St Joseph's EYFS Unit Long Term Plan 2026- 2027- Nursery age

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes **NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision*** ***WELL-BEING & Involvement***	Colour The Colour Monster The Colour Monster goes to school, Elmer The Enormous Turnip (Harvest)	Celebrations The Story of Hannukah The Gingerbread Man The Christmas Story (RE)	Amazing Animals around the world Owl Babies Lost and Found Lunar New Year	Amazing Animals & Growing Dear Zoo Life cycles A story picked based upon the children's interest (TBC) Seasons The Easter story (RE)	Water Rainbow Fish Somebody swallowed Stanley Billy's Bucket	**Familiar Stories** The Hungry Caterpillar Whatever Next A story picked based upon the children's interest (TBC)
'Wow' moments / **Enrichment Weeks**	Autumn Walk Harvest Time Birthdays Favourite Songs	Remembrance Day Cooking Christmas activities	Lunar New Year (Jan) LENT Valentine's Day Internet Safety Day	Planting seeds Easter time Mother's Day Science Week Eater Egg Hunt	Picnic Under the Sea – singing songs and sea shanties	School Trip TBC Father's Day

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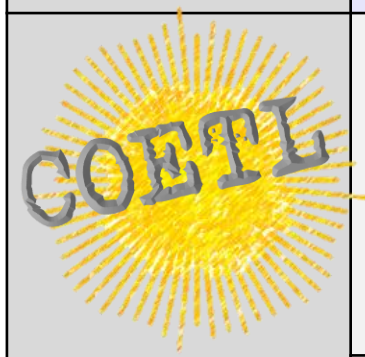
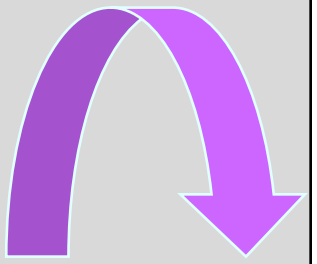


Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At St Joseph's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

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General Themes	Colour	Celebrations	Amazing Animals around the world	Amazing animals & Growing	Water	Familiar Stories
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	Enjoy listening to longer stories and can remember much of what happens Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Sing a large repertoire of songs.	Use a wider range of vocabulary Use longer sentences of four to six words Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use a wider range of vocabulary Use longer sentences of four to six words	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Pay attention to more than one thing at a time which can be difficult	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Pay attention to more than one thing at a time which can be difficult

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Managing Self **Self - Regulation** **Link to Zones of Regulation** **Nursery – Green**	What it is to feel green and blue		What it is to feel red and yellow		What we can do for ourselves to get into the right zone for different activities.	
	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Remember rules without needing an adult to remind them. Play with one or more other children, extending and elaborating play ideas Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Increasingly follow rules, understanding why they are important Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	Talk with others to solve conflicts. Understand gradually how others might be feeling Make healthy choices about food, drink, activity and toothbrushing.	Develop appropriate ways of being assertive. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

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Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.					
	Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors. Choose the right resources to carry out their own plan Use a comfortable grip with good control when holding pens and pencils	Use one-handed tools and equipment, for example, making snips in paper with scissors. Choose the right resources to carry out their own plan Use a comfortable grip with good control when holding pens and pencils Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.	Choose the right resources to carry out their own plan Use a comfortable grip with good control when holding pens and pencils Continue to develop their movement, balancing Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams Match their developing physical skills to tasks and activities in the setting	Use one-handed tools and equipment, for example, making snips in paper with scissors. Choose the right resources to carry out their own plan Use a comfortable grip with good control when holding pens and pencils Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Continue to develop their movement, balancing Use large-muscle movements to wave flags and streamers, paint and make marks.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Choose the right resources to carry out their own plan Use a comfortable grip with good control when holding pens and pencils Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	Use one-handed tools and equipment, for example, making snips in paper with scissors. Choose the right resources to carry out their own plan Use a comfortable grip with good control when holding pens and pencils Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips
	Walking	Nursery Rhymes	Moving	Hands- throwing and catching	Jumping	Games for understanding.

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Literacy Comprehension - Developing a passion for reading Children will visit the library weekly - Letters and Sounds Revised Little Wandle Writing Texts may change due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Use some of their print and letter knowledge in their early writing Write some or all of their name	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately.	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately
	Nursery – Little Wandle Phase 1 Phonics					

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Maths *"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."* – ***Shakuntala Devi*** ***Mathematics Mastery***	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Make comparisons between objects relating to size, length, weight and capacity. (big/ small/ long/ short)	Make comparisons between objects relating to size, length, weight and capacity. (weight/ capacity) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Notice and correct an error in a repeating pattern.	Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Recite numbers past	Recite numbers past 5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.

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Understanding the world RE / Festivals Children will have opportunity to develop their emerging moral and cultural awareness.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Continue developing positive attitudes about the differences between people. Show interest in different occupations. (Teachers)	Begin to make sense of their own life-story and family's history Talk about the differences between materials and changes they notice Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Show interest in different occupations. (Post man, Priest)	Explore how things work Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Show interest in different occupations. (Emergency services)	Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	The very Beginnings	Advent to Christmas	Galilee to Jerusalem.	Desert to Garden	To the Ends of the Earth	Sacramental People The Lord's Prayer

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Expressive Arts and Design *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* *Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.* 	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Explore different materials freely, to develop their ideas about how to use them and what to make. Explore colour and colour mixing Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details Listen with increased attention to sounds Remember and sing entire songs. Sing the pitch of a tone sung by another person	Explore colour mixing Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Play instruments with increasing control to express their feelings and ideas. Respond to what they have heard, expressing their thoughts and feelings. Create closed shapes with continuous lines and begin to use these shapes to represent	Create closed shapes with continuous lines and begin to use these shapes to represent Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Show different emotions in their drawings – happiness, sadness, fear, etc.	Create closed shapes with continuous lines and begin to use these shapes to represent Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Show different emotions in their drawings – happiness, sadness, fear, etc.	Create closed shapes with continuous lines and begin to use these shapes to represent Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Show different emotions in their drawings – happiness, sadness, fear, etc.