**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! By Emma Dodd | * ‘Wow!’ said the Owl by Tim Hopkins * The Best Birthday Present Ever! by Ben Mantle | * Goldilocks and the Three Bears by Mara Alperin | * The Enormous Watermelon by Brenda Parkes * The Very Hungry Caterpillar by Eric Carle | * Dear Zoo by Rod Campbell | * The Gingerbread Man by Brenda Parkes |
| **Supplementary**  **Texts** | My Body (n/f)  Hands are not for hitting  Feet are not for kicking  Funnybones  Little People, Big Dreams: Rosa Parks  I love My Beautiful Hair! | We’re going on a Leaf Hunt  Owls (n/f)  The Colour Monster  Not a Stick! | A Chair for Baby Bear  Bears (n/f)  The Great Race: The story of Chinese New Year | Oliver’s Fruit Salad  Life as a Butterfly (n/f) | My Colourful Chameleon  Pets (n/f)  Vets(n/f)  Dear Greenpeace | Snail Mail  Keep Running, Gingerbread Man! |
| **Rhymes**  **and**  **Songs** | *\*Heads, Shoulders, Knees and Toes*  *\*If You’re Happy and You Know It*  *\*1 finger, 1 thumb Keep Moving \*We all need Bones*  *\*1,2,3,4,5 once I Caught a Fish Alive*  *\*Two Little Dickie Birds* | *\*The Wheels on the Bus*  *\*The Leaves on the Trees are Tumbling Down*  *\*Do you Know the Colours of the Rainbow?*  *\*3 Little Owls sitting in a tree*  *\*Twinkle, Twinkle Little Star* | *\*When Goldilocks went to the House of the Bears*  *\*Old Mother Hubbard*  *\*On, In, Under*  *\*Incy Wincy Spider*  *\*5 Little Monkeys* | *\*Humpty Dumpty*  *\*Little Miss Muffet*  *\*Jack and Jill*  *\*Wee Willy Winkie*  *\*There’s a tiny caterpillar on a leaf*  *\*5 Little Speckled Frogs* | *\*Walking Through the Jungle*  *\*I Went to Visit the Farm/Zoo One Day*  *\*Old Mac Donald Had a Farm*  *\*Alice the Camel had 5 humps*  *\*One Elephant went out one Day* | *\*Down at the Station Early in the Morning*  *\*Row, Row, Row your Boat*  *\*The Wheels on a Bike*  *\*Five little Men in a Flying Saucer*  *\*Zoom, Zoom, Zoom we’re going to the Moon!* |
| **Our**  **Favourite**  **Five** | Brown Bear, Brown Bear by Eric Carle  How do you make a Rainbow? By Caroline Crow and Cally Johnson-Isaacs  Guess How Much I love you? By Sam McBratney  Owl Babies by Martin Waddell  We’re going on a Bear Hunt by Michael Rosen | Grandpa’s Handkerchief by Dorothy Clark  The Little Red Hen by Brenda Parkes  Stickman by Julia Donaldson  Polar Bear, Polar Bear by Eric Carle  I Really, Really Love You So by Karl Newson and Duncan Beedie | Each Peach, Pear Plum by Allan & Janet Ahlberg  The Very Busy Spider by Eric Carle  Pass the Jam, Jim by Kaye Umansky  The Foggy, Foggy Forest by Nick Sharratt  The Three Billy Goats Gruff by Brenda Parkes | Mini Monsters – Can I Play? By Caryl Hart and Tony Heal  Eat your Greens, Goldilocks! By Steven Smallman  Jasper’s Beanstalk by Nick Butterworth  Oliver’s Vegetables by Vivian French  That’s MY Flower by Alice Hemming and Nicola Slater | Oi Frog! By Kes Gray and Jim Field  The Pig in the Pond by Martin Waddell  Walking through the Jungle by Julie Lacome  Monkey Puzzle by Julia Donaldson  The Stompysaurus by Rachel Bright and Chris Chatterton | The Bus is for Us! By Michael Rosen  I love me! by Marvyn Harrison  The Flying Bath by Julia Donaldson  Duck in a Truck by Jez Alborough  Bunnies in a Boat by Philip Ardagh |
| **Knowledge**  **and**  **Concepts** | Baseline  Sense of belonging  Routines and relationships Personal attributes  Harvest  Seasonal change  Body parts  The Senses  Similarities and differences.  Me as a baby and me now  Black History Month | Day and Night ~ routines Environmental sounds Seasonal change  Explore the natural environment  Colour  Diwali  Bonfire night  Remembrance  Birthdays  Advent and Christmas  Artist: Jackson 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  Shrove Tuesday  Lent  Mother’s Day  Easter  Artist: Henri Matisse | Earth day  Caring for the local environment ~ Laudate Si  Seasonal change  Animals – pets  Animals – farm  Animals – zoo  Caring for animals  Vet | Journeys and routes  People from different countries  Countries of the world  World foods  Artist: Piet Mondrian |

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| **Prime Areas of Learning** | | | | | | | | | |
|  | **Autumn** | | | **Spring** | | | **Summer** | | |
| **PSE** | Personal, Social and Emotional development is not specifically planned for across the year. PSE principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. The points below are targeted as high focus objectives throughout a term. | | | | | | | | |
| Self-Regulation   * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’   Managing Self   * Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. * Select and use activities and resources, with help when needed   Building Relationships   * Play with one or more children in the setting * Begin to support /be independent in meeting their own care needs. | | | Self-Regulation   * Develop appropriate ways of being assertive. * Understand gradually how others might be feeling.   Managing Self   * Increasingly follow rules, understanding why they are important. * Develop their sense of responsibility and membership of a community.   Building Relationships   * Play with one or more other children, extending and elaborating play ideas. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Begin to be more independent in meeting their own care needs. | | | Self-Regulation   * Talk with others to solve conflicts. * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.   Managing Self   * Remember rules without needing an adult to remind them. * Show more confidence in new social situations.   Building Relationships   * Continue to be increasingly independent in meeting their own care needs. * Make healthy choices about food, drink, activity and tooth brushing. | | |
| **C&L** | Communication and Language is not specifically planned for across the year. All aspects of developing communication and language is considered throughout the daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on Communication and Language. | | | | | | | | |
| * Listen to other peoples talk with interest during snack and chat times (sharing weekend news) * Respond to visual prompts for good sitting, listening and speaking (show me 5 rules) * Use the pictures in simple stories to help us understand what is happening. * Explore new vocabulary introduced through hands on experiences and key texts * Respond to simple instructions and routines of the day | | | * Enjoy listening to longer stories and can remember much of what happens * Develop an understanding and questions about ‘who’, ‘what’ and ‘where’ and Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” * Develop a wider vocabulary through key texts and hands on experiences * Develop responses to simple instructions and then build on this to understand an instruction with two parts. * Use longer sentences of four to six words. | | | * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story * 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.” | | |
| **Physical** | Gross Motor skills   * Enjoy starting to kick, throw and catch balls. * Build independently with a range of appropriate resources. * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. * Begin to go up steps and stairs, or climb up apparatus, using alternate feet. * Begin to use large-muscle movements to wave flag and streamers, paint and make marks.   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. * Use one-handed tools and equipment. | | | Gross Motor skills   * Begin to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Continue to develop skills to 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. * Continue to use large-muscle movements to wave flag and streamers, paint and make marks. * Continue to build independently and wit their peers using a range of appropriate resources. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.   Fine Motor skills   * Begin to make snips in paper with scissors and hold a knife to cut and chop fruit carefully. * Start eating independently and learning how to use a knife and fork. * 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. * Be increasingly independent in meeting their own care needs. * Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. | | | 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. * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Continue to develop their movement and ball skills.   Fine Motor skills   * Continue to develop scissor skills. * Use a comfortable grip with good control when holding pens and pencils. * Able to put on and take off own coat (zip up) and shoe/wellington boots. * 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   * To hold a book the correct way up, turning the pages one at a time.   Writing   * Enjoy drawing freely. | Reading Comprehension   * Enjoy sharing books with an adult. * Pay attention and respond to the pictures or the words. * Ask questions about the book. Make comments and shares their own ideas. * Begin to develop play around favourite stories using props.   Reading Word   * To hold a book the correct way up, turning the pages one at a time.   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 and peers. * Begin to ask questions about the books, make comments and shares their own ideas. * Continue to develop play around favourite stories using props. * Engage in extended conversations about stories, learning new vocabulary.   Reading Word   * Notice some print, such as a bus or door number, or a familiar logo. * To know what an author and illustrator are.   Writing   * Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” * Make marks or initial letter on their picture to stand for their name. | Reading Comprehension   * Continue to develop a love of books and seek them out. * Begin to engage in conversations about stories, learning new vocabulary and sharing own thoughts and ideas.   Reading Word   * Notice some print, such as a bus or door number, or a familiar logo. * To know what an author and illustrator are.   Writing   * Use some of their print and letter knowledge in their early writing. * To write some or all of their name. | | Reading Comprehension   * Engage in extended conversations about stories, and begin to learn new vocabulary.   Reading Word   * To know that print has meaning. * To know the name of the different parts of a book.   Writing   * Continue to use their print and letter knowledge in their early writing. * To write some or all of their name. | Reading Comprehension   * Continue to engage in extended conversations about stories, and learning new vocabulary.   Reading Word   * To know that print can have different purposes. * To know the name of the different parts of a book. * To know that we read English text from left to right and from top to bottom.   Writing   * Use some of their print and letter knowledge in their early writing. * Write some letters accurately (in their name) | |
| **Phonics** | Develop their phonological awareness, so that they can recognise words with the same initial sound, spit and suggest rhymes and clap syllables in a word.  To orally blend sounds in simple words. | | | | | | | | |
| * Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games * Focus on environmental and instrumental sounds. | * Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. * Teach children to hear the same initial sound for words and names of objects s/a/t/p/i/n * Teach children to blend CVC words using oral blending and objects | | * Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. * Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds m/d/g/o/c/k/e * Teach children to blend a wider range of CVC words using oral blending | * Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. * Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds u r h b f l j * Teach children to blend a wider range of CVC words using oral blending | | * Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. * Teach children to identify initial sounds of words and objects v w y z qu ch * Teach children to blend a wider range of CVC words using oral blending | * Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. * Teach children to identify the final sounds of words and objects ck x sh th ng nk * Teach children to blend a wider range of CVC words using oral blending | |
| **Mathematics** | 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   * React to changes of amount in a group of up to three items. * Compare amounts, saying ‘lots’, ‘more’ or ‘same.’   Shape Space & Measure   * Compare sizes using gesture and language. * Build with a range of resources * Complete inset puzzles * 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. * 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’, ‘less than.’ * 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.   Shape, Space & Measure   * Understand position through words alone. * Select shapes appropriately to make pictures and for building models. * Extend and create an ABAB patterns – stick, leaf, stick, leaf * Talk about and explore 2D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. * Make comparisons between objects relating to size, length, weight and capacity. * Begin to describe a sequence of events, real or fictional using words such as ‘first’, then… | | | Number   * Consolidate understanding that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Reinforce showing ‘finger numbers’ up to 5. * Count objects, actions and sounds.   Numerical Patterns   * Compare numbers. (Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words.) * Continue to experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5.   Shape, Space & Measure   * Notice and correct an error in a repeating pattern. * Consolidate talking about and exploring 2d shapes and begin to introduce 3D using informal and mathematical language. * Understand position through words alone. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind.’ * Continue to describe a sequence of events, real or fictional using words such as ‘first’, then…’ * 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.   People, Culture, and communities   * Notice differences between themselves and their peers.   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.   People, Culture, and communities   * Notice differences between other people. * Continue developing positive attitudes about the differences between people. * Show interest in different occupations.   The Natural World   * Continue to explore and respond to different natural phenomena. * 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 family’s history.   People, Culture, and communities   * Make connections between the features of their family and other families. * 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. * Continue to develop an understanding of 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 and 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. * 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. * 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. * 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. | | | 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. * Explore different materials freely, to develop their ideas about how to use them and what to make. * Continue to explore colour and colour mixing.   Being Imaginative and Expressive   * Respond emotionally and physically to music when it changes. * Remember and sing entire songs. * Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. * Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc. * Develop complex stories using small world equipment like animal sets, dolls and dolls houses etc | | | 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.   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. * Play instruments with increasing control to express their feelings and ideas. * Sing the pitch of a tone sung by another person (‘pitch match’). * Create their own songs or improvise a song around one they know. | | |
| **SRE** | **Handmade with Love**  \*We are created individually by God as part of His creation plan  \* We are all God’s children and are special  \*Our bodies were created by God and are good  \*We can give thanks to God!  **Heads, Shoulders, Knees and Toes**  \*That their bodies are good and made by God  \*The names of the parts of the body  **My Body My Rules**  \*To know they are entitled to bodily privacy  \*That they can and should be open with ‘special people’ they trust if anything troubles them  \* That there are different people we can trust for help, especially those closest to us who care for us, including our teachers  **I am me**  \* We are each unique, with individual gifts, talents and skills.  \*Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan! | | | **Role Model**  \*We are part of God’s family  \* Jesus cared for others and wanted them to live good lives like him  \* We should love other people in the same way God loves us  **Forever Friends**  \*To recognise when they have been unkind to others and say sorry.  \*That when we are unkind, we hurt God and should say sorry.  \*To recognise when people are being unkind to them and others and how to respond.  \*That we should forgive like Jesus forgives  **Feeling Poorly**  \*Medicines should only be taken when a parent or doctor gives them to us.  \* Medicines are not sweets.  \*We should always try to look after our bodies because God created them and gifted them to us. | | | **God is Love**  \*That God is love: Father, Son and Holy Spirit  \* That being made in His image means being called to be loved and to love others  **Loving God and Loving Others**  \*What a community is, and that God calls us to live in community with one another  \* Some Scripture illustrating the importance of living in a community  \*No matter how small our offerings, they are valuable to God and He can use them for His glory.  **Me, You, Us**  \*That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community  \* That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.  \* That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)  \*About what harms and what improves the world in which they live | | |
| **Religious Education**  ***Come and See*** | **Topic 1: Myself**  *God knows and loves each one*  **Topic 2: Welcome**  *Baptism; a welcome to God’s family*  **Topic 3: Birthday**  *Looking forward to Jesus’ Birthday* | | | **Topic 4: Celebrating**  *People celebrate in church*  **Topic 5: Gathering**  *The parish family gathers to celebrate Eucharist*  **Topic 6: Growing**  *Looking forward to Easter*  **Special days/ ritual objects ~** *Hanukkah* | | | **Topic 7: Good News**  *Passing on the good news of Jesus*  **Topic 8: Friends**  *Friends of Jesus*  **Topic 9: Our world**  *God’s wonderful world*  **Special days/ ritual objects ~** *Prayer mats* | | |
| **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 |
| **Parental**  **Engagement** | * Weekly Newsletter News from Home * Fox and Hedgehog of the Week ~ my weekend with… * Meet the Teacher | | * Weekly Newsletter * News from Home * Lending library * Fox and Hedgehog of the Week ~ my weekend with… * Parents Evening * Travelling Nativity | * Weekly Newsletter * News from Home * Lending library * Fox and Hedgehog of the Week ~ my weekend with… | | * Weekly Newsletter * News from Home * Lending Library * Fox and Hedgehog of the Week ~ my weekend with… * Parents Evening | * Weekly Newsletter * News from Home * Lending Library * Fox and Hedgehog of the Week ~ my weekend with… | | * Weekly Newsletter * News from Home * Lending Library * Fox and Hedgehog of the Week ~ my weekend with… * Nursery End of Year Assembly * End of Year Reports |
| **Curriculum Enrichment** | * Walk to post box to post invitation home for Nursery Nativity performance | | | * Walk to Asda Supermarket (porridge ingredients) | | | * Walk around local area ~ I spy (vehicles) | | |