

Kingsway Primary School
Early Years Long Term Plan
Year B

Nursery	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Value	We Thrive On Difference	We Care About Togetherness	We Thrive On Difference	We Are Passionate About Learning	We Are Passionate About Learning	We Are Inspired To Grow
Prime Areas	PSED, CL, PD	PSED, CL	CL, PD, PSED	CL, PSED	PSED, CL	CL, PD, PSED
Specific Areas	UTW, EAD, Lit, Maths	UTW, EAD, Lit, Maths	UTW, EAD, Lit, Maths	UTW, EAD, Lit, Maths	UTW, EAD, Lit, Maths	UTW, EAD, Lit, Maths
Topics	<p>My Nursery and Friends</p> <p>All about me Families Circle time: "How do you feel today?" Role-play sharing "What makes a good friend?" circle time</p>	<p>Light and Dark</p> <p>Light source hunt Day/night sorting</p> <p>Remembrance Day Christmas, Bonfire Night, Remembrance Day Children in Need St Andrew's Day</p>	<p>Traditional Tales</p> <p>Retell with puppets Build houses with different materials</p>	<p>Animals</p> <p>Matching babies to adults Describing features</p> <p>Important Dates</p> <p>St. David's Day, Shrove Tuesday, St Patrick's day, Easter, Comic Relief, Mother's Day (Someone Special Day) Eid, World Book day</p>	<p>Transport</p> <p>Fast/slow comparison Journey mapping</p> <p>St George's Day Who was St. George? What did he do?</p>	<p>Water & Sand</p> <p>Full/empty exploration Sink/float experiment</p>

Texts	<p>Nursery Hands Are Not For Hitting Lost and Found</p> <p>Reception Owl Babies I'm going to make a friend</p>	<p>Nursery Can't You Sleep Little Bear Peace At Last</p> <p>Reception The Dark The Darkest Dark</p>	<p>Nursery Goldilocks & The 3 Bears The 3 Little Pigs</p> <p>Reception The Gingerbread Man Jack and the Beanstalk</p>	<p>Nursery Dear Zoo That's Not My...</p> <p>Reception Duck on the Farm Poo in the Zoo</p>	<p>Nursery Did, Dig, Digging Mr Gumpy's Outing</p> <p>Reception Duck in the Truck The Naughty Bus</p>	<p>Nursery Commotion in the Ocean Sharing A Shell</p> <p>Reception Tiddler The Snail and the Whale</p>
Provocations	<p>Friendship bracelet making Emotion puppets</p>	<p>Dark tent with torches Glow materials</p>	<p>Story baskets Small world houses</p>	<p>Animal texture tray Zoo role play</p>	<p>Ramp experiments Vehicle painting with wheels</p>	<p>Capacity investigation Shell exploration</p>
PSED	<ul style="list-style-type: none"> Separate from main carer with increasing confidence Begin to follow simple routines and rules Play alongside others <ul style="list-style-type: none"> Follow classroom rules Begin to manage own needs independently Form positive relationships 		<ul style="list-style-type: none"> Begin turn-taking Join small group play Show preferences in learning <ul style="list-style-type: none"> Work cooperatively Show resilience Understand right/wrong 		<ul style="list-style-type: none"> Sustain cooperative play Begin to resolve minor conflicts Show growing independence in self-care Give focused attention in whole-class teaching Follow instructions with several steps Set simple goals and persist Manage hygiene and dressing independently <p>Year 1 Impact: Ready for longer lessons, structured</p>	

			timetable, PE changing, independent task completion.
C&L	<ul style="list-style-type: none"> Follow 1-step instructions Use 3–4 word sentences Listen to short stories <ul style="list-style-type: none"> Listen attentively in whole class Follow 2-step instructions Speak in full sentences 	<ul style="list-style-type: none"> Follow 2-step instructions Begin to retell simple stories Ask “what” and “where” questions <ul style="list-style-type: none"> Retell stories with detail Ask and answer “why/how” questions 	<ul style="list-style-type: none"> Maintain attention in small groups Engage in back-and-forth conversations Use longer sentences with linking words <ul style="list-style-type: none"> Listen attentively and respond appropriately Participate in group discussions Use past, present and future tense accurately Explain ideas and reasoning <p>Year 1 Impact: Can answer comprehension questions, explain maths reasoning, verbally rehearse sentences before writing.</p>
PD	<ul style="list-style-type: none"> Develop gross motor control (climbing, balancing) Begin mark-making with large movements 	<ul style="list-style-type: none"> Improve coordination (throw/catch) Begin controlled mark-making Develop pencil grip awareness 	<ul style="list-style-type: none"> Use scissors with some control Begin forming recognisable shapes

	<ul style="list-style-type: none"> • Develop toileting awareness • Develop core strength • Begin correct letter formation • Use scissors accurately 	<ul style="list-style-type: none"> • Form most letters correctly • Develop pencil control and stamina 	<ul style="list-style-type: none"> • Move confidently with coordination • Hold pencil effectively (tripod grip) • Form letters mostly correctly • Sit with posture and control <p>Year 1 Impact: Ready for sentence writing, spelling and writing stamina</p>
Maths	<ul style="list-style-type: none"> • Count up to 3 objects • Notice patterns • Compare big/small • Count to 10 • Subitise to 5 • Compare quantities 	<ul style="list-style-type: none"> • Count to 5 • Recognise some numerals • Compare quantities • Number bonds to 5 • Explore teen numbers • 2D and 3D shapes 	<ul style="list-style-type: none"> • Count up to 10 (with support) • Use positional language • Recognise 2D shapes • Count to 20 and beyond • Recall number bonds to 5 (some to 10) • Automatically recall doubles to 5 • Solve simple addition/subtraction problems <p>Year 1 Impact: Ready for addition/subtraction within 20, number bonds to 10 and place value understanding.</p>
Literacy	<ul style="list-style-type: none"> • Join in with rhyme and repetition • Handle books correctly • Make random marks 	<ul style="list-style-type: none"> • Recognise own name • Hear initial sounds • Give meaning to marks 	<ul style="list-style-type: none"> • Orally blend simple CVC words • Attempt to write own name • Hear and say initial sounds

	<ul style="list-style-type: none"> • Phase 2 phonics • Blend CVC words • Write captions 	<ul style="list-style-type: none"> • Phase 3 phonics • Write simple sentences • Begin to re-read writing 	<ul style="list-style-type: none"> • Read simple sentences fluently • Blend unfamiliar words • Write simple sentences using phonics • Use capital letters and full stops <p>Year 1 Impact: Can access decodable texts independently, begin Phase 5 phonics And write independently without adult scribing.</p>
UTW	<ul style="list-style-type: none"> • Talk about family • Explore classroom environment • Notice Autumn changes • Talk about past experiences • Explore seasonal change 	<ul style="list-style-type: none"> • Talk about celebrations • Explore occupations • Observe seasonal change • Compare environments • Explore materials and change 	<ul style="list-style-type: none"> • Explore natural environment • Use simple technology • Talk about past and present events • Describe their immediate environment • Recognise similarities and differences • Explore the natural world <p>Year 1 Impact: Foundation for History (past vs present). Geography (local area study) And Science (materials, seasons, animals)</p>

EAD	<ul style="list-style-type: none"> • Explore paint, texture, colour • Engage in simple role play • Explore colour, texture, shape • Develop role play narratives 	<ul style="list-style-type: none"> • Develop simple storylines in play • Use instruments purposefully • Create detailed models • Develop storylines in play 	<ul style="list-style-type: none"> • Develop imaginative narratives in play • Combine materials creatively • Develop detailed storylines in play • Safely use tools and materials • Perform songs and stories <p>Year 1 Impact: Supports narrative writing, design technology and performing arts.</p>
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