

Gapa Nursery Long Term Planning 2024-2025

	Autumn 1	Autum 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magnificent ME!	Our Amazing World	Once Upon a time	How does your garden grow?	Animal Magic	People who help us 
Key Texts	The Ugly Duckling Eat your Greens Goldilocks Brush Your Teeth Don't call me sweet Jumblebum Whoever you are Handas Suprise	We all belong The Rainbow fish	Mrs Honeys Hat Three Billy Goats Gruffalo Gingerbread man Three Little Pigs Goldilocks and three bears	Harvey the Gardener The Enormous Turnip Spots Garden Super worm	The Silly Sheepdog We're going on a bear hunt Monkey Puzzle Giraffes can't dance	The Smartest Giant in Town Postman Bear Fire Engine is flashing Police car on patrol Ambulance in Action The runaway Tractor Tippers Train is on track

Gapa Nursery Long Term Planning 2024-2025

Additional/ Supporting texts	The Family Book How do you feel Other feelings book e.g meerkats manners, Cheetah makes good choices.					Terrific trains
Enrichments	Walk around our local area whilst delivering acts of kindness	Father Christmas Visit Local school Pantomime trip Remembrance Day	Baking Gingerbread men World Book Day	Visit to local allotment Grow our own Veg	Animal Experiences	Visit from Police/fire/ nurse/dentist etc
Assessments	Baseline	Termly assessment		Termly Assessment		Termly assessments
Parental Involvement	All about me Tapestry- wow moments Parent meetings	Tapestry- wow moments Stay and Play	Tapestry- wow moments Parent meetings	Tapestry- wow moments Stay and Play	Tapestry- wow moments Parent meetings	Tapestry- wow moments 18 th June International Picnic day Saty and Play

Gapa Nursery Long Term Planning 2024-2025

British Values	Mutual Respect We are all unique, we respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned and respected.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of Law We all know that at school there are rules that we all have to follow. We know who we need to talk to if we don't feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when needed.	Individual Liberty We all have the right to our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want. We listen with intrigue, value and respect others opinions.	Fundamental British Values underpin what it means to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the United Kingdom.
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Gapa Nursery Long Term Planning 2024-2025

General Themes	Autumn 1- Magnificent Me!	Autumn 2- Our amazing world	Spring 1- Once upon a time	Spring 2- How does your garden grow?	Summer 1- Animal Magic!	Summer 2- People Who help us
C.O.E.L	Characteristics of Effective Learning Playing and exploring-enabling children to make independent choices, to guide their own thinking and actions, to respond to new experiences, to plan ahead about how they will play with objects. Active Learning- to support children to develop resilience when things become difficult, to join in with routines, to begin to correct their own mistakes and begin to predict what will happen next as they know routines. Creating and thinking critically- encourage and enable children to sort materials, to enable them to take part in role play, to feel confident to suggest own ideas, to concentrate on achieving things that are important to them, to solve problems and make links.					

Gapa Nursery Long Term Planning 2024-2025

Principles of the EYFS	Unique child: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. We as practitioners understand and observe each child's development and learning to plan next steps. Positive Relationships: Children learn to be strong and independent through positive relationships. We develop positive relationships which foster a sense of belonging and are supportive of a child's own efforts and independence. Enabling Environments: Children learn and develop well in enabling environments, in which experiences respond to their needs. Our environment offers stimulation resources and activities matched to needs and allow rich learning opportunities through play and support risk taking curiosity. Learning and Development: Children develop and learn in different ways. We plan and work from the statutory framework and Development Matters to ensure the needs of all children are met through challenging, playful learning opportunities alongside adult directed activities. At Gapa Nursery we believe it is important for all children have the opportunity to learn in away that is best for them. With this being said we use a mixture of different approaches to support all children's needs as it states in the Development matters "Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching."
	Our Curriculum Goals

Gapa Nursery Long Term Planning 2024-2025

To become a Confident Communicator who can listen, follow simple instructions, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to talk about ideas and feelings.	To become an Independent Individual who can take off and put on their own coat and shoes, manage their personal needs, know how to keep healthy and look after their teeth and to 'have a go' at new activities.	To become a Fantastic Friend who can be kind, caring and helpful, sharing toys and equipment, following the nursery rules to keep everyone safe, showing an awareness that everybody is different.	To become a funky finger user, who can hold a pencil, use a range of tools (for example scissors, cutlery, tweezers etc) safely and with confidence.	To become a Careful Climber who can show strength, balance and co-ordination when playing, when playing, move confidently and safely in a variety of different ways and use a range of equipment.	To become a Master of Disguise who can pretend to be lots of different characters when engaging in imaginative play with our friends, listening to their ideas and taking on a lead role
To become a Story teller who can show a love of books, who can use illustrations to retell their favourite stories, who can recognise their own and their friends' names.	To become a Mini Adventurer who can show curiosity about the world around them, talk about the changes in the seasons, noticing how plants and animals grow.	To become a Number Detective who can show a deep understanding of numbers to 5, subitise, compare quantities, create patterns and use positional language	To become a Magical Musician who can join in with singing and dancing, make up their own songs, play a range of percussion instruments in different ways to make different sounds.	To become an Artist who can make marks and talk about what they mean, who can choose and use resources safely, talk about what they have made and how they have made it.	

Gapa Nursery Long Term Planning 2024-2025

EYFS	Autumn 1- Magnificent me!	Autumn 2- Our amazing world	Spring 1- Once upon a time	Spring 2- How does your garden grow	Summer 1- Animal Magic!	Summer 2- People who help us
Planning/Activities	Singing nursery rhymes/songs and listening to stories. This will take place every day with extended length and complexity throughout the year					

Gapa Nursery Long Term Planning 2024-2025

	Talk about Immediate family and friends Talk about experiences relating to family life and events in stories Talk about their immediate environment Set/agree nursery rules Healthy body/ teeth/ Healthy food and exercise Sequencing our day	Explore natural materials founds outside Light/Dark Space- Nocturnal animals Explore ice/water winter- Seasonal clothing Magnets	Building homes- look at different structures from around the world Different sizes	Observe caterpillars hatching Parts of plants Planting vegetables Seeds and bulbs Look after plants as they grow Observing insects, lifecycle of insects Spring Walk	Relate to Pets at home Animals from countries around the world- where do they live- habitats, what do they like to eat etc Animal life cycle	Talk about different occupations- Compare roles from around the world Talk about people who help us and the important jobs they do. Talk about the different vehicles they use such as police car, tractor How can we travel around the world Look at past journeys that others have made around the world Inventors of different transport Friction

Gapa Nursery Long Term Planning 2024-2025

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Gapa Nursery Long Term Planning 2024-2025

Communication and Language Birth to three	Listen and Respond to simple instructions. Understand single words in context- 'cup,' 'milk'	Understand frequently used words such as 'all gone,' 'no,' and 'bye-bye' Understand simple instructions like "Give to Mummy" or "Stop."	Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things.	Can become frustrated when they can't make themselves understood.	Start to show how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: putting the baby to sleep or driving the car to the shops	Listen to simple stories and understand what is happening, with the help of pictures. Ause the speech sounds p, b, m, w. Are usually still learning to pronounce: l/r/w/y f/th s/sh/ch/dz/j muti-syllabic words such as "banana"and "computer"
Communication and Language is developed throughout the year. This is achieved through high quality interactions, group activities and circle times. Three and four year olds	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your	Understand why questions, like: "Why do you think the caterpillar got so fat?"	Develop their communication, but may continue to have problems with irregular tenses and	May have problems saying: Some sounds: r,j,th,ch and sh Multisyllabic	Can start a conversation with an adult or a friend and continue it for many turns.

Gapa Nursery Long Term Planning 2024-2025

Personal, Social, and Emotional Birth to three	Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy .Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance	Engage with others through gestures, gaze and talk. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.	Use that engagement to achieve a goal. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	Feel confident when taken out around their local neighbourhood, and enjoy exploring new places with their key person. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children.	Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: “I’m sad because....” Or “I love it when...”
	Three to Four	Become more outgoing with familiar people, in the safe context of their setting. Show more confidence in new social situations.	Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	Increasingly follow the rules, understanding why they are	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, or ‘sad’, ‘angry’ or ‘worried’	Begin to understand how others are feeling.

Gapa Nursery Long Term Planning 2024-2025

Physical Development Birth to Three	Gradually gain control of their whole body through continual practice of large movements such as waving, kicking, rolling, crawling and walking. Clap and stamp to music.	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls.	Build independently with a range of appropriate resources. Walk, run jump and climb- and start to use the stairs independently.	Spin, roll and independently use ropes and swings. Sit on a push along wheeled toy, use a scooter or ride a tricycle.	Develop manipulation and control. Explore different materials and tools.	Learn to use the toilet with help, and then independently. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent such as waiting to feed themselves and dress and undress.
Three to Four	Continue to develop their movement, balancing, riding(scooters, trikes, and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternative feet.	Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember	Match their developing physical skills to tasks and activities in the	Choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with	Use one- handed tools and equipment, e.g. making snips in paper with scissors. Use a comfortable grip with good control when	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own

Gapa Nursery Long Term Planning 2024-2025

Literacy Birth to three	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes.	Copy finger movements and other gestures. Sing songs and say rhymes independently, e.g. singing whilst playing.	Enjoy sharing books with an adult. Pay attention and respond s to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	Repeat words or phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas.	Develop play around their favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. E.g. "That says mummy." Make marks on their picture to stand for their name.
Three to Four	Understand the five key concepts about print Print has meaning The names of the different parts of a book Print can have different purposes. Page sequencing We read in English text from left to right and from top to bottom.	Develop their own phonological awareness, so they can Spot and suggest rhymes Count or clap syllables in a word 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. E.g. writing a pretend shopping list that starts at the top of the page: write 'm' for mummy.	Write some or all of their names.	Write some letters accurately.

Gapa Nursery Long Term Planning 2024-2025

Mathematics Birth to Three	Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.	Compare amounts, saying 'Lots', 'More', or 'Same'. Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Count in everyday context, sometimes skipping numbers- '1, 2,3, 5' Climb and squeezing selves in to different types of spaces.	Build with a range of resources Complete inset puzzles	Compare sizes, weights etc. using gesture and language- 'bigger/litte/ smaller', 'high/ low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.
Three to Four	Explore with their own symbols and marks as well as numerals. Understand position through words alone- e.g. "The bag is under the table Talk about and identifies the patterns around them, e.g stripes on clothes, designs on rugs and wallpaper. Use informal	Fast recognition of up to 3 objects without having to count them individually (subitising) Talk about 2D and 3D shapes e.g. circles, squares, triangles, cuboids. Using informal and mathematical language: sides, corners, straight, flat and round.	Recite some numbers past 5 Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc	Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Solve real world mathematical problems with numbers up to 5 Combine shapes to make a new one- an arch, a bigger triangle etc	Show finger numbers up to 5 Describe a familiar route. Extend and create ABAB patterns – stick, leaf, stick, leaf	Link numerals and amounts : e.g. showing the right number of objects to match the numeral up to 5 Compare quantities using language as: 'more than/fewer than' Discuss routes and locations, using words like "in front of," and "behind." Begin to describe a sequence of events, real or

Gapa Nursery Long Term Planning 2024-2025

Understanding the world Birth to Three	Repeat actions that have cause and effect.	Explore materials with different properties	Explore natural materials, indoors and outside.	Explore and respond to different natural phenomena in their setting and on trips	Make connections between the features of their family and other families.	Notice differences between people.
Three to Four	Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life- story and family's history.	Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.	Explore and talk about the different forces they can feel.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal	Talk about what they see using a wide range of vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.	Show interest in different occupations Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Gapa Nursery Long Term Planning 2024-2025

Expressive arts and design Birth to Three	Show attention to sounds and music. Join in with songs and rhymes, making some sounds Explore different materials using all their senses to investigate them. Manipulate and play with different materials.	Respond emotionally and physically to music when it changes. Make rhythmical and repetitive sounds Notice patterns with strong contrasts and be attracted by patterns resembling the human face Enjoy and take part in action songs such as twinkle star	Move and dance to music. Explore a range of sound- makers and instruments and play them in different ways. Start to make marks intentionally Start to develop pretend play, pretending that one object represents another. E.g. a child holds a wooden block to her ear and pretends it's a phone.	Anticipate phrases and actions in rhymes and songs like peepo Explore paint, using fingers and other parts of their bodies as well as brushes and tools.	Explore their voices and enjoy making sound Use their imagination as they consider what they can do with different materials.	Express ideas and feelings through mark making, and sometimes give a meaning to the marks they make Make simple models which express their ideas.
	Three to Four Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, in order to develop	Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing. Listen with increased	Join different materials and explore different textures. Respond to what they have heard, expressing their thoughts and	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Sing the melodic shape (moving melody, such as	Begin to develop complex stories using small world equipment like an animal set, dolls house etc. Draw with increasing	Make imaginative and complex 'small worlds' with blocks and construction kits such as a city with different buildings and a park.

Gapa Nursery Long Term Planning 2024-2025

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