
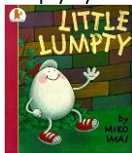
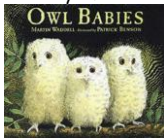
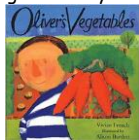
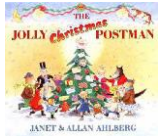


Nursery Long Term Plan

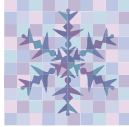


		Autumn Term		
<p>On Entry/Baseline Assessment</p>  <p>Settling in 37-42 Months</p>	<p>Little Lumpty by Miko Imai</p> 	<p>Owl Babies by Martin Waddell</p> 	<p>Oliver's Vegetables by Vivian French</p> 	<p>Jolly Postman/ Jolly Christmas Postman by Janet & Allan Ahlberg</p> 
<p>PSE- Shows an awareness of the feelings of others. Can tolerate delay when needs are not met immediately and accept that wishes may not always be met. Will willingly approach others to play CLL- Listens and attends to a dialogue in a small group of 3 or more children. Able to shift attention to explore a self-chosen line of enquiry. Understanding - Responses show an understanding of an experience or event. Can describe an action or experience in the present tense. Speaking - Able to tell their own short story or anecdote. Makes requests when choosing resources and activities. PD- Walks up steps using alternate feet. Is able to use resources that require twisting turning and rotating. Attempts to dress self. Literacy- Reading- Uses their own illustrations or props to retell a story. Engages in story talk when in role play or small world play. Writing- Engages in mark making in their play. Maths- Number - Makes comparisons between different quantities. Can count alongside actions in games, rhymes and songs. UTW- Talks about or responds to events in their personal history or present lives. Uses technologies to share experiences with others. EMM- Representations and responses show understanding that different media, music or materials will support expressions of own ideas. Create new 'worlds', stories or scenarios.</p>	<p>PSE- Role-play and re-enacting story of Little Lumpty, Discussion about Little Lumpty's feelings and own feelings. Adapting behaviour to changes in routine eg photos in hall CLL- Anticipate key phrases in rhymes, eg Humpty Dumpty rhyme Describe an experience and how it makes you feel. PD- Building walls for Little Lumpty using a variety of construction materials. Become aware of risks and manage risks, with support, when building. Using the bikes, scooters, wheel barrows etc, negotiating obstacles safely. Putting on own coat and doing it up independently. Literacy- Using props to retell the story or make up own story, using 'story talk'. Engage in mark making in play, drawing family. Maths- Making ladders, using short and long strips of paper, counting rungs on ladder. Recognise numerals in the environment. Using positional language to describe where Little Lumpty is, on, in, under, (next to, behind) Using coins to buy 5 currant buns. UTW- Talking about family. Who lives in your house? Talking about significant events, eg birthday, Halloween and answer questions about themselves. Using ipad to take photos of friends and to look at activities. EMM- Imaginative play in small world, in the shop, home corner.</p>	<p>PSE- Choosing a friend to play with and where to play with in the Nursery setting. CLL- Learning to retell the story, anticipate key events and phrases in the story and in rhymes. Telling your own story/use story talk using nocturnal animals. PD- Making dens, nests and homes for nocturnal animals (inside). Making dens to play in outside. Managing own basic hygiene needs, toileting and hand washing, sometime with support. Literacy- Reading non-fiction books about nocturnal animals. Mark making shows variation in shape and form. Making signs and label for the environment, eg for the den 'Quiet Please!', 'Feed the birds in winter'. Planning to make a model/animal home/den and describe how they carried it out to others. Turning pages in a book carefully and looking after books in the classroom. Maths- Counting/action songs. Reciting numbers to 10 eg fish song. Count characters in the story and label using numbers. UTW- Discussing about looking after woodland animals, putting food out in the garden for birds in winter time, caring for our immediate environment (inside and out). Learning about festivals and celebrations. Bonfire night - firework safety. Diwali. EMM- Using torches and lanterns and describing how they work. Singing nocturnal animal songs. Making clay Divas. Mixing colours - orange, brown</p>	<p>PSE- Taking turns and accepting the needs of others during independent play and adult led activities. CLL- Understanding simple questions when handling vegetables 'what is it?' 'where' does it grow? 'how' can you eat them? Eg potatoes for chips, Show understanding of an event eg Halloween, Bonfire Night, giving a short anecdote of the event. PD- Reading books carefully, turning pages appropriately. Using equipment safely and managing risks, eg knife for chopping. Literacy- Discussing likes and dislikes of vegetables and fruit. Listening to the opinions of others in a small group. Reading non-fiction books about vegetables, fruit and healthy eating. Engage in mark making in play eg make shopping lists in green grocer's shop Maths- Acting out exchange of objects, card money or goods in role-play, games or rhymes. Using coins to buy fruit in the shop. Making comparisons between different quantities UTW- Looking for changes in the outdoor classroom. Explore why things happen in the natural world. Autumn - leaves changing colour, falling from trees, weather becoming colder Understanding of different roles, eg shopkeeper. Respond to events in personal history, Halloween, Bonfire Night EMM- Using different media to express ideas. Printing with veg/fruit. Role-playing in green grocers shop. Building songs.</p>	<p>PSE- Adapting behaviour to changes in routine. Xmas concerts/singing; FC's visit. Role-play - starting to act out stories in a group with friends, suggesting ideas. Initiate interactions with peers. CLL- Listening to others and stories in small groups. Using key phrases when acting out stories. Use story baskets to retell favourite stories. Answer simple questions about themselves, in relation to Christmas events PD- Constructing models with a purpose in mind. Becoming more dextrous using tools and equipment. Making Christmas cards, calendars, crackers. Literacy- Writing messages, posting letters, card, invitations. Becoming familiar with reading and writing own name, using name cards to begin to write letters from own name. Become aware of print in the environment. Listening for rhyming words in the story Maths- Reciting numbers in order to 10. Counting up to four objects. SMM Using and naming shapes to make shape pictures and in construction. UTW- Observing seasonal changes - Autumn/Winter Christmas story - Jolly Christmas Postman. Learn about different people performing different roles - postal workers. Learn about festivals and celebrations. - Christmas. Respond to events in personal history and present lives, eg in relation to Christmas celebrations. EMM- Use the 'story stones' and wooden character to create stories. Use small world figures to create new 'worlds'. Building songs. Taking part in dancing, action songs and responding to music. Christmas concert. Role-play in the Post Office.</p>

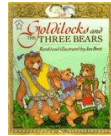
Spring Term

Books from home
Children's interests

Winter Wonderland



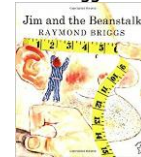
Stories We Love/Traditional Tales



Growing/Spring - Jasper's Beanstalk by Nick Butterworth



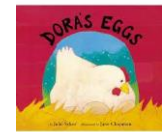
Growing/Spring
Jim and the Beanstalk by Raymond Briggs



Spring Festivals
Pancake Day
Mr Wolf's Pancakes by Jan Fearnley



Spring Festivals
Easter/Mothers' Day
Dora's Eggs by Julie Sykes



43-48 Months

PSE- Talking about Christmas celebrations at home in circle time and with friends. 'What did Santa bring for you?'
CLL- Asking the children to make ice at home and bring it into nursery for an experiment. Follow instructions without visual clues.
PD- Constructing models, using a variety of materials with a purpose in mind
Managing own basic hygiene needs.
Literacy- Listening for rhyming words in stories and songs. Making up their own rhymes

Introducing initial letter sounds (RML, Jolly Phonic) through sound games, songs and listening activities

Maths- Look at numbers in the environment. How old are you? Can you find 'your number'? Play counting games

UTW- Investigation -Why things happen? Making and melting ice.

EMM- Singing winter songs, Icy toes, 5 Little Snowmen. Exploring the sounds of instruments and using them to make 'wintry' music

PSE- Role-play - using costumes and props to act out the stories in a group with friends and suggesting ideas, eg Goldilocks, Little Red Riding Hood. Initiating interactions with peers.
CLL- Listening to others and stories in small groups. Using key phrases when acting out stories. Using story baskets to retell favourite stories
PD- Constructing models, using a variety of materials and with a purpose in mind. Becoming more dextrous using tools and equipment.
Literacy- Writing a message from Goldilocks to the three bears. Writing cards and letters to different story characters of their choice. Using name cards to begin to write letters from own name. Becoming aware of print in the environment, modelling of reading signs
Maths- Counting characters in the story and label using numbers. Using everyday vocabulary to describe the size of the bears; weigh porridge oats, baking ingredients. Making porridge
UTW- Observing seasonal changes and using technology to find out about the world around them, eg looking at the weather forecast on IWB. Programming a 'beebot' to find its way to the bears' cottage.
EMM- Use the 'story stones' and wooden character to create stories. Use small world figures to create new 'worlds'.

PSE- Building up tolerance, resilience and patience. Adapting behaviour to changes in routine, class photo
CLL- Listening to the story and sequencing the events. Following instructions how to plant and care for beans. Describing how they planted and are caring for their bean. Speaking - Using past, present future tense in relation to plants growing. How has it changed? What will happen if.....?
PD- Digging, planting using gardening tools appropriately and safely
Literacy- Labelling parts of a plant. Listening to initial letter sounds. Beginning to understand that print carries meaning, looking at labels relating to plants, stem, flower, roots.

Maths- SMM Talk about time in relation to events, daily routine, growing plants. Plant beans and measure their size as they grow. Using comparative language for how tall they have grown
UTW- Observe beans growing and discuss their changes. Describing how and why their bean has changed.

EMM- Using resources and materials in a different or unusual way, eg using different textures of fabric
Using CD player to listen to music, compose own dances

PSE- Developing empathy for our peers and for characters in stories. Beginning to understand the feelings of others. How is the giant feeling? Why? How is Jim's mother feeling when he sells the cow? Why?
CLL- Anticipating key events and phrases in the story. Compare this story to Jack and the Beanstalk. Talk about past and future. Read different versions of traditional tales eg Mr Nosey and the Beanstalk, The Three Little Pigs and the Big Bad Wolf

PD- Using cross lateral movement to move forward and negotiate space, moving through tunnels or when on a scooter or bike.

Literacy- Beginning to hear rhyming words, in Nursery rhymes, songs and poems. Continuing initial letter sound games, songs and listening activities

Maths- Using everyday vocabulary to measure. Drawing round peers. Measuring using hands, feet, tape measures, rulers. Talk about size in relation to the giant.

UTW- Looking for changes in the outdoor classroom
Show care and concern for living things and the environment.

EMM- Mixing colours eg to make green
Using handprints to make leaves for plants

Singing Spring/growing songs, eg 5 little flowers, 5 eggs, Mrs Hen

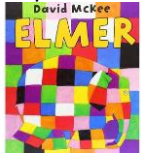


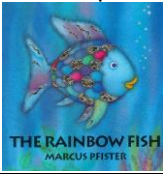
PSE- Developing empathy for our peers and for characters in stories. Beginning to understand the feelings of others. Why did the wolf behave the way he did?
CLL- Recognise and write some letters from their own name, with the help of a name card, or adult support, as required
Recognise environmental print and signs eg shops, recipes in the playdough area, labels around the classroom
PD- Reading books carefully, turning pages appropriately, especially stories brought from home by peers. Sharing books with others
Literacy- Becoming aware of print in books. Write out own recipes, using graphic representation to record number of items, (maths link)
Using recipe cards in the playdough area to read and make items.

Maths- Using everyday vocabulary when following pancake recipe, eg to describe weight, how much flour? Look for numbers on the weighing scales
Count how many eggs.
UTW- Looking for changes when making pancakes
Continue to show care and concern for living things and the environment.

EMM- Using CD player to listen to music. Listen to musical story of Peter and the Wolf and move in character to the music

PSE- Mother's Day. What is special about your mummy? How does your mummy look after you? Why do you love your mummy? How will you celebrate Mothers' Day?
CLL- Speaking- make plans about how you will do something special for your mummy on MD. Describe to your friends/teachers.
PD- Being aware of safety in the outdoor classroom and manage risks, eg moving equipment, with support
Literacy- Writing messages eg to mummy in MD card, to family in Easter card, request to Easter Bunny.
Maths- Counting with 1:1 correspondence a set of up to 10 eggs into nests. Recognising numerals of personal significance and numerals in the environment.
UTW- Continuing to observe seasonal changes and using technology to find out about the world around them Learning about festivals and celebrations. - Mothers' Day/Easter
EMM- Using resources and materials in a different or unusual way. Making a Mothers' Day picture
Making Easter cards and baskets. Easter songs

Summer Term

<p style="text-align: center;">Elmer by David McKee</p> 	<p style="text-align: center;">Tiger who came to tea by Judith Kerr</p> 	<p style="text-align: center;">Mad about Minibeasts (poems) by Giles Andreae</p> 	<p style="text-align: center;">The Rainbow Fish by Marcus Pfister</p> 
<p style="text-align: center;">49-54 Months</p> <p>PSE- Discussing how we are similar and different to others and celebrating our differences. Confidently making choices, with resources, asking for help, as required.</p> <p>CLL-Listening games, circle time, turn taking. Listening to opinions of others in small groups. Understanding 'who' 'what' 'where' questions</p> <p>PD-Managing own basic hygiene needs. Moving with confidence in a range of ways in the outdoor classroom, over, under, and through climbing equipment. Using one handed equipment with control, eg scissors,</p> <p>Literacy- Listening for and playing with alliteration in words. Engaging in emergent writing in play and ascribing meaning to marks eg invitations to Elmer day celebrations Continuing to play initial letter sound games, songs and listening activities</p> <p>Maths- Using comparative language size. Biggest, smallest, shortest, longest animals</p> <p>SSM - Using everyday language to describe patterns in nature and the environment.</p> <p>UTW- Looking for patterns in the outdoor classroom. Making rubbings of bricks, wood Discuss changes in the weather. What do you need to wear when the weather gets hotter? Using technologies to enhance, change or recreate a learning experience.</p> <p>EMM-Dance Carnival of the Animals, Peter and the wolf. Using music inside and out to make up own dances and movements</p>	<p>PSE- Taking turns, accepting needs of others and being aware of consequences of their actions. Sophie's family being kind to tiger. Was he kind in return? Kindness board in the classroom. (helping peers). Discussing how to build good relationships.</p> <p>CLL-Listening to story and being able to retell it. Listening to opinions of others, why do you think the tiger behaved how he did? How do you think the family felt? Sophie? Mummy? Daddy?</p> <p>PD- Managing own basic hygiene needs. Moving with confidence in a range of ways in the outdoor classroom, over, under, and through climbing equipment. Using one handed equipment with control eg hole punch</p> <p>Literacy- Recognising familiar signs and labels eg supermarket signs, restaurant signs. Read and scribe own name eg on book bag, pictures. . Engaging in emergent writing in play and ascribing meaning to marks eg taking orders in the café, writing a letter to the tiger</p> <p>Maths- Finding totals by counting and combining groups of objects. How many items did the tiger eat? How many items of fruit & veg? Cakes & biscuits? How many customers in the café? Are there enough tables and chairs?</p> <p>UTW- Looking at patterns on animals. Using stencils to make rubbings of animals. Using technologies to enhance, change or recreate a learning experience. Making shadow puppets on whiteboard.</p> <p>EMM- Role-play - café, acting out story. Playing co-operatively as part of a group to develop and act out the story. Do the family take the tiger with them to the café? Can they teach him some manners?</p>	<p>PSE- Taking turns, accepting needs of others and being aware of consequences of their actions. Being kind to animals/mini beasts/all living creatures. 'Hurt no living thing' poem. Kindness board (nominating others, caring for environment)</p> <p>CLL-Understanding 'how' and 'why' questions. How can we look after our environment? Why? Asking questions about past events. Asking peers where did you go on holiday? What did you do for your birthday? Do you remember coming to my house (home visit)?</p> <p>PD- Managing own basic hygiene needs. Moving with confidence in a range of ways in the outdoor classroom, over, under, and through climbing equipment. Using one handed equipment with control, eg stampers, tape dispenser,</p> <p>Literacy- Understanding of 'how' and 'why' questions Listening to and learning rhymes about mini beasts. Playing with rhyme and alliteration. . Engaging in emergent writing in play and ascribing meaning to marks. Continuing to play initial letter sound games, songs and listening activities</p> <p>Maths- -- Counting with 1:1 correspondence a set of up to 10 mini beasts Finding totals by counting and combining groups of objects eg mini beats that fly and those that crawl. Counting parts of mini beast eg leg, wings, feelers. Playing the beetle game, Incy Wincy Spider, Snail game</p> <p>UTW- Sorting mini beasts, looking at their similarities and difference, eg ones that fly, crawl, number of legs, etc. Use the internet to find out about individual mini beasts</p> <p>EMM- Making musical instruments - using simple tools and techniques competently and appropriately.</p>	<p>PSE- Talking about the importance of friendship and sharing. What made the Rainbow Fish feel happy? Helping others if they are in difficulty. Discussing how to build and consolidate good relationships. Looking back on our year in Nursery. What have you enjoyed most? Who have you liked to play with? What are you looking forward to in Reception?</p> <p>CLL-Asking questions about future events. When am I? When will it be time for? Where will I go in September? Retelling the story and acting it out using props in the story basket.</p> <p>PD- Managing own basic hygiene needs. Moving with confidence in a range of ways in the outdoor classroom, over, under, and through climbing equipment. Using one handed equipment with control eg pens, stapler</p> <p>Literacy- Using future tense to discuss transition into YR. Engaging in emergent writing in play and ascribing meaning to marks eg letter/invitation to a friend to come to play</p> <p>Maths-- Counting with 1:1 correspondence a set of up to 10 scales onto rainbow fish. Find total number of scales, total number of different sea creatures in net. Fishing game (outdoor) how many fish can you catch? What numerals are they?</p> <p>SSM - Using everyday language to describe patterns in nature - scales, colours on fish and other sea creatures</p> <p>UTW- Discussion about different habitats, seaside and environmental changes Using technologies to enhance, change or recreate a learning experience. Sensory bricks, lights, music, to create an underwater world</p> <p>EMM- Making musical instruments - using simple tools and techniques competently and appropriately. Using our instruments to accompany songs Seaside songs, 'What's that bobbing in the sea?'</p>