



## Nursery Long Term Plan: 2021 - 2022

Area of Learning	Autumn 1		Autumn 2	
THEME	Marvelous Me 4 weeks	Bears 4 weeks	Special Days 4 weeks	
Communication & Language and Literacy	<p><b>CL:</b></p> <ul style="list-style-type: none"> <li>Be able to talk about familiar books:</li> </ul> <p>-Sit and listen to a story -Answer simple question about what they have heard</p> <ul style="list-style-type: none"> <li>Develop their communication:</li> </ul> <p>-Speak in simple sentences</p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing.</li> </ul> <p>-tell an adult about the marks they make</p> <ul style="list-style-type: none"> <li>Develop their phonological awareness:</li> </ul> <p>-Join in with nursery rhymes -Sing some nursery rhymes independently</p> <ul style="list-style-type: none"> <li>Discriminate between environmental sounds</li> </ul>	<p><b>CL:</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Develop their communication but may continue to have problems with irregular tenses and plurals.</li> <li>Use a wider range of vocabulary.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes.</li> </ul>	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>Use a wider range of vocabulary.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing.</li> <li>Write some or all of their name.</li> <li>Develop their phonological awareness.</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul>	
Mathematics	<p><b>Match and Sort:</b></p> <ul style="list-style-type: none"> <li>Begin to sort objects according to colour, size or shape.</li> </ul>	<p><b>Link numerals and amounts/Counting:</b></p> <ul style="list-style-type: none"> <li>Recite numbers to 5</li> </ul>	<p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D shapes (for example, circles,</li> </ul>	



	<p><b>Link numerals and amounts/Counting:</b></p> <ul style="list-style-type: none"><li>• Showing the right number of objects to match the numeral for 1 and 2.</li><li>• Subitise small groups of objects.</li><li>• Recite numbers to 5</li><li>• Begin to show 'finger numbers' up to 5 when joining number songs and rhymes</li></ul> <p><b>Measure</b></p> <ul style="list-style-type: none"><li>• Make comparisons between objects relating to size and length.</li></ul>	<ul style="list-style-type: none"><li>• Show 'finger numbers' up to 5 when joining number songs and rhymes</li><li>• Showing the right number of objects to match the numeral for 1 and 2.</li><li>• Subitise small groups of objects.</li></ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"><li>▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li><li>▪ Notice and talk about shapes in the environment.</li></ul> <p><b>Positional Language:</b></p> <ul style="list-style-type: none"><li>▪ Understand position through words alone</li></ul> <p><b>Measure</b></p> <ul style="list-style-type: none"><li>• Make comparisons between objects relating to size.</li></ul>	<p>rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p><b>Pattern:</b></p> <ul style="list-style-type: none"><li>• Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li></ul> <p><b>Counting:</b></p> <ul style="list-style-type: none"><li>• Say one number for each item in order: 1,2,3,4,5.</li><li>• Recite numbers beyond 5</li></ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"><li>• Make comparisons between objects relating to size, length, weight and capacity.</li></ul>
<p>Understanding the World</p>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li><li>• Show interest in different occupations.</li><li>• Continue to develop positive attitudes about the differences between people.</li></ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Explore collections of materials with similar and/or different properties.</li><li>• Know that there are different countries in the world and talk about the differences</li></ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Talk about the differences between materials and changes they notice.</li><li>• Continue to develop positive attitudes about the differences between people.</li></ul>



		they have experienced or seen in photos.	
<b>PSED</b>	<p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children.</li> </ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Show more confidence in new social situations.</li> <li>• Begin to understand how others might be feeling.</li> </ul>
<b>Physical Development</b>	<p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use one-handed tools.</li> <li>• Show a preference for a dominant hand.</li> </ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting.</li> <li>• Choose the right resources to carry out their own plan. Collaborate with others to manage large items.</li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> </ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed</li> <li>• Be increasingly independent in meeting their own care needs.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>
<b>Expressive Arts and Design</b>	<p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to</li> </ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely.</li> </ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play.</li> </ul>



	<p>use these shapes to represent objects.</p> <ul style="list-style-type: none"><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Take part in simple pretend play.</li></ul>	<ul style="list-style-type: none"><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Explore different textures.</li><li>• Begin to develop stories using small world equipment.</li><li>• Make imaginative and complex 'small worlds.'</li></ul>	<ul style="list-style-type: none"><li>• Remember and sing songs.</li><li>• Sing the pitch of a tone sung by another person.</li><li>• Sing the melodic shape Explore colour-mixing.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li></ul>
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Area of Learning	Spring 1	Spring 2
THEME	Toys	On the farm
<p>Communication &amp; Language and Literacy</p>	<p><b>CL:</b></p> <ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Use talk to organise themselves and their play.</li> <li>• Use longer sentences of four to six words.</li> </ul> <p><b>Literacy:</b> Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.</p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- the names of the different parts of a book</li> <li>- print can have different purposes</li> </ul> </li> <li>• Use some of their print and letter knowledge in their early writing.</li> </ul>	<p><b>CL:</b></p> <ul style="list-style-type: none"> <li>• Develop their communication, to talk about a past event but may continue to have problems with irregular tenses</li> <li>• Use a wider range of vocabulary.</li> <li>• Be able to talk about familiar books, and be able to tell a long story.</li> <li>• Use vocabulary in their play, that reflects their experiences of books.</li> <li>• Sing a large repertoire of songs.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- <i>Distinguish between environmental sounds., exploring speech sounds, spot and suggest rhymes, recognise words with the same initial sound.</i></li> </ul> </li> <li>• Understand the key concepts about print. (directionality of text)</li> </ul>
<p>Mathematics</p>	<p><b>Counting:</b></p> <ul style="list-style-type: none"> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> </ul>	<p><b>Sorting and Matching:</b></p> <ul style="list-style-type: none"> <li>• Find and match objects which are the same.</li> <li>• Sort the same set of objects according to different criteria.</li> </ul>



	<p><b>Linking numerals and amounts:</b></p> <ul style="list-style-type: none"><li>• Showing the right number of objects to match the numeral to 4.</li><li>• Experiment with their own symbols and marks as well as numerals.</li></ul> <p><b>Position and Direction:</b></p> <ul style="list-style-type: none"><li>• Describe a familiar route.</li><li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li></ul> <p><b>Pattern:</b></p> <ul style="list-style-type: none"><li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li></ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"><li>• Talk about and explore 3D shapes</li></ul>	<p><b>Shape:</b></p> <ul style="list-style-type: none"><li>• Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li></ul> <p><b>Link numerals and amounts/Counting:</b></p> <ul style="list-style-type: none"><li>• Show 'finger numbers' up to 5 when joining number songs and rhymes</li><li>• Say one number for each item in order: 1,2,3,4,5.</li><li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li></ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"><li>• Make comparisons between objects: size, length, weight and capacity.</li></ul>
Understanding the World	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Explore and talk about different forces they can feel.</li><li>• Explore how things work.</li><li>• Explore collections of materials with similar and/or different properties</li><li>• Talk about the differences between materials and changes they notice.</li></ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Plant seeds and care for growing plants.</li><li>• Understand the key features of the life cycles.</li><li>• Begin to understand the need to respect and care for the natural environment and all living things.</li><li>• Show interest in different occupations.</li></ul>
PSED	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Help to find solutions to conflicts and rivalries.</li><li>• Show more confidence in new social situations.</li><li>• Begin to understand how others might be feeling.</li></ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Develop their sense of responsibility and membership of a community.</li><li>• Develop appropriate ways of being assertive.</li><li>• 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.</li></ul>



<p><b>Physical Development</b></p>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Show a preference for a dominant hand.</li></ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li><li>• Start to eat independently and learning how to use a knife and fork.</li><li>• Show a preference for a dominant hand.</li><li>• Make healthy choices about food.</li></ul>
<p><b>Expressive Arts and Design</b></p>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Create their own songs, or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li></ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Explore colour and colour-mixing.</li><li>• Begin to develop complex stories using small world.</li><li>• Make imaginative and complex ‘small worlds’ with blocks.</li><li>• Explore different materials freely.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li></ul>

<p><b>Area of Learning</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
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THEME	Once Upon a Time 1 6 weeks	All Creatures Great and Small 1 6 weeks
Communication & Language and Literacy	<p><b>CL:</b></p> <ul style="list-style-type: none"> <li>• Understand 'why' questions.</li> <li>• Be able to tell a long story.</li> <li>• Use longer sentences of four to six words.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print.</li> <li>• Engage in extended conversations about stories, learning new vocabulary:</li> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>	<p><b>CL:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> <li>• Understand the five key concepts about print:</li> <li>• Develop their phonological awareness</li> </ul>
Mathematics	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them.</li> <li>• Compare quantities using language: 'more than', 'fewer than'</li> <li>• Solve real world mathematical problems with numbers up to 5</li> <li>• Showing the right number of objects to match the numeral, up to 5</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to weight and capacity.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> <p><b>Position and Direction:</b></p> <ul style="list-style-type: none"> <li>• Describe a familiar route using spatial words.</li> </ul>	<p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Talk about and identifies the patterns around them.</li> </ul> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Showing the right number of objects to match the numeral up to 5</li> <li>• Begin to show 'finger numbers' up to 5</li> <li>• Compare quantities using language: 'more than', 'fewer than'</li> </ul> <ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5</li> </ul>





	<ul style="list-style-type: none"><li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li><li>• Understand and use positional language through words alone.</li></ul>	<ul style="list-style-type: none"><li>• Experiment with their own symbols and marks as well as numerals.</li></ul>
Understanding the World	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Explore collections of materials with similar and/or different properties.</li><li>• Talk about the differences between materials and changes they notice.</li><li>• Talk about what they see, using a wide vocabulary.</li></ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Talk about what they see, using a wide vocabulary.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li><li>• Understand the key features of the life cycle of a plant and an animal.</li></ul>
PSED	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Select and use activities and resources to help them to achieve a goal.</li><li>• Develop their sense of responsibility and membership of a community.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li><li>• Begin to understand how others might be feeling.</li></ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Develop appropriate ways of being assertive.</li><li>• Develop their sense of responsibility and membership of a community.</li><li>• Become more outgoing with unfamiliar people.</li><li>• Show more confidence in new social situations.</li><li>• Help to find solutions to conflicts and rivalries.</li></ul>
Physical Development	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Match their developing physical skills to tasks and activities in the setting.</li><li>• Choose the right resources to carry out their own plan. Collaborate with others to manage large items.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li></ul>	<p><b>Development matters</b></p> <ul style="list-style-type: none"><li>• Use a comfortable grip with good control when holding pens and pencils</li><li>• Continue to develop their movement, balancing, riding and ball skills.</li><li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li><li>• Start taking part in some group activities which they make up for themselves, or in teams.</li></ul>



**Expressive Arts  
and Design**

**Development matters**

- Use drawing to represent ideas like movement or noise.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and use these shapes to represent objects.
- Draw with increasing complexity and detail.

**Development matters**

- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Draw with increasing complexity and detail.
- Create closed shapes with continuous lines