

Nursery Long Term Plan 2023-2024



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Potential Themes/ Interests of children	Starting School/All about me Autumn / Halloween Family	Celebrations Harvest - Pumpkins Christmas Around the World	Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch	Growing up - babies, generations ,people who help us Health inc. oral health Spring Easter	Life Cycles - butterflies, beans, sunflower Outdoors Gardening	Summer Hot environments Rock pools Mermaids / Pirates Seaside
Possible Celebrations & special days	Starting School, Autumn (23 rd Sept), Black History Month (Oct), Halloween (31 st Oct),	Bonfire Night (5 th Nov), Remembrance Day (11 th Nov), Diwali (12 th Nov), Children in Need (17 th Nov), Advent, Christmas, Christmas Nativity	Winter (22 nd Dec), NSPCC Number day (2 nd Feb), Safer Internet Day (6 th Feb), Lunar New Year / Chinese New Year (10 th Feb), Valentine's Day (14 th Feb)	Pancake Day (13 th Feb), World Book Day (7 th March), Mother's Day (10 th March), Comic Relief (15 th March), Spring (20 th March), Easter (31 st March)	World Art Day (15 th April), Earth Day (22 nd April) World International Museum Day (18 th May), World Biscuit Day (29 th May),	Food Safety day (7 th June), Father's Day (16 th June), Summer (20 th June), Sports Day, Transition, Assessment
Suggested Texts – Fiction and Non-Fiction						
Cultural Capital (Possible trips, visitors, core experiences)	Autumn walk Fire service visit Trying pumpkin soup Dance in the rain Crunch through Autumn leaves Throw Autumn leaves in the air Dance at a Halloween Disco Paint with your hands	Church visit Make a chocolate apple for Bonfire night Make a christmas card Meet father christmas Dance in the rain Take part in a show Play party games like pass the parcel Make and wear a poppy with pride Watch a pantomime or show Write a letter to Father Christmas Fundraise for charity	Butterfly house Try foods from other cultures Bubble painting Toast a marshmallow on a real campfire Build a Snowman	Egg Ucation Visit Make pancakes Taste pancakes with different toppings Bake buns or a cake Go on an Easter egg hunt Perform in an Easter bonnet parade Watch a chick hatch and grow Stroke a chick	Egg Ucation Visit Hunt for minibeasts in the woodland Make mud pies Build a den Swing on a tyre swing Climb a tree Grow caterpillars into butterflies Grow tadpoles into frogs Plant and grow a seed Create something with clay Earth Day clean up	Seaside Visit Learn a poem Take part in a sports day race Watch a film with homemade Popcor Eat an ice cream on the beach Have a picnic
British Values	We understand that rules are important We help to make rules and follow them together Rule of Law	We make choices Rule of Liberty We vote for our favourite stories Democracy	We explore our own interest and say what is special to us We say how we feel and how others may feel Individual liberty	We ask questions Democracy We understand that our actions have consequences The rule of Law	We all have thoughts and everyone's thoughts matter Democracy We make decisions together Democracy	We celebrate each others similarities and difficulties We are proud of who we are We treat others how we would like to be treated Mutual respect and tolerance of different faiths and beliefs

Communication and Language	Improving focus and attention To be able to follow directions To engage in story times rhymes, songs and poems sometimes joining in repeated phrases and actions Beginning to listen effectively	Enjoy talking as I am learning in my play. Learn new words and develop speaking in sentences, which are becoming more complex and clearer. Understand and ask questions	Beginning to talk about feelings Confidently ask for help if needed.	To begin to understand how and why questions To follow a 2-part instruction To learn new vocabulary	To talk in front of a small group To talk familiar adults around them	To communicate their needs to an adult To have mostly clear speech and can be easily understood
Personal, Social and Emotional Development	To come into nursery happily To know the daily routines To have a go at most activities with encouragement/support Developing confidence in own abilities and select own resources. Beginning to value and respect what makes individuals unique. Enjoying the company of others.	To Manage most personal needs and belongings. Hanging coats up, using the toilet) Be kind, caring and helpful To be polite using please and thank you To develops positive relationships with adults within nursery - Beginning to show empathy and respect to others	Beginning to learn how to stay fit and healthy. Beginning to regulate behaviours. To begin to take turns with others, sometimes with support Beginning to manage times when I may get cross and reach impulsively towards others.	Beginning to be aware of feelings, and know who to go to if they need help with feelings. To tidy away toys and clear away things that they have been using To begin to take turns with others, sometimes with support	Beginning to follow rules and routines. To talk about things, they like and dislike To play with children who are playing with the same activity	Developing resilience and risk taking. Being proud of successes Developing skills to work and play cooperatively, whilst considering the different ideas and feelings of other
Physical	Beginning to show strength, balance and coordination. Decide on a preferred hand. Dig, scoop, and pour. Use a range of mark making equipment such as felt tips, chalks and whiteboard pens. To mark make using different shapes	Kick a large ball and develop throwing and catching skills. To know how to hold scissors correctly To make snips in paper using scissors To use tweezers to pick up/move large objects e.g. pompoms, pasta, large beads	Developing skills to move confidently and safely in a variety of ways, (crawling rolling, sliding, climbing, running) using a range of equipment. To stop safely To thread beads, large objects onto string / pipe cleaners To use large paint brushes – large movements up and down / circular	To follow a path To walk, run and stop To gallop (pre skipping) To mark make using different shapes	Beginning to think about how to look after my body. (through by what we eat, drinking water, exercise, sun safety and looking after our teeth.) Beginning to hold a pencil effectively and comfortably to support mark making, drawing and emergent writing.	To balance on one foot for a short time Beginning to recognise and describe changes to my body after exercise. To eat with a fork and spoon
Reading	Show a love for books and understand how a book works To independently look at a book Beginning to understand that print carries meaning. To engage in story carpet times Show an interest in letters, words and numbers around me	To understand how to hold a book the correct way To understand we turn pages in a book one at a time Show an interest in letters, words and numbers around me	To join in with repeated phrases and actions in a story Clap and count syllables in words. Accurately discriminate between letter and numbers	To begin to suggest how a story might end Recognise my name and know the initial sound	To enjoy an increasing range of books Recognise and say some individual sounds, hear initial sounds.	To have favourite stories Beginning to orally blend and segment.
Writing (See development of writing document to work alongside overview)	To orally say a sentence	To give meanings to marks they make To draw freely and give meanings to their pictures	To begin to attempt to write some familiar letter sounds	To begin to write initial sounds of familiar words such as m for mummy	To write their own name with a name card	To begin to use writing for a purpose e.g. writing a pretend shopping list
Maths	Explore colour and colour mixing Make comparisons between objects relating to size Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small'	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.	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	Introduction of the number 6 placing 6 counters/ objects onto a 10 frame Discuss and compare height & length using the vocabulary tall/long and short. Focus on The Three Little Pigs story and make links to mass and capacity.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understand position through words alone for example, "The bag is under the table," with no pointing. Compare quantities using language: 'more than', 'fewer than'.	Explore the composition of numbers to 10. Recite numbers past 5. What comes before and after. Know that the last number reached when counting a small set of objects tells you how many there are in total

		Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern	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'	('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Solve real-world mathematical problems with numbers up to 5
<p>Understanding the World</p> <p>History RE/PHSE</p>	<p>Show an interest in my past and talk about members of my family.</p> <p>Talk more confidently about my likes and dislikes.</p> <p>Talk about special times I share with my family.</p> <p>To know people celebrate their birthday</p> <p>Name and locate different parts of my home, nursery and the outside area. .</p> <p>Learning about technology and how it is used in the world.</p> <p>Use appropriate technology with someone who keeps me safe.</p> <p>Show a desire to learn about the world around me.</p> <p>Observe and make comments about the weather showing an awareness of different seasons(Autumn)</p>	<p>Enjoy and talk about the celebrations we share at school</p> <p>Begin to use a simple map to spot features in the outdoor area</p> <p>Follow simple directions.</p> <p>Beginning to understand there are similarities and differences in people and that we respect our uniqueness.</p> <p>To know on bonfire Night people celebrate with bonfires and fireworks</p> <p>To know remembrance Day is on the 11th November.</p> <p>To know Christmas takes place on the 25th December and is a Christian Festival</p> <p>To begin to know about the Christmas story and how it is celebrated*</p> <p>To understand light and dark</p>	<p>To understand the language of today, tomorrow and yesterday</p> <p>Recognise and talk about photos from the local community.</p> <p>Enjoy stories from different cultures and religions.</p> <p>Enjoy stories from different cultures and religions.</p> <p>To begin to talk about Chinese New Year</p> <p>To understand different modes of transport</p> <p>Observe and make comments about the weather showing an awareness of different seasons(Winter)</p> <p>To talk about and explore changing states, (freezing and melting)developing the vocabulary surrounding these</p>	<p>To know that some objects are old and some are new</p> <p>Showing an interest in different occupations and talk about someone with a helpful job. (Nurse, doctor fire fighter)</p> <p>To know Easter is a celebration</p> <p>Observe and make comments about the weather showing an awareness of different seasons (Spring)</p> <p>To understand the importance of washing hands, brushing teeth and eating healthy</p> <p>To know simple parts of the body</p>	<p>To order a sequence of 3 events</p> <p>Find out about the environment by visiting local places</p> <p>Beginning to know and talk about animals, plants, trees.</p> <p>Talks about objects, events and animals observed in their environment</p> <p>To know the names of different fruit and vegetables</p> <p>To know some parts of a plant (leaf, flower) and begin to know some things plants need to grow (sun, water)</p> <p>To know and understand the difference between plants and animals</p> <p>To know the lifecycle of a butterfly</p> <p>To plant seeds and take care of these with support</p>	<p>I can remember and talk about significant events from my own experience.</p> <p>To know about features of the immediate environment and a contrasting one (seaside)</p> <p>Observe and make comments about the weather showing an awareness of different seasons(summer)</p>
<p>Expressive Arts and Design</p> <p>Art DT Music/drama</p>	<p>To name colours, at least primary colours</p> <p>To begin to use and explore using art tools such as pencils, crayons, pencils, paint and brushes</p> <p>To paint using ready mixed paint</p> <p>To form prints with simple objects such as leaf / hand / cotton reels</p> <p>To explore different techniques for joining materials (glue sticks and Sellotape)</p> <p>To use different construction materials (duplo, large blocks, train and track)</p> <p>Join in songs and musical activities using instruments, both listening to and playing.</p> <p>Join in role-play and small world play</p>	<p>To use thick paintbrushes with control</p> <p>To be proud to share their creations</p> <p>To understand how to hold scissors correctly</p> <p>Beginning to explore rhythms and beat in my play.</p> <p>To sing in a group and tries to keep in time (Nativity)</p>	<p>To begin to experiment mixing colours</p> <p>To talk about what they are drawing</p> <p>To understand how to use scissors to make snips in the paper</p> <p>To respond to music within the nursery such as singing / dancing to the music</p>	<p>To create simple representations of people and objects</p> <p>To use some cooking techniques (spreading, cutting – sandwiches)</p> <p>To talk about how music makes them feel</p>	<p>Experiment with colour, finding out what happens when I mix primary colours.</p> <p>Know when I mix colours I will made a different one.</p> <p>To manipulate play dough in different ways including rolling, cutting and squashing</p> <p>To sing a selection of songs and nursery rhymes from memory</p>	<p>Draw shapes freely</p> <p>Drawings are beginning to take more form, drawing circles, faces and other things I see.</p> <p>Make models and explore malleable materials.</p> <p>To know the names of some musical instruments including drum, tambourine, maraca and triangle</p> <p>To create musical patterns using body percussion</p>