



Lord Scudamore Academy Nursery Long Term Plan 2024-2025

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Lord Scudamore Academy, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”

“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021 and children’s interests.”

Lord Scudamore Academy EYFS Team

Lord Scudamore Academy



This is our foundation and we adjust to the needs of our cohort on a day to day (minute by minute) basis!

<p>Characteristics of Effective Learning</p>	<p>Characteristics of Effective Learning</p> <p>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</p> <p>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.</p> <p>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.</p>
<p>Over Arching Principles</p>	<p style="text-align: center;">Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents and carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>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.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. At Lord Scudamore Academy, 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 it 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</p> <p>We will ensure that all children learn and develop well and are kept healthy and safe at all times.</p>

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Possible Themes/Interests/Lines of Enquiry	Settling in- routines Traditional tales & rhymes Colour & shape Autumn/ Harvest	Autumn Dark- senses Fireworks-Bonfire Night, Diwali Room on the broom Christmas – Reindeer etc. Nativity Christmas around the world	Stick man Winter/ cold lands Lost & Found Non Fiction – Polar Bears, Penguins Chinese New Year Online Safety	Pancake Day Easter Spring Gruffalo	Growing- animals, babies, plants, farms Jack and the beanstalk Minibeasts Life cycles - frogs /butterflies / plants / chicks Hungry caterpillar	People who help us Going on a Bear Hunt/Going on a treasure hunt Pirates Rainbow fish
Communication and Language	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult Sing a large repertoire of songs.	Use a wider range of vocabulary. 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’ Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words.	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	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. Start a conversation with an adult or a friend and continue it for many turns.
	<ul style="list-style-type: none"> • Learn new vocabulary • Listen carefully to rhymes and songs, paying attention to how they sound. • Use new vocabulary in different contexts • Use new vocabulary through the day • Learn rhymes, poems, and songs. 					
Area of Learning	Autumn 1 Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	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. 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’ Jigsaw: Being Me in My World , Celebrating Difference		Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Jigsaw:, Dreams And Goals, Healthy me		Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them. Talk with others to solve conflicts. Make healthy choices about food, drink, activity and oral hygiene Jigsaw:, Relationships, Changing Me	

	<p>Jigsaw: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year.</p> <p>British Values: These statements have not been split for extra focus, but all will apply on an ongoing basis throughout the Reception year.</p> <p>Democracy: making decisions together - sharing views, valuing each other's views, talking about feelings.</p> <p>Individual Liberty: freedom for all - develop positive self-image, increase confidence by taking risks.</p> <p>Rule of Law: understanding rules matter - understanding own behaviour and that of others, distinguishes between right and wrong.</p> <p>Mutual Respect and Tolerance: treat others as you want to be treated - be tolerant towards others, especially faith, culture, race. Share celebrations, traditions and experiences Provide resources that challenge gender, culture and race stereotyping.</p>						
<p>Religious Education</p> <p>Herefordshire Agreed Syllabus</p>	<p>Key Question F1: Which stories are special and why?</p>	<p>Key Question F2: Which people are special and why?</p>	<p>Key question F3: Which places are special and why?</p>	<p>Key Question F5: Where do we belong?</p>	<p>Key question F4: Which times are special and why?</p>	<p>Key Question F6: What is special about our world?</p>	
<p>Physical Development</p> <p>GetSet4PE scheme</p> <p>Squiggle Whilst You Wiggle</p> <p>Dough Disco</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Show a preference for a dominant hand.</p>	<p>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> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>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.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	
Multi Skills		Multi Skills		Ball Skills Unit 1	Games Unit 1	Ball Skills Unit 2	Games Unit 2
Fundamental Movement Skills			Gymnastics Unit 1 / 2		Dance Unit 1 / 2		
<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination, and agility. • Detailed fine motor development on 'Physical Development' skills plan. 							

Area of Learning	Autumn		Spring		Summer	
Literacy Squiggle Whilst You Wiggle Scribble club Dough Disco Talk 4 Writing Poetry Basket	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 Engage in extended conversations about stories, learning new vocabulary.		Develop their phonological awareness, so that 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 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.		Develop their phonological awareness, so that 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 Write some or all of their name. Write some letters accurately.	

Letters and Sounds – Phase One	Aspect 1: General sound discrimination – environmental sounds	Aspect 2: General sound discrimination – instrumental sounds	Aspect 3: General sound discrimination – body percussion	Aspect 4: Rhythm and rhyme	Aspect 5: Alliteration Aspect 6: Voice sounds	Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting
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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Mathematics Ongoing throughout the three terms.	Say one number for each item in order: 1,2,3,4,5. To start to subitise amounts up to 3. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Talk about and explore 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Compare quantities using language: 'more than', 'fewer than' Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Experiment with their own symbols and marks as well as numerals. Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make new ones – an arch, a bigger triangle etc.	Solve real world mathematical problems with numbers up to 5. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Understanding the World	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.	Explore collections of materials with similar and/or different properties. Continue developing positive attitudes about the differences between people.	Explore how things work. 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.	Explore and talk about different forces they can feel. Continue developing positive attitudes about the differences between people.	Begin to make sense of their own life-story and family's history. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of a plant and an animal.	Show interest in different occupations. Continue developing positive attitudes about the differences between people.
	<ul style="list-style-type: none"> • Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past using available books. • Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. • Observation: Explore the natural world around them by taking part in forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. 					
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore colour and colour-mixing. Listen with increased attention to sounds.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, to develop their ideas about how to use them and what to make. Respond to what they have heard, expressing their thoughts and feelings.	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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the pitch of a tone sung by another person ('pitch match').	Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 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.
	<p>Daily songs/ rhyme time to include: Traditional Nursery rhymes e.g. Baa baa black sheep, Twinkle Twinkle, Jack and Jill, Humpty Dumpty, Incy Wincy Spider, Grand Old Duke of York, Number rhymes e.g. 1 Little finger, 5 fat sausages, 5 Little Ducks, 5 Little Monkeys, 5 Currant Buns, 1,2,3,4,5 Once I caught a fish alive. Action rhymes e.g. Heads, shoulders, knees and toes, 1 finger 1 thumb, Tommy thumb, Wind the bobbin up. Poetry Basket</p> <ul style="list-style-type: none"> • Explore, use, and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups. • Singing - well known nursery rhymes, familiar songs and chants. 					