

Nursery Long Term Plan

Year: Nursery 2019/2020

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme/topic	Marvellous Me	Marvellous Me Fudge day NURSERY CHRISTMAS CONCERT	All Creatures Great and Small Science Day	Fantasy/Fairy tales Book Week Maths Day Rhyme time challenge MANGO	Growing Around the world week Rhyme time challenge- performance	Changes Healthy living week Outdoor learning week Art week Small creatures- minibeasts Park trip – Teddy Bear’s Picnic in Beverly Park. END OF NURSERY CONCERT
PSED	Separating from main carer. Learning and Establishing routines • Can select and use activities and resources with help.	Key Groups Exploring the whole range of activities. PSHE scheme Making friends Christmas Concert • Keeps play going by responding to what others are saying or doing. • Shows confidence in asking adults for help. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Making relationships. Finding the things they need. Develop independence skills. • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Can usually adapt behaviour to different events, social situations and changes in routine.	Learning to cope with new situations. Beginning to understand behavioural expectations and consequences. • Initiates play, offering cues to peers to join them. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Aware of own feelings, and knows that some actions and words can hurt others’ feelings.	Learning to problem-solve. Self-care. Talking with our friends and trying to negotiate • Is more outgoing towards unfamiliar people and more confident in new social situations. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	Feeling confident about change, and new challenges.
LITERACY READING/Writing	Clap names. Phase One – Aspects 1 and 3 Range of mark making activities provided throughout year • Looks at books independently. • Handles books carefully. Holds books the correct way up and turns pages.	Clap names. Phase One – Aspect 1,2,3 • Listens to and joins in with stories and poems, one-to- one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Recognises rhythm in spoken words. Writing: • Sometimes gives meaning	Robot names – oral blending Phase One Rhyme Time Challenge PHASE 1- rhythm and rhyme Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos.	Clap other words. Phase One, initial sounds in name PHASE 1- Alliteration • Describes main story settings, events and principal characters. • Beginning to be aware of the way stories are structured. Writing: • Ascribes meanings to marks that they see in different places.	Segment words in instructions. PHASE 1- Aspect 6- Voice Sounds Aspect 7- Segmenting/blending sounds in words • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Phase 1&2 letters and sounds , initial sounds PHASE 1-2- Linking letters to sounds

		to marks as they draw and paint.	• Knows information can be relayed in the form of print.			
LITERACY Stories	My Mummy is marvellous My Dad is Fantastic Focus story - Goldilocks	Focus story – Owl Babies	Dear Zoo Giraffes can't dance	Three Billy Goats Gruff Bedtime for Monsters Daisy	Minibeast stories Titch	Topsy and Tim start School Topsy and Tim go on an aeroplane.
C & L	Listening skills Communicating basic needs Talking to each other Communicating needs • Understands use of objects (e.g. "What do we use to cut things?")	Talking about self, families and own interests Recalling special times/ festivals we celebrate Learning Christmas songs • Is able to follow directions (if not intently focused on own choice of activity). • Focusing attention – still listen or do, but can shift own attention. • Responds to simple instructions, e.g. to get or put away an object. • Uses vocabulary focused on objects and people that are of particular importance to them	Class stories Language associated with movement Guided writing – each week • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' • Uses a range of tenses (e.g. play, playing, will play, played).	Share favourite stories Using story language Oral story telling Retelling familiar stories Information texts about animals and nature • Listens to stories with increasing attention and recall. • Listens to others one to one or in small groups, when conversation interests them. • Beginning to understand 'why' and 'how' questions. • Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	Talking about the environment and the natural world. Information texts about colours in nature • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Information texts about animals and nature Talking about the environment and the natural world. Recount of the outing to Hobbledown visit
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number rhymes Baseline assessment • Uses some number names and number language spontaneously. • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.	Number rhymes Counting to 10 More 2D shape Order by Size • Uses some number names accurately in play. • Realises not only objects, but anything can be counted, including steps, claps or jumps. • Knows that numbers identify how many objects are in a set. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. • Uses shapes appropriately for tasks.	Counting to 10 Recognising numerals to 5 Sorting More / less Shape names • Shows an interest in numerals in the environment. • Compares two groups of objects, saying when they have the same number. • Shows curiosity about numbers by offering comments or asking questions. • Recites numbers in order to 10. • Uses positional language. • Shows awareness of similarities of shapes in the environment. • Shows interest in shapes in the environment.	Maths Week Counting to 10 Recognising numerals to 5 Comparing size Shape properties language • Sometimes matches numeral and quantity correctly. • Beginning to represent numbers using fingers, marks on paper or pictures.	Counting to / above 10 Beginning to recognise numerals to 10 Positional language • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in representing numbers.	Counting to / above 10 ordering numerals to 10 3D shapes Heavy / light

<p>UW</p>	<p>Getting to know my nursery. My Family How to use the areas in nursery ICT – Busy Things</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. 	<p>Diwali Fireworks Christmas Autumn changes Using torches ICT –maths city, paint</p> <ul style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. 	<p>Chinese New Year Science Week Investigating ice, ICT – Paint Wind and how it makes things move outside Investigating moving objects</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of life. Remembers and talks about significant events in their own experience. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<p>Mothers Day Names of animals Designing and making animals Categorising animals that go together</p> <p>ICT – Maths City Looking after the hens</p> <ul style="list-style-type: none"> Recognises and describes special times or events for family or friends. Talks about why things happen and how things work. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<p>Colours in the natural environment. - Growing sunflowers, tomatoes, beans, potatoes ICT – Paint, Busy Things</p> <ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<p>Hatch butterflies Time – how plants and animals change over time. Names of things found in gardens ,</p> <ul style="list-style-type: none"> Shows care and concern for living things and the environment. Knows that information can be retrieved from computers
<p>PD</p>	<p>Learning to move around inside and outside carefully and safely. Self-care – using the toilet, learning to wash hands thoroughly.</p> <ul style="list-style-type: none"> Mounts stairs, steps or climbing equipment using alternate feet. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can tell adults when hungry or tired or when they want to rest or play. 	<p>Gaining confidence in physical play outdoors Threading, using tweezers, range of mark-making equipment. Gross motor – circles and cross lateral</p> <ul style="list-style-type: none"> Can catch a large ball. Walks downstairs, two feet to each step while carrying a small object. Draws lines and circles using gross motor movements. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p>Using equipment to climb and balance. Kick and retrieve footballs, roll hoops. Putting on and doing up coats.</p> <ul style="list-style-type: none"> Can copy some letters, e.g. letters from their name. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 	<p>Using equipment in Infant playground to climb and balance. Obstacle course, tunnels. Putting on and doing up coats.</p> <ul style="list-style-type: none"> Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can stand momentarily on one foot when shown. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	<p>Throwing and catching. Rolling hoops. Riding tricycles carefully Threading, using tweezers, range of mark-making equipment.</p> <ul style="list-style-type: none"> Holds pencil near point between first two fingers and thumb and uses it with good control. 	<p>Healthy Living Week – healthy breakfast. Balancing, climbing, crawling outside. Threading, using tweezers, range of mark-making equipment.</p> <ul style="list-style-type: none"> Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands.
<p>EAD</p>	<p>Finding out how to use a range of media and materials Favourite songs Role play – home corner</p> <ul style="list-style-type: none"> Sings a few familiar songs. Uses various construction materials. Enjoys joining in with dancing and ring games. 	<p>Finding out how to use a range of media and materials Favourite songs Concert songs Role play – home corner + linked to class interest</p> <ul style="list-style-type: none"> Joins construction pieces together to build and balance. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 	<p>Collage/painting Nursery rhymes Role play - Designing and making relating to our stories and direction of the topic</p> <ul style="list-style-type: none"> Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Makes up rhythms. Beginning to move 	<p>Observational painting. Farm/animal songs</p> <p>Role play – home corner + linked to class interest Earth Song</p> <ul style="list-style-type: none"> Explores colour and how colours can be changed. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Engages in imaginative role- 	<p>Role play – home corner + linked to class interest Placing and arranging. Different painting techniques Colour mixing Combining effects</p> <ul style="list-style-type: none"> Sings to self and makes up simple songs. Uses movement to express feelings. Uses available resources to create props to support role- 	<p>Observational drawings of minibeasts Minibeast songs Role play – home corner + linked to class interest</p> <ul style="list-style-type: none"> Realises tools can be used for a purpose.

			<p>rhythmically.</p> <ul style="list-style-type: none">• Developing preferences for forms of expression.• Creates movement in response to music.• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	<p>play based on own first-hand experiences.</p> <ul style="list-style-type: none">• Beginning to be interested in and describe the texture of things• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	<p>play.</p> <ul style="list-style-type: none">• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.• Imitates movement in response to music.	
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