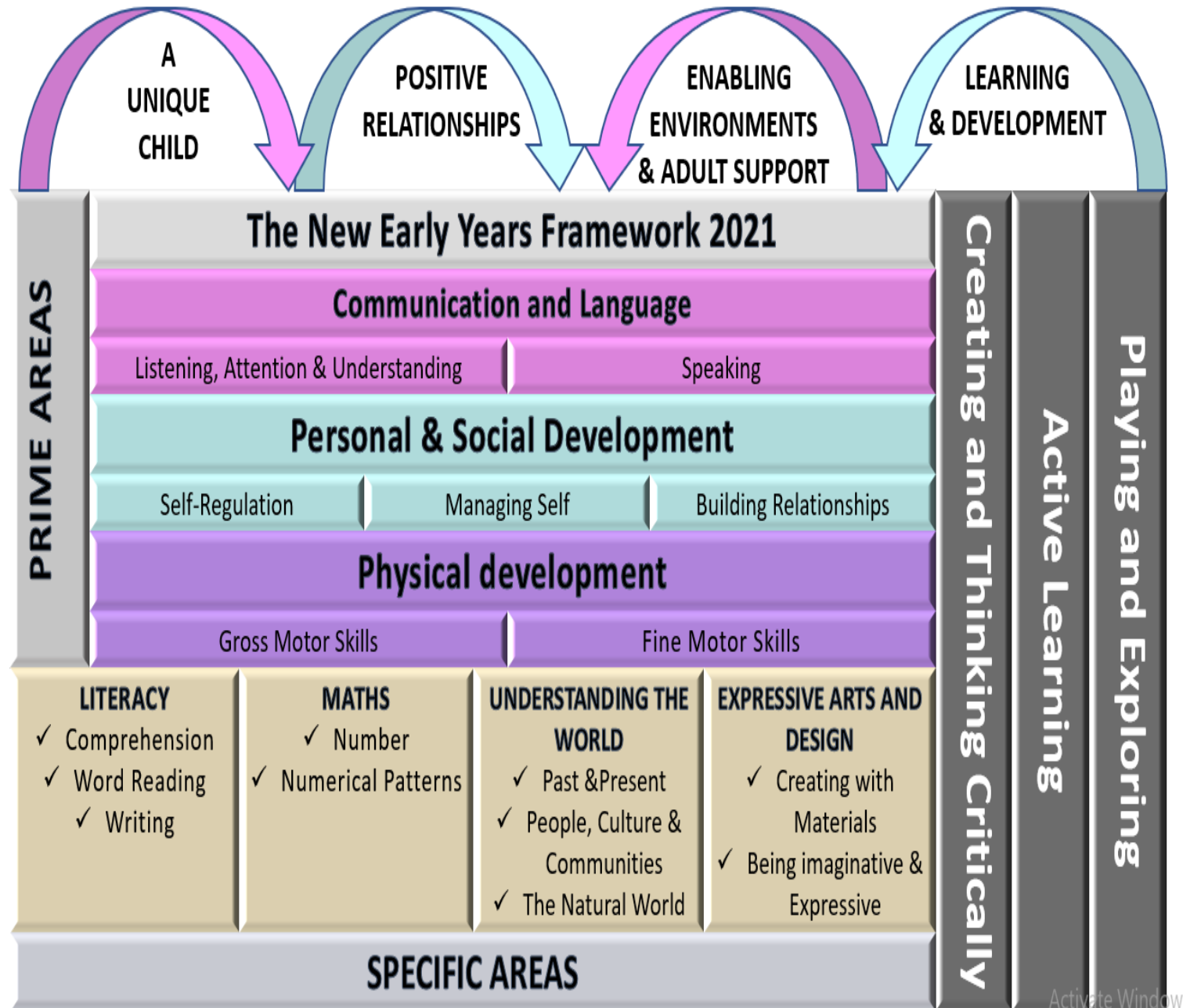

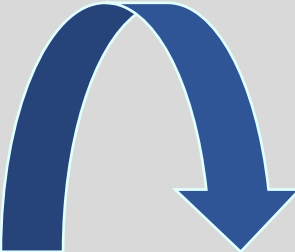




Nursery Long Term Plan



| Nursery Long Term Plan | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>General Themes</p> <p>NB: <i>These themes may be adapted at various points to allow for children's interests</i></p> | <p>Nursery Rhymes Incy Wincy Spider Baa Baa Black Sheep Twinkle Twinkle Little Star. Humpty Dumpty Hickory Dickory Dock</p> <p>Harvest Autumn Walk</p> | <p>All About me My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe How does my body work? Keeping Healthy/My Senses</p> <p>Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas</p> | <p>Opposites Arts & Design focus A Starry Night by Van Gogh Hot/Cold colours Night- time adventures- Nocturnal Animals /People who work at night Chinese New Year</p> | <p>People Who Help Us People who help us / Careers What would it feel like to be a nurse/firefighter etc? What I would like be when I grow up?</p> | <p>Animals and their Babies What lives in our pond? Life cycles Farm animals Wild Animals</p> <p>Growing The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Reduce, Reuse & Recycle Easter</p> | <p>Under the Sea! Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Fun Science / Materials</p> |
| <p>High Quality Texts</p> | <p>Little Red Hen Nutty Nut Chase Little Lumpty Spinderella</p> | <p>Peace at Last Funny Bones Oliver's Vegetables</p> <p>Father Christmas Needs a Wee The Christmas Story</p> | <p>Owl Babies Rosie's Walk Room on the Broom The Gruffalo The Snail and the Whale Rhyming Rabbit Chinese New Year Clever Sticks</p> | <p>Burglar Bill What the Ladybird Heard Topsy and Tim go to Hospital/Dentist Firefighters – (Non Fiction)</p> | <p>Down by the Cool of the Pool Frog Life-Cycle (Non-Fiction) Farmer Duck Pig in a Pond Goldilocks and the Three Bears</p> <p>Chicks (Non Ficion) Jasper's Beanstalk The Little Yellow Chicken Nursery Rhymes</p> | <p>Somebody Swallowed Stanley Commotion in the Ocean Rainbow Fish 10 Little Pirates (Non –Fiction) Sea creatures</p> |
| <p>'Wow' moments / Enrichment</p> | <p>Autumn Walk Inspire</p> | <p>Diwali Guy Fawkes / Bonfire Remembrance Day Kindness Day Nursery Rhyme Week Christmas Time/Nativity/Santa</p> | <p>Chinese New Year</p> | <p>Mother's Day World Book Day Easter Bonnet Parade Firefighter/nurse/dental visit</p> | <p>Smithills Farm Visit Living Eggs!</p> | <p>Under the Sea songs and sea shanties Map Work - Find the Treasure Father's Day Pirate Party Transition into Reception End of Year Pirate and Mermaid Party</p> |

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|---|--|---------------|-----------|--------------------|--------------------------|----------------|
| General Themes | Nursery Rhymes | All About Me! | Opposites | People Who Help Us | Animals and their Babies | Under the Sea! |
|   Over Arching Principles | <p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience different 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>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 & 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>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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: 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.’. EYFS Team</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p> | | | | | |

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| <p>Shine Principles</p> <p>S – Stimulating enquiring minds by providing rich and relevant experiences</p> <p>H – high expectations delivered through quality first teaching, rich vocabulary and skills so children know more and remember more</p> <p>I – Inclusivity and flexibility to cater for individual needs and abilities</p> <p>N - Nurturing lifelong behaviours – resilience, independence and pride in success</p> <p>E-Encompassing the whole child – developing faith, values, spirituality, health and well-being and understanding of the world where tolerance is promoted</p> | <p>We strive to provide a curriculum to allow all our children to SHINE brightly before all others and God both now and into their journey to future learning.</p> <p>Our Christian Values are: Friendship, Thankfulness, Honesty, Compassion, Justice, Wisdom, Trust, Peace, Humility, Forgiveness, Reverence, Hope</p> <ul style="list-style-type: none"> Our SHINE Curriculum drivers: Developing a rich vocabulary so that children are able to answer questions confidently and communicate ideas with others. Ensuring that pupils can retain key knowledge so that they know more and remember more. Broadening horizons by allowing children to grow their awareness of the world. Fostering a sense of community by developing knowledge of their school family and of their locality. Providing nurture with high quality academic and pastoral support for our most vulnerable pupils. To provide a flexible curriculum which responds to issues affecting children e.g. online safety. | | | | | |

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| British Values Sharing Circles | <p>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, respected, and celebrated.</p> | <p>Mutual Tolerance Everyone is valued, all cultures are celebrated, we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith</p> | <p>Rule of law We know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p> | <p>Individual liberty We all have the right to have 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.</p> | <p>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 to play with. We listen with intrigue and value and respect the opinions of others.</p> | <p>British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> |
| Assessment opportunities | <p>In-house - Baseline data on entry Tapestry set up EYFS team meetings Pupil progress meetings</p> | <p>On going assessments recorded on Tapestry Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments</p> | <p>In-house - Baseline data on entry (New starters) EYFS team meetings Phase meeting and internal moderations Pupil progress meetings</p> | <p>On going assessments on Tapestry Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments</p> | <p>On going assessments recorded on Tapestry LEA Cluster moderation EYFS team meetings Pupil progress meetings</p> | <p>On going assessments recorded on Tapestry Pupil progress meetings End of Year Reports EYFS team meetings Exit F1 data</p> |
| Parental Involvement | <p>Inspire sessions Autumn walk</p> | <p>Nativity Parents Evening New children visits/stay and play/twilights/home visits</p> | <p>Chinese New Year Dragon Dance.</p> | <p>Parents Evening Easter bonnet parade New children visits/stay and play/twilights/home visits</p> | <p>Smithills Farm visit</p> | <p>Parents Evening Sports Day End of Year Reports New children visits/stay and play/twilights/home visits</p> |

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| Communication and Language Talk to parents about what language they speak at home, bring some key words into provision and celebrate multilingualism | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | |
| Whole EYFS Focus – Communication & Language is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, class productions, Word Aware. Daily story time using high quality texts (from the EYFS High Quality Texts) Tales ToolKit | Rhyme of the week RWI Signs Settling in activities Making friends Show an interest in the lives of other people - I can respond to my name and change my activity when encouraged - I can use everyday words to talk about people I know - I can follow simple instructions with visuals - I can listen and respond to adults and peers Key vocab: <i>colours, nursery areas, adult names, rules & routines</i> | Rhyme of the week RWI Signs - I can follow two-step simple instructions with visuals - I can concentrate for slightly longer periods - I can join in with a small group - I can remember and join in with stories and rhymes - Key vocab: <i>celebrations, describing words, food/ingredients</i> | Rhyme of the week RWI Signs Settling in activities (new starters) - I can speak in 2/3/4 word sentences - I can understand more simple questions and answer appropriately - I can express desires, feelings and needs - I can begin to hold two-way conversations with adults and peers Key vocab: <i>seasonal language, revisit colour, light & dark</i> | Rhyme of the week RWI Signs - I can begin to understand and ask why and how questions - I can remember and use new words - I can engage in imaginary role-play sometimes building stories around objects and toys Key vocab: <i>Chick life cycle, planting/growing, recycling</i> | Rhyme of the week RWI Signs Sign Settling in activities (new starters) - I can explain my own thinking/ideas - I can describe the story settings and characters - I can join in with the repeated lines and refrains - I can use language as a powerful means of widening contacts and sharing feelings Key vocab: <i>Frog life cycle, seasonal changes, animals and habitats</i> | Rhyme of the week - RWI Signs - I can communicate effectively with my peers and adults - I can follow three-step simple instructions, sometimes without visuals - I can anticipate key events in stories - I can take turns in small groups - I can ask simple questions and wait for a response Key vocab: <i>emotions, positional language/prepositions. revisit colour.</i> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Personal, Social and Emotional Development | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | |
| Jigsaw | Jigsaw – Being Me in My World Self identify Understanding feelings Being in a classroom Being gentle Rights and Responsibilities | Jigsaw – Celebrating Difference Identifying talents Being Special Families Where we live Making friends Standing up for yourself | Jigsaw – Dreams and Goals Challenge Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Jigsaw – Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Jigsaw – Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Jigsaw – Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Managing Self | <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others’ messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity | | | <ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions • Understands their own and other people’s feelings, offering empathy and comfort • Talks about their own and others’ feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Seeks support, “emotional refuelling” and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise | | |
| Self - Regulation | | | | | | |
| Link to Behaviour for Learning | | | | | | |

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| Physical development | <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> | | | | | |
| Fine Motor Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. | -I can hold a pencil (fisted/digital pronate grip) to make marks -I am beginning to do up my own large buttons -I can turn the pages in a book | - I can fit the pieces of a puzzle together - -I can pick up tiny objects using a fine pincer grasp - I can use one-handed tools and equipment, e.g. make snips in paper with child scissors | - I can use tweezers - I can use tools effectively in playdough (eg: cutters/rollers) -I can take off and put on my own shoes (not laces) I am beginning to do up my own zip | -I can show increasing control over tools like pencils and crayons. -I can use tools for mark making with control. -I can grip using five fingers or preferably two fingers and thumb for control. | - I can use a 4 finger grip to hold my pencil - I can use pincers, tweezers and threading equipment with increasing control and confidence | - I can use scissors effectively to cut straight lines in paper - I am beginning to use 3 fingers (tripod grip) to hold my pencil |
| Gross Motor | Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills | Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game | Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups | Balance Core muscle strength Jumping and landing Awareness of space | Follow the rules of a game Use a racket I can join in with a game | Running skills Agility Sports day |
| Daily opportunities for fine and gross Motor Activities | <p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p style="text-align: center;">From Birth to 5 Matters -</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise <ul style="list-style-type: none"> • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles <ul style="list-style-type: none"> • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object <ul style="list-style-type: none"> • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping <ul style="list-style-type: none"> • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles <ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it | | | | | |

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| <p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> - Developing a passion for reading Children take home Non word books weekly and/or library books <p>Continuous Provision contains signs and words in every area.</p> | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> | | | | | |
| | <ul style="list-style-type: none"> - I can fill in missing words from well-known rhymes - I can show a preference for a book or a song or a rhyme. | <ul style="list-style-type: none"> - I can identify myself in a story and show enjoyment for stories about familiar people - I can hold a book, turn the pages and indicate an understanding of pictures and print. | <ul style="list-style-type: none"> - I am beginning to be aware of the way stories are structured. - I show interest in illustrations and print in books and print in the environment. | <ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can make suggestions about what might happen next in a story | <ul style="list-style-type: none"> - I can talk about events and characters in a book - I can suggest how a story might end | <ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can tell a story to friends |
| | <ul style="list-style-type: none"> - I can join in with rhymes and stories | <ul style="list-style-type: none"> - I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. - I can notice and repeat sounds | <ul style="list-style-type: none"> - I can understand that print has meaning - I can hold a book the right way up and turn pages by myself | <ul style="list-style-type: none"> - I know that print can have different purposes - I know the names of the different parts of a book | <ul style="list-style-type: none"> - I know that we read English text from left to right and from top to bottom - I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage. | <ul style="list-style-type: none"> - I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother |

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| <p>Writing</p> <p>Themes and topics are used as stimulus across the year</p> <p>Texts may change due to children's interests</p> | <p>Texts-Nursery Rhymes Diwali Cards</p> <ul style="list-style-type: none"> - I can randomly scribble on the page, sometimes with both hands. - I can begin to balance when sitting. - I can make connections between my actions and the marks being made. | <p>Texts –Letter to Santa Christmas Cards</p> <ul style="list-style-type: none"> - I can control the marks on the page. - I can use a range of tools to make marks and show an interest in my own marks and others marks. | <p>Texts- Penguin Small-Postcards to favourite holidays Valentines/Chinese New Year Cards</p> <ul style="list-style-type: none"> - I can make connections between my actions and the marks being made. - I ascribe meaning to my marks | <p>Texts – Non- fiction books Firefighters/Police etc Thank you letters to visitors Mother's day/Easter Cards</p> <ul style="list-style-type: none"> - I can distinguish between the different marks I make. - I can tell an adult what my marks mean - I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. - I can copy shapes, letter and pictures | <p>Texts- Pig in the Pond writing speech bubbles for animal sounds Living Egg Diary</p> <ul style="list-style-type: none"> - I can identify sounds from my own name in other words. - I can write some or all of my name. | <p>Text- Lucy and Toms Seaside writing postcards. Making up stories about fictional pirates/mermaids</p> <ul style="list-style-type: none"> - I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - I can write some letters accurately |

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| Maths | <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> | | | | | |
| | <ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes | <ul style="list-style-type: none"> - I can recite some number names past 5 <ul style="list-style-type: none"> - I can have conversations about numbers - I can say when two small groups have the same number - I can sort objects using one simple criteria - I can share play toys with a friend when asked | <ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes - I can bring one or two objects to an adult when asked - I can extend a simple ABABAB pattern - I can experiment with my own symbols, marks and numerals | <ul style="list-style-type: none"> - I can create a simple ABABAB pattern - I can use number names to ten - I am beginning to count small quantities accurately <ul style="list-style-type: none"> - I can show understanding of simple comparisons - more - I can give one more object when asked - I can identify the shape of everyday objects | <ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes - I can correct a simple pattern - I can show understanding of simple comparisons - less <ul style="list-style-type: none"> - I can take one object away when asked - I can use informal language such as 'stripy' 'pointy' when sorting objects - I know that the last number reached when counting objects is how many in total - I have fast recognition of three objects <ul style="list-style-type: none"> - I can compare quantities | <ul style="list-style-type: none"> - I can say one number name for each item in order to five <ul style="list-style-type: none"> - I can link numerals and amounts - I can show finger numbers up to five - I can describe a sequence of events in order <ul style="list-style-type: none"> - I can use mathematical language to describe shapes - I can identify numerals in the environment <ul style="list-style-type: none"> - I can represent numbers using marks |

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|--|--|--|--|--|--|---|
| General Themes | Nursery Rhymes | All About Me! | Opposites | People Who Help Us | Animals and their Babies | Under the Sea! |
| <p>Understanding the world RE / Festivals</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>Children will feel confident to ask questions and make choices. The results will be enthusiastic, interested and creative children.</p> | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> | | | | | |
| | <ul style="list-style-type: none"> • Navigating around their new classroom and outdoor areas. • Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. • Learn about and explore texts in Nursery rhymes Sheep and wool spiders and making webs • Explore eggs and how they break. • Learning about Autumn (Autumn walk) • The Bear Hunt –Make a circuit and map of the walk • Begin to learn how to use computer mouse. • Draw child’s attention to pieces of digital equipment in the classroom • To use the internet with adult supervision and be aware of Online Safety | <ul style="list-style-type: none"> • Can talk about what they have done with their families during Christmas’ in the past. • Listen to the children talk about their families, siblings extended family etc. • Learning about their body-skeleton and senses. • Keeping Healthy –Diet and exercise. • Looking at a globe to talk about where North pole is, Bethlem etc. Globe used in Santa’s workshop. • Create video recordings of the children’s performances • Learning about Winter-Hibernation etc | <ul style="list-style-type: none"> • Listening to stories and placing events in chronological order. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Rosie walk-Make Maps of the story and act out on circuit. • Learning about Night and Day-Nocturnal/Diurnal animals • Celebrating Chinese new year. | <ul style="list-style-type: none"> • Talking about occupations and how to identify strangers that can help them when they are in need. <ul style="list-style-type: none"> • Road Safety • Introduce children to different occupations and how they use transport to help them in their jobs. • Using appropriate technology in play situations e.g. walkie talkies in role play Police or Firefighters. <ul style="list-style-type: none"> • Visits from different professions. • Learning about Spring. | <ul style="list-style-type: none"> • Watching live eggs hatch • Learning about lifecycle of frogs/butterflies • Learn about animals which hatch from eggs. • Learn correct baby animal names. • Farm visit-Make a map of our visit. | <ul style="list-style-type: none"> • To click and drag icons on a computer /tablet to cause things to happen in a computer program • Learning about seaside holidays from the past. • Learning about sea creatures with shells. • Learning about different types of fish.-Cold water and Salt water creatures. • Seaside/sun safety. • Making Pirate maps |
| <p>I am Special Harvest Diwali</p> | <p>- Christmas Story Visiting the Church to see and add to decorating the Church. Christmas Story Nativity</p> | <p>- The Stories Jesus Heard - Stories from the Bible Jonah and the big fish, Daniel and the Lions den, Moses, Noah and the ark</p> | <p>- Easter - Easter Hat Parade. Epiphany Ash Wednesday / Shrove Tuesday St David’s Day</p> | <p>- Friendships - Story of Pentecost</p> | <p>Special People Visit to Church ceremonies.</p> | |

| Nursery Long Term Plan | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|--|--|---|
| General Themes | Nursery Rhymes | All About Me! | Opposites | People Who Help Us | Animals and their Babies | Under the Sea! |
| <p>Expressive Arts and Design</p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> | <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | |
| | <ul style="list-style-type: none"> - I can explore different materials freely, in order to develop my ideas about how to use them and what to make. - I can use various construction materials - I can manipulate play dough (roll, knead) | <ul style="list-style-type: none"> - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) - I can recognise and name colours. | <ul style="list-style-type: none"> - I can join different materials and explore different textures. - I can draw identifiable pictures - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control | <ul style="list-style-type: none"> - I can talk about what I am creating - I can begin to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’ | <ul style="list-style-type: none"> - I can draw a person with identifiable features - I can develop my own ideas and then decide which materials to use to express them. | <ul style="list-style-type: none"> - I have been exposed to a different range of artists - I can show interest and describe the texture of things |