

Nursery Long Term Plan

	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Topic	Who Am I?	Out of This World	What Happened?	Long, Long Ago	What's in my garden?	Loving Life
Possible themes to explore	All about me What makes me special? My family My house My body Autumn	Space Aliens- differences/patterns Christmas	Science investigations – floating sinking, magnets Seasons The weather	Castles Knights Dragons Princesses	Minibeasts Plants Growing	Staying Healthy Life cycles Food Exercise
Celebrations	Harvest Festival Halloween	Fireworks Diwali Hannukah Christmas	Chinese New Year Valentine's day	Mothers' day Easter	Eid Al-Fitr	Fathers' day
Texts covered	Billy & The Big New School - Laurence Anholt Monkey Puzzle - Julie Donaldson Funny Bones - Janet & Alan Ahlberg Room on The Broom - Julia Donaldson	Sparks in The Sky - Twinkl Original Alien Tea on Planet Zum Zee - Tony Mitton Whatever Next - Jill Murphy Aliens Love Underpants - Claire Freedman Laura's Star - Klaus Baumgart	Who Sank the Boat? - Pamela Allen Tree - Patricia Hegarty Percy & The Park Keeper: After the Storm - Nick Butterworth Rosie's Hat - Julia Donaldson The Sunny Day - Anna Milbourne Kipper's Snowy day - Mick Inkpen	Zog - Julia Donaldson The Princess & The Wizard - Julia Donaldson The Grog Prince - Susanna Davidson Ronnie & the Horse - Peter Shaw	Mad About Minibeasts – Giles Andrae The Hungry Caterpillar – Eric Carle The Tiny Seed – Eric Carle From the Garden – Todd Ouren	Oliver's Vegetables – Vivian French Every Night is Pizza Night – J Kenji Supertato – Sue Hendra Colour Monster – Anna Llenas Lost & Found – Oliver Jeffers
PSED	Select & use activities of their choice Become more outgoing with unfamiliar people, in the safe context of their setting. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries.	Increasingly follow rules, understanding why they are important. Show more confidence in new social situations	Play with one or more other children, extending and elaborating play ideas. Do not always need an adult to remind them of a rule.	Develop their sense of responsibility and membership of a community Develop appropriate ways of being assertive.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Express their feelings and consider the feelings of others.
Communication and Language	Pay attention to more than one thing at a time, which can be difficult. May have problems saying some sounds Understands use of objects (e.g. which one do we cut with?)	Enjoy listening to longer stories. Sing a large repertoire of songs. Start a conversation with an adult or a friend and continue it for many turns.	Use a wider range of vocabulary Understands that a question has 2 parts Use longer sentences Sing a repertoire of songs	Enjoy listening to longer stories and can remember much of what happens Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	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.

					Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Understand how to listen carefully and why listening is important.
Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start to eat independently and use a knife and fork. Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools	Large muscle movements to make marks Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use a comfortable grip with good control when using one handed tools Increasingly independent at meeting care needs Show a preference for a dominant hand.	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start taking part in some group activities which they make up for themselves, or in teams.	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg Match their developing physical skills to tasks and activities in the setting	Choose the right resources to carry out their own plan Are increasingly able to use and remember sequences and patterns of movements Make healthy choices about food, drink, activity and toothbrushing. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues
Maths	Talk about & explore 2D shapes Talk about & identify patterns Say 1 number for each item in order: 1, 2, 3, 4, 5 Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small' Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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 Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 patterns, sticks, leaf, stick, leaf Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 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'). 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. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understand position through words alone. Discuss routes and locations, using words like 'in front of' and 'behind'. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	Recite numbers past 5. <ul style="list-style-type: none"> 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 Solve real world mathematical problems with numbers up to 5.

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Literacy	Recognise name Print has meaning Talking about stories & books	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	Recognise words with the same initial sound Early writing & mark making for a purpose	Count or clap syllables in a word. Spot & suggest rhymes Engage in extended conversations about stories, learning new vocabulary.	Write some letters accurately. Write some or all their name	Use some of their print and letter knowledge in their early writing.
Phonics	Children will work on the appropriate phonic phase matched to their ability. We follow Chandlers Ridge Academy Phonics Teaching sequence.					
Understanding the World - Science	Humans -Use all their senses in hands on-exploration of natural materials. -Begin to make sense of their own life-story and family history. -Understand the key features of the life cycle of animals (humans).	Materials Sound Light and dark -Explore how things work. -Talk about the differences in materials and changes they notice.	Weather Seasons Forces -Explore how things work. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice.	Materials/changing materials Forces -Use all their senses in hands on-exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about the differences between materials and changes they notice.	Animals and their habitats Plants -Use all their senses in hands on-exploration of natural materials. -Begin to understand the need to respect and care for the natural environment and all living things. -Explore collections of materials with similar and/or different properties. -plant seeds and care for growing plants.	Life cycles -Understand the key features of the life cycle of plants and animals. -Begin to understand the need to respect and care for the natural environment and all living things. Food Changing materials -Talk about the differences between materials and changes they notice.(cooking)

UTW - Geography	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>(To know where they live)</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>(Different planets, places)</p>				<p>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
UTW – History/RE	<p>Begin to make sense of their own life-story and family's history.</p> <p>I understand and respect people from different cultures.</p>	<p>Continue to develop positive attitudes about the differences between people.</p> <p>I understand and respect people from different cultures.</p> <p>(Diwali, Hannukah, Christmas)</p>		<p>Continue to develop positive attitudes about the differences between people.</p> <p>I understand and respect people from different cultures.</p> <p>(Easter)</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>I understand and respect people from different cultures. (Eid Al-Fitr)</p>	<p>I understand and respect people from different cultures. Foods from around the world</p>
Expressive Arts and Design / Art	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Continues to explore colour and how colours can be changed</p> <p>Remember and sing entire songs.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Join different materials and explore different textures.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings</p>
Expressive Arts and Design / Pretend Play	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>		<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>		<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	

Expressive Arts and Design /Music	Listen with increased attention to sounds.	Respond to what they have heard, expressing their thoughts and feelings.	Remember and sing entire songs.	Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Sing the melodic shape. (moving melody, such as up and down, down, and up) of familiar songs.	Sing the pitch of a tone sung by another person ('pitch match').
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