

NURSERY LONG-TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Themes</p> <p>The themes may be changed/ adapted at various points to allow for children's interests.</p>	<p>Starting School</p> <p>Friendship</p> <p>Ourselves</p> <p>Our Senses</p>	<p>Autumn Celebrations: Bonfire Night, Diwali & Autumn</p> <p>Colour</p> <p>Winter and Christmas</p>	<p>Down on the Farm!</p> <p>Pets</p> <p>The Chinese New Year</p>	<p>Growing & Healthy Eating</p> <p>Spring and Easter</p>	<p>Transport</p> <p>Space</p>	<p>Minibeasts</p> <p>Under the Sea</p>
<p>Key Knowledge</p>	<p>Know our three 'Golden Rules' are: Kind hands, kind words and kind friends.</p> <p>Know the main features of their body.</p>	<p>Know Bonfire Night is celebrated by looking at fireworks, lighting bonfires and eating special food.</p> <p>Know in Autumn the weather</p>	<p>Know the names of several animals which live on a farm and the sounds they make.</p> <p>Know where some farm animals live e.g.</p>	<p>Know fruit and vegetables are healthy for us.</p> <p>Know the names and characteristics of six fruits.</p>	<p>Know the name of several modes of transport.</p> <p>Know which transport is on the land, in the air and on the water.</p>	<p>Know the name of several minibeasts.</p> <p>Know that a caterpillar hatches from an egg, grows into a caterpillar, and turns into a butterfly.</p>

	<p>Know we use eyes for looking, ears for hearing, a nose for smelling, a tongue for tasting and hands for touching.</p>	<p>becomes colder and the leaves on many trees change colour and fall to the ground.</p> <p>Know Diwali is a celebration where families cook special food, wear new clothes, light candles, and give cards and presents.</p> <p>Know ice changes to water.</p> <p>Know Christmas is celebrated due to the birth of a baby called Jesus. Father Christmas,</p>	<p>a pig lives in a sty.</p> <p>Know the names of several animals which are pets and what they need to thrive.</p> <p>Know the Chinese New Year is a celebration where families decorate their homes, cook special food, give each other gifts, and wear special clothes.</p>	<p>Know the names and characteristics of six vegetables.</p> <p>Know plants need light and water to grow.</p> <p>Know in Spring, flowers and leaves grow, animals are born, and the weather becomes warmer.</p> <p>Know how families celebrate Easter and why it is important to Christians.</p>	<p>Know a boat floats on the water.</p> <p>Know you need a rocket to get to space.</p> <p>Know in space there are stars, the moon and sun.</p>	<p>Know which minibeasts live in the soil, hide under rocks/wood, and fly in the air.</p> <p>Know which creatures live in the sea and can name several.</p>
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		decorating trees, eating special food, and giving presents and cards, are part of the celebration.				
Vocabulary	<p>Kind, hands, words, friends</p> <p>Head, eyes, ears, mouth, nose, hair, hands, arms, legs, feet</p> <p>Look, listen, smell, feel, taste</p> <p>Wolf, Red Riding Hood, Grandma cottage</p> <p>Bear, grass, river, mud, forest, snow, cave</p>	<p>Fireworks, tree, leaves falling, pumpkin, Diwali, Autumn</p> <p>Red, yellow, green, orange, brown</p> <p>Christmas, presents, Jesus, Santa, Winter, ice, snow</p>	<p>Cow, pig, sheep, horse, chicken, goat, donkey</p> <p>Dog, cat, rabbit, fish, mouse, guineapig, hamster, lizard, and budgerigar</p> <p>Chinese-New Year, noodles, chopsticks</p>	<p>Apple, pear, banana, grapes, satsumas, strawberries</p> <p>Carrot, peas, cauliflower, turnip, potatoes, broccoli</p> <p>Grow, sun, rain</p> <p>Spring, blossom, daffodils, nest, chick, hatch, Easter, eggs, hot-cross buns</p>	<p>Car, bus, bicycle, train, aeroplane, boat</p> <p>Road, sky, sea, space, rocket, moon, sun, stars</p>	<p>Spider, ladybird, caterpillar, butterfly, bee, worm, snail</p> <p>Minibeasts, soil, flower, plant, cocoon</p> <p>Fish, whale, crab, octopus, jellyfish, shark and starfish</p>

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Key Texts	Going to Nursery.	Goldilocks and the Three Bears.	Oh Dear!	The Enormous Turnip.	Down at the Station.	The Very Hungry Caterpillar.
Nursery	Fran's Friend. Will you be my friend? What do I look like? Little Red Riding Hood. We're going on a Bear Hunt	Wow said the Owl. Squirrel's Autumn Search. Dear Santa. Say Hello to the Snowy Animals. The Nativity Story.	The Three Little Pigs. The Little Red Hen. Say Goodnight to the Sleepy Animals. Hairy Maclary from Donaldson's Dairy. Dear Zoo.	Jasper's Beanstalk. Jack and the Beanstalk. Eat up Gemma. Hooray for Hoppy Ed's Egg.	The Train Ride. Noah's Ark. Duck in the Truck. Whatever Next! What Friends Do Best.	Walter's wonderful web. Clumsy Crab. Barry the Fish with Fingers and the Hairy Scary Monster.
Communication & Language	Stage 4 2-3 years Listen to simple stories and understand what is happening, with the help of the pictures. Recognise and respond to environmental sounds. Understand simple words in context – 'cup,' 'milk.' Understand simple instructions e.g. 'stop.' Understand and act on longer sentences like 'make teddy jump' or 'find your coat.'					

Show interest in songs and rhymes and begin to join in.

Start to develop conversation, often jumping from topic to topic.

Begin to ask simple questions.

Begin to talk about people and things that are not present.

Use the speech sounds p, b, m, w.

Pronounce: - l/r/w/y - s/sh/ch/dz/j- f/th - multi-syllabic words such as 'banana' and 'computer.'

Stage 5 3-4 years

Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”

Join in with repeated refrains.

Understand use of objects.

Understand simple concepts (e.g. big/small).

Understand ‘who’ / ‘what’ / ‘where’ in simple questions and concepts.

Ask a variety of questions (‘who’/‘what’/‘where’).

Use word endings.

Hold a conversation, jumping from topic to topic.

Listen to others one-to-one or in small groups.

Anticipate key events and phrases in rhymes and stories.

Understand and respond appropriately to prepositions.

Understand and respond to ‘how’ and ‘why’ questions.

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Use their pronunciation (but may have problems saying: - some sounds: r, j, th, ch, and sh- multisyllabic words such as ‘hippopotamus’).

Use a longer sentence 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
& Emotional
Development**

Stage 4 2-3 years

Build relationships with special people but may show anxiety in the presence of strangers.

Able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.

Show empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like.



Beginning to be able to cooperate in favourable situations, such as with familiar people and environments.

Show a sense of autonomy through asserting their ideas and preferences and making choices and decisions.

Play with a well-known/key adult.

Begin to join in others' play and seek out others to share experiences.

Has an awareness of their own name.

Gradually learning that actions have consequences but not always the consequences the child hopes for.

Select and use resources.

Develop friendships with other children.

Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

Recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.

Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.

Learn to use the toilet with help, and then independently.

Stage 5 3-4 years

Take turns and share resources.

Increasingly follow rules, understanding why they are important.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Understand gradually how others might be feeling.

Demonstrate friendly behaviour and form good relationship with others.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Initiate play and keep it going by responding to others.

Grow in confidence when facing new situations or unfamiliar adults.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Remember rules without needing an adult to remind them.

Tolerate delay and understand wishes can't always be met.

Understand that some actions and words can hurt others.

Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing, and drying their hands thoroughly.

Make healthy choices about food, drink, activity, and tooth brushing.

RHSE/SCARF

Me and My Relationships > All about me

Marvellous me!

I'm special

Me and My Relationships > My Special People

Health and Wellbeing > Growing and Changing

Growing and changing in nature

When I was a baby

Girls, boys, and families

Rights & Responsibilities > Caring for my Environment

Looking after my environment

Rights & Responsibilities > Looking after Myself and my Friends

Looking after myself



	<p><u>People who are special to me</u></p> <p>Valuing Difference > Same and Different</p> <p><u>Me and my friends</u></p> <p>Valuing Difference > Different Families and Homes</p> <p><u>Friends and family</u></p> <p>Valuing Difference > Kindness and Caring</p> <p><u>Including everyone</u></p>	<p>Being my Best > Exercise and Sleep</p> <p><u>What does my body need?</u></p> <p>Keeping Myself Safe > Keeping my Body Safe</p> <p><u>Safety Indoors and Outdoors</u></p> <p><u>What's safe to go into my body</u></p>	<p><u>Looking after others</u></p> <p>Being my Best > Bouncing Back (growth mindset)</p> <p><u>I can keep trying</u></p> <p><u>I can do it!</u></p>
<p>Physical Development</p>	<p>Stage 4 2-3 years</p> <p>Sit up from lying down, stand up from sitting and squats with steadiness to rest or play with object on the ground, and rise to feet without using hands.</p> <p>Sit comfortably on a chair with both feet on the ground.</p> <p>Run safely on whole foot.</p> <p>Move in response to music, or rhythms played on instruments such as drums or shakers.</p> <p>Use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars, and sitting astride.</p> <p>Beginning to show preference for dominant hand and/or leg/foot.</p> <p>Turn pages in a book, sometimes several at once.</p> <p>Show increasing control in holding, using, and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p>		



Hold mark-making tools with thumb and all fingers.

Confidently climb on climbing equipment.

Kick a large ball.

Hold a cup with two hands and drink well without spilling.

Develop some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning, but still often needs adult support.

Develop increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.

Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.

Begin to recognise danger and seeks the support and comfort of significant adults.

Increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.

Stage 5 3-4 years

Catch a large ball.

Use large-muscle movements to wave flags and streamers, paint and make marks.
Draw lines and circles using gross motor movements.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Show a dominant hand.

Wash and dry hands.

Attend to toileting needs.

Start taking part in some group activities which they make up for themselves, or in teams.
Use one handed tool (e.g. scissors).

Begin to hold in tripod grip.

Copy some letters from their name.

Move skilfully, negotiating space.

Dress with help.

Express how physically feeling (e.g. tired, hot).

Understand how to use equipment safely.

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.

Name and identify different parts of the body.

Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely.

Wash and dry hands effectively and understands why this is important.

Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important.

Gain more bowel and bladder control and can attend to toileting needs most of the time themselves.

Dress 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.

Mathematics**Stage 4 2-3 years**

Beginning to compare and recognise changes in numbers of things, using words like *more*, *lots* or *'same'*.

Begin to say numbers in order, some of which are in the right order (ordinality).

In everyday situations, takes or gives two or three objects from a group.

Noticing numerals (number symbols).

Beginning to count on their fingers.

Move their bodies and toys around objects and explores fitting into spaces.

Begin to remember their way around familiar environments.

Respond to some spatial and positional language.

Explore how things look from different viewpoints including things that are near or far away.

Choose puzzle pieces and tries to fit them in.

Recognise that two objects have the same shape.

Make simple constructions.

Join in, anticipate repeated sound, and action patterns.

Interested in what happens next using the pattern of everyday routines.

Explore differences in size, length, weight, and capacity.

Beginning to understand some talk about immediate past and future.

Beginning to anticipate times of the day such as mealtimes or home time.

	<p>Stage 5 3-4 years</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>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'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight, and capacity.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<p>Literacy</p>	<p>Stage 4 2-3 years</p> <p>Repeat and uses actions, words, or phrases from familiar stories.</p> <p>Fill in the missing word or phrase in a known rhyme, story, or game, e.g. <i>Humpty Dumpty sat on a...</i></p>



Begin to recognise familiar logos from children's popular culture, commercial print, or icons for apps.

Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes, and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.

Acknowledge environmental and instrumental sounds and show interest in exploring and using them.

Distinguish between the different marks they make.

Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

Stage 5 3-4 years

Look at books independently.

Handle books carefully.

Join in with repeated refrains.

Give meaning to marks as they draw and paint: 'That says mummy' or 'that's my name'.

Join in with rhyme and alliteration games and begin to identify rhyme and alliteration.

Recognise familiar words and signs such as own name.

Aware of story structure.

Predict how a story may end.

Describe main story settings, events, and principal characters.

Show phonological awareness: - spot and suggest rhymes- count or clap syllables in a word and recognise words with the same initial sound, such as money and mother.

Orally blend and segment words.

Write some or all their name.

Write some letters accurately.

<p>Understanding the World</p>	<p>Begin to make sense of their own life-story and family's history (Topic: Ourselves).</p> <p>Remember and talks about significant events in their own experience. (Topic: Friendship & Ourselves).</p> <p>Use all their senses in hands-on exploration of natural materials and talk about what they see, using a wide vocabulary (Topic: Our Senses). Continue developing positive attitudes about the differences between people. (Topic: Ourselves)</p> <p>Recognise and describes special times or events for family or Friends (Topic: Autumn Celebrations and Christmas).</p> <p>Talk about the differences between materials and changes they notice – water changing to ice. (Topic: Winter)</p>	<p>Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants (Topics: Growing, Farm Animals & Pets).</p> <p>Begin to understand the need to respect and care for the natural environment and all living things (Topics: Growing, Farm Animals & Pets).</p> <p>Show an understanding of growth, decay, and changes over time (Topics: Growing, Seasons).</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (link with the Chinese New Year and where food is grown).</p>	<p>Show interest in different occupations and ways of life (Topic: Transport).</p> <p>Talks about why things happen and how things work (Topics: Transport, Space).</p> <p>Talk about what they see, using a wide vocabulary (Topic: Minibeasts). Talk about the differences between materials and changes they notice (Topic: Transport – floating and sinking).</p>
<p>Celebrations / RE</p>	<p>Bonfire Night</p> <p>Diwali</p> <p>Christianity - Christmas</p>	<p>Chinese New Year</p> <p>Pancake Day</p> <p>Mother's Day</p> <p>Christianity - Easter</p>	<p>Father's Day</p> <p>Christianity – Noah's Ark</p>

<p>Cultural Capital</p>	<p>Provide musical input for an outside provider on a fortnightly basis to support the development of Communication and Language: Jo Jingles.</p> <p>Provide ‘Muddy Footprint’ activities, to promote Physical and Personal, Social and Emotional development.</p> <p>Provide regular cooking experiences.</p> <p>Offer regular opportunities for the children’s Parents and Carers to engage in activities in School with their child.</p> <p>Organise a visit from an outsider provider, bringing animals into the Foundation Stage environment.</p> <p>Plant and grow flowers and vegetables with the children.</p> <p>Organise a visit from a Fire Engine and Firefighters.</p> <p>Provide opportunities for the children to have a first-hand experience of a car and coach.</p> <p>Purchase caterpillars to show the change from a caterpillar to butterfly.</p> <p>Organise a Foundation Stage Seaside Day.</p>
<p>Expressive Arts & Design</p>	<p>Stage 4 2-3 years</p> <p>Join in singing songs.</p> <p>Create sounds by rubbing, shaking, tapping, striking, or blowing.</p> <p>Show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow.</i></p> <p>Enjoy and respond to playing with colour in a variety of ways, for example combining colours.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Begin to make believe by pretending using sounds, movements, words, and objects.</p>



Begin to move rhythmically or in response to music.
Engage in role-play based on own first-hand experiences.
Make simple models which express their ideas.

Stage 5 3-4 years

Explore different textures.
Construct, creating space and enclosures.
Begin to develop complex stories using small world equipment like animal sets, dolls, and dolls houses, etc.
Explore different materials freely, to develop their ideas about how to use them and what to make.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Remember and sing entire songs.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
Explore colour and colour mixing.
Sing the pitch of a tone sung by another person ('pitch match').
Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.
Play instruments with increasing control to express their feelings and ideas.