**Nursery ~ Long Term Planning 2023-2024**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topics** | **This is Me!** | **Colour All Around Me!** | **Once Upon a Time** | **How does your Garden Grow?** | **Animals Big,**  **Animals Small** | **On our Way** |
| **Core Text(s)** | * Happy to be Me! | * ‘Wow!’ said the Owl. | * Goldilocks and the Three Bears | * The Enormous Watermelon | * Dear Zoo | * The Gingerbread Man |
| **Supplementary**  **Texts** | * My Body (n/f) * Hands are not for hitting * Feet are not for kicking * Funnybones * Little People, Big Dreams:Rosa Parks | * We’re going on a Leaf Hunt * Owls (n/f) * The Colour Monster * The Best Birthday Present Ever! * Not a Stick! | * A Chair for Baby Bear * Bears (n/f) * The Great Race: The story of Chinese New Year | * Oliver’s Fruit Salad * The Very Hungry Caterpillar * Butterfly Diary (n/f) | * My Colourful Chameleon * Pets (n/f) * Vets(n/f) | * Snail Mail |
| **Knowledge and concepts** | Baseline  Sense of belonging  Routines and relationships Personal attributes  Harvest  All about me now and then.  Body parts  The Senses  Similarities and differences.  Doctors and nurses  Me as a baby and me now  Black History Month | Night and day  Day and night routines Environmental sounds Seasonal change  Explore the natural environment  Colour  Diwali  Bonfire night  Remembrance  Birthdays  Advent and Christmas  Artist: Pollack | Seasonal change  Chinese New Year  Valentine’s Day  Sequencing  Changes to materials (making porridge) | Planting  Growing  Caring for plants and animals  Life cycles  Seasonal Changes  Healthy and unhealthy eating/ foods  Dentist  Shrove Tuesday  Lent  Mother’s Day  Easter  Artist: Matisse | Earth day  Seasonal change  Animals – pets  Animals – farm  Animals – zoo  Caring for animals  Vet | Journeys and routes  Maps  People from different countries  Countries of the world  World foods  Caring for the local environment  Water  Firefighters  Artist: Mondrian |
| **Feast Days** | * Our Lady’s Birthday * Month of the Holy Rosary * St Francis of Assisi (class saint) | * All Saint * All Souls * Christ the King * Advent begins | * The Epiphany * The Baptism of Jesus * Presentation of Jesus | * St David’s Day * Ash Wednesday * St Patrick’s Day * St Joseph’s Day * The Annunciation * Palm Sunday * Holy Week | * St George’s Day * Month of Mary * Ascension Thursday * Sacred Heart * Pentecost | * Corpus Christi * Ss Peter and Paul * Our Lady of Mount Carmel |
| **Prime Areas of Learning** | | | | | | |
| Personal, Social and Emotional Development | PSED is not specifically planned for across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. | | | | | |
| Communication and Language | C&L is not specifically planned for across the year. All aspects of developing C&L is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on C&L. Observations next steps and target setting support the development of individuals. Intervention programmes such as WellComm and differentiated group times are designed to support children who are not making the expected progress. | | | | | |
| Physical Development | Gross Motor skills  Enjoy starting to kick, throw and catch balls.  Build independently with a range of appropriate resources.  Fine Motor skills  Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.  Learn to use the toilet with help, and then independently. | Gross Motor skills  Spin, roll and independently use ropes and swings (for example, tyre swings).  Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Use large-muscle movements to wave flag and streamers, paint and make marks.  Fine Motor skills  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. | Gross Motor skills  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 flag and streamers, paint and make marks.  Continue to use large-muscle movements to wave flag and streamers, paint and make marks.  Fine Motor skills  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.  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  Start eating independently and learning how to use a knife and fork.  Show a preference for a dominant hand. | Gross Motor skills  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Match their developing physical skills to tasks and activities in the setting.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large-muscle movements to wave flag and streamers, paint and make marks.  Fine Motor skills  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.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Be increasingly independent in meeting their own care needs. | Gross Motor skills  Match their developing physical skills to tasks and activities in the setting.  Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Fine Motor skills  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.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Be increasingly independent in meeting their own care needs.  Make healthy choices about food, drink, activity, and tooth brushing. | Gross Motor skills  Choose the right resources to carry out their own plan.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Fine Motor skills  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.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  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. |
| **Specific Areas of Learning** | | | | | | |
| Literacy | Reading Comprehension  Enjoy sharing books with an adult.  Pay attention and respond to the pictures or the words.  Reading Word  Spot and suggest rhymes.  Writing  Enjoy drawing freely. | Reading Comprehension  Enjoy sharing books with an adult.  Pay attention and respond to the pictures or the words.  Have favourite books and seek them out, to share with an adult.  Ask questions about the book. Make comments and shares their own ideas.  Develop play around favourite stories using props.  Reading Word  Notice some print, such as a bus or door number, or a familiar logo.  Writing  Enjoy drawing freely.  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  Make marks on their picture to stand for their name. | Reading Comprehension  Have favourite books and seek them out, to share with an adult.  Ask questions about the book. Make comments and shares their own ideas.  Develop play around favourite stories using props.  Engage in extended conversations about stories, learning new vocabulary.  Reading Word  Print has meaning.  page sequencing.  Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word.  Writing  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” -Make marks on their picture to stand for their name. | Reading Comprehension  Have favourite books and seek them out, to share with an adult Ask questions about the book. Make comments and shares their own ideas.  Develop play around favourite stories using props.  Engage in extended conversations about stories, learning new vocabulary.  Reading Word  Print has meaning.  Page sequencing.  Develop their phonological awareness, so that they can recognise words with the same initial sound, such as mouse and man.  Writing  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. | Reading Comprehension  Engage in extended conversations about stories, learning new vocabulary.  Reading Word  Print has meaning.  Page sequencing.  Print can have different purposes.  The names of the different parts of a book.  Develop their phonological awareness, so that they can recognise words with the same initial sound, such as mouse and man.  … can count or clap syllables in a word.  Writing  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 name. | Reading comprehension  Engage in extended conversations about stories, learning new vocabulary.  Reading Word  Print can have different purposes.  The names of the different parts of a book.  We read English text from left to right and from top to bottom.  Develop their phonological awareness, so that they can recognise words with the same initial sound.  Orally blend sounds in simple words.  Oraly segment sounds in simple words.  Writing  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 name.  -Write some letters accurately(in their name) |
| Mathematics | Number  Take part in finger rhymes with numbers. Count in everyday contexts.  Numerical Patterns Compare amounts, saying ‘lots’, ‘more’ or ‘same.’  React to changes of amount in a group of up to three items. Shape Space & Measure  Compare sizes, weights etc. using gesture and language.  Build with a range of resources  Complete inset puzzles | Number  Take part in finger rhymes with numbers. Count in everyday contexts.  Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Numerical Patterns Compare quantities using language: ‘more than’, ‘fewer than’. Shape, Space & Measure  Talk and explore 2D shapes.  Notice patterns and arrange things in patterns.  Talk about and identify the patterns around them.  Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. | Number  Develop fast recognition of up to 3 objects, without having to count them individually(‘subitising’).  Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.  Numerical Patterns Compare quantities using language: ‘more than’, ‘fewer than.’  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Shape, Space & Measure  Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Select shapes appropriately.  Begin to describe a sequence of events, real or fictional using words such as ‘first’, then…’  Extend and create ABAB patterns – stick, leaf, stick, leaf | Number  Know 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.  Numerical Patterns Compare quantities using language: ‘more than’, ‘fewer than.’ Link numerals and amounts.  Experiment with their own symbols and marks as well as numerals.  Shape, Space & Measure  Talk about and explore 2D and 3D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  Make comparisons between objects relating to size, length, weight and capacity. | Number  Know 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.  Numerical Patterns Compare numbers. (Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words.)  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5. Shape, Space & Measure  Begin to describe a sequence of events, real or fictional using words such as ‘first’, then…’  Notice and correct an error in a repeating pattern. | Number  Count objects, actions and sounds.  Compare numbers. (Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.)  Numerical Patterns Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5. Shape, Space & Measure  Talk about and explore 3D using informal and mathematical language.  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. |
| Understanding the  World | Past and Present  Begin to make sense of their own life story and family’s history.  People, Culture, and communities  Notice differences between people.  The Natural World  Use all their senses in hands on exploration of natural materials.  Explore and respond to different natural phenomena in their setting and on trips.  Explore collections of materials with similar and/or different properties. | | Past and Present  Continue to make sense of their own life-story and family’s history.  People, Culture, and communities  Make connections between the features of their family and other families.  Continue developing positive attitudes about the differences between people.  The Natural World  Continue to explore collections of materials with similar and/or different properties.  Talk about the differences between materials and changes they notice.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Talk about what they see, using a wide vocabulary. | | Past and Present  Begin to make sense of their own life-story and family’s history.  People, Culture, and communities  Show interest in different occupations.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  The Natural World  Talk about what they see, using a wide vocabulary.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about different forces they can feel.  Explore how things work. | |
| Expressive  Arts & Design | Creating with Materials Start to make marks intentionally.  Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  Manipulate and play with different materials.  Notice patterns with strong contrasts and be attracted by patterns resembling the human face.  Being Imaginative and Expressive  Join in with songs and rhymes, making some sounds.  Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways.  Explore their voices and enjoy making sounds.  Enjoy and take part in action songs. | Creating with Materials Manipulate and play with different materials.  Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them.  Explore colour and colour mixing.  Being Imaginative and Expressive  Join in with songs and rhymes, making some sounds.  Respond emotionally and physically to music when it changes.  Use their imagination as they consider what they can do.  Take part in simple pretend play, using an object to represent something else even though they are not similar different materials.  Start to develop pretend play, pretending that one object represents another.  Remember and sing entire songs. | Creating with Materials Make simple models which express their ideas.  Join different materials and explore different textures.  Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Being Imaginative and Expressive  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Remember and sing entire songs. | Creating with Materials  Explore different materials freely, to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing.  Being Imaginative and Expressive  Continue to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs. | Creating with Materials  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Explore colour and colour mixing  Being Imaginative and Expressive  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. | Creating with Materials  Draw with increasing complexity and  detail, such as representing a face  with a circle and including details.  Use drawing to represent ideas like  movement or loud noises.  Explore colour and colour mixing  Being Imaginative and  Expressive  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.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas. |
| Educational Visits | * Walk to post box to post letter to Father Christmas | | * Walk to Asda Supermarket (porridge ingredients) | | * Walk around local area ~ I spy (vehicles) | |
| Parental Engagement | * News from Home * Fox and Hedgehog of the Week ~ my weekend with… * Meet the Teacher * Weekly Newsletter | * Weekly Newsletter * News from Home * Parents Evening * Tapestry * Lending library * Fox and Hedgehog of the Week ~ my weekend with… * Travelling Nativity | * Weekly Newsletter * News from Home * Tapestry * Lending Library * Fox and Hedgehog of the Week ~ my weekend with… | * Weekly Newsletter * News From Home * Tapestry * Lending Library * Fox and Hedgehog of the Week ~ my weekend with… * My Lenten Journey * Parents Evening | * Weekly Newsletter * News from Home * Tapestry * Lending Library * Fox and Hedgehog of the Week ~ my weekend with… | * Weekly Newsletter * News from Home * Tapestry * Lending Library * Fox and Hedgehog of the Week ~ my weekend with… * End of Year Reports |