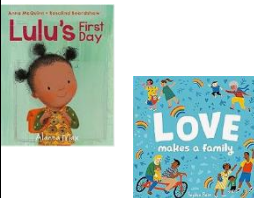
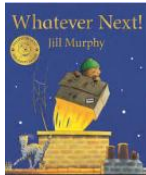
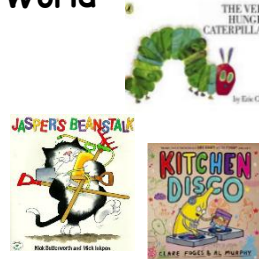


Nursery Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Cycle A	Marvellous Me 	Let's Celebrate 	Superheroes Rule! 	Brilliant Books 	Terrific Transport 	Our Wonderful World 
Focus Books	See also separate document 'Books covered per term' -Where's Spot -Lulus first day -Loves makes a family -Happy in our skin -Senses	-Spot bakes a cake -Peppas Diwali -Maisy goes to a wedding -Spot's First Christmas -A World of Festivals	-Supertato -A superpower like mine -Non fiction books; people who help us	-Whatever next -Peace at last -Each Peach Pear Plum -Fox's socks -Rabbit's Nap	-The train ride -The bus is for us -My big book of transport -Little Blue Truck	-Jaspers Beanstalk -The Very Hungry Caterpillar -Kitchen disco

Nursery Long Term Plan

Topic Cycle B	Marvellous Me As above	Let's Celebrate As above	Busy Bears 	Brilliant Books 	People Who Help Us 	Amazing Animals 
Focus Books			-Brown bear, brown bear, what do you see? -Goldilocks -We're going on a bear hunt -Where's my Teddy? -I am Bear	-The Tiger who came to tea -Dear Zoo -Shark in the park	-Non fiction books; people who help us -A superhero like you -Real superheroes -When you're fast asleep, who works at night time?	-Doing the animal bop -The huggly snuggly pet -Animals on the farm -What the ladybird heard -Love your World -Let's Look at feet
Personal, social and emotional development	<i>PSED is interwoven into all elements of the EYFS in each term</i> <u>Self regulation:</u> • Follow 2 step instructions • Show focus on a member of staff for a short period of time <u>Managing self:</u> • Select and choose resources to help them reach a goal • Increasingly follow rules • Develop appropriate ways of being assertive (Stop, I don't like it.) • Begin to describe and recognise simple feelings - sad, happy, angry, worried, tired, scared <u>Building relationships:</u> • Become more confident with others in social situations • Play with one or more children extending and contributing to the play • Begin to find simple resolutions to problems (take turns being the main character in a role play)					

Nursery Long Term Plan

	• Begin to grasp how someone else might feel		
Health and hygiene	• Use the toilet independently • Follow steps and guidance to wash and dry hands • Brush their own teeth • Begin to show and understanding of the need for good hygiene for everyday life • Understand some simple healthy food and drink choices		
Communication and language Listening, Attention and Understanding	<i>C&L is interwoven into all elements of the EYFS in each term - Rich language environment. - Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Positive play</i> • Begin to listen to longer stories and recall some key events • Begin to pay attention to more than one thing at a time • Understand clear 2 step instructions • Understand and answer 'why' questions • Respond appropriately in simple conversation		
Communication and language Speaking	• Retell familiar Nursery and Number rhymes • Speak in longer sentences (4 to 6 words) • Start a conversation and take turns speaking and listening • Use talk to organise their play		
Physical development Gross Motor	<i>Gross motor skills are practised throughout the year, mostly outside- using large muscle movements (painting water on blackboard, waving streamers, crawling under play equipment/climbing, rolling large hoops etc) What's the time Mr Wolf, bikes, P.E equipment available daily all year,</i> • Use alternate feet to climb up apparatus or stairs • Change direction on trike • Demonstrate control on a balance bike using alternate feet and be able to change direction • Hold a position (balance) during games such as on one leg • Travel by hopping • Show control over the body to quickly stop and start movements such as walking, crawling and running • Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult • Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam • Work with others to move objects safely such as wooden plank		
	Autumn	Spring	Summer

Nursery Long Term Plan

	Explore moving our bodies in different ways -skipping, crawling hopping, jumping, and landing on two feet Move their body to music, showing control when to stop and start Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult	Safely move equipment Stop and start on a tricycle Explore using a balance bike with alternative feet, steering around a simple route Gain confidence using alternate feet on a balance bike Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam. Move across obstacles on the playground	Begin to explore space, recognising the position of their body in relation to others Compete in simple races - running at speed, following instructions to complete an obstacle course Begin to roll and stop a ball
Physical development Fine Motor	• Use one-handed tools such as paintbrushes, pencils and scissors • Make snips in paper using scissors • Snips paper moving scissors forwards • Begins to cut in a line holding the paper with their non dominant hand • Show a preference for a dominant hand • Progress towards holding a pencil with a modified tripod grip to show increasing control • Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers • Begin to use a knife and fork		
Literacy Comprehension	• Engage in conversations about stories they have listened to - express simple likes and dislikes • Retrieve answers from a story answering what and who questions • Learn new vocabulary linked to stories, rhymes, non-fiction and poems • Join in with repeated refrains in familiar stories		
	Autumn	Spring	Summer
	Join in with repeated refrains in shared familiar stories Express simple likes about a shared story	Answer who and what questions linked to stories shared Express simple likes and dislikes about a shared story	Answer who and what questions linked to stories shared Express simple likes and dislikes about a shared story Use new vocabulary in their play and in conversations

Nursery Long Term Plan

Literacy Word reading	• Listen carefully and discriminate between sounds • Recognise that print has meaning and that it can be used for different purposes • Develop book handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book - pages, front cover, back cover. Know pages have an order. • 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 cat and cup		
	Autumn	Spring	Summer
	Phase 1 activities - developing listening and attention skills. Focus on sound discrimination Rhymes and stories - discriminate between sounds Develop book handling skills	Parts of a book Words with the same sound Rhymes and stories - clap syllables, spot and suggest rhymes Rhyming books Fiction and non fiction	Begin to identify initial sounds and develop oral blending skills
Literacy Writing	• Ascribe meaning to marks • Make marks during play • Form different movements using fine-motor skills - straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements • Begin to form recognisable letters • Write some or all of their name		
	Autumn	Spring	Summer
	Focus on movements and fine-motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise mark making for curved lines	Ascribe meaning to marks in play Applying appropriate pressure to make a mark	At least first letter of name written correctly Ascribing meaning to marks Beginning to record some sounds in sequence
Maths Number	<i>Only using numbers to 5 in the environment, using counting rhymes - (ascending numbers), Maths area and real life problems</i> • 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. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5.		

Nursery Long Term Plan

	• 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'.		
	Autumn	Spring	Summer
	T1: Recite numbers past 5. Say one number for each item in order T2: Know the last number reached when counting a small set of objects tells us how many there are in total (cardinal principle)	T3: Show finger numbers up to 5 T4: Develop fast recognition of up to 3 objects, without having to count them individually. (subitising) 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 - up to 5.	T5: Solve real world problems with numbers up to 5. T6: Compare quantities using the language of more and fewer
Maths Shape	• Understand key words that can describe their position - prepositions (off, up, down, under, above, besides) • Describe a short, familiar route using positional language • Extend and create ABAB patterns • Use some sequencing language to describe an event 'first', 'next', 'last' • Combine shapes to create new ones - a rectangle and a semicircle to create an arch • Make simple comparisons between objects relating to size, length, weight and capacity using key language to compare two or three items • Recognise and name 2D shapes in different orientations - triangle, circle, square and rectangle. Know how many corners they have • Recognise that 3D shapes are solid.		
	Autumn	Spring	Summer
	Explore shapes through play and combine shapes to make new shapes Explore length and compare two objects using key language Positional language	2D shapes and their properties. Explore combining shapes to make new shapes and describe Prepositions Animal patterns (Dear Zoo) Explore repeating patterns	capacity - empty and full - water tray Weight - heavy and light Using prepositional language and describing a familiar route Insect/animal patterns. Patterns in nature

Nursery Long Term Plan

Understanding the world Past and Present	• Begin to make sense of their own life-story and family history		
	Autumn	Spring	Summer
	Discuss the notion of growing up. Life cycle baby to adult. Photos of own family to discuss. What do I live in (house, flat etc)	Share past experiences- holiday news using photos	Explore change over time. Talk about how they've grown. Transition to school
Understanding the world People, culture and communities	• Show an interest in different occupations and recognise people who can help them - emergency services etc • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about differences they have seen or experienced		
	Autumn	Spring	Summer
	Marvellous Me- similarities and differences between us- features of faces, hair styles etc Family celebrations and events celebrated by different groups of people - Christmas, Diwali, Halloween Remembrance	Look at world map- where have you visited/where are your family from etc Photos/videos of different countries/cultures	Looking at occupations- dentist, teacher, police officer etc Roleplay 999 call
Understanding the world Technology	• Explore how things work Mechanical equipment available- wind up toys, pegs and boards		
Understanding the world The Natural World	<i>As well as specific group times, there are also opportunities to explore the following through enhanced provision:</i> • Use their senses to practically explore natural materials • Explore collections of materials with similar or different properties • Talk about changes to materials • Plant seeds and take care of plants • Understand the key features in the life cycle of a plant and an animal • Recognise the need to care for the natural world		

Nursery Long Term Plan

	• Explore and talk about different forces		
	Autumn	Spring	Summer
	Explore changes in autumn Explore what happens on cold winter days - melting ice, frost Season change to Winter	Season change to Spring Exploring different materials and textures Exploring torches and shadows in bear cave Magnets Melting chocolate Caring for our garden/natural world	Season change to Summer Talk about different forces (water tray) Life cycle of plant/animal- cycle A- real caterpillars in nursery. Cycle B- Tadpoles in nursery Plant seeds Recycling
Expressive Arts and Design Creating with materials	<i>During Continuous Provision, there is always opportunity to practice skills</i> • Join different materials together using tape and glue, paperclips, fasteners etc. • Make choices about which materials to use when creating • Create closed shapes with continuous lines when drawing to represent objects • Begin to include details on their drawings - eg an enclosed circle for a face with an attempt at features • Represent feelings, noises, movements through drawing • Explore colour mixing with paint		
	Autumn	Spring	Summer
	Use large-muscle movements, explore with variety of mark making tools Drawing: (Self-portraits) Cut features from magazines and add to paper plate. Draw features to represent own face. Painting and mixed media: Learn colour names, explore colour mixing. Experiment with different brushes. Study artist: Pollock. Firework splatter paintings/Van Gogh starry night Transient art nature faces Models with playdough, lego, bricks	Drawing: with more detail Weaving Texture: Tuff tray- explore different textures. Links to Science Sculpture and 3D: Models with playdough: animals etc. Lego, bricks, make arches etc Junk modelling - joining different materials with split pins/tape Junk model instruments	Drawing with more detail-add emotion, movements to drawings Craft and Design- threading, create repeating patterns Folding paper

Nursery Long Term Plan

Expressive Arts and Design Being imaginative and expressive	<i>During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out. There is the stage area in the garden for musical instrument exploration</i> • Take part in pretend play imagining objects are other things from their experiences • Begin to make their own small worlds to act out storylines <i>During Continuous Provision, there is always opportunity to explore instruments (music area/stage in the outside area)</i> • Listen with increasing attention • Respond to what they hear expressing simple feelings and thoughts • Remember and sing entire songs – such as Nursery rhymes, days of the week songs etc. • Sing to match the pitch and tone of another person • Create their own songs or improvise around a song they know • Play instruments to express their feelings and ideas		
	Autumn	Spring	Summer
	Nursery rhymes- loud/quiet, high/low Environmental sounds Listening to each other well Listening walks around classroom/garden Stories with sounds in Ring games and action songs CD player- diff types of music Jazz, classical, pop etc Make sounds from everyday items Explore instruments Christmas songs	Clapping names/identifying syllables Repeating a rhythm Listening to and dancing to music from different cultures Explore how sounds can be made Singing nursery rhymes loud/quiet, high/low Call and response songs (with more accuracy, not shouting) Hide instruments- guess the instrument Make own instruments	Watch musicians play instruments Name instruments and how they are played Use apps- record their music and play back Listen to music while painting/drawing Clap and tap to the pulse Watch musicians from different cultures eg India/Africa compared to UK Create own songs to match mood eg stomping round garden, jolly fast tone. Slow- calming Make own instruments

Nursery Long Term Plan

Role play area suggestions	-Home corner -Supermarket -Baby clinic	-Birthday party -Dressing up-cultural clothes -Santa's workshop	-Home corner/office -Superhero HQ -Bear cave -Goldilocks roleplay	-Whatever Next roleplay-large boxes/wellies etc -Café -Post office -Vets	-Dentist -Police station -Hairdressers -Airport -Hospital	-Pet shop/vets -Minibeast lab -Science lab
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