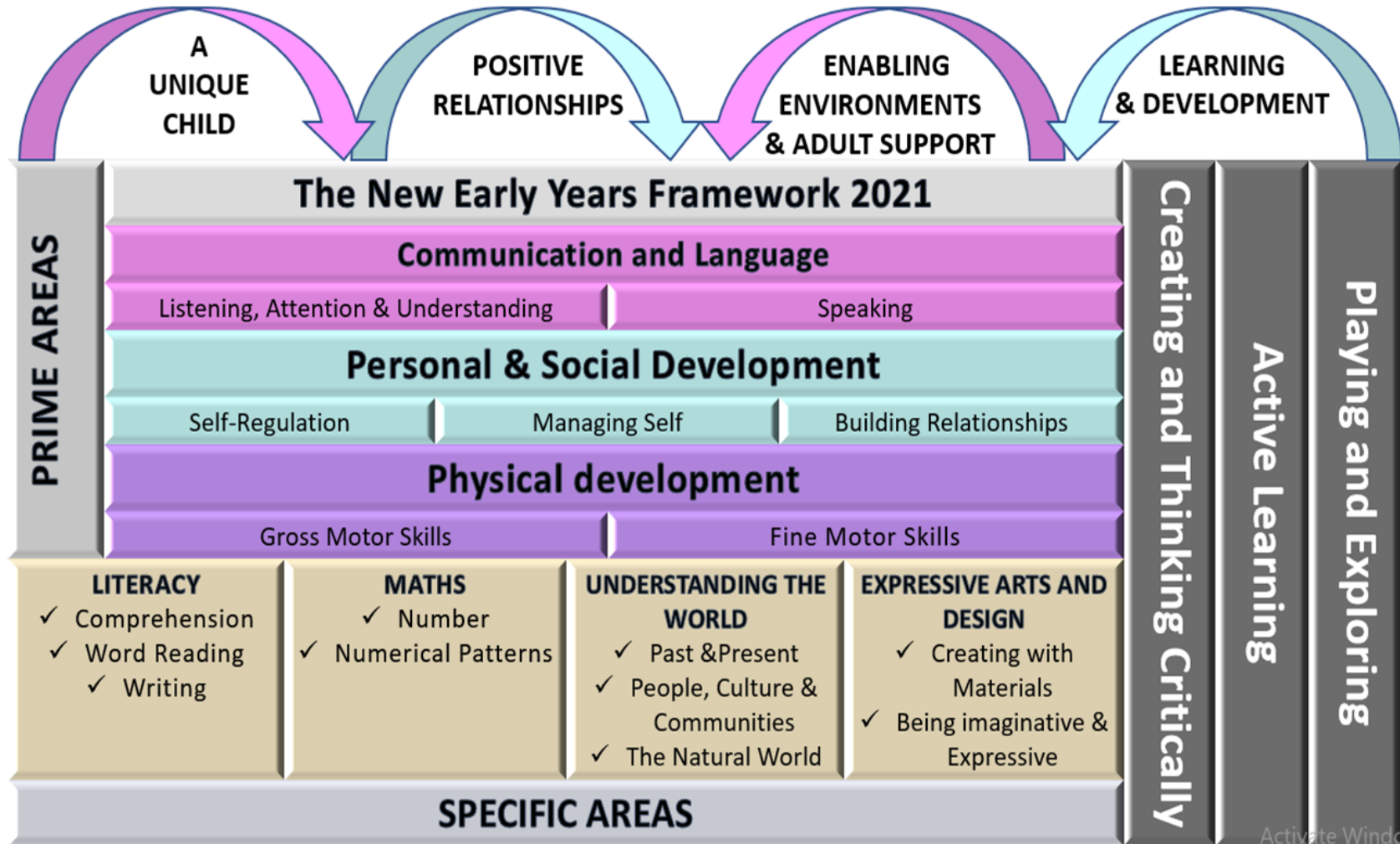
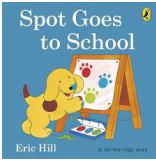
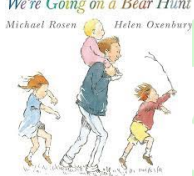
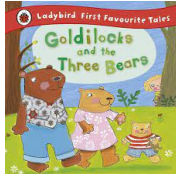

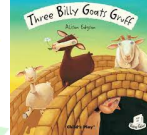
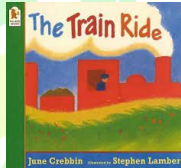
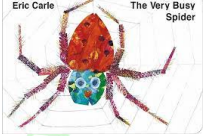
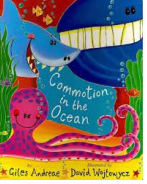


# Nursery Long-Term Plan



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# Nursery Long-Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>General Themes</i>	All About Me	Into the woods	Fairy Tales	Transport	Mini beast	Under the Sea
<i>Main Texts</i>	<p>Spot starts school</p>  <p>My Mum</p>  <p>I Love Me!</p> 	<p>It was a cold dark night</p>  <p>Going on a bear hunt</p>  <p>Goldilocks and the three bears</p> 	<p>Gingerbread man</p>  <p>3 Billy Goats Gruff</p>  <p>Jack and the Beanstalk</p> 	<p>The Train ride</p>  <p>The naughty bus</p> 	<p>The Very Hungry caterpillar</p>  <p>The very busy spider</p> 	<p>Commotion in the ocean</p>  <p>Shark in the park</p> 

## Nursery Long-Term Plan

<p><i>Possible Texts and 'Old Favourites'</i></p> <p><i>Read at 3 texts</i></p>	<p>I'm starting nursery George's first day at playgroup Nursery(big steps) Big bears new friend My Hair Ruby's Worry So Much</p>	<p>Brown bear, brown bear Light and lamp story (Diwali) Dear Zoo My Dad is a Grizzly Bear</p>	<p>Little Red riding Hood Little red hen Jaspers beanstalk Rosie's walk Perfectly Norman</p>	<p>Is this bus for us? Rosies Walk How to catch a star</p>	<p>Mad minibeast Minibeast bop There's a spider on the floor Why do we need bees</p>	<p>Under the moon and under the sea Shark in the dark Sharing a shell The Rainbow Fish</p>
<p><i>Celebrations</i></p>	<p>Harvest festival</p>	<p>Guy Fawkes Diwali Remembrance sunday Christmas</p>	<p>Chinese new year Pancake day Valentines day</p>	<p>Holi Mother's Day Ramadan Easter St patrick's day</p>	<p>Eid</p>	<p>Father's Day</p>
<p><i>'Wow' Moments and Enrichment</i></p> <p><i>100 Club Experiences</i></p>	<p>Invite communities into the school</p> <p>Celebrate religious events Make a friend</p>	<p>Parent visit/talks-Celebration s/religious events-Diwali Welly walks(wilderness area) Making Pizza bear faces Porridge tasting Learn flags from the British Isles- St Andrew's Day</p>	<p>Porridge tasting/making Gingerbread tasting/making Tomato plants or sunflower seeds</p>	<p>Police / Ambulance/paramedic visit</p>	<p>Welly walk Bee house Farm visit/mini beast man- possible Butterflies growing</p>	<p>Welly walk Picnic Sports day Graduation</p>
<p><i>Pillars</i></p>	<p><b>Head:</b> High expectations. Challenge, independence, resilience, learning from our mistakes, communication. <b>Heart:</b> Kind and considerate. Kindness, tolerance, respect, belonging, responsibility.</p>					

# Nursery Long-Term Plan

	<p><b>Hands:</b> Engaged in learning. Exploring, creating, experiencing, risk-taking, resourceful.  <b>Health:</b> Healthy and happy. Self-belief, healthy mind, healthy lifestyle, excellent behaviour, staying safe.</p>					
<i>Characteristics of Effective Learning</i>	<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  <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.  <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>					
<i>Assessment Opportunities</i>	Baseline Assessment and observations GMS and Fine Motor assessment BR Acting out familiar and news songs in the class and on the outside stage. CL Baseline analysis and focus group set up	Ongoing observation assessments Communication and Language assessment PF moderation Maths assessments End of Autumn Data Focus groups	Ongoing observation assessments Pupil progress meetings Phonics assessment Retell familiar stories. Focus groups	Ongoing observation assessments Phonics assessment Maths assessments End of Spring Data Name writing Focus groups	Ongoing observation assessments Phonics assessment Pupil progress meetings Name writing Focus groups	Ongoing observation assessments Maths assessments End of Year Data
<i>Parental Involvement</i>	Stay and play Google classroom home learning	Stay and Play Parent meetings Parents talks about festivals Diwali-UW Parents come in and hear Christmas songs	Stay and Play Parents Meetings Holi parents talk-UW	Stay and Play Parent adult talks of careers Easter talks-Festival UW	Stay and Play Eid parents talk to children- festival -UW	Stay and Play Sports day Graduation

## Communication and Language

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

# Nursery Long-Term Plan

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.

*Listening, Attention and Understanding*  
*Speaking*

All aspects of Communication and Language are developed throughout daily classroom practice, continuous provision and high quality interactions. Key vocabulary for each topic is planned and shared during daily group discussions and inputs, sharing circles, PSHE sessions, daily story time, story dramatisations, singing and phonics activities. Observations, next steps, and target setting support the development of individuals. Intervention groups such as Box clever, Neli, Little Talkers and Attention Hillingdon are used to support children who are not making expected progress.

*Communication and Language Objectives*

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- 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'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- 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.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

## *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 9 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.

<i>Jigsaw Scheme</i>	<b>Being Me in My World</b>	<b>Celebrating differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
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# Nursery Long-Term Plan

<i>Building Relationships</i>	Making friends My turn , your turn My name is	Walking with a partner Sharing toys/equipment	Walking with a partner Sharing toys/equipment	Healthy food sharing	Walking with a partner Sharing toys/equipment	What can they do now? How they have changed.
<i>Managing Self</i>	Going to the toilet Washing their hands Putting their coats on and off	Going to the toilet Washing their hands Putting their coats on and off. Plimsolls for PE on and off	Going to the toilet Washing their hands Putting their coats on and off. Plimsolls for PE on and off	Going to the toilet Washing their hands Talking their jumper/cardigans on/off Putting their coats on and off Plimsolls for PE on and off	Going to the toilet Washing their hands Talking their jumper/cardigans on/off Putting their coats on and off Plimsolls for PE on and off	Going to the toilet Washing their hands Talking their jumper/cardigans on/off Putting their coats on and off Plimsolls for PE on and off
<i>Self Regulation</i>	Separating from their adult- managing their feelings Talk to an adult	Separating from their adult- managing their feelings Feeling corner Talking to an adult	Feeling corner Talking to an adult Sharing resources- Recognising how others feel	Feeling corner Talking to an adult Recognising how others feel	Feeling corner Talking to an adult Recognising how others feel	Feeling corner Talking to an adult Recognising how others feel
<i>Personal, Social and Emotional Objectives</i>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>					
<i>Physical Development</i>						

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Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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><i>Gross Motor Skills</i></p>	<p>Daily walk Movement and balance on bikes, scooters, obstacle course and climbing frame Help individual children to develop good personal hygiene - hand washing and toileting.</p>	<p>Daily run Movement and balance on bikes, scooters, obstacle course and climbing frame. Help individual children to develop good personal hygiene - hand washing and toileting. Movement in a range of ways using large muscle movements, gym and yoga lessons to start Weekly yoga</p>	<p>Daily Run Dance - moving to music. Gymnastics - Balance. Weekly yoga Circle games</p>	<p>Daily Run Cooperation games i.e. parachute games. Climbing – outdoor equipment and obstacle courses. Weekly yoga</p>	<p>Daily Run Balance- children moving with confidence dance related activities, remember sequences of movements Weekly yoga Circle games Sports day activities</p>	<p>Daily Run Obstacle activities children moving over, under, through and around equipment. Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking. Weekly yoga Sports day activities</p>
<p><i>Fine Motor Skills</i></p>	<p>Zip/buttons on coats Large threading, playdough Draw lines and circles using gross motor movements. Begin to use mark making tools</p>	<p>Zip/buttons on coats Glue for leaf art Diwali decorating Fine lines for chalk firework pictures or making paper fireworks ,chalks /pastels, tissue paper Mark making Dough disco</p>	<p>Zip/buttons on coats Chinese New year dragon /firework pictures. Mothers day cards</p>	<p>Easter cards, glue, scissors, colours.</p>		<p>Fathers day cards</p>

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<p><b>Physical Development Objectives</b></p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • 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. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>					
<p><b>Literacy</b></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>						
<p><b>Themes</b></p>	<p>All about me</p>	<p>The great outdoors</p>	<p>Fairy Tales</p>	<p>Transport</p>	<p>Mini beast</p>	<p>Under the Sea</p>
<p><b>Word Reading</b></p>	<p>Environmental sound games. Recognising their names</p>	<p>Phase 1 phonics games Recognising their names and initial sound</p>	<p>Phase 1 phonics games Recognising their names and initial sounds of new words Recognising simple key word vocab Recognising print and pictures</p>	<p>Phase 1 phonics games Recognising role play words Trace name on laminates and try to write name independently</p>	<p>RWI Set 1 whole class one sound focus each week. Fred talk games</p>	<p>RWI Set 1 whole class one sound focus each week. Fred talk games Be able to write their own name</p>
<p><b>Comprehension</b></p>	<p>Spot start school I'm starting Nursery Join in with</p>	<p>Retell stories heard Use new vocab when answering who, what</p>	<p>Retell stories heard Use new vocab when answering who, what</p>	<p>Discuss books ,front cover, pictures,how to turn a page</p>	<p>Use new vocab when answering who, what , why questions or</p>	<p>Use new vocab when answering who, what , why questions or</p>

# Nursery Long-Term Plan

	repeated nursery rhymes, Ask who/what questions on stories heard	,why questions Discuss books ,front cover, pictures,how to turn a page.	, why questions Discuss books ,front cover, pictures,how to turn a page	Use new vocab when answering who, what , why questions	when retelling a story that has been read to them	when retelling a story that has been read to them
<i>Writing</i>	<i>Texts as a stimulus:</i> Giving meaning to marks made Being to develop tripod pencil grip	<i>Texts as a stimulus:</i> Giving meaning to marks made Being to develop tripod pencil grip Being to draw recognisable pictures	<i>Texts as a stimulus:</i> Write their name using their initial sound Trace their name on laminates.	<i>Texts as a stimulus:</i> Write their name using their initial sound Write house number on fire house. Mark making shopping lists	<i>Texts as a stimulus:</i> Write their name Write minibeast names Bug, spider,bee etc	<i>Texts as a stimulus:</i> Write their name Write a postcard
<i>Literacy Objectives</i>	<i>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 • 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 money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their names. • Write some letters accurately.</i>					
<b>Mathematics</b>						
<i>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.</i>						
<i>Number</i>	Number rhymes	Power Maths number lessons - 1-5	Power Maths number lessons - 1-5	Subitising to 3 Write their own	Recite numbers in numerical order for	Recognise and recite numerals to 10 and

# Nursery Long-Term Plan

		Recognise numbers 1-5 Show finger numbers to 5	Recognise and recite numbers 1-5 Show finger numbers to 5	symbols for numbers to 5	show on fingers to 5 and beyond	beyond
<i>Numerical Pattern</i>	Number rhymes	Number rhymes Recognising numbers 1-5 in order Count objects up to 5 saying one number for each item Match objects 1-3 More and less/fewer	Number rhymes Write their own symbols for numbers to 5 Count objects up to 5 Match objects up to 5 using numbered cards	Recite numbers up to 10 understanding cardinal principle Compare groups and recognise when amounts are the same Share items/objects to see who has more and who has less.	Write their own symbols for numbers to 5 or higher	Write numbers in numerical order to 10 One more than to 5
<i>Shape, Space and Measure</i>	Shape of face for self portraits Flat Round square/circle Height of children - use language of tall/short	2D shape recognition square/circle/triangle Big, small-objects Starting to understand positional words On, off, under, behind heavy/ light-objects Full/empty -sand/water	Look at different patterns, stripes, spotty, zigzag Full and empty (porridge) House building with bricks/shape 2D shapes-language  square/circle/triangle /rectangle Bigger/ longer, smaller objects to compare	Positional language understand and use -where is teddy(under, on, behind, in front)	Recognising simple ABAB patterns-Coloured stripes/paper Patterns on bees yellow/black	Recall a sequence of events using words such as first/next Using some mathematical language to talk about 2D and 3D shapes
<i>Mathematics</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					

# Nursery Long-Term Plan

<p><b>Objectives</b></p>	<p>item in order: 1,2,3,4,5. • Knowing 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. • 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'. • 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'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>					
<p><b>Understanding the World</b></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>						
<p><b>Themes</b></p>	<p>All about me</p>	<p>The great outdoors</p>	<p>Fairy tales</p>	<p>Transport</p>	<p>Mini beasts</p>	<p>Under the sea</p>
<p><b>Celebrations</b></p> <p>Each class creates a Learning Journey ScrapBook. This will include photos and work linked to events, celebrations, experiences.</p>	<p>Throughout the year children are encouraged to bring in photos of celebrations they take part in at home. Children to share and discuss with class. Add photos to Learning Journey ScrapBook.</p>					
	<p>Black History Month Harvest Festival</p>	<p>Diwali (Oct 24th) Christmas (Dec 25th) Guy Fawkes (Nov 5th)</p>	<p>Chinese New Year (1st Feb) Shrove Tuesday (Feb 21st)</p>	<p>Holi (Mar 8th) Mother's Day (Mar 19th) Ramadan (begins Mar 22nd) Passover (Apr 5-13th) Easter (Apr 9th)</p>	<p>Eid (Apr 21)</p>	<p>Father's Day (June 18th)</p>
<p><b>Past and Present</b></p>	<p>Baby photos- talk about themselves as a baby and compare to</p>	<p>Remembrance day Where is their</p>	<p>What book did we look at this morning</p>	<p>Talk to adults about their job roles.</p>	<p>Butterflies growing observing changes</p>	<p>Circle time about change-What can</p>

## Nursery Long-Term Plan







	<p>themselves now.</p> <p>What can they do now?</p> <p>Introducing Minibeast garden.</p> <p>Who do you think lives there?</p> <p>Show water wall, Music wall and feeling corner.</p>	<p>Nursery- in London.</p> <p>What was it like to start Nursery?</p> <p>Introduce welly walks in the wilderness area.</p> <p>What can they see, hear, smell, touch?</p>	<p>What did you see on the welly walk ?</p>			<p>they do now?</p>
<p><i>People, Culture and Communities</i></p>	<p>Chn talk about special times with their families</p> <p>Look at world map, where to they live and where do their families come from</p>	<p>Parent talks about celebrations within their religion</p> <p>Make rangoli pictures for Diwali</p> <p>Make fireworks for bonfire night</p> <p>Make christmas cards</p>		<p>Holiday news</p> <p>New experiences</p> <p>New places</p> <p>Professional adults to talk to chn about their job roles.</p> <p>Photos about Easter</p>	<p>Bee house</p> <p>Making a bug garden</p>	<p>Holiday news</p>
<p><i>The Natural World</i></p>	<p>Daily calendar</p>	<p>Collect leaves from wilderness areas to make hedgehog pictures.</p> <p>Compare the natural changes and material in their environment</p>	<p>Welly walks, look at the weather and go in puddles.</p>	<p>Growing sunflowers/tomatoes</p>	<p>Releasing butterflies back into the natural world.</p> <p>Photos of chn with insects in the garden</p>	<p>Canal walk . chn walk to the canal observing the environment and discuss water safety.</p>

# Nursery Long-Term Plan

<b>Understanding the World Objectives</b>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
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## Expressive Art and Design

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.

Themes	All about me	The great outdoors	Fairy tales	Transport	Mini beasts	Under the sea
<p>Children will create art based on a painting/artist stimulus</p> <p><a href="https://www.tate.org.uk/kids/explore/who-is">https://www.tate.org.uk/kids/explore/who-is</a></p>	<p>houses/homes</p> <p><b>W Kandinsky-pastel circles</b></p> 	<p>Winter</p> <p><b>Jackson Pollock</b></p> <p>Paint flinging</p> 	<p>Growing</p> <p><b>Georgia O'Keefe</b>-flower</p> <p>paint-colouring</p> 	<p>media/sculpture</p> <p>transport</p> <p><a href="https://www.tate.org.uk/kids/make/cut-paste/create-dots-like-kusama">https://www.tate.org.uk/kids/make/cut-paste/create-dots-like-kusama</a> - polka dot</p> <p><b>binoculars</b></p> 	<p><b>Henri Matisse</b> - The Snail</p> <p>-collage-coloured card/paper</p> 	<p>Water themed</p> <p><b>hokusai</b></p> <p>water-paint-pastels</p> 
<p>Creating with Materials</p>	<p>Drawing self portraits</p> <p>Completing butterfly and caterpillar pictures for the display</p>	<p>Leaves for hedgehogs</p> <p>Rangoli pictures</p> <p>Diya lamps, coloured tissue paper for light</p> <p>pastels/pens</p> <p>Firework pictures black</p>	<p>Cotton wall for billy goats gruff.</p> <p>Lolly sticks for bridge</p> <p>Brown tissue paper/card for 3 bears.</p> <p>pens/pencils</p>	<p>Making bus tickets</p> <p>Making train tickets</p> <p>Card</p> <p>Hole punch</p> <p>pens/pencils</p>	<p>Chn make various mini beasts out of card, pipe cleaners and googly eyes.</p> <p>Pasta</p> <p>Scissors</p>	<p>Multimedia textures for seaside/water pictures. ( sand, string, beads, glue)</p>

# Nursery Long-Term Plan

	paint	card and pastels/chalk	Yellow wool for Goldilocks hair		glue	
<i>Being Imaginative and Expressive</i>	Free choice drawing Small world Role play Self portraits of face 3 little pig houses, sticks, straw and brick/paper	Small world Role play Sing Nursery rhymes on stage Perform Christmas songs for parents	Build a house with construction. Role play Retell a familiar story	Role play Junk modelling vehicles (boxes/cartons)	Role play Making bug homes/hotel with mud/bark/sticks outside media	Role play Use water for car wash
<i>Expressive Art and Design Objectives</i>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>					

## Early Learning Goals

<i>Communication and Language</i>	<i>Personal, Social and Emotional Development</i>	<i>Physical Development</i>	<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Art and Design</i>
<p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about</p>	<p><b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what</p>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing,</p>	<p><b>ELG: Comprehension</b>  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.</p>	<p><b>ELG: Number</b>  Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5</p>	<p><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events</p>	<p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>

# Nursery Long-Term Plan

<p>what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p>hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>(including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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