



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



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



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



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



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



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

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



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



**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