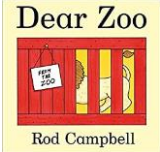
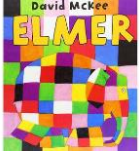
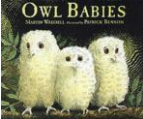




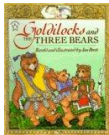
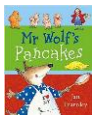


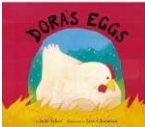
Nursery Long Term Plan, 2021-22







Autumn Term

On Entry/Baseline Assessment	Dear Zoo by Rod Campbell 	Elmer by David McKee 	Owl Babies by Martin Waddell  Autumn Festivals - Diwali, Bonfire night, Halloween	The First Christmas by Rod Campbell  Other Christmas and Santa stories
<p>Settling in /Baseline</p> <p>PSED- 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.</p> <p>CLL- Enjoy listening to longer stories. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>PD- Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Literacy- Reading - Understands that print has meaning.</p> <p>Writing - uses their print for early letter writing.</p> <p>Maths- Recite numbers past 5. Compare quantities using language: 'more than', 'fewer than'. Select shapes appropriately, flat surfaces for a building, a triangular prism for a roof, etc.</p> <p>UTW- Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family's history.</p> <p>EAD- Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p>	<p>PSE- Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Be increasingly independent in meeting their own care needs (e.g. using the toilet, washing and drying their hands thoroughly).</p> <p>CLL-Playing early phonics/listening games (Dear Zoo lotto, listening walks, making shakers, exploring and describing environmental sounds), talking about our experiences of the zoo and pets, listening to rhyming books, rhyming games.</p> <p>PD- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start developing fine motor skills - Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Literacy- Reading and retelling Dear Zoo story through role play and small world figures, joining in with repetitive parts of the story, writing and posting our own letters to the zoo. Understands that print can have different purposes. Develop their phonological awareness.</p> <p>Maths- Using number names in play, counting to 10, number rhymes, reading numerals 0-5, counting objects with 1:1 correspondence, matching number to quantity. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5.</p> <p>UTW- Begin to understand the need to respect and care for the natural environment and all living things (e.g. pets, zoos).</p> <p>EAD- Create animals using a variety of media (paint, collage, play dough), constructing containers for the zoo animals. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park, or a zoo.</p>	<p>PSE - Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.</p> <p>CLL- Use longer sentences of four to six words. Know many rhymes, be able to talk about familiar books.</p> <p>PD- 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.</p> <p>Literacy - Understand page sequencing (e.g. turning pages of a book in sequence). Develop their phonological awareness.</p> <p>Maths- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Extend and create ABAB patterns (e.g. stick, leaf, stick, leaf). Talk about and identifies the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper using formal language like pointy, spotty, blobs, etc.</p> <p>UTW- Talk about what they see using a wide vocabulary (e.g. weather, autumn/seasonal changes). Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.</p> <p>EAD- Explore colour and colour-mixing. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas.</p>	<p>PSE- Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (relate this to how the owl babies may feel).</p> <p>CLL-Enjoy listening to longer stories and can remember much of what happens (telling your own story/use story talk using nocturnal animals). Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary.</p> <p>PD- Choose the right resources to carry out their own plan (e.g. choosing a spade to enlarge a small hole they dig with a trowel) - den-building got nocturnal animals. Be increasingly independent as they get dressed and undressed (for example, putting coats on and doing up zips) - wellies/shoes, hats, gloves. Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Literacy- Understands that print can have different purposes (non-fiction books about nocturnal animals). Engage in extended conversations about stories learning new vocabulary. Understand that we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. Develop their phonological awareness.</p> <p>Maths- Reciting numbers past 5. Links numerals and amounts (e.g. showing the right number of objects to match the numeral up to 5 - i.e. owls in the story). Experiment with their own symbols and marks as well as numerals.</p> <p>UTW- Begin to understand the need to respect and care for the natural environment and all living things (nocturnal animals, bird feeders). Learning about festivals and celebrations. Bonfire night - firework safety. Diwali. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people. Explore how things work (e.g. torches and lanterns).</p> <p>EAD- Remember and sing entire songs (e.g. nocturnal animals). Join different materials and explore different textures (e.g. clay divas). Explore colour and colour-mixing (autumn colours). Use drawing to represent ideas like movement or loud noises.</p>	<p>PSE- Shows more confidence in new social situations. Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>CLL- Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story (Christmas story). Start a conversation with an adult or friend and continue it for many turns (Christmas experiences).</p> <p>PD- Use one-handed tools and equipment, for example, making snips in paper with scissors (e.g. making Christmas cards, calendars, crackers). Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Literacy- Uses some of their print and letter knowledge in their early writing (e.g. Christmas list, letters to Santa, writing cards). Writes some or all of their name. Develop their phonological awareness.</p> <p>Maths- Reciting numbers past 5. 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'. Experiment with their own symbols and marks as well as numerals.</p> <p>UTW- Talk about what they see using a wide vocabulary (e.g. seasonal changes, Christmas stories). Talk about the differences between materials and changes they notice. Learn about festivals and celebrations. - Christmas. Begin to make sense of their own life story and family's history. Continue developing positive attitudes about the differences between people.</p> <p>EAD- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Take part in simple pretend play using an object to represent something else, even though they are not similar. Sing the pitch of a tone sung by another person (pitch match).</p>
	<p>Phonics (L&S, phase 1): Aspect 1 - General sound discrimination (environmental sounds, e.g. animal sounds).</p> <p>Penpals (Foundation 1) - Developing gross motor skills:</p> <ol style="list-style-type: none"> 1. Whole body responses to the language of movement. 2. Large movements with equipment. 		<p>Phonics (L&S, phase 1): Aspect 2 - General sound discrimination (instrumental sounds).</p> <p>Penpals (Foundation 1) - Developing gross motor skills:</p> <ol style="list-style-type: none"> 3. Large movements with malleable materials. 4. Body responses to music. <p>Developing fine motor skills:</p> <ol style="list-style-type: none"> 5. Hand and finger play. 	<p>Phonics (L&S, phase 1): Aspect 3 - General sound discrimination (body percussion).</p>

Spring Term

<p style="text-align: center;">Books from home Children's interests Winter Wonderland</p> 	<p style="text-align: center;">Stories We Love/Traditional Tales</p> 	<p style="text-align: center;">Spring Festivals Pancake Day Mr Wolf's Pancakes by Jan Fearnley</p> 	<p style="text-align: center;">Growing/Spring It starts with a seed by Laura Knowles Growing/Spring - Jasper's Beanstalk by Nick Butterworth</p>  	<p style="text-align: center;">Spring Festivals Easter/Mothers' Day Dora's Eggs by Julie Jessup</p> 
<p>PSE- Find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spiderman and suggesting other ideas. Understand gradually how others might be feeling.</p> <p>CLL- Understand "why" questions (e.g. why do you think the water turned into ice, the ice melted, etc?).</p> <p>PD- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Literacy- Develop their phonological awareness so that they can spot and suggest rhymes. Write some letters accurately. <i>R: Read individual letters by saying the sounds for them.</i></p> <p>Maths- Understands position through words alone, for example, the bag is under the table (with no pointing). Discuss routes and locations using words like "in front of" and "behind".</p> <p>UTW- 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. <i>R: Describe what they see, hear and feel whilst outside.</i></p> <p>EAD- Create closed shapes with continuous lines and begin to use these to represent objects (snowmen). Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>PSE- Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Goldilocks and suggesting other ideas.</p> <p>CLL- Enjoys listening to longer stories and can remember much of what has happened. Use talk to organise themselves and their play (organise roles in role play of traditional tales). Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>PD- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks (e.g. three little pigs' houses).</p> <p>Literacy- Develop their phonological awareness so that they can spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary (e.g. story language). <i>R: Read individual letters by saying the sounds for them.</i></p> <p>Maths- Develop fast recognition of up to three objects, without having to count them individually (e.g. subitising). Solve real world mathematical problems with numbers up to 5. Make comparisons between objects relating to size, weight and capacity. <i>R: Compare length, weight and capacity.</i></p> <p>UTW- Explore collections of materials with similar and/or different properties.</p> <p>EAD- Begin to develop complex stories using small world equipment like animal sets, dolls, dolls houses, etc. Make imaginative and complex small worlds with blocks and construction kits (e.g. three little pigs' houses, etc). <i>R: Develop storylines in their pretend play.</i></p>	<p>PSE- Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>CLL- 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.</p> <p>PD- Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips.</p> <p>Literacy- Develop their phonological awareness so that they can spot and suggest rhymes. <i>R: Read individual letters by saying the sounds for them.</i></p> <p>Maths- Make comparisons relating to size, length, weight and capacity. <i>R: Compare length, weight and capacity.</i></p> <p>UTW- Talk about materials and changes they notice.</p> <p>EAD- Join different materials and explore different textures.</p>	<p>PSE- Make healthy choices about food, drink and toothbrushing. 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.</p> <p>CLL- Develop their communication, but may continue to have problems with irregular tenses and plurals. Understand 'why' questions.</p> <p>PD- Uses one-handed tools and equipment. Choose the right resources to carry out their own plan, e.g. choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Literacy- Develop their phonological awareness so that they can recognise words with the same initial sound. Uses some of their print and letter knowledge in their letter writing, e.g. writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy. <i>R: Read individual letters by saying the sounds for them.</i></p> <p>Maths- Begin to describe a sequence of events (real or fictional) using words such as 'first', 'then'. Make comparisons between objects relating to size, weight and capacity. Says one number for each item in order 1-5. <i>R: Count beyond 10.</i></p> <p>UTW- 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 living things. <i>R: Understand the effect of changing seasons in the world around them.</i></p> <p>EAD- Listen with increased attention to sounds. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>PSE- Develop their sense of responsibility and membership of a community. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>CLL- Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>PD- Continue to develop their movement (balancing, riding and ball skills).</p> <p>Literacy- Develop their phonological awareness so that they can recognise words with the same initial sound. Write some or all of their name. Write some letters accurately. <i>R: Read individual letters by saying the sounds for them.</i></p> <p>Maths- Describe a familiar route (Easter egg hunt). Combine shapes to make new ones, e.g. arch, bigger triangle, etc. Talk about and explore 2D and 3D shapes using informal and mathematical language (sides, corners, straight, flat, round). <i>R: Compare numbers.</i></p> <p>UTW- Begin to make sense of their own life story and family history.</p> <p>EAD- Show different emotions in their drawing (Mother's day cards) and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. <i>R: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p>
<p>Phonics (L&S, phase 1): Aspect 4 - Rhythm and rhyme. <i>Introduce ph2, set 1 sounds: s, a, t, p</i></p> <p>Penpals (Foundation 1) - Developing fine motor skills:</p> <ol style="list-style-type: none"> 6. Making & modelling 7. Messy play 8. Links to art 			<p>Phonics (L&S, phase 1): Aspect 5 - Alliteration. <i>Introduce ph2, set 2 sounds: i, n, m, d</i></p> <p>Penpals (Foundation 1) - Developing fine motor skills:</p> <ol style="list-style-type: none"> 9. Using one-handed tools & equipment 10. Hand responses to music <p>Developing patterns:</p> <ol style="list-style-type: none"> 11. Pattern-making 	

Summer Term

<p>Mad about Minibeasts (poems) by Giles Andreae and The Hungry Caterpillar</p> 	<p>People Who help us Maisy goes to the hospital by Lucy Cousins</p> 	<p>The Tiger who came to tea by Judith Kerr and Oliver's Vegetables and Vivian French</p> 	<p>Seasides and Pirates Lucy and Tom go to the Seaside by Shirley Hughes 10 Little Pirates</p> 
<p>PSE- Understand gradually how others might be feeling. CLL- Pay attention to more than one thing at a time, which can be difficult. Understands 'why' questions. <i>R: Retell the story, once they have developed a deep familiarity with the text, some in exact repetition and some in their own words.</i> PD- Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves or in teams. Literacy- Develop their phonological awareness so that they can count and clap syllables in a word. Understands that print can have different purposes. <i>R: Read individual letters by saying the sounds for them.</i> Maths- Extend and create ABAB patterns. 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'. Talk about and identify the patterns around them. <i>R: Continue, copy and create repeating patterns.</i> UTW- 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. EAD- Create their own songs or improvise a song around one they know. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.</p>	<p>PSE- Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. C&L- Start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play PD- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Literacy- Develop their phonological awareness so that they can count and clap syllables in a word. Understand the names of different parts of a book (non-fiction texts). Use some of their print and letter knowledge in their early writing (e.g. vet role play). <i>R: Read individual letters by saying the sounds for them.</i> Maths- Link numerals and amounts. Solve real world mathematical problems using numbers up to 5. Select shapes appropriately: flat surfaces for a building, triangular prism for a roof, etc. <i>R: Select, rotate & manipulate shapes to develop spatial reasoning skills.</i> UTW- Shows an interest in different occupations. Explore and talk about different forces they can feel. <i>R: Talk about members of their immediate family and community.</i> EAD- Take part in simple pretend play using an object to represent something else, even though they are not similar. Show different emotions in their drawing (Mother's day cards) and paintings, like happiness, sadness, fear, etc.</p>	<p>PSE - Make healthy choices about food, drink, activity and toothbrushing. <i>R: Know and talk about the different factors that support their overall health and well-being (regular physical activity, healthy eating, toothbrushing).</i> C&L- Enjoy listening to longer stories and can remember much of them. Understand a question or instruction with two parts. PD - Use large scale movements to wave flags and streamers to paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Literacy- Develop their phonological awareness, so that they can count or clap syllables in a word. Uses their print and letter knowledge in their early writing (e.g. food shopping list). <i>R: Read individual letters by saying the sounds for them. R: Blend sounds into words.</i> Maths- Experiments with their own symbols and marks as well as numerals. Compare quantities using language 'more than' and 'less than'. <i>R: Compare length, weight and capacity.</i> UTW- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things (e.g. vets). EAD- Play instruments with increasing control to express their feelings and ideas. Draw with increasingly complexity and detail, such as representing a face with a circle and including details.</p>	<p>PSE- Develop their sense of responsibility and membership of a community. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. C&L- Know many rhymes, be able to talk about familiar books and be able to tell a long story. Use a wider range of vocabulary. PD- Increasingly be able to use and remember sequences of movement, which are related to music and rhythm. Use one-handed tools and equipment, e.g. making snips in paper with scissors. Literacy- Develop their phonological awareness, so that they can count or clap syllables in a word. Engage in extended conversations about stories, learning new vocabulary. <i>R: Read individual letters by saying the sounds for them. R: Blend sounds into words.</i> Maths- Know that the last number reached when counting a small set of objects tells you how many there are in total. Solve real world mathematical problems with numbers up to 5 (ten little pirates). Talk about and identifies patterns around them using informal language (e.g. spotty, blobs, etc). <i>R: Understand the one more/one less than relationship.</i> UTW- Talk about what they see using a wide vocabulary. Explore collections of materials with similar and/or different properties. Use all their senses in hands-on exploration of natural materials. <i>R: Draw information from a simple map.</i> EAD- Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>
<p>Phonics (L&S, phase 1): Aspect 6 - Voice sounds. <i>Introduce ph2, set 3 sounds: g, o, c, k</i> Penpals (Foundation 1 & 2) - Developing patterns: 12. Investigating dots 13. Investigating straight lines and crosses 14. Investigating circles</p>		<p>Phonics (L&S, phase 1): Aspect 7 - Oral segmenting and blending. <i>Introduce ph2, set 4 sounds: e, u, r & set 5 sounds: h, b, f, l.</i> Penpals (Foundation 1 & 2) - Developing patterns: 15. Investigating curves, loops & waves 16. Investigating joined straight lines and angled patterns 17. Investigating eights and spirals</p>	

