music, and maths • Begins to understand that technology can help us find things out • Explores	• Recognises that technology is used in everyday life (e.g., phones, cameras, computers) • Shows interest in different occupations that use technology • Uses technology to support learning across areas (e.g., listening to stories, playing games) • Continues to develop skills with programmable toys	• Uses technology creatively to support play and learning • Accesses drawing and creative apps with adult support • Uses technology to explore sounds and music • Shows growing confidence with programmable toys • Begins to understand that technology can be used to create and record	• Uses technology for a range of purposes • Accesses games and programs linked to early literacy and numeracy • Shows confidence in operating familiar technology • Uses programmable toys with increasing independence • Talks about what they have done using technology Low Technology Focus:

Beechwood Nursery long term plan

	(e.g., Bee-Bots) with adult modelling Low Technology Focus: - Plays with water to investigate washing and cleaning - Selects and investigates different pipes, funnels and other tools to carry/transport water from one place to another	- Shows interest in real and pretend technology in role play Low Technology Focus: - Continues exploring water play with pipes, funnels and containers - Investigates how water can be used for different purposes (washing, pouring, transporting)	programmable toys, making simple predictions about movement Low Technology Focus: - Experiments with water wheels, ramps and simple mechanisms - Explores how objects move through water and air	- Begins to talk about what they are doing with technology Low Technology Focus: - Uses simple tools for purpose (e.g., brushes, scoops, tongs) - Explores pulleys, levers and other simple machines	Low Technology Focus: - Investigates mixing, stirring, pouring in cooking and water play - Uses tools to dig, build and create in sand and mud	- Confidently selects and uses appropriate tools for different tasks - Explores how everyday objects work Transition preparation: Children confident with technology may begin exploring simple recording and photography
Expressive Arts and Design						
Nursery	Joins in singing songs Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g.	Joins in singing songs Uses tools for a purpose Engages in imaginative play based on own ideas or first-hand or	Joins in singing songs Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects	Joins in singing songs Develops an understanding of how to create and use sounds intentionally (body percussion & rhythm and rhyme)	Joins in singing songs Continues to explore colour and how colours can be changed Notices what other children and adults do, mirroring what is observed, adding variations	

Beechwood Nursery long term plan

	loud/quiet, fast/slow Creates sounds by rubbing, shaking, tapping, striking or blowing Explores and learns how sounds and movements can be changed Enjoys and responds to playing with colour in a variety of ways. • Enjoys joining in with moving, dancing and ring games • Begins to make believe by pretending using sounds, movements, words, objects	peer experiences (celebrations) • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns (pattern –maths) • Uses available resources to create props or creates imaginary ones to support play Uses movement and sounds to express experiences, expertise, ideas and feelings Engages in imaginative play based on own ideas or first-hand or	Uses 3D and 2D structures to explore materials and/or to express ideas Enjoys combining colours Beginning to describe sounds and music imaginatively, e.g. scary music	Creates rhythmic sounds and movements Taps out simple repeated rhythms Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations	Co-create stories with children based on their ideas, experiences and the people and places they know well or imaginary ones. then doing it spontaneously Experiments and creates movement in response to music, stories and ideas Creates sounds, movements, drawings to accompany stories Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Develops an understanding of using lines to enclose a space,
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Beechwood Nursery long term plan

		peer experiences – celebrations			
Suggested Artist/ themes	Primary colour portraits- Joan Miro	Primary colours- Piet Mondrian	Henri Matisse- vehicle collage	Jackson Pollock- splatter painting	Georgia O’Keeffe- flowers