





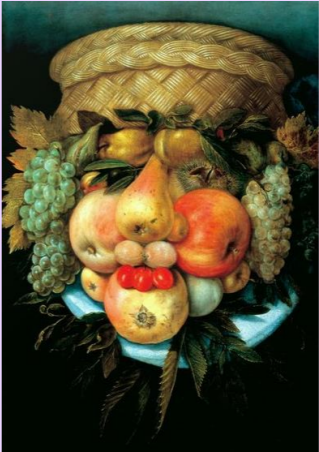
## Long term plan - Nursery 21/22

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Topic	This Is My Life	Let's Celebrate	Once Upon a Time	Life On The Farm	People Who Help Us	Round and Round The Garden
DM areas: CL PSED PD L M UTW EAD	<p>CL: Start a conversation with an adult or a friend and continue it for many turns.</p> <p>CL: Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>PSED: Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>PSED: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>PD: 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.</p> <p>PD: Show a preference for a dominant hand.</p> <p>PD: Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>L: 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</p> <p>M: Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern</p> <p>M: Show 'finger numbers' up to 5.</p> <p>M: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>UTW: Begin to make sense of their own life-story and family's history.</p> <p>UTW: Continue developing positive attitudes about the differences between people..</p>	<p>CL: 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.</p> <p>CL: Use a wider range of vocabulary.</p> <p>PSED: Develop their sense of responsibility and membership of a community</p> <p>PSED: Show more confidence in new social situations</p> <p>PSED: Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly..</p> <p>PD: Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>PD: Use a comfortable grip with good control when holding pens and pencils</p> <p>PD: Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>L: 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</p> <p>L: Write some or all of their name.</p> <p>M: Recite numbers past 5</p>	<p>CL: Enjoy listening to longer stories and can remember much of what happens.</p> <p>CL: Sing a large repertoire of songs</p> <p>CL: Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>PSED: Increasingly follow rules, understanding why they are important</p> <p>PSED: Play with one or more other children, extending and elaborating play ideas</p> <p>PSED: Talk with others to solve conflicts.'</p> <p>PD: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>PD: Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>L: 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</p> <p>L: 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</p> <p>L: Engage in extended conversations about stories, learning new vocabulary</p> <p>M: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>M: 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>CL: Pay attention to more than one thing at a time, which can be difficult.</p> <p>CL: Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>PSED: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>PD: Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>PD: Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>L: 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</p> <p>L: Write some letters accurately</p> <p>M: Say one number for each item in order: 1,2,3,4,5</p> <p>M: Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>UTW: Understand the key features of the life cycle of a plant and an animal.</p> <p>UTW: Begin to understand the need to respect and care for the natural</p>	<p>CL: Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>CL: Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>PSED: Make healthy choices about food, drink, activity and toothbrushing.</p> <p>PSED: Remember rules without needing an adult to remind them.</p> <p>PSED: Understand gradually how others might be feeling.</p> <p>PD: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>L: 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</p> <p>L: 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</p> <p>M: Select shapes appropriately: flat surfaces for building, a</p>	<p>CL: Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>CL: Use longer sentences of four to six words.</p> <p>PSED: 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.</p> <p>PSED: Develop appropriate ways of being assertive</p> <p>PD: Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>PD: 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</p> <p>L: 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</p> <p>M: Make comparisons between objects relating to size, length, weight and capacity</p> <p>M: Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>

	<p>UTW: Explore how things work..  EAD: Explore colour and colour-mixing  EAD: Create their own songs or improvise a song around one they know.  EAD: Play instruments with increasing control to express their feelings and ideas..  EAD: Draw with increasing complexity and detail, such as representing a face with a circle and including details.  EAD: Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>M: Experiment with their own symbols and marks as well as numerals.  M: Compare quantities using language: 'more than', 'fewer than'.  UTW: Use all their senses in hands-on exploration of natural materials.  UTW: Explore collections of materials with similar and/or different properties.  UTW: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  EAD: Take part in simple pretend play, using an object to represent something else even though they are not similar  EAD: Listen with increased attention to sounds.  EAD: Respond to what they have heard, expressing their thoughts and feelings</p>	<p>M: Solve real world mathematical problems with numbers up to 5  UTW: Talk about the differences between materials and changes they notice  UTW: Explore and talk about different forces they can feel.  EAD: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  EAD: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  EAD: Remember and sing entire songs</p>	<p>environment and all living things  EAD: Explore different materials freely, to develop their ideas about how to use them and what to make  EAD: Develop their own ideas and then decide which materials to use to express them</p>	<p>triangular prism for a roof etc. M: Combine shapes to make new ones – an arch, a bigger triangle etc.  M: Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. M: Use informal language like 'pointy', 'spotty', 'blobs' etc..  M: 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'  UTW: Show interest in different occupations  UTW: Talk about what they see, using a wide vocabulary  EAD: Create closed shapes with continuous lines, and begin to use these shapes to represent objects  EAD: Use drawing to represent ideas like movement or loud noises</p>	<p>M: Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'  UTW: Plant seeds and care for growing plants.  UTW: Understand the key features of the life cycle of a plant and an animal.  UTW: Begin to understand the need to respect and care for the natural environment and all living things  EAD: Join different materials and explore different textures.  EAD: Sing the pitch of a tone sung by another person ('pitch match').  EAD: Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>
<p>Overview &amp; Progression Questions</p>	<p>About me  Body parts  My family &amp; friends  Feelings  My family  When I grow up..</p> <p>Who am I?  What makes me special?  Where am I? (Home and school)  What are my body parts called?  Who lives in my house?  What makes me happy?  What makes me sad?  How do I feel?  How do I stay healthy?  What do I like to eat?  Do you know where you live?  When I grow up I want to be.</p>	<p>Birthdays  Autumn  Christmas  Different cultures  Seasons  Behaviour</p> <p>What do people celebrate at this time of year? (Diwali, Christmas, Remembrance, Bonfire)  Celebrations. (Weddings, Christenings, Birthdays, and other celebrations celebrated by children in the class/ year group)  What happens in Autumn?  What other seasons do we have?</p>	<p>Traditional tales  Stranger danger awareness  Our homes  Working together</p> <p>Did Goldilocks make the right choice?  Were the three little pigs kind?  What should Little Red have done? Why wasn't she safe?  Who are safe friends/people?  How do we keep school safe?  How do we stay at home? When playing? On the internet?  How are these stories similar?  How do they start? End?  Can we re-order the story?</p>	<p>Mothers and their babies  Life on the farm  New life  Life cycles  The role of a farmer</p> <p>What is a farm?  What might we find on a farm?  What is a baby cow called?  What do farm animals need to stay alive?  How do we care for animals?  Can you group the baby animals to their mother?  Where do eggs come from?</p>	<p>People who help us  Different jobs  Helping others  Protecting the environment</p> <p>Who can we ask for help?  Who do we ring?  How do we ring?  Who helps if there is a fire?  How do we help someone who is poorly?  What number do we dial for help?  People who help us in our community. (Nurses, doctors, police, firefighters, dentist,</p>	<p>Minibeasts  Fruit and vegetables  Cooking recipes  Healthy vs unhealthy foods  Growing plants</p> <p>What creepy crawlies can we find in our garden?  How can we care for our minibeasts?  What could we grow in our garden?  What would we need to help something grow?  Where does food come from?  Why are plants important to the life cycles?</p>

	Do you know how to make the iPad work? On/Off Can you take a picture/selfie using the iPad? Can you make sounds using your body? What can you hear? What did you do at the weekend? Can you move under, over, through the obstacle course? Can you slither like a snake?	Is this a good behaviour? What rules do we follow at Nursery? Using purple mash – can you create a picture on the smartboard? Can you copy the beat? How could you move to the music? Can you tell me about your picture? What did you have for your birthday?	Can we think of an alternative ending? Can you press the sound/light up buttons on the books? What is your favourite nursery rhyme? Can you sing a rhyme? Is it hard or soft?/Textures? What colour have you made? What did you eat for breakfast? Who lives in your house? What happens first/next?	Which animals produce milk for us to drink? Who cares for poorly animals? What happens at Easter? Where do you go shopping? How do we use that safely? Can you play fast and slow? Is it a loud or quiet sound? What has happened? How did that happen?	crossing wardens- addressing stereotypes of gender roles) Who can help us stay healthy and safe? How can we keep ourselves healthy and safe? Can you swipe through the pictures of professionals on an iPad? What do you want to make? What could you use? Tell me about your creation? What else could you use? How did you get to school today? Is your body feeling hot or cold?	What do we eat? What is the same/different? What is a recipe/instruction and why do we need to follow them? What is a healthy food/Unhealthy food? Which foods grow underground /on the ground? What's the weather like today? How do you travel on holiday? How could you join them together? What can you see/smell/hear? What do you think will happen?
<b>Core text</b>	Elmer	Can't you sleep little bear?	Lionel and the lions share	Chicken Clicking	The Tiger who came for tea	Somebody swallowed Stanley
Weekly texts	Elmer Our Class is a Family Colour Monster Incredible You	Best Diwali Ever Kipper's Birthday Leaf Man Stickman Elf on the Shelf The Christmas Story	Jack and the Beanstalk The Gingerbread Man Goldilocks and the three bears Three Billy Goats Gruff Three little pigs Little red riding hood	What the ladybird heard Little Baa Squash and a squeeze Chicken Licken	Topsy and Tim collection: Meet the Fire fighters Meet the police Go to the dentist Visit the Hospital Going to the Optician	Eddie's garden and how to make things grow Oliver's vegetables A seed in need The Tiny Seed I Really Wonder What Plant I'm Growing
Nursery Rhymes <b>Core Rhymes</b>	Twinkle Twinkle Baa Baa Black Sheep Wind the bobbing up Two little dicky birds Hickory Dickory Dock Heads, shoulders, Knees and Toes Days of the week Finger Family Song Hand Washing Song One, Two, Three, Four, Five Tommy Thumb	Twinkle Twinkle Baa Baa Black Sheep Wind the bobbing up Two little dicky birds Hickory Dickory Dock 5 Currant Buns 5 Little Monkeys Jingle Bells Rudolph the Red Nose Reindeer We wish you a Merry Christmas	Twinkle Twinkle Baa Baa Black Sheep Wind the bobbing up Two little dicky birds Hickory Dickory Dock If you go down to the woods today Itsy Bitsy Spider Teddy Bear, Teddy Bear Three Blind Mice When Goldilocks went to the house of bears	Twinkle Twinkle Baa Baa Black Sheep Wind the bobbing up Two little dicky birds Hickory Dickory Dock Jack and Jill Old MacDonald had a farm Chick Chick Chicken Row your Boat Hot Cross Buns Mary had a Little Lamb	Twinkle Twinkle Baa Baa Black Sheep Wind the bobbing up Two little dicky birds Hickory Dickory Dock If You're Happy and you know it Humpty Dumpty The wheels on the bus Miss Polly had a Dolly	Twinkle Twinkle Baa Baa Black Sheep Wind the bobbing up Two little dicky birds Hickory Dickory Dock The Animal Fayre 5 little speckled frogs 5 Little Ducks 5 Little Monkeys Mary, Mary
Role play area	Home corner/Dentist Role play	Santa's workshop	Enchanted Kingdom	Farm shop	Hospital	Garden Centre
Experiences	Settling into Nursery– tour of EYFS unit and other shared areas in school i.e. library, The Lighthouse, Tech Central Forest School	Walk to the shops – post cards and letter to Santa. Visit from Santa Nativity	Book bus visit from local library Wonderland Telford visit? Travelling pantomime? Walk around local area observing different buildings NPP - Gingerbread man	Farm trip or Animal man Forest School Chicks / lamb NPP - On safari / minibeasts / under the sea	Emergency service visitors/trip Fire fighter visit Forest School NPP - People who help us / transport	Sports day Forest school Growing plants/vegetables Sycamore Centre – end of year trip

	Visit from Dentist	Tasting foods from around the world NPP - Christmas story	NPP - Goldilocks / jack and the beanstalk / three little pigs			Grandparent/parent volunteer to come in weekly to do garden club during session
Key events	<p><b>September</b> Rosh Hashanah (6<sup>th</sup>-8<sup>th</sup>) Yom Kippur (16<sup>th</sup>)</p> <p><b>October</b> Harvest Festival World Mental Health Day (10<sup>th</sup>) Halloween (31<sup>st</sup>)</p>	<p><b>November</b> Diwali (4<sup>th</sup>) Bonfire Night (5<sup>th</sup>) Remembrance Day (11<sup>th</sup>) Children in Need (13<sup>th</sup>) St. Andrew's Day (30<sup>th</sup>)</p> <p><b>December</b> Hanukkah (Nov 28<sup>th</sup>- Dec 6<sup>th</sup>) Christmas Jumper Day (11<sup>th</sup>-13<sup>th</sup>) Christmas</p>	<p><b>February</b> Chinese New Year (1<sup>st</sup>) Valentine's Day (14<sup>th</sup>) Winter Olympics (most the month)</p>	<p><b>March</b> Shrove Tuesday- Pancake Day (1<sup>st</sup>) St. David's Day (1<sup>st</sup>) World Book Day (3<sup>rd</sup>) St. Patricks Day (17<sup>th</sup>) Red Nose Day (18<sup>th</sup>) Mother's Day (27<sup>th</sup>)</p> <p><b>April</b> Ramadan starts (2<sup>nd</sup>) Easter St. George's Day (23<sup>rd</sup>)</p>	<p><b>May</b> Eid (2<sup>nd</sup>/3<sup>rd</sup>) Vesak (6<sup>th</sup>) Eurovision (TBC)</p> <p><b>June</b> Queen's Platinum Jubilee (over half term)</p>	<p><b>June</b> Father's Day (19<sup>th</sup>)</p>
PSED	Continuation throughout the whole year - focuses below based on key texts.					
	Managing emotions Self-regulation Making friends	Understanding and sensitivity of others	Self-belief/confidence Managing anxiety	Healthy food choices Online safety	Being kind to others Healthy teeth - dentist	Strangers Good and bad choices
C&L	Daily opportunities to listen, discuss, question, express feelings and share ideas 1-1 as well as in larger groups.					
PD	Daily opportunities to practice gross and fine motor skills using a wide range of tools and activities. Weekly PE and Fine Motor Mondays/activities					
	PE - Intro to PE 1	PE - Intro to PE 2	PE - Ball Skills 1&2	PE - Dance 1&2	PE - Gymnastics 1&2	PE - Games 1&2
Literacy	<p>Foundations for Phonics – Little Wandle Increase body strength with Kinetic letters Share a story with an adult Lilac band books</p>		<p>Foundations for Phonics – Little Wandle Begin to identify initial sounds in own name or words Mark make confidently Sequence a familiar story Lilac book bands</p>		<p>Foundations for Phonics – Little Wandle Begin to write own name with some recognisable letters Begin to segment and blend some CVC words Introducing some Phase 2 phonics Retell a story in their words Lilac/pink book bands</p>	
Maths	<p>Colours – Recognising, naming and matching colours</p> <p>Sorting – Sorting various attributes</p> <p>Pattern – Continuing a 2 object pattern</p>	<p>Size – Using the language of size</p> <p>Counting principles – One-one principles, stable order principle, cardinal principle, abstraction principle, order relevance principle</p>	<p>Number and Place Value</p> <p>Exploring &amp; Understanding Number 1</p> <p>Exploring &amp; Understanding Number 2</p> <p>Exploring &amp; Understanding Number 3</p>	<p>Number and Place Value</p> <p>Exploring &amp; Understanding Number 4</p> <p>Exploring &amp; Understanding Number 5</p>	<p>Shapes – Focus on properties of shapes</p> <p>My Day – Ordering events of the day</p> <p>Length and height – Long, short, tall and ordering lengths</p>	<p>Weight – Light and heavy and comparison</p> <p>Capacity – Full, half full, empty and comparison</p> <p>Positional language – Using language related to position and direction</p>

		Comparing - comparing amount of objects		Exploring & Understanding Number 6		
UTW	Body parts / Senses Similarities and differences between us and other families Everyone is unique	Different cultures/religions Seasons	Exploring different environments Exploring textures and materials	Life cycles Farm animals - what they provide Comparing different types of animals Looking after animals	Emergency services Transport	Changes of state (melting, boiling, freezing) How to grow plants Food in different countries
EA&D	Self portraits Selfie's - iPad Kandinsky - mixing colours, shapes. 	Seasonal art Christmas cards Christmas songs Nativity Piet Mondrian 	Baking gingerbread men Chinese lanterns Clay house Using different materials to build houses Easter/Mothers/Valentines cards Henri Matisse – (The Sheaf) 	Farm animal paintings Mother's day gift/card Clay animals Printing animal print Daniel Patrick Kessler- White cow print 	Recycling junk modelling emergency vehicles Making medals for Olympics Healthy/Unhealthy pictures Fruit/veg art – Giuseppe Arcimboldo 	Father's Day cards Food art - Giuseppe Making super vegetables Symmetrical paintings – Butterflies Andy Warhol – Symmetrical Butterfly 