



Nursery Long Term Plan:

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Why do you love me so much?	Why do leaves go crispy?	Can we explore it?	'Are eggs alive?' with 'How many colours in the rainbow?' Link Science - What is a shadow?	How many pebbles on the beach?	
Hook for Learning	Paint a self-portrait.	Visit the park in Autumn. Perform in a Nativity.	Make a map and go on an adventure.	Watch chicks hatch.	Have a picnic at the park.	Visit Cheshire ice cream farm.
SEAL THEMES	New beginnings	Getting on and falling out (Anti-bullying week)	Going for goals	Relationships	Good to be me	Changes
PHYSICAL DEVELOPMENT	<p>Teaching Skills Supported: Put on and hang up coat Take off shoes and put on wellies. Carpet Skills Blowing your own nose. Toileting Putting straw into a milk carton. Try new foods. Wash and dry hands. Tidy up time.</p> <p>Hand-eye coordination activities. Develop control over mark making tools. Threading</p> <p>Gross motor skills: Climbing equipment Stop/go games PE</p>	<p>Teaching Skills Unsupported: Put on and hang up coat Take off shoes and put on wellies. Carpet Skills Blowing your own nose. Toileting Putting straw into a milk carton. Try new foods. Wash and dry hands. Tidy up time.</p> <p>Hand-eye coordination activities. Develop control over mark making tools. Sewing</p> <p>Gross motor skills: Parachute games PE</p>	<p>Teaching Skills Supported: Fasten coat More responsible with taking shoes on and off. Carpet skills with increased learning behaviours Full independence for toileting. Full independence for snack table. Full independence during child initiated activities.</p> <p>Use one-handed tools with increased control e.g. pencil, scissors. Dough disco</p> <p>Gross motor skills: dance/movement to music</p>	<p>Teaching Skills Unsupported: Fasten coat More responsible with taking shoes on and off. Carpet skills with increased learning behaviours Full independence for toileting. Full independence for snack table. Full independence during child initiated activities.</p> <p>Draw lines and circles using gross motor skills. Finger gym</p> <p>Gross motor skills: Large ball games</p>	<p>Teaching Skills Supported: Independence choosing right clothing to suit weather conditions. E.g. all in-one weather suits. Preparation for reception e.g. teaching to use a knife and fork, carrying a tray.</p> <p>Dough disco</p> <p>Gross motor skills: Gymnastics – large equipment</p>	<p>Teaching Skills Unsupported: Independence choosing right clothing to suit weather conditions. E.g. all in-one weather suits. Preparation for reception e.g. teaching to use a knife and fork, carrying a tray.</p> <p>Manipulates objects with good fine motor skills. Uses writing as a means of communicating to audience.</p> <p>Gross motor skills: Preparing for sports day activities e.g. quoites, sacks, egg and spoon.</p>



<p>LITERACY</p>	<p>Reading: Book Talk Traditional Stories Picture/Name Recognition With support: Coat peg/snack tag/challenge card</p> <p>Revisit and Review 'time pair share' or 'Rally Robbin' talk about the main events / characters / setting of the story</p> <p>Phonics: Environmental sounds Instrumental sounds Body Percussion Rhythm and rhyme</p> <p>Writing: Develop a spoken language. Hand-eye coordination activities. Develop control over mark making tools. Show interest in pictures and print in books. Recognise environmental print.</p> <p>AD Literacy task linked to text and theme of the week.</p>	<p>Reading: Book Talk Christmas Stories Picture/Name Recognition Unsupported: Coat peg/snack tag/challenge card</p> <p>Revisit and Review 'time pair share' or 'Rally Robbin' talk about the main events / characters / setting of the story</p> <p>Phonics: Environmental sounds Instrumental sounds Body Percussion Rhythm and rhyme Alliteration Voice sounds</p> <p>Writing: Develop a spoken language. Hand-eye coordination activities. Develop control over mark making tools. Show interest in pictures and print in books. Recognise environmental print.</p> <p>AD Literacy task linked to text and theme of the week.</p> <p>Revisit and Review,</p>	<p>Reading: Book Talk Favourite stories With support: Name Recognition</p> <p>Revisit and Review 'time pair share' or 'Rally Robbin' talk about the main events / characters / setting of the story</p> <p>Phonics: Teach one grapheme/phoneme per week. m, a, s, d, t, l</p> <p>Revisit and Review 'quiz, quiz, trade' previously learnt grapheme recognition.</p> <p>Writing: Understand the concept of a word. Use one-handed tools with increased control. Ascribe meaning to marks. AD Literacy task linked to text and sound taught in phonics that week.</p> <p>Revisit and Review, 'Rally Robin' or 'Time Pair Share' facts from the text e.g. list of</p>	<p>Reading: Book Talk Favourite stories Shared reading Lilac books, taken home weekly. Objective led planning targeting reading skills. Unsupported: Name Recognition</p> <p>Revisit and Review 'time pair share' or 'Rally Robbin' talk about the main events / characters / setting of the story</p> <p>Phonics: Teach one grapheme/phoneme per week. n, p, g, o, c, k</p> <p>Revisit and Review 'quiz, quiz, trade' previously learnt grapheme recognition.</p> <p>Writing: Recognise rhythm in spoken words. Draw lines and circles using gross motor skills. Reads back own mark making.</p> <p>AD Literacy task linked</p>	<p>Reading: Shared reading Lilac books, taken home weekly. Objective led planning targeting reading skills. Unsupported: Name Recognition Key words</p> <p>Revisit and Review 'time pair share' or 'Rally Robbin' talk about the main events / characters / setting of the story</p> <p>Phonics: Teach one grapheme/phoneme per week. u, b, f, e, l (Short week, revisit u heavily in provision).</p> <p>Revisit and Review 'quiz, quiz, trade' previously learnt grapheme recognition.</p> <p>Writing: Show awareness of rhyme and alliteration. Hears and discriminates general sounds, speak sounds and patterns. Knows print carries information.</p> <p>AD Literacy task linked to</p>	<p>Reading: Shared reading Lilac books, taken home weekly. Objective led planning targeting reading skills. Unsupported: Name Recognition Key words</p> <p>Revisit and Review 'time pair share' or 'Rally Robbin' talk about the main events / characters / setting of the story</p> <p>Phonics: Teach one grapheme/phoneme per week. h, sh, r, j, v, y, w</p> <p>Revisit and Review 'quiz, quiz, trade' previously learnt grapheme recognition.</p> <p>Writing: Extend spoken vocabulary. Manipulates objects with good fine motor skills. Uses writing as a means of communicating to audience.</p> <p>AD Literacy task linked to text and sound taught in phonics that week.</p>



	<p><u>Revisit and Review</u> ‘Rally Robin’ or ‘Time Pair Share’ e.g. who lives in your house, my family, my pets, why journey to school, my favourite things including facts about traditional tales.</p> <p>Text: All about me, I Am Too Absolutely Small for School, Starting School. Traditional Tales – Little Red Riding Hood, Goldilocks and the Three Bears, Three Little Pigs.</p>	<p>‘Rally Robin’ or ‘Time Pair Share’ autumn facts e.g. autumn colours, what happens to a tree, animals that hibernate, changes in the season.</p> <p>Text: Guess how much I love you Autumn? Percy the Park Keeper – After the Storm, One Snowy Night, A Year in Percy’s park.</p> <p>Non-Fiction text: Autumn, Seasons, Tree Seasons come Seasons go!</p>	<p>characters, explaining main events.</p> <p>Text: The Great Explorer, We’re going on a Bear Hunt, We’re going on a Lion hunt. Whatever Next!</p> <p>Non-Fiction text: Chinese new year.</p>	<p>to text and sound taught in phonics that week.</p> <p><u>Revisit and Review</u> During Literacy adult taught session, ‘Rally Robin’ parts of a plant. ‘Time Pair Share’ What does a plant need to grow.</p> <p>Fiction text: Jaspers Beanstalk, Oh can you seed? Oliver’s Vegetables, I Really Wonder What Plant I’m Growing (Charlie and Lola), The enormous turnip.</p> <p>Non-Fiction text: Growing frogs, RHS Ready, Steady, Grow! National Geographic Kids!</p>	<p>text and sound taught in phonics that week.</p> <p><u>Revisit and Review</u> During Literacy adult taught session, ‘Take off, Touch down’ name different colours. ‘Time Pair Share’ Why was Elmer sad?</p> <p>Text: Elmer the Elephant (Link to PSED) The Color Monster: A Story about Emotions (Link to circle time) Sky colour, Press Here, Brown bear, brown bear, what do you see?</p>	<p><u>Revisit and Review</u> During Literacy adult taught session, ‘Take off, Touch down’ Animals that live at the seaside. ‘Time Pair Share’ How to stay safe in the sun. How to stay safe in the sea.</p> <p>Text: Look What I Found At The Seaside – Paul Humphries The Sandcastle by Oxford Reading Tree. At the Seaside by Germano Zullo and Albertine. Seaside poems ‘One, two, three, four, five, once I caught a fish alive’, ‘A sailor went to sea, sea, sea.’ Barefoot books.</p>
<p>MATHEMATICS</p>	<p><u>Numbers:</u> Distinguish between quantities when a group of objects is more than one. Show awareness of 1:1 correspondence through practical everyday experience.</p> <p><u>Revisit and Review</u> ‘Take off, touch down’ Numbers 0-5</p> <p><u>Shape, Space and</u></p>	<p><u>Numbers:</u> Begin to make comparisons between quantities. Use some number language such as “more” “a lot”</p> <p><u>Revisit and Review</u> ‘Take off, touch down’ Numbers 0-10 ‘stand up, hand up, pair up’ say and swap numerals 0-5 “My numbers is ___”</p>	<p><u>Numbers:</u> Appreciate that numbers can identify how many objects are in a set. Count up to 5 objects by touching each object and saying number name for each item. Know that the last number in the count is the total.</p> <p><u>Revisit and Review</u> ‘Take off, touch down’ Numbers 0-10</p>	<p><u>Numbers:</u> Represent numbers up to 5 using fingers 30-50months. Recognise groups with 1 2 or 3 objects 30-50months. Match groups with the same number of objects (1 – 3) 30-50months.</p> <p><u>Revisit and Review</u> ‘Take off, touch down’</p>	<p><u>Numbers:</u> Represent numbers up to 10 using fingers 30-50months. Count reliably to 10 objects including those that cannot be moved 30-50months. Count actions or sounds 30-50months.</p> <p><u>Revisit and Review</u> ‘Take off, touch down’ Numbers 0-10</p>	<p><u>Numbers:</u> Count out a small number of objects (6) from a large group 30-50months. Match and compare the numbers of objects in 2 sets recognising when the sets contain the same number of objects 30-50months. Move around, or partition and recombine small groups up to 4 objects, and recognise that the</p>



	<p>Measures Sorting for object, size, colour. Positional language: up, down Shape recognition: basic 2D shapes.</p> <p>Revisit and Review 'Take off, Touch down' name 2D shapes.</p>	<p>Shape, Space and Measures Use language such as circle to describe the shape and size of a flat shape. Model use of positional language.</p> <p>Revisit and Review 'Take off, Touch down' name 2D/3D shapes.</p>	<p>'stand up, hand up, pair up' say and swap numerals 0-10 "My numbers is ____"</p> <p>Shape, Space and Measures Encourage children to talk about the shapes in everyday objects. Now use the language e.g. circle, bigger to describe the shape. Model the use of size language such big, little and heavy, light. Use everyday words to describe capacity.</p> <p>Revisit and Review 'Take off, Touch down' name 2D/3D shapes. 'Quiz, quiz, trade' name 2D/3D shapes.</p>	<p>Numbers 0-10 'stand up, hand up, pair up' say and swap numerals 0-10 "My numbers is ____"</p> <p>Shape, Space and Measures Encourage children to talk about the shapes in everyday objects. Now use the language e.g. circle, bigger to describe the shape. Model the use of size language such big, little and heavy, light. Size, length and weight.</p> <p>Revisit and Review 'stand up, hand up, pair up' name and swap 2D shapes. 'Time pair share' describe 2D shapes.</p> <p>Text: Jaspers Beanstalk, One is a snail, ten is crab.</p>	<p>'stand up, hand up, pair up' say and swap numerals 0-10. "My numbers is ____" 'Quiz, quiz, trade' what is one more than?</p> <p>Shape, Space and Measures Encourage children to order items by size, length and weight. Develop mathematical ideas and methods to solve practical problems. Create puzzles using shapes.</p> <p>Revisit and Review 'Take off, Touch down' name 2D shapes. 'stand up, hand up, pair up' name and swap 3D shapes. 'Time pair share' describe 3D shapes.</p> <p>Text: 365 Penguins, 10 little rubber ducks.</p>	<p>total is still the same 30-50months.</p> <p>Revisit and Review 'Take off, touch down' Numbers 0-10 'stand up, hand up, pair up' say and swap numerals 0-10. "My numbers is ____" 'quiz, quiz, trade' simple sums e.g. 1 + 2, 2 + 1.</p> <p>Shape, Space and Measures Develop mathematical ideas and methods to solve practical problems. Use everyday words to describe capacity.</p> <p>Revisit and Review 'Take off, Touch down' name 2D/3D shapes. 'stand up, hand up, pair up' name and swap 2D shapes. 'quiz, quiz, trade' clues to 2D shapes e.g. my shape has 3 straight sides, what is it?</p> <p>Text: Handa's Hen.</p>
<p>UNDERSTANDING THE WORLD</p>	<p>Autumn Learning Journeys Talking about home and family, friends</p>	<p>Autumn Conversation station- Snack table Learning Journeys</p>	<p>Winter New Year Chinese New Year Learning Journeys</p>	<p>Spring Pancake Day: Snack table Easter, celebrations</p>	<p>Father's Day Recognising colours, colour mixing.</p>	<p>People and communities Summer, people who work at the seaside, how to stay safe at the sea side, plants</p>



	<p>Love All about me Change</p> <p>Role Play – home corner</p> <p><u>Technology:</u> IWB nursery rhymes, Autumn.</p>	<p>Conkers and other autumn treasures. Adaptation of animals to seasonal changes. Fruits and seeds. Significant Events: Trick or treat, Bonfire night, Poppy Day, Christmas, Birthdays, Diwali.</p> <p><u>Technology</u> IWB: Nursery Rhymes, Bonfire night, Poppy Day, Beebots</p> <p>Ipads to be introduced: turn taking skills, digital cameras, microwave, lights etc.</p>	<p>Conversation station- Snack table Snow and ice. Making maps and plans Different types of transport. Instructions and directions. Explorers</p> <p><u>Technology:</u> Beebots Winter on IWB iPad Moving Toys</p>	<p>Mothers Day Learning Logs Chickens and chicks Frogs and frogspawn Eggs, trees, blossom, flowers and weather.</p> <p>Life cycle of a chicken Enhanced provision: Focus table/question table.</p> <p>Text: Tree changing seasons.</p> <p><u>Technology:</u> Beebots Spring on IWB iPad digital camera Laptop CD player</p>	<p>Patterns, sorting and ordering. Exploring different materials. Rainbows and weather.</p> <p>Shadows, light and dark. Night and day. Shapes and pattern The sun and silhouettes.</p> <p><u>Technology:</u> Beebots iPad Laptop Digital camera CD player Using technology for a purpose.</p>	<p>and animals that live on the seashore. Pebbles, sand, rocks and the sea.</p> <p><u>Technology:</u> Beebots iPad digital camera Laptop CD player Summer on IWB Using technology for a purpose.</p>
<p>EAD</p>	<p><u>Exploring and Using Media and Materials</u> Learning new songs Simple construction Using simple tools Familiar role play</p> <p><u>Being imaginative:</u> Role Play – home corner Enhanced: Party props and clothes to act out celebrations.</p>	<p><u>Exploring and Using Media and Materials</u> Moving to music Exploring colour/texture to make pictures Sounds of instruments Joining in with a wider variety of role play</p> <p><u>Being Imaginative:</u> Role Play – Home corner, post office/Santa’s mailroom for Christmas time.</p>	<p><u>Exploring and Using Media and Materials</u> Repeated rhythms Movement to music Learning a wider variety of songs Constructing with purpose Expressive in art/drama/dance</p> <p><u>Being imaginative:</u> Role Play- Home corner</p>	<p><u>Exploring and Using Media and Materials</u> Creating different textures Selecting a wider range of tools Explore colours and begin to differentiate between colours. Role play based on own first hand experiences.</p> <p><u>Being imaginative:</u> Role Play-Home corner</p>	<p><u>Exploring and Using Media and Materials</u> Tap out simple repeated rhythms and make some up Explore and learn how sounds can be changed Imitate and create movement in response to music Use available resources to create props to support role play Develop a repertoire of actions by putting a</p>	<p><u>Exploring and Using Media and Materials</u> Sing to themselves and make up simple songs Create 3D structures Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces recognise repeated sounds and sound patterns and match movements to music</p>



	Enhanced: Baby clinic/people who help us.		Enhance to a Chinese restaurant Bear cave/Jungle	Farm/farm shop	sequence of movement together Engage in imaginative play and role play based on own first hand experiences Being imaginative: Role Play-Home corner Painter and decorators Rainbow café. -Garden centre	Being imaginative: Role Play-Home corner - On the beach/seaside & ice cream parlour
TRIPS, VISITS AND EXPERIENCES	Memorable Experience Invite a parent with a baby to come and talk to the children about their new family. Invite parents and carers in for a family play morning. Ask parents and carers to share photos and memories of the children as babies. Harvest Festival Imagination Library Book Launch Innovate Caring for Teddy	Memorable Experience Forest school day - Collecting different leaves and sticks and create natural art pictures. Debdale Visit/Welly Walk Christmas concert	Memorable Experience Go and explore in the outdoor area. Go on a adventure using maps. Look for nooks, crannies, gaps and hiding places along the way. Nature area. Innovate Go on a bear hunt Go on a Lion hunt Explorer bear	Memorable Experience Go on a Spring walk to identify and look out for signs of Spring. Invite parents on the walk. Farm Visit (Stockley/Oldham) Innovate Egg hunt Life cycle of a chicken (Hatching chicks)	Memorable Experience Outdoor colour mixing madness. Explore different ways of mixing and painting using hands and feet. Inspiration from artists like Jackson Pollock, Van Gogh and Kadinsky. Innovate Create a rainbow of your own. Water/spray/outdoor messy.	Visits Cheshire Ice Cream Farm. Innovate Puzzling pebbles