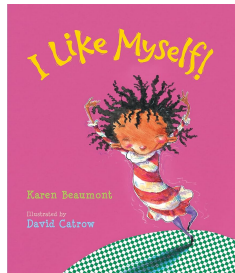
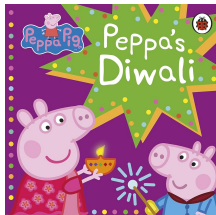
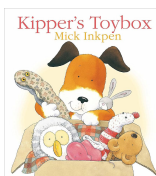
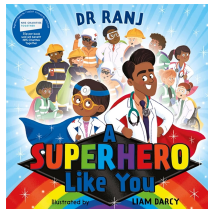
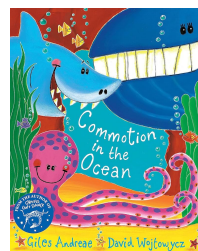
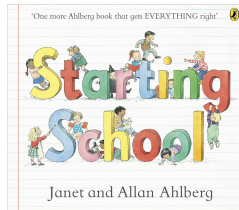


Long Term Plan- Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Celebrations Families	Toys	People and their jobs	Water	Growth and Change
Key books						
Communication and Language	<u>Listening and attention</u> Listen to simple stories with pictures. <u>Understanding</u> Identify familiar objects and properties - eg show me the big boat Understand simple questions. - who, what, where <u>Speaking</u> Responds to an adult verbally Communicates with adults Uses simple nouns and pronouns and prepositions (e.g. me, him, she / under - these may not all be used correctly)	<u>Listening and attention</u> Enjoys listening to familiar stories Can shift focus and listen to what is being said <u>Understanding</u> Understand a simple instruction. <u>Speaking</u> Start a conversation and continue it for many turns May use longer phrases to communicate Copies new vocabulary Joins in with songs and rhymes	<u>Listening and attention</u> Beginning to join in and listen to longer or familiar stories Can listen and follow what is being said (1 part instruction) e.g. Pays attention to more than one thing. Developing phrases and sentences Experiments with vocabulary during play including newly taught vocabulary Sings songs and knows many rhymes <u>Understanding</u> Understand why questions. <u>Speaking</u> Start a conversation and continue it for many turns May use longer phrases to communicate Copies new vocabulary	<u>Listening and attention</u> Enjoys listening and joins in to longer or familiar stories. Start to listen to an adult and respond appropriately <u>Understanding</u> Understand a 2 part instruction <u>Speaking</u> Talks about a familiar story. Tell a long story. Use longer sentences of 4-6 words Express a point of view Use a wide vocabulary Sing a large repertoire of songs. Use talk to organise themselves and their play. Uses talk to sequence ideas and events Beginning to experiment with tenses (may not be accurate)		

	Make themselves understood and may become frustrated when they cannot.		Joins in with songs and rhymes	
PSED	SR - express their feelings - can be non verbal Adapting to classroom boundaries With adult support is beginning to be able to take turns Separates from main carer with support MS - Wait for a turn - see above Use toilet with help BR - Starts to enjoy the company of other children and wants to play with themS	SR - Begins to talk about own feelings e.g. say I am sad Usually follows classroom boundaries and routines Starting to take turns and share resources independently Separates from main carer without support and is confident with nursery staff Confidently explores favourite resources MS - Says when they need the toilet, will ask for help if needed. Wash and dry hands when prompted Put coat on Begin to become independent in eating and drinking during snack time Beginning to make choices to keep safe with adult support BR - Play alongside and with 1 or more children	SR - Beginning to understand others feelings Begins to stop themselves from doing something that they shouldn't and starting to remember rules Develop appropriate ways of being assertive Become more outgoing with familiar people MS - Start to use toilet without help and washes hands Attempt zips and buttons Can eat and drink independently BR - Become more confident with unfamiliar people and new social situations	SR - Talk about some feelings Show an awareness of others feelings Increasingly follow rules and understand why we have rules as well as remember rules without needing an adult Start to talk to solve conflicts Shows more confidence in new social situations e.g. can go to new class or Select and use a range of activities and resources MS - Mostly dry - uses toilet independently Do things independently - buttons, zips, drinks Practice and learns how to use a knife and fork Knows some ways to keep safe e.g. carrying scissors BR - Has developed some relationships with peers and seeks out others and interacts positively with adults and peers
Physical Development - Gross motor	Walk Run Jump Using shoulder and elbow movements to form lines or circles in the air with scarfs or ribbons Climb using alternate feet e.g. on climbing frame Sit on a push along toy. Enjoy kicking, throwing. Build independently.	Begins to wash and dry hands independently. Wave flags and streamers - crossing midline. Climb up using alternate feet. Develop riding skills. Begins to experiment with different ways of moving and balancing Enjoying catching and using other physical equipment Puts on own coat.	Develop their balancing skills as they explore the climbing frame Match their developing physical skills to tasks and activities in the setting (e.g. chooses to crawl or run across the bridge)	Show core strength when sitting Start taking part in some group activities which they make up for themselves or in teams. Steady on their feet Attempt to skip, hop, stand on one leg and cross midline Can negotiate space in the classroom safely (e.g. not bump into others) Uses large muscle movement eg use scarves Can grasp and release with two hands to throw and try and catch a ball

		Uses pedals				
Physical Development - Fine motor	Start using one handed tools eg paintbrushes/pens	Increasingly experiments with one handed tools.	Make marks using large movements.		Use a comfortable grip with good control	
	Develop manipulation and control Explore different materials and tools - grasp , hold and explore.	Knows how to manipulate scissors to makes by opening and closing	Starting to show preference for dominant hand.		May show preference for dominant hand	
	Attempts to use scissors		Uses one handed tools and equipment (e.g. scissors)		Makes snips with scissors and uses other one handed tools more confidently	
					Increasingly independent - zips.	
					Look for Gross motor skills see above (elbow, shoulder)	
					Some awareness to use cutlery	
Literacy	Join in with songs and rhymes Enjoy sharing a book with an adult. Draw freely - opportunities inside and outside - large scale developing shoulder and elbow strength.	Handle books carefully turning the pages. Talk about author, cover and title when sharing stories. Make marks with a range of mediums and on a range of surfaces. Continued large mark making. Look at environmental print in our community.	, Encourage children to use books correctly - reading from front to back and left to right. Spot rhymes in stories Have extended conversations about stories and what happens in them.		Practise writing name - starting with first letter and building.	Practice writing name and other letters. Write some letters accurately.
					Start to recognise when words have the same initial sounds.	
					Recognise some environmental print.	
					Work on wrist and finger strength.	
Phonics	Phase 1 Environmental sounds Instrumental sounds Body percussion Voice sounds	Phase 1 Environmental sounds Instrumental sounds Body percussion Voice sounds	Phase 1 Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting		Phase 1 Rhythm and rhyme Alliteration Oral blending and segmenting	Phase 1 Oral blending and segmenting
Maths	Sing finger rhymes Say some numbers in sequence. Point as if counting. Count out loud (not necessarily correctly) Say which group has more.	Recite numbers to 5 Count 3 objects Compare quantities - more than/fewer than. Build with 3D shapes - talk about talk about 2D shapes needed Make comparisons of size - tall/short family members	Recite numbers to 10 Subitise to 3 1:1 count to 5 Compare groups - more/fewer	Recite numbers to 10 Subitise to 3 1:1 count to 5 Compare groups - more/fewer	Finger numbers to 5 Link numeral and amount up to 5. Story of a number Experiment with symbols and marks for numbers. Mathematical problems. Make comparisons of	Talk about patterns of events - first, then, after, before Finger numbers to 5 Link numeral and amount up to 5 Experiment with symbols and marks for

		Patterns in the environment/clothes Talk about familiar route - to Nursery - to postbox.			capacity	numbers. Mathematical problems. Measure size/height of plants Order events in a life cycle Make comparisons of length - caterpillars Make comparisons of weight
Understanding the World - Past and Present, People, Culture and Communities, Natural World (Links to History, Geography, R.E and Science)	Explore materials - wet,dry sand, playdough, paint. Use all their senses to explore - learn about each sense. Talk about own life story. Explore inside and outside. Sensitively talk about differences between ourselves - use diverse resources.	Use senses when exploring wider school community - what can we see, hear, touch in other areas of the school? Talk about their own families and compare to others with sensitivity. Talk about family history - What do Grandparents do? Great Grandparents? Compare photos of families that live in other countries Talk about our own experiences of other countries Explore wider school environment. Go on a local walk to post letters - look at local landmarks - describe route. Talk about Diwali and Christmas.	Explore how different toys work - wind ups, cogs, remote controlled. Explore forces - magnets Look at differences between current toys and old toys - provocations - artefacts/pictures Learn about Lunar New Year and where is it celebrated.	Learn about different occupations - talk about jobs of people they know and others Look at who celebrates Easter and how. Look at who celebrates Eid and how.	Explore forces - floating and sinking Learn about the lifecycle of a caterpillar/ladybird/spiders Explore the natural world around us - trees grass. Compare our nursery to another nursery in England or another country	Plant seeds Care for plants Talk about changes - Look at the growth over time of plants. Explore materials changes - cooking, melting, lights and shadows, magnets Talk about changes related to starting school. Know that there are different countries in the world - talk about any experiences of different countries.
Expressive arts and design - Art	Explore paint. Make marks. Draw a picture of our face - practice drawing circles and adding details. Follow simple drawing instructions - gross motor, large movements on large paper.	Explore different materials. Explore colour. Represent faces. Use drawings to represent ideas like movement or loud noises- fireworks.	Join different materials. Explore different textures. Create closed shapes with continuous lines. Begin to use shapes to represent objects - drawing toys.	Join different materials - practice joining skills- glueing and tape. Begin to use shapes to represent objects	Explore colour mixing. -Colour mix to create a rainbow. Add water to paint to change - straw painting and bubble painting.	Show different emotions in their drawings and paintings like happiness, sadness, fear etc Draw faces to represent different emotions Follow instructions on how to draw animals

						and objects. Draw flowers and plants.
Expressive arts and design - Music	Listen to sounds - explore different sound makers Sing action songs	Listen to sounds Remember and sing entire songs - Christmas performance	Play instruments with increasing control Sing nursery rhymes with different pitches and tones - try to match	Sing songs with different pitches and tones - try to match Play instruments with increasing control	Sing the melodic shape of a song Make up own songs	Sing the melodic shape of a song Make up own songs