

Indian Queens Nursery and Reception Long Term Planning  
2025 – 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Where Will We Go? 	How Do We Celebrate? 	Where Does Our Food Come From? 	Who Are Our Real Life Heroes? 	What Makes Things Grow? 	What Keeps My Heart Healthy? 
Characteristics Of Effective Learning:	<p><b>Playing and Exploring:</b>  <b>Exploring Elephant</b> – I explore and plan my ideas, <b>Go-For-It Gorilla</b> – I try new activities based on my interests, <b>Choosing Chimp</b> - I make independent choices</p> <p><b>Active Learning:</b>  <b>Persevering Parrot</b> – I keep trying, <b>Proud Peacock</b> – I achieve my goals, <b>Analysing Alligator</b> – I am beginning to correct my mistakes by myself</p> <p><b>Creating and Thinking Critically:</b>  <b>Slinky-Linky Snake</b> – I can make links between ideas, <b>Reflecting Rhino</b> – I can check my progress and see how well I am doing, <b>Creative Chameleon</b> – I have my own ideas</p>					
Other possible themes and lines of enquiry (these mini-ideas within the theme may be changed or replaced depending on The	Autumn All about me My family My home Our community Relationships and feelings	Birthdays Autumn Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Valentines day Chinese new year Around the world Pancake day Farming Supermarkets	Easter St Piran's day World book day International women's day Spring / New life Superheroes	Growing Lifecycles Spring Earth Day Farm Plant Lifecycles May Day World Bee Day	Looking after ourselves Exercise Mental Health Food choices Teeth Self-care

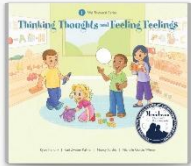
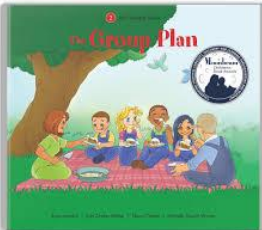
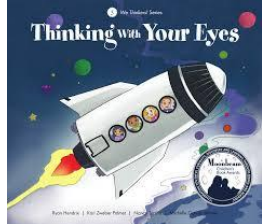
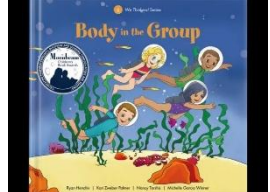
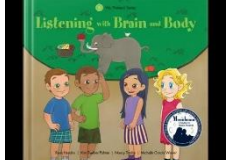
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children's interests).				People who help us		Beach safety
Enrichment Activities	Making family books Black History Month (October)	Nursery Rhyme Week/ Dress Up Nativity Performance Christmas Jumper/Dinner Day Remembrance Day Bonfire Night (firefighter visit)	Chinese New Year Farming Day – visit to Barton Farm	Community Heroes Day Dress up as your favourite person who helps you Visit from a police/ nurse/ vet/ doctor	Sunflower growing Vegetable patch Cress race How humans grow and change	Favourite sports dress up Hairdresser visit Brighter Smiles visit Sports Day
Possible Books	<b>Key Texts:</b> The Train Ride The Hundred Decker Bus The Naughty Bus Whatever Next The Runaway Train  Elmer The Rainbow Fish We Are All Different We're all	<b>Key Texts:</b> The Christmas Story. To Carnival? On The Night You Were Born. Coming To England. We're Going To A Birthday Party. Rama and Sita Halloween story  Sparks in the Sky The Peace Book Ava's Poppy Twins' The Night Before Christmas The Snowman	<b>Key Texts:</b> Milly Cow Gives Milk Sonya's Chickens Farmyard Hullabaloo The Little Red Hen Farmer Cleggs Night Out Mavis The Bravest From Seed To Loaf  Milly's Cow Gives Milk Sonya's Chickens Farmyard Hullabaloo  Dragons in the City Dragon Dance The Tiger Who Came To Tea The Gingerbread Man Farmer Duck	<b>Key Texts:</b> Awesome Ambulances You Can't Call An Ambulance In An Emergency Life Savers How A Recycling Truck Works I'm The Bin Lorry Driver The Jolly Postman When You're Fast Asleep  Humpty Dumpty Busy People: Firefighter/ Police/ Doctor/ Vet Emergency	<b>Key Texts:</b> The Tiny Seed Oliver's Vegetables Bloom The Gigantic Turnip Katie And The Sunflowers It Starts With A Seed Sunflower Shoots and Muddy Boots  Jack and the Beanstalk The Very Hungry Caterpillar Billy's Sunflower Jasper's Beanstalk Sam Plants a Sunflower The Cautious	<b>Key Texts:</b> The Five Senses The Couch Potato Resting and Sleeping Keeping Clean Exercise and Play All The Nonsense In My Teeth I Don't Want To Be Small Argh There's A Skelton Inside You!  A Great Big Cuddle Hippo Has A Hat When Jelly Had A Wobble

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	Wonders. The Family Book We are Family. Peace at Last		The Little Red Hen	A Superhero Just like you Charlie the Firefighter Super worm Heroes all around the world Super Dad	Caterpillar The Enormous Turnip Little Red Hen <u>Supertato</u>	The Worry Monster Incredible You Barry the Fish with Fingers Sharing a Shell Tiddler
Personal, Social and Emotional Development (PSED)  Nursery	SCARF: Me and My Relationships: <ul style="list-style-type: none"> <li>• Marvellous Me!</li> <li>• I'm Special!</li> <li>• People who are special to me</li> </ul>	SCARF: Valuing Difference <ul style="list-style-type: none"> <li>• Me and my friends</li> <li>• Friends and family</li> <li>• Including everyone</li> </ul>	SCARF: Keeping Safe <ul style="list-style-type: none"> <li>• People who help me and keep me safe</li> <li>• Safety indoors and outdoors</li> <li>• What's safe to go into my body</li> </ul>	SCARF: Rights and Respect <ul style="list-style-type: none"> <li>• Looking after myself</li> <li>• Looking after others</li> <li>• Looking after my environment</li> </ul>	SCARF: Growing and Changing <ul style="list-style-type: none"> <li>• Growing and changing in nature</li> <li>• When I was a baby</li> </ul> Girls, boys and families	SCARF: Being My Best <ul style="list-style-type: none"> <li>• What does my body need?</li> <li>• I can keep trying</li> <li>• I can do it!</li> </ul>
Personal, Social and Emotional Development (PSED)  Reception	SCARF: Me and My Relationships: <ul style="list-style-type: none"> <li>• Marvellous Me!</li> <li>• I'm Special!</li> <li>• People who are special to me</li> </ul>	SCARF: Valuing Difference <ul style="list-style-type: none"> <li>• I'm special, You're special</li> <li>• Same and different</li> <li>• Same and different families</li> </ul>	SCARF: Keeping Safe <ul style="list-style-type: none"> <li>• What's safe to go onto my body</li> <li>• Keeping myself safe – what's safe to go into my body (including medicines)</li> </ul>	SCARF: Rights and Respect <ul style="list-style-type: none"> <li>• Looking after my special people</li> <li>• Looking after my friends</li> <li>• Being helpful at home and caring for our classroom</li> </ul>	SCARF: Growing and Changing <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Life stages – plants, animals and humans</li> <li>• Life stages: human life stage – who will I be?</li> </ul>	SCARF: Being My Best <ul style="list-style-type: none"> <li>• Bouncing back when things go wrong</li> <li>• Yes, I can!</li> <li>• Healthy eating</li> <li>• My healthy mind</li> </ul>


















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	<ul style="list-style-type: none"> <li>Who can help me?</li> <li>My feelings</li> <li>My feelings (2)</li> </ul>	<ul style="list-style-type: none"> <li>Same and different homes</li> <li>I am caring</li> <li>I am a friend</li> </ul>	<ul style="list-style-type: none"> <li>Safe indoors and outdoors</li> <li>Listening to my feelings</li> <li>Keeping safe online</li> <li>People who help to keep me safe</li> </ul>	<ul style="list-style-type: none"> <li>Caring for our world</li> <li>Looking after money</li> </ul>	<ul style="list-style-type: none"> <li>Where do babies come from?</li> <li>Getting bigger</li> <li>Me and my body – boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>Move your body</li> <li>A good night's sleep</li> </ul>
We Thinkers		Thoughts and Feelings book 1 	The Group Plan Book 2 	Thinking With Your Eyes Book 3 	Body In The Group Book 4 	Whole Body Listening Book 5 
Communication and Language:	<p>Communication and Language is developed throughout the year through high quality interactions through daily group discussions, circle times, stories, singing and nursery rhymes.</p> <p>It is closely linked with our reading and phonics.</p> <p>We use WellComm in Nursery, and NELI in Reception, to identify all children's needs within their language and understanding and use this to provide both whole setting activities and individual targeted intervention when there is a need identified.</p> <p>Little Wandle Foundations for language:</p>					

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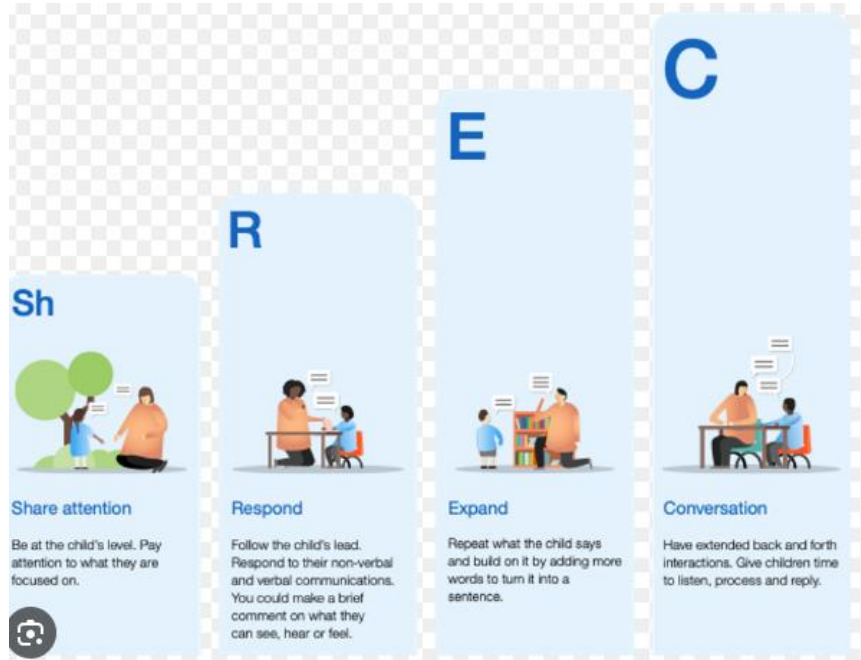
Foundations for Language  
Interaction techniques



 <b>Tune in</b> Watch, wait, wonder  <i>"I can see you are ..."</i> <i>"Now you are ..."</i> <i>"Look at you ..."</i>	 <b>Pause more</b> Think before you speak  <i>"That's called a ... or 'That's a ..."</i> End by saying "... isn't it?"	 <b>Running commentary</b> Narrate the activity  <i>"I can see you are ..."</i> <i>"Now you are ..."</i> <i>"Look at you ..."</i>	 <b>Make links</b> Connect to what they know  <i>"That is like when ..."</i> <i>"That makes me think of ..."</i> <i>"Do you remember when we ...?"</i>	 <b>Give choices</b> Model language  <i>"Would you like ... or ...?"</i> <i>"Do you want to ... or ...?"</i>
 <b>Recast and extend</b> Build on language  <i>"That's right, a bus." (recast)</i> <i>"A big, red bus like the one in our book." (extend)</i>	 <b>Name</b> Point and label  <i>"That's called a ... or 'That's a ..."</i> End by saying "... isn't it?"	 <b>Ask open questions</b> Find out more  <i>"Tell me (more) about ..."</i> <i>"How ...?" "Why ...?" "What ...?"</i> <i>"Where ...?" "Who ...?" "When ...?"</i>	 <b>Prompt thinking</b> Think, suggest, wonder  <i>"I think ..."</i> <i>"Why don't you ...?"</i> <i>"I wonder what ..."</i>	 <b>Comment</b> Tell, don't ask  <i>"You are ..."</i> <i>"You have ..."</i>

The SHREC Approach:

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	 <p><b>Share attention (Sh)</b> Be at the child's level. Pay attention to what they are focused on.</p> <p><b>Respond (R)</b> Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.</p> <p><b>Expand (E)</b> Repeat what the child says and build on it by adding more words to turn it into a sentence.</p> <p><b>Conversation (C)</b> Have extended back and forth interactions. Give children time to listen, process and reply.</p>					
Reading/ Phonics Birth - 3	<p>I enjoy sharing books with an adult.</p> <p>I can pay attention and respond to the pictures or words.</p> <p>I enjoy songs and rhymes. I can tune in and pay attention.</p>	<p>I can join in with songs and rhymes, copying sounds, rhythm, tunes and tempo.</p> <p>I can say some of the words in songs and rhymes.</p> <p>I can listen to simple stories and understand what is happening,</p>	<p>I can copy finger movements and other gestures.</p> <p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Little Wandle Rhyme Time.</p>	<p>I can sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I can repeat words and phrases from familiar stories</p> <p>Little Wandle Rhyme Time.</p>	<p>I can ask questions about the book.</p> <p>I can make comments and share my own ideas.</p> <p>Little Wandle Rhyme Time.</p>	<p>I can develop play around favourite stories using props.</p> <p>I can use the speech sounds p, b, m, w.</p> <p>I can pronounce l/r/w/y</p> <ul style="list-style-type: none"> <li>f/th</li> <li>s/sh/ch/dz</li> <li>/j</li> </ul>

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	Little Wandle Rhyme Time.	with the help of the pictures.  Little Wandle Rhyme Time.				<ul style="list-style-type: none"> <li>multi-syllabic words such as 'banana' and 'computer'.</li> </ul> <p>I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p> <p>Little Wandle Rhyme Time.</p>
Reading/ Phonics 3-4 year olds	<p>Listening and attention: tuning into sounds and auditory discrimination.</p> <p>I can listen with increased attention to sounds.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>LW verbs, nouns, actions.</p>	<p>Rhythm and rhyme.</p> <p>I can sing a large repertoire of songs.</p> <p>I can remember and sing familiar songs.</p> <p>I know many rhymes. I can talk about familiar books and I can tell a long story.</p> <p>LW verbs, nouns, actions.</p>	<p>Rhyme, syllables and alliteration.</p> <p>Introducing oral blending.</p> <p>I can understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> <li>Print has meaning</li> <li>Print can have different purposes</li> <li>We read English text from left to right and top to bottom</li> <li>The names of the different parts of a book</li> </ul> <p>LW verbs, nouns, actions.</p>	<p>Oral blending games.</p> <p>I am developing my phonological awareness so that I can:</p> <ul style="list-style-type: none"> <li>Spot and suggest rhymes</li> <li>Count or clap syllables in a word</li> <li>Recognise words with the same initial sound.</li> </ul> <p>LW verbs, nouns, actions.</p>	<p>Oral blending games.</p> <p>Letter phonemes – phase 2 sounds (not graphemes).</p> <p>LW verbs, nouns, actions.</p>	<p>Oral blending games.</p> <p>Letter phonemes – phase 2 sounds (not graphemes).</p> <p>I can engage in extended conversations about stories, learning and new vocabulary.</p> <p>LW verbs, nouns, actions.</p>



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<p>Reading/ Phonics 3-4 year olds</p> <p>Developing a love for reading texts:</p>						
<p>Reading / Phonics Reception</p>	<p>S,a,t,p,I,n,m,d,g,o, c,k,ck,e,u,r,h,b,f,l</p> <p>Tricky words: is, I, the</p>	<p>Ff,ll,ss,j,v,w,x,y Z,zz,qu, words with s/s/ added at the end (hats, sits),ch,sh,th,ng,nk Words ending in s /z/ (his) and with s /z/ added at the end (bags).</p> <p>Tricky words:</p> <p>Put, pull, full. As, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.</p>	<p>Ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters: dd,mm,tt,bb,rr,gg,pp,ff, longer words.</p> <p>Tricky words: Was, you, they, my, by, all, are, sure, pure.</p>	<p>Review phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear.</p> <p>Review words with double letters.</p> <p>Words with two or more diagraphs.</p> <p>Words ending in – ing</p> <p>Words with s in the middle /z/ s Words ending -s Words with -es at the end /z/.</p>	<p>Short vowels CVCC/ CCVC, CCVCC, CCCVC, CCCVCC, compound words, root words ending in -ing – ed /t/ - ed / id/ -est</p> <p>Tricky words: said, so, have, like, some, come, love do, were, here, little, says, there, when, what, one, out, today.</p>	<p>Long vowel sounds CVCC, CCVC, CCCVC, CCVCC.</p> <p>Phase 4 words ending -s /s/ Ending – s /z/ Ending – es Longer words Root words ending in: ing, ed /t/, ed /id/ /ed/ /d/.</p> <p>Review all tricky words – secure spelling.</p>



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Writing Birth - 3	My coordination is developing.  I can pass things from one hand to the other.	I can use large and small motor skills to do things independently e.g buttons, zips and pour drinks.	I am developing manipulation and control as I explore different materials and tools.	I enjoy drawing freely.  I can express idea and feeling through making marks and sometimes give a meaning to the marks I make.	I can add some marks to my drawings, which I give meaning to e.g “that says mummy”.	I can make marks on my pictures to stand for my name.
Writing 3-4 Years	I can use large muscle movements to wave flags and streamers, paint and make marks.	I can use one-handed tools and equipment e.g making snips in paper with scissors.	I can use a comfortable grip with good control when holding pens and pencils.  I am beginning to show a preference for a dominant hand.	I can draw with increasing complexity and detail, e.g representing a face with a circle and including details.	I can use some of my print and letter knowledge in my early writing e.g I can write a pretend shopping list that starts at the top of the page.  I can write some or all of my name.	I can write some letters accurately.  I can write my name.
Physical Development	Children develop their physical development through access to the outdoor provision for gross motor skills such as balancing, riding and ball skills, going up steps and apparatus using alternate feet, hop and stand on one leg and hold a pose.					

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	<p>Children have daily adult led sessions to develop their gross motor skills which includes yoga, big movement songs, dough disco, adult-led movement to music (supporting children to remember sequences and patterns of movement to music), Squiggle while you Wiggle.</p> <p>During continuous provision child have access to a range of resources to support their gross and fine motor skills including funky finger activities (Cutting, weaving, threading, manipulating tweezers, pinching etc), playdough, mark making and construction.</p> <p>According to their individual needs children are supported to become increasingly independent with their own selfcare needs such as toileting and dressing. Children become confident in using a knife and fork having school dinners within the hall.</p> <p><u>Children are supported to identify and make healthy choices with their food and drink choices during our daily snack times.</u></p>					
PE Reception (Complete PE scheme)	Walking and special awareness.	Hands	Moving	Movement to Nursery Rhymes.	Jumping and landing.	Multiskills.
Maths Birth - 3	I can combine objects like stacking blocks and cups. I can put objects inside others and take them out again.	I can take part in finger rhymes with numbers. I can react to changes of amount in a group of up to three items.	I can compare amounts, saying 'lots', 'more' or 'same'. I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence	I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.	I can climb and squeeze myself into different types of spaces.  I can build with a range of resources.  I can complete inset puzzles.	I can compare sizes, weights, etc, using gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'heavy'. I can notice and arrange things in patterns.
Maths 3 and 4 Years	I can categorise and make comparisons of	I am developing fast recognition of up to three objects without	I know that the last number reached when counting a	I can recite numbers past 5	I can compare quantities using the language 'more	I am beginning to describe a sequence of

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	objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs'	having to count them individually. (subitising) I can say one number for each object in order: 1,2,3,4,5. I can extend an ABAB pattern. I can notice and correct an error in a repeating pattern	small set of objects tells you how many there are in total (cardinal principle) I can show finger numbers up to five I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to five.	I can make comparisons between objects relating to their size, weight, length, and capacity.	than' and 'fewer than' I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones.	events, real or fictional, using words such as 'first', 'then' I can understand position through word alone – for example 'the bag is under the table' with no pointing. I can describe as familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'
Maths Reception:	In Reception we used NCETM materials to develop a deeper understanding of number by focusing on the 4 mathematical principles; subitising, Cardinality, Composition and Comparison, through short activities.					
Maths – Reception (White Rose)	Match, sort and compare. Talk about measure and patterns. It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides.	Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes			To 20 and beyond How many now? Sharing and grouping Visualise, build and map Make connections	
Understanding the Word	I repeat actions that have an effect, for example	I can explore materials with different properties.	I can make connections between the features of	I can explore different materials, indoors and outdoors.	I can respond to and explore natural	I can notice differences between people.

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Birth - 3	rolling a ball down a pipe or dropping a stone into water and observing the splash		my family and other families.		phenomena within the setting.	
Understanding the Word 3-4 Years History Geography RE Science	I am beginning to make sense of my own life-story and my family history. I use all of my senses in hands-on exploration of natural materials. I can talk about my special people.	I can explore collections of materials with similar and different properties.	I can talk about the difference between materials and changes I notice.	I can show an interest in different occupations. I am developing positive attitudes about the difference between people. I know there are different countries in the world and talk about differences they have seen in pictures.	I can plant seeds and care for growing plants. I can understand key features of a plant lifecycle.  I can describe the life cycle of an animal.	I can talk about different forces and how they feel.
Understanding the World Reception History Geography RE Science	I can Talk about members of my immediate family and community.  I can name and describe people who are familiar to them.  I can recognise some environments that are different from the one I live in.	I can comment on images of familiar situations in the past.  Understand that some places are special to members of their community.  I can recognise that people have different beliefs and celebrate special times in different ways.	I can compare and contrast characters from stories, including figures from the past.  I can describe what they see, hear and feel whilst outside.  I can talk about what is 'special' to me and how we are all different.	Recognise some similarities and differences between life in this country and life in other countries.  I can talk about who has helped me in the past and who helps me now. I can talk about how people grow and change. I can talk about when I am older.	I can explore the natural world around me.  I understand the effect of changing seasons on the natural world around them.  I can talk about why a Church is important to Christians.	I can draw information from a simple map.  I can talk in different tenses.  I can measure forces.

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		I can find objects that float and objects that sink.		<p>I can talk about why the Bible is important to Christians. I can talk about Christian beliefs at Easter.</p> <p>I can talk about materials of uniforms for people who help us and why they need uniform.</p> <p>I can create with different materials.</p>	I can compare and contrast life cycles of animals and plants.	
Expressive Arts and Design Birth - 3	<p>I can show attention to sounds and music.</p> <p>I can respond emotionally and physically to music when it changes.</p> <p>I can move and dance to music.</p> <p>I can anticipate phrases and actions in rhymes and songs.</p> <p>I can explore my voice and enjoy making sounds.</p>	<p>I can join in with songs and rhymes, making some sounds.</p> <p>I can make rhythmical and repetitive sounds.</p> <p>I can explore a range of sound-makers and instruments and play them in different ways.</p>	<p>I notice patterns with strong contrasts, and I am attracted by patterns resembling the human face.</p> <p>I am starting to make marks intentionally. I can explore paint, using my fingers and other parts of my body, as well as brushes and other tools.</p>	I enjoy and take part in actions songs.	I am starting to develop pretend play, pretending that one object represents another.	<p>I can explore different materials, using all my senses to investigate and play with different materials.</p> <p>I can use my imagination as I consider what I can do with different materials.</p> <p>I can express my ideas.</p>
Expressive Arts and Design	I can take part in simple pretend play,	I can explore different materials freely to	I can create closed shapes with	I can explore colour and colour mixing.	I can remember and sing entire songs.	I can play instruments with increasing

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3 to 4 Years	<p>using an object to represent something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world equipment.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction, e.g a city with different buildings.</p>	<p>develop my ideas about how to use them and what to make.</p> <p>I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p>	<p>continuous lines and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail such as representing a face with a circle.</p> <p>I can use drawing to represent ideas like movement and loud noises.</p> <p>I can show different emotions in my drawings and paintings.</p>	<p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can sing the pitch of a tone sung by another (pitch match).</p> <p>I can sing the melodic shape (moving melody such as up and down) or familiar songs.</p> <p>I can create my own songs or improvise a song around one that I know.</p>	<p>control to express my feelings and ideas.</p>
Expressive Arts and Design Reception	<p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can return to and build on my previous learning, refining ideas and developing their ability to represent them.</p>	<p>I can create collaboratively, sharing ideas, resources and skills</p>	<p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p>	<p>I can watch and talk about dance and performance art, expressing my feelings and responses</p>	<p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p>	<p>I can develop storylines in my pretend play.</p>

*“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 Indian Queens, we provide our children with opportunities to develop their independence and physical development 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.” Indian Queens Early Years Team.*

Indian Queens Nursery and Reception Long Term Planning  
2025 – 2026

Continuous Provision at Indian Queens School is where children have access to high quality, well organised resources which allows the time, space and opportunity to practise skills that have been taught. Continuous provision time, which we call “Busy Learning”, allows children to problem solve, develop communication skills and learn to build strong relationships to make their own choices and become independent learners.

Enhancements and provocations for learning are added to the environment to support the teaching of topic-based learning and to follow the interests of individual children

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHERE WILL WE GO?	HOW DO WE CELEBRATE?	WHERE DOES OUR FOOD COME FROM?	WHO ARE OUR REAL LIFE HEROES?	WHAT MAKES THING GROW?	WHAT KEEPS MY HEART HEALTHY?
  	<p align="center"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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><b>Learning and Development:</b> 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.</p> <p><i>PLAY: At Indian Queens School, 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.'</i></p> <p><i>EYFS Team</i></p>					
<p align="center"><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>						