

NURSERY – LONG TERM PLAN

[illegible]

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| <p>What's happening in the world outside?</p> <p>Harvest - crops being gathered in, look at cereals from the fields, saving food for animals in winter, gather fruit from hedgerows – jam making</p> <p>Harvest Festivals.</p> <p>Bread making</p> <p>Leaves changing colour and texture and falling to the ground.</p> <p>Autumn rhymes and poems 'Season of mists and mellow fruitfulness' (Ode to Autumn – Keats)</p> <p>Birds prepare to fly south</p> <p>Seeds fall – dispersal</p> <p>Fruit trees – apples etc</p> <p>Halloween – traditional games – apple bobbing etc</p> <p>Apple Day is 21st</p> <p>October 2 Autumn leaf collecting and crunching to make 'leaf</p> | <p>What's happening in the world outside?</p> <p>Nights drawing in – dark at the end of the school day (learn times of day dawn, dusk, afternoon, morning)</p> <p>Nocturnal animals – Owls etc</p> <p>Ice and Frost – melting and freezing</p> <p>Bare trees/ evergreen trees/ berries on trees/ where are the animals</p> <p>Candles and light festivals (Diwali/Chanukah) /lanterns/</p> <p>Moon and Stars</p> <p>Winter sounds and cold colours</p> <p>Winter rhymes and songs</p> <p>Poem – stopping by woods on a snowy evening – Robert Frost</p> <p>Percy the Park Keeper</p> <p>Little Beaver and the Echo</p> | <p>What's happening in the world outside?</p> <p>New Year and New life</p> <p>Days begin to lengthen</p> <p>New buds</p> <p>Gradual warmth and light return</p> <p>Bulbs start to emerge</p> <p>New animal life</p> <p>Plants – vegetables etc.</p> <p>Animals and the names of their young.</p> <p>Spring songs, poems, rhymes</p> <p>Planting and growing seeds and observing changes.</p> <p>Birds (Swallows return) and their songs – can you identify?</p> <p>Pond life changes – frogs, dragonflies</p> <p>Daffodils by W</p> <p>Wordworth</p> <p>Chicks and lambs etc</p> <p>How people help us</p> <p>How things move</p> <p>How objects are powered</p> <p>Technology – disassemble to see how things work</p> | <p>Easter traditions – egg rolling, dyeing from natural materials</p> <p>Sewing</p> <p>Pancake Day – what does Shrove mean?</p> <p>What is Shrivings? Make pancakes outdoors?</p> <p>Mother's Day - what is Mothering Sunday about?</p> <p>Spring Flower shows</p> <p>Planting seeds.</p> <p>Measuring beanstalks/what do plants need to grow/ what do people need to grow?/Signs of spring/ melting and solid states</p> | <p>What's happening in the world outside?</p> <p>Longer lighter days leading to 21</p> <p>June Summer Solstice</p> <p>May Day festivals</p> <p>Summer village shows</p> <p>Festival on the field</p> <p>Tents on the field.</p> <p>Warmth and changes in the earth's appearance.</p> <p>Summer soft fruits and flowers</p> <p>Bird song</p> <p>Habitats/homes/ metamorphosis/life cycles/ animals and their young/ care for animals/ care for each other</p> | <p>My own year's journey and changes in me – what can I do now?</p> <p>What am I ready to do next?</p> <p>Graduation to celebrate the year.</p> <p>June is 30 Days Wild month – let's take part.</p> <p>What are holidays?</p> <p>How did they start?</p> <p>Why do we have holidays and where do people go? Ways to keep cool – making lollies etc</p> <p>Eid festivals</p> <p>Holidays near and far</p> <p>How we travel</p> <p>Making jelly etc – changing states</p> <p>Hot and cold</p> |
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| glitter.' Making autumn nature music | <p>Christmas tales and traditions</p> <p>Christmas Story</p> <p>Christmas Food</p> <p>The shortest day – winter solstice – 21 December</p> <p>Winter walks and looking after wild life.</p> <p>Winter picnics with fire, hot chocolate etc.</p> <p>Pop Up tents and shelters. Making soups.</p> <p>Ice art using nature.</p> <p>Musical woods – sounds of winter in the woods – look at the beck and observe changes and note sounds.</p> <p>Weaving using twigs and grasses/wools</p> <p>Ways to keep warm</p> | | | | |
| <p><u>Rhymes and Songs</u></p> <p>Weekly Nursery Rhymes</p> <p>Heads, Shoulders, Knees and Toes</p> <p>5 Little Ducks</p> <p>3 Little Speckled Frogs</p> <p>5 Currant Buns</p> <p>If you're Happy and You know it</p> | <p><u>Rhymes and Songs</u></p> <p>Weekly Nursery Rhymes</p> <p>The colour song</p> <p>I can sing a rainbow</p> <p>5 Little Monkeys</p> <p>10 Green Bottles</p> <p>Twinkle Twinkle Christmas Star</p> <p>5 Little Snowmen</p> | <p><u>Rhymes and Songs</u></p> <p>Weekly Nursery Rhymes</p> <p>The Hokey Cokey</p> <p>Little Jackie Jack Frost</p> <p>Chinese New Year Story</p> | <p><u>Rhymes and Songs</u></p> <p>Weekly Nursery Rhymes</p> <p>5 little men in a flying saucer</p> <p>The wheels on the bus</p> <p>The Runaway train</p> <p>The Little Red Engine</p> | <p><u>Rhymes and Songs</u></p> <p>Weekly Nursery Rhymes</p> <p>Wiggly Woo</p> <p>Little Arabella Miller</p> <p>Old McDonald had a farm</p> <p>Down in the Meadow</p> <p>Dingle Dangle</p> <p>Scarecrow</p> | <p><u>Rhymes and Songs</u></p> <p>Weekly Nursery Rhymes</p> <p>The Big Ship sails</p> <p>A sailor went to sea, sea, sea</p> <p>I do like to be beside the seaside</p> |

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| The Tree Song | | | | | |
| <u>Traditional tales</u> Little Red Hen Chicken Licken The Elves and the Shoemaker | <u>Traditional tales</u> Little Red Riding Hood Snow White and the Seven Dwarves Dick Whittington | <u>Traditional tales</u> Goldilocks and the Three Bears Hansel and Gretel The Big Pancake | <u>Traditional tales</u> The Ugly Duckling Beauty and the Beast Rapunzel | <u>Traditional tales</u> Jack and the Beanstalk The Enormous Turnip The Gingerbread Man | <u>Traditional tales</u> Three Billy Goats Gruff The Princess and the Pea |
| <u>Understanding of the World</u> | <u>Understanding of the World</u> | <u>Understanding of the World</u> | <u>Understanding of the World</u> | <u>Understanding of the World</u> | <u>Understanding of the World</u> |
| <u>Reading</u> Daily stories Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Name recognition | <u>Reading</u> Daily stories Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Name recognition | <u>Reading</u> Daily stories Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Name recognition | <u>Reading</u> Daily stories Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Name recognition | <u>Reading</u> Daily stories Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Name recognition | <u>Reading</u> Daily stories Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Name recognition |
| <u>Phonics</u> Sounds recognition Listening skill development Sound of the week starts in October | <u>Phonics</u> Sounds recognition Listening skill development Sound of the week | <u>Phonics</u> Sounds recognition Listening skill development Sound of the week | <u>Phonics</u> Sounds recognition Listening skill development Sound of the week | <u>Phonics</u> Read Write Inc starts | <u>Phonics</u> Read Write Inc |
| <u>Writing Opportunities</u> Name recognition at self registration etc Writing first letter of name Strengthening fine motor skills | <u>Writing Opportunities</u> Name recognition at self registration etc Writing first letter of name Strengthening fine motor skills | <u>Writing Opportunities</u> Writing letters in names Holding pencil correctly Developing pencil grip Making marks with a purpose | <u>Writing Opportunities</u> Writing letters in names Holding pencil correctly Developing pencil grip Making marks with a purpose | <u>Writing Opportunities</u> Writing first name Correcting pencil grip Understanding marks made Letters ie to Zoo animals | <u>Writing Opportunities</u> Correcting pencil grip Understanding marks made Letters and postcards from holidays and the seaside |

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| Making cards ie birthdays etc | Making cards ie birthdays etc | Making cards ie Mothers' day/ Chinese New Year etc | Making cards ie Easter etc | Holiday postcards | |
| <u>Mathematics</u> Number rhymes and songs Numbers up to 5 in provision and focus activities Represent numbers using fingers Counting at register times beyond 5 Days of the week and date in the month etc | <u>Mathematics</u> Number rhymes and songs Numbers up to 5 in provision and focus activities Represent numbers using fingers Counting at register times beyond 5 Days of the week and date in the month etc | <u>Mathematics</u> Counting and ordering in provision Making patterns Familiar shapes in the environment Learning to recognise and form Circles Put me in the Zoo – circle book | <u>Mathematics</u> Counting and ordering in provision Making patterns Familiar shapes in the environment Learning to recognise and form squares (Elmer) | <u>Mathematics</u> Recognise and recite numbers up to 10 (and beyond) More or less 1 to 1 correspondence accurate counting Triangles | <u>Mathematics</u> Recognise and recite numbers up to 10 (and beyond) More or less 1 to 1 correspondence accurate counting Octagons 2 and 3 d shapes Distance – how far can x travel Language of length and distance All shapes |
| <u>Expressive Arts and Design</u> Exploration of a variety of different media eg clay, cornflour, leaves Basic painting skills Basic joining skills Using playdough Different art picture of the week to talk about Music focus – reggae and steel band. | <u>Expressive Arts and Design</u> Exploration of a variety of different media eg clay, cornflour, leaves Seasonal crafts - Bonfire/ Halloween/ Christmas etc Calendars/ decorations/ colour mixing Music Focus – different cultures – Bhangra/ Maori etc | <u>Expressive Arts and Design</u> Exploration of a variety of different media eg clay, cornflour, leaves Seasonal crafts – valentines day etc Art – Rebecca Porter/ Kandinsky Music Focus – Country and Western/ Chinese etc | <u>Expressive Arts and Design</u> Exploration of a variety of different media eg clay, cornflour, leaves Easter crafts Easter nests/ mothers' day cards. Mondrian art Music Focus – Classical – Vivaldi – 4 seasons | <u>Expressive Arts and Design</u> Exploration of a variety of different media eg clay, cornflour, leaves Encourage and celebrate original ideas and creativity Paul Klee art Kazuya Akimoto Music Focus – Blues and Rock and Roll. | <u>Expressive Arts and Design</u> Exploration of a variety of different media eg clay, cornflour, leaves Explore ideas independently and freely Octagon art Anthony James Fathers' Day cards Pictures using all the shapes we have learned. Music Focus – Natural/ Jazz |

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| <u>Personal, Social and Emotional Development</u> | <u>Personal, Social and Emotional Development</u> | <u>Personal, Social and Emotional Development</u> | <u>Personal, Social and Emotional Development</u> | <u>Personal, Social and Emotional Development</u> | <u>Personal, Social and Emotional Development</u> |
| <u>Making Relationships</u> Learning names/getting to know each other/ joining in play and forming friendships /circle time Wash and dry hands Use the toilet correctly and independently Put your hand in the air to indicate you wish to speak. | <u>Making Relationships</u> Continue to develop friendships Getting dressed and changed (zips etc) No more 'dummies'. | <u>Making Relationships</u> Deepening friendships/ cooperation and working as a team Brushing teeth | <u>Making Relationships</u> Continue to develop friendships Sharing and turn taking | <u>Making Relationships</u> Deepening friendships/ cooperation and working as a team Manners – please and thank you | <u>Making Relationships</u> Preparation for transition and graduation and forming new friendships and relationships Talk and ask questions with unfamiliar adults. |
| <u>Self Confidence and Self awareness</u> Settling in/ learning routines/ being part of a class/ expressing interests/ | <u>Self Confidence and Self awareness</u> Settling in/ learning routines/ being part of a class/ expressing interests/ | <u>Self Confidence and Self awareness</u> Encourage increasing independence and choice Selecting and using resources independently Begin to talk about the choices made | <u>Self Confidence and Self awareness</u> Encourage increasing independence and choice Selecting and using resources independently Begin to talk about the choices made | <u>Self Confidence and Self awareness</u> Quality interaction in all areas and at all times Children able to talk confidently about their learning | <u>Self Confidence and Self awareness</u> Quality interaction in all areas and at all times Children able to talk confidently about their learning |
| <u>Managing Feelings and behaviour</u> Learning class rules and routines Responding to the needs and feelings of others | <u>Managing Feelings and behaviour</u> Show understanding and cooperate with some of the class boundaries and routines | <u>Managing Feelings and behaviour</u> class rules embedded aware of behaviours for learning display good learning in all areas of provision | <u>Managing Feelings and behaviour</u> Quality interaction in all areas and at all times Children able to talk confidently about their learning | <u>Managing Feelings and behaviour</u> Awareness of behaviours for learning Display good learning in all areas of provision | <u>Managing Feelings and behaviour</u> Transition and graduation. ELG |

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| Parachute/Sticky kids/ Action songs/Fine motor (Finger gym) activities/ Cutting with scissor skills Gross motor/ large movements | Small apparatus/ Shape games/Fine motor activities Sticky kids/ Halloween songs/ Gross motor – large movements | Small sided Team games/Fine motor skills/ Cutting skills Fine motor skills/ Small movements | Large apparatus/ Fine motor skills Fine motor skills/ Small movements | Outdoor PE skills/ Fine Motor skills/ Cutting skills Improving gross and fine motor skills | Rose Day dance rehearsal and performance/ Fine motor activities Improve and consolidate gross and finer motor skills |
| Health and Self Care Toilet and handwashing routine Snack time Dinner time Recognising danger and able to ask for help Green suits | Health and Self Care Awareness of lunch and snack time routine Understanding safety Learning to put on and take off wellies and green suits Recognising danger and able to ask for help | Health and Self Care Continued all year Toilet and handwashing Snack time Lunch time Recognising danger and able to ask for help | Health and Self Care Embedded lunch time/ snack time routine Understanding safety Recognising danger and able to ask for help | Health and Self Care Continued all year Toilet and handwashing Snack time Lunch time Recognising danger and able to ask for help | Health and Self Care Embedded lunch time/ snack time routine Understanding safety |