

Nursery Long Term Plan 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p>STC: Children's interests.</p>	<p>INCREDIBLE ME!</p> <p>Brown Bear, Brown Bear</p>	<p>PAWS, JAWS & CLAWS!</p> <p>We're Going on a Bear hunt</p>	<p>WHAT IS YOUR SUPER POWER?</p> <p>Supertato</p>	<p>OUR RAOARSOME WORK!</p> <p>If I had a dinosaur</p>	<p>CREEPY CRAWLIES</p> <p>Hungry Caterpillar</p>	<p>OH, I DO LIKE TO BE BESIDE THE SEASIDE!</p> <p>Lighthouse Keepers Lunch</p>
<p>High quality Texts</p> <p>(core book texts in each classroom)</p>	<p>The Kissing Hand Titch Only One You What makes me a me Incredible You</p>	<p>Goldilocks and the 3 bears Dear Zoo/Santa Tiger who came to tea What the ladybird heard stickman Meg and Mog series The Christmas Story</p>	<p>Supertato Evil Pea Rules Nat Fantastic Detective Dog Max Fireman Small The Smartest Giant in Town</p>	<p>Happy Hatch Day Dinosaurumpus Dinosaur Roar! How to grow a dinosaur</p>	<p>Bee my friend Norman the slug with the silly shell Non Fiction – Earth Worms. What bug am I?</p>	<p>Pirates Love Underpants The Singing Mermaid Billy's Bucket Rainbow Fish Shark in the dark</p>
<p>'Wow' moments / Enrichment</p>	<p>Autumn Trail Dot Day Harvest Festival Diwali</p>	<p>Halloween Bonfire Night Remembrance day Christmas Time Nativity EYFS: POLAR EXPRESS DAY</p>	<p>Valentines day Chinese New Year Australia Day Local Career visits.</p>	<p>World Book Day Easter Pancake Day International Women's Day</p>	<p>20th May National Bee Day Healthy Eating Week</p>	<p>Sports Day Lighthouse visit</p>

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British Values	<p>Mutual respect</p> <p>We are all different in our way.</p> <p>We respect differences between different people and their beliefs in our community.</p> <p>We learn and celebrate different cultures.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, cultures are celebrated.</p> <p>Mutual tolerance of those with different beliefs and for those without faith, these are experienced through celebrations</p>	<p>Rule of law</p> <p>We all know that we have rules at school that we must follow them.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We are beginning to recognise right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together.</p>	<p>Individual liberty</p> <p>We all have the right to have our own ideas.</p> <p>We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen to the opinions of others.</p> <p>We understand that we can make our own decisions through choice voting.</p>	<p>Recap all British Values</p> <p>British Values underpin what it is to be a child in Backworth Park Primary School.</p> <p>We value our community and celebrating diversity in our local area.</p>



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	Throughout the year, children will recall and define specialist vocabulary relating to current stories and topics.					
Communication and Language	<ul style="list-style-type: none"> Understand and act on longer sentences like make teddy jump or find your coat. Listen to simple stories and talk about what is happening, with the help of the pictures. Demonstrate joint attention when children chant favourite rhymes. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated. 	<ul style="list-style-type: none"> Understand a instruction that has two parts, such as "Get your coat and wait at the door". Join in with favourite rhymes – some lines, words and actions. Engage in short periods of joint attention with familiar books, describing what has happened. Participate with words, phrases or gestures as play is narrated. Focuses on a chosen activity for at least five minutes Understand who, what and where if used in simple questions asked within the here and now in their play. 	<ul style="list-style-type: none"> Be able to talk about familiar books, and be able to tell a short story. Begin to start a conversation with adults and friends Begin to listen to longer stories and can remember key events. Understand a question with two parts like "Can you hit the drum two times?" Focuses on a chosen activity for at least ten minutes Join in with longer sections of favourite rhymes – some lines, words and actions. Show pleasure in favourite elements of rhymes. 	<ul style="list-style-type: none"> Join in at group time by putting up hand and waiting their turn to talk Begin to move away from distractions when concentrating Begin to use back and forth conversations about play with adults and peers. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes. Begin to ask a variety of questions using what, where and who. 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Use a wide range of vocabulary learnt from stories in their play. Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver" Focuses on a chosen activity for at least fifteen minutes Begin to understand how and why questions. Use back and forth conversations about play with adults. Ask a variety of questions using what, where and who. 	<ul style="list-style-type: none"> Enjoys listening to longer stories and can remember what happens and predict what might happen next. Able to talk about events now and in the past, beginning to use the appropriate tenses. Generate and complete causative sentences. Follow three-part instructions. Begin to "read along" with very familiar books. Have favourite books Know a wider range of rhymes and sing from memory Begin to narrate their own learning. Able to move away from distractions when concentrating Use back and forth conversations about play with adults and peers.
Listening attention and Understanding						
Speaking.						



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Personal, Social and Emotional Development Managing Self Self regulation Making relationships	<ul style="list-style-type: none"> Form a secure bond with an adult Play in parallel with increasing confidence on their own and begin to with other children. Express a range of emotions. Enjoy accessing a range of rooms around school, including the hall for a variety of activities. Select from a small range of resources on offer within a single activity. Take turns with verbal prompts from adults to pass over equipment. 	<ul style="list-style-type: none"> Begin to talk about and manage their emotions Describe differences between the children within our class. E.g. hair colour. Become more outgoing with other adults in the Nursery room. Begin to make friendships by playing in the same area. Select and use activities and resources, with help when needed. Recognise familiar food and drinks. Know that we have to be careful with animals, e.g. stroke animals gently and do not approach without permission and an adult. 	<ul style="list-style-type: none"> Choose the tools and materials they need to achieve a goal. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Start to eat independently and learning how to use a knife and fork. Follow rules with simple verbal prompts or visual reminders. Take turns with adults to pass over equipment. Begin to talk about the importance of exercise Begin to understand healthy snacks within school. Recognise the people in our community who can help us when we have a problem. 	<ul style="list-style-type: none"> Increasingly begin to follow simple rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to develop ways to calm themselves and use these with adult support. Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Join in with simple discussions with an adult about how to make things fair. Locate and bring additional resources to activities to achieve a particular goal. 	<ul style="list-style-type: none"> To be able to play in a group with friends, elaborating on ideas. To begin to manage feelings and talk about emotions To understand how others might be feeling Know who to talk to if they are unsure of something Use a small range of adjectives to describe the emotions of story characters and friends. Independently able to meet their own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands Begin to follow rules without reminders. Listen and talk to special visitors in the setting. Contribute to decisions about resources that interest us. Accept simple resolutions suggested by adults and move on with play. Carry out simple tasks requested to help someone else 	<ul style="list-style-type: none"> To be responsible and be confident to be part of my community To learn appropriate ways on how to be assertive To be able to follow rules and know why they are important. Help peers by directing them towards activities and resources and solving simple practical tasks for them. To begin to find solutions to disagreements. Use a wider range of adjectives to describe feelings of friends and characters in books. Take a role in domestic play and speak from another point of view. Take turns with other children, with some adult support.



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Physical development	<p>Fine Motor</p> <ul style="list-style-type: none"> Begin to make large scale marks by exploring and holding a range of large materials in different ways. Begin to understand how to change malleable materials using my hand. Wash hands with guidance. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Make marks with large tools using specific arms and shoulder movements. Begin to understand how to change malleable materials using my fingers. Explore snipping paper using squeezey scissors. Wash hands with a reminder. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Begin to use a fork and spoon independently. Make marks with different size pens using a palmer grip. Change malleable materials using my fingers. Wash hands without a reminder. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and off. Begin to make snips in paper using scissors. Using pincer movements to pick up small items or nip malleable materials. Begin to be able to post and thread large beads onto thick string. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Able to eat independently and selecting the correct utensil. Uses a comfortable grip with good control when holding pens and pencils Attempt some very simple fastenings when helping an adult with dressing and undressing. Begin to weave a variety of large materials Use specific finger movements with malleable materials to achieve a goal. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Cuts along a straight line Beginning to write letters or marks that can be recognised Use a knife and fork independently. Use a tripod grip to make marks, including enclosed spaces. Repeat the same mark making movement with control and ascribe meaning to marks. Begin to join in with hand action songs to develop finger muscles.
	<p>Gross motor</p> <ul style="list-style-type: none"> Begin to pick up, get on and move scooters, bikes and trikes. Move my body in different ways. E.g. walking and running. Use large muscle movements to wave flags and streamers, paint and make large marks. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet to two feet on the spot. Jump down from a higher to a lower height. Run at speed in the outdoor space. Copy some aspects of whole body action rhymes. Know they need to use the toilet and ask adults to help them with clothing. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Begin to drive scooters, bikes and trikes by pushing feet. Run and freeze on command. Moving our bodies in different ways to achieve a goal. With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Know they need to use the toilet and go independently, following adult guidance with clothing. Choose the right resources to carry out their own plan. Begin to copy adults in a variety of ways. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Independently drive scooters, bikes and trikes by pushing feet. Bowl, roll, chase and collect, tyres and large balls. Hop on the spot and travel. Use the toilet independently, managing clothing Copy all aspects of whole body action rhymes and challenges. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Travel by galloping with a leading foot. <ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose, beginning to show good balance. Copy adults to move in a variety of ways. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Independently drive and stop scooters, bikes and trikes by pushing feet and using the break. With an adult hand travel above floor height by walking or crawling. Begin to jump from a height, landing on 2 feet. Climb apparatus with alternate feet, using own hands for support. Travel above floor height by slowing and controlling movement. Imitate a tooth brushing routine. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Begin to drive scooters, bikes and trikes, while negotiating turns and obstacles. Run at speed negotiating obstacles. Kick, roll, chase and collect a range of different sized balls. Compete in a simple challenge with adult support. Follow a tooth brushing routine. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Independently drive scooters, bikes and trikes, while negotiating turns and obstacles. Is independent and helps to get dressed and undressed To have an awareness of safety and begin to manage own risks Confidently move in a variety of ways, and begin to negotiate large obstacles. Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width. Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks. Play follow my leader in a small group, imitating a range of gross motor



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Literacy	<ul style="list-style-type: none"> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me) Begin to sing songs and say rhymes, for example, singing whilst playing. Join in and repeat some words and phrases from familiar stories. Maintain focus on a short picture book shared with an adult. Looking at familiar stories independently. Make large-scale marks on a range of scales with a range of tools and grips. Identify a variety of environmental sounds. Identify a variety of instrumental sounds. 	<ul style="list-style-type: none"> Engage in simple conversations about stories, learning some new vocabulary. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make specific marks on their picture to stand for their name. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Answer closed questions as a book is being shared. Demonstrate joint attention during rhyme time, imitating some actions. Make marks on a range of scales with a range of tools and grips. Clap out syllables in a word Order a simple beginning, middle and end sequence of pictures from a familiar story. 	<ul style="list-style-type: none"> Understand that print has meaning. Independently select books and turn the pages from beginning to end, noting items of interest along the way. Name pertinent features in book illustrations as a story is being shared. Remain engaged from the beginning to end of short books. Join in sections of familiar rhymes with all actions. Focus on marks as they are being created by a range of tools. Recognise when objects start with the same initial sound when spoken by an adult. Find an object that starts with a specific initial sound. 	<ul style="list-style-type: none"> Understand and name the different parts of a book. Front cover and title. Develop their phonological awareness, so that they can: - spot and suggest rhymes Begin to hear similarities in rhyming words. Add detailed marks to their drawings, which they give meaning to. Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Begin to answer open questions as a familiar book is being shared. Sharing a familiar story with a peer. Suggest what might happen next from memory. Make continuous linear marks and other effects with hands and tools on a range of scales. To hear different sounds within a word. To begin to orally blend a CVC word with adult support. 	<ul style="list-style-type: none"> Begin to use some print and letter knowledge in early writing. For example: writing letters that are familiar to them in a relevant context. Says what the marks, shapes, letters and pictures that they make mean Knows that stories have beginnings and endings and sometimes guess how the story will end Has conversations about stories and begin newly learnt vocabulary within their play. Hear and say the first sound in a word when spoken by an adult. Recognise words with the same initial sound orally. Begin to make up own stories, with characters. Locate familiar books within a larger collection. Know a few complete rhymes off by heart. Recognise further examples of environmental print from the immediate locality. Notice very familiar letter symbols in the environment such as letters from their name. Make marks, including strings of symbols for others and ascribe meaning to them. To orally blend CVC words. Begin to clap out each sound in a word. Sequence the pages of a familiar story. 	<ul style="list-style-type: none"> Write some or all of my first name. Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Write some familiar letters accurately Confidently talk about the places and people in stories and the key events. Understand that different words and print have different purposes Orally segment and blend CVC words Re-enact very short familiar events from favourite stories using puppets or small world figures. To make up own stories, with characters, a beginning, middle and an end Answer how or why questions about a book. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word. Use imitative writing during role play. Demonstrate a hand preference.
Comprehension						
Writing						
Reading						
	Text as a Stimulus: Brown Bear Brown Bear	Text as a Stimulus: We're going on a bear hunt	Texts as a Stimulus: Supertato	Texts as a Stimulus: If I had a dinosaur	Texts as a Stimulus: The Hungry Caterpillar	Texts as a Stimulus: Tiddler



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Throughout the year, discussion will be had around days of the week, months, time of day, now, next, before etc...						
Math	<p>Counting</p> <ul style="list-style-type: none"> -Say some numbers, not always in the correct order. -Sing simple number rhymes (1,2,3,4,5 once I caught) -Count when there is 1 object in a set. -Show number 1 on their finger <p>Addition and Subtraction.</p> <ul style="list-style-type: none"> - To recognise when someone has more. <p>Measurement, Geometry and statistics</p> <ul style="list-style-type: none"> -Recognise items that are the same by shape or colour. - Talk about and identify the patterns around them Using informal language like 'pointy', 'spotty', 'blobs', etc. -Recognise and create matching simple patterns made up of shape or colour. -Match Numicon shapes and begin to understand that they have the same number of holes. -Sort items by colour, shape and size. -Talk about what they notice about a group of objects that are the same. -Sort a group of objects according to the children's own criteria. 	<p>Counting</p> <ul style="list-style-type: none"> - Begin to rote count to 5 -Sing number songs to 10. -Recognise 2 and 3 objects without counting (subitise) using different arrangements and sizes. -Practice counting 2 and 3 objects by touching them. -Match amounts 1,2 and 3 to the correct numeral. <p>Addition and Subtraction.</p> <ul style="list-style-type: none"> - To recognise when someone has more and less. <p>Measurement, Geometry and statistics</p> <ul style="list-style-type: none"> - Name familiar shapes like circle, triangle, rectangle and square. -Describe AB patterns using 2 different colours. -Predict what will come next in an AB colour pattern. -Continue AB patterns using movement of the body. 	<p>Counting</p> <ul style="list-style-type: none"> -Rote count to 5 -Subitise up to 4 objects in different arrangements. -Touch counting up to 5 objects in a line order using 1:1 correspondence. -Recognise the numerals to 5 and match to the correct amount. -Show finger numbers up to 5. <p>Addition and Subtraction.</p> <ul style="list-style-type: none"> -Use concrete materials (e.g. numicon) to explore the composition of the numbers 3 and 4. <p>Measurement, Geometry and statistics</p> <ul style="list-style-type: none"> -Learn that triangles are 2D shapes and have 3 sides. -Learn that squares and rectangles are 2D shapes and have 4 sides. -Compare the height of different objects using words tall and short. -Compare the length of objects using the words long and short. 	<p>Counting</p> <ul style="list-style-type: none"> - Rote count to 5 while clapping. - Count backwards from 5. - Subitise objects to 3 and beginning to subitise 4 using different arrangements and sizes. - Touch counting up to 6 objects in a line using 1:1 correspondence. - Recognise numerals up to 6. -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Experiment with their own symbols and marks as well as numerals. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> -Look at two set of objects to 6 and say which set has more. <p>Measurement, Geometry and statistics</p> <ul style="list-style-type: none"> -Explore balance scales, using the words heavy and light. -Explore containers that are full, nearly full, nearly empty and empty. -Compare different containers by pouring from one to another. -Begin to explore creating and describing an AB pattern using natural outdoor materials. 	<p>Counting</p> <ul style="list-style-type: none"> - Rote count beyond 5. - Sing number rhymes, anticipating what number comes next. - Subitise objects to 3 and beginning to subitise to 4 using different arrangements and sizes on a 5 frame. -Counting out objects to 5 from a larger group. - Touch counting up to 6 objects in any order using 1:1 correspondence. - Recognise numerals up to 6 and match to the correct amount. - Learn how objects up to 6 can be arranged on a tens frame. <p>Addition and Subtraction.</p> <ul style="list-style-type: none"> -Look at two sets of objects to 6 and say which set has more and fewer. <p>Measurement, Geometry and statistics</p> <ul style="list-style-type: none"> -Sequences pictures from a nursery rhyme, short story or daily routine using language of first, next and then. -Follow instructions with prepositional language of, on, under, in, out, in front, and behind. -Identify and talk about the differences of some properties of circles, triangles, squares and rectangles. -Children can identify an 	<p>Counting</p> <ul style="list-style-type: none"> - Rote count to 10. - Begin to count backwards from 10. - Touch counting up to 6 different objects in any order using 1:1 correspondence and identifying if there are enough of each object for everyone. -Explore jumping a long a number line to find what comes after. -Explore a number line to find the number that comes before. -Sequence numbers to 5. -Fill in the missing number to 5 by identifying the number that comes after the number they know. <p>Addition and Subtraction.</p> <ul style="list-style-type: none"> -Explore the different pairs of numbers that make up numbers 3 and 4. -Solve real world mathematical problems with numbers up to 5. <p>Measurement, Geometry and statistics</p> <ul style="list-style-type: none"> -Identify and talk about some properties of cubes, cuboids, cylinders and spheres. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Combine shapes to make new ones – an arch, a bigger triangle, etc. -Describe a familiar route. -Discuss routes and locations,
Number						
Numerical Patterns						



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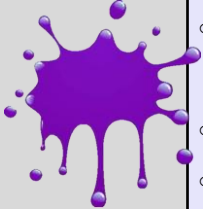


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Understanding of the world	<ul style="list-style-type: none"> ○ Talk about their own families. ○ Notice similarities between myself and my peers. E.g. hair colour. 	<ul style="list-style-type: none"> ○ Begin to make sense of their own life history, birthdays etc. ○ Talk about the differences between myself and my peers. E.g. hair colour. 	<ul style="list-style-type: none"> ○ Shows an interest in different occupations (police farmers, etc) ○ Describe and enact some of the roles of community figures 	<ul style="list-style-type: none"> ○ Begin to explore collections of materials with similar and/or different properties. E.g. magnetic ○ Understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> ○ Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs". ○ Actively explore the properties of everyday materials through spontaneous experimentation. 	<ul style="list-style-type: none"> ○ Explore and respond to different natural phenomena in their setting and on trips. ○ Describe what animals they would see at the coast.
Past and Present	<ul style="list-style-type: none"> ○ Know the purpose of the different rooms in their house. ○ Explore a map of our immediate school environment. 	<ul style="list-style-type: none"> ○ Recognise self in baby photographs and relate simple family stories about babyhood. ○ Begin to make connections between the features of their family and other families. 	<ul style="list-style-type: none"> ○ Describe traditions in St John's Church, weddings, baptism etc. ○ Uses all their senses to explore natural materials. 	<ul style="list-style-type: none"> ○ Explore the key features of the lifecycles of a plant. ○ Notice changes to plants in my local environment. 	<ul style="list-style-type: none"> ○ Demonstrate a range of actions with remote control toys. ○ Work alongside adults, describing how to care for living things. 	<ul style="list-style-type: none"> ○ Compare and sort land and coastal animals. ○ Begin to understand how to care for our local environments. E.g. littering.
People, Culture and Communities	<ul style="list-style-type: none"> ○ Actively collect and enjoy transporting materials. ○ Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. 	<ul style="list-style-type: none"> ○ Talk about and explore traditions within familiar celebrations like bonfire night, Halloween, Christmas and Diwali. ○ Enjoy and listen to the Christian story of Christmas. 	<ul style="list-style-type: none"> ○ Plant seeds and care for all plants with support of an adult. ○ Work alongside adults imitating their actions as they care for living things. 	<ul style="list-style-type: none"> ○ Begin to use all their senses in hands on exploration of natural materials. ○ Talk about what they see, continuing to use wider vocabulary 	<ul style="list-style-type: none"> ○ Narrate, a stage at a time, the way a growing animal is changing. ○ Begin to describe how they have grown from a baby to their present self. 	<ul style="list-style-type: none"> ○ Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year. ○ Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos.
The Natural World	<ul style="list-style-type: none"> ○ Sustain interest in action and reaction toys. ○ Begin to explore collections of materials with similar and/or different properties, e.g. autumn collections ○ Begin to notice changes in my natural environment. E.g. Autumn ○ Begin to understand that they need to be respectful of living things. ○ Notice the differences between dry and wet materials. ○ Engage in joint attention with adults for short periods of time. 	<ul style="list-style-type: none"> ○ Know that a Church is a public place to worship. ○ Compare new and old buildings. ○ Talks about animals that interest them. ○ Observe, explore and talk about changes of matter and their process with water and ice. ○ Use some very simple adjectives to describe the sensory properties of everyday materials E.g. ice. ○ Recognise changes in the weather. 	<ul style="list-style-type: none"> ○ Collect materials for a purpose. ○ Continue to develop positive attitudes about the differences between people while exploring celebrations. E.g. Luna New Year ○ Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately. ○ Improve techniques with a range of action and reaction toys. ○ Begin to notice changes in things, when bananas turn black when they stay in the bowl for too long. 	<ul style="list-style-type: none"> ○ Begin to know there are different countries in the world by looking at a globe. ○ Continue to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information ○ Know that dinosaurs use to exist in the past and understand that artefacts tell us about the past. ○ Describe Easter traditions in St John's Church. ○ Explore Easter traditions they have experienced. ○ Begin to talk about the differences between materials and changes they notice. E.g. salt dough fossils. 	<ul style="list-style-type: none"> ○ Recognise changes in the weather and talk about how I look after myself in the sun. ○ Use remote control toys to a particular end and explain how to do it. ○ Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys. ○ Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. ○ Answer closed and anticipatory questions in simple adult led experiments about the properties of materials. E.g. floating and sinking. ○ Begin to talk about the differences between materials 	



Nursery Long Term Plan 25-26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	INCREDIBLE ME!	PAWS, JAWS AND CLAWS!	WHAT IS YOUR SUPERPOWER?	OUR ROARSOME WORK!	CREEPY CRAWLIES!	OH, I DO LIKE TO BE BESIDE THE SEASIDE
Expressive Arts and Design	<ul style="list-style-type: none"> Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Tune into body percussion sounds Explore a range of musical instruments Learn to play, tapping, banging, shaking Use props, like the items they represent, appropriately, during simple domestic role play. Use small world props in short non-verbal narratives. Make marks with a wide range of tools and grips. Name a variety of colours. Explore printing using leaves, hands vegetables etc. 	<ul style="list-style-type: none"> Listen with increased attention to sounds. Begin to move to music. Sing and remember some simple rhymes and songs Begin to play instruments with increasing control Explore different materials freely, in order to develop their ideas about how to use them and what to make. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas Use props, similar to those they represent, appropriately during role play with dialogue. Use small world props in simple stories with some narration. Make marks with a wide range of tools and grips. Use glue to join. Explore a variety of materials to make a collage Chop, cut and mix soft fruit to create a healthy fruit salad. 	<ul style="list-style-type: none"> Play instruments with increasing control whilst listening to music from across the world. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use materials for a purpose. Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. Use figures from familiar stories and films to recreate short episodes. Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end. Exploring colour mixing. Squeeze and chop fruit to make healthy ice lollies. 	<ul style="list-style-type: none"> Begin to match the melody of a simple nursery rhyme. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Safely uses and explores lots of different tools such as hammers, and scissors Use a wider range of objects as props in spontaneous story telling. Join materials for a purpose. Create own action and reaction games such as water flow structures and simple wheeled vehicles. Give very simple explanations of how they work Use mark making tools to make a range of enclosed shapes. 	<ul style="list-style-type: none"> Plays instruments with increasing control to express feelings and ideas. Remember and sing whole songs. Know by heart most of the words of simple repetitive songs and melodic nursery rhymes. Mix paints together to make new colours, name the colours and begin to talk the process. Speak in role in simple story telling. Join materials in a range of ways for a specific purpose. Use mark making tools with control to add detail to shapes. Participate in pretend play, pretending that one object represents another. 	<ul style="list-style-type: none"> Sings 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. Makes up stories when playing, inspired by props and using dialogue. Chooses the resources they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something. Can use different resources like scissors, masking tape, sticky tape, hole punches and string to join and fix materials together. Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc
<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> 						

Nursery on track 3-4year - End of Year Goals

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Can find it difficult to pay attention to more than one thing at a time. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Can the child answer simple 'why' questions? <p>Speaking</p> <ul style="list-style-type: none"> - Use a wider range of vocabulary. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Use longer sentences 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. - Can 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." 	<p>Self-Regulation</p> <ul style="list-style-type: none"> - 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. - Develop their sense of responsibility and membership of a community. - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. <p>Managing Self</p> <ul style="list-style-type: none"> - Show more confidence in new social situations. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. <p>Building Relationships</p> <ul style="list-style-type: none"> - Become more outgoing with unfamiliar people, in the safe context of their setting. - Play with one or more other children, extending and elaborating play ideas. - Begin to understand how others might be feeling. - Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - 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 flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - 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. - 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - 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. - Start to eat independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - 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 toothbrushing. 	<p>Comprehension</p> <ul style="list-style-type: none"> - Engage in extended conversations about stories, learning new vocabulary. <p>Word Reading</p> <ul style="list-style-type: none"> - Understand the five key concepts about print: <ul style="list-style-type: none"> - 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>Writing</p> <ul style="list-style-type: none"> - 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; write 'm' for mummy. - Write some or all of their name. - Write some letters accurately. 	<p>Number</p> <ul style="list-style-type: none"> - 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. - 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. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. <p>Numerical Patterns</p> <ul style="list-style-type: none"> - 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'. - 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. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Past and Present</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> - Show interest in different occupations. - Explore how things work. - Continue to develop positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>The Natural World</p> <ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Plant seeds and care for growing plants. - 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. - Talk about the differences between materials and changes they notice. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> - Explore different materials freely, in order 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. - Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - 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. - 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. - Remember and sing entire songs. - 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.