

Nursery Long Term Plan						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	All About Me My Family Houses Toothbrushing Washing hands Keeping Healthy	Celebrations The Nativity Christmas Diwali Birthdays Autumn Day and night Light and Dark	People Who Help Us Police Doctors Firefighters Transport Travel Road safety	Splendid Spring Garden and growing Plants	Animals Farm Life cycles – chicks Minibeasts Pets	Traditional Tales Materials Building Once upon a time
Celebrations	Harvest	Diwali Remembrance Day Bonfire Night Christmas	Chinese New Year Valentine's Day Pancake Day	Mother's Day Easter World Book Day	Ramadan Eid	Father's Day
Core Texts	<i>Bee You – Believe in yourself</i> Confident Unique	<i>My Granny Went to Market</i> Spices Market	<i>Superworm</i> Brave Kind	<i>Jasper's Beanstalk</i> Enormous Fierce	<i>Farmer Duck</i> Tired Miserable	
Rhymes/Songs	Head, shoulders, knees and toes		5 little monkeys			
Sandal Magna Promise	Paint our hands and feet	Play in the mud	Jump in puddles	Teddy bear picnic	Go on a bear hunt	Watch the clouds
Trips/Experiences	Family photos Harvest performance Fruit and veg tasting		Fire Engine and police visit	Teddy bears picnic	Farm animal experience	
Other Texts						
Executive Function						

Understanding the World						
Links to Science						
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Autumn change</i> Autumnal walk and observations Pear picking Trees Pear	<i>Light and dark</i> Explore light and dark within "My Granny Went to the Market" Day time vs night time Light Dark	<i>People who help us</i> <i>Transport races</i> Transport experiments and races Test what we think will happen Test Notice	<i>Splendid Spring</i> <i>Let's grow</i> Garden and growing Exploring how plants and flowers grow Growing Seed	<i>Amazing animals</i> Exploring animals that live on the farm Life cycle of a frog and a plant Life cycle Plant	What is the weather like at the beach? How do we look after our beaches? Weather Beach
Curriculum objectives	Talk about what they see outside using a wide vocabulary Use their senses during hands-on exploration of the outdoors (picking pears, leaves, twigs etc) To identify that leaves fall to the ground.	To identify that it is getting colder and darker outside To explore how we have light (light switch, lanterns torches, the sun) and how we have dark (blocking/covering the light/turning the lights out) To explore shadow shapes around the classroom environment and describe them (shadow hunt)	To identify different forces they can feel within their environment (pushing, pulling – opening doors, pushing off the floor when jumping, kicking a ball etc) To explore and talk about different forces on different transport toys (pushes, pulls) To explore and describe materials with similar or different properties (use different materials to race cars on: carpet, wood, tarmac, paper)	To plant seeds and care for growing plants e.g. observing that they are growing, giving them water. To recognise that seeds need to go in the soil in order to grow To know a plant needs water To identify that it is getting lighter and warmer outside To talk about and describe the growing process, using a wide vocabulary (growing, bigger, taller)	To know the life cycle of an animal (frog – egg, tadpole, froglet, frog) and a plant (seed, seedling, sprout, plant) To identify and name some farm animals (cow, pig, sheep, chicken) To understand ways in which we respect and care for living animals (provide shelter, food and water)	To understand ways in which we respect and care for our environment (no littering, that plastic is harmful to animals) Use their senses to explore natural materials (rocks, water, wet/dry sand, pebbles, shells etc) To talk about and describe what they can see at the beach (sea, waves, rocks, sand, seaweed) To explore forces on objects in the water – floating or sinking? To know that people like to go to the beach when it is hot and sunny

Literacy Comprehension, Word Reading and Writing						
Book stimulus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Bee You – Believe in yourself</i> Confident Unique	<i>My Granny Went to Market</i> Spices Market	<i>Superworm</i> Brave Kind	<i>Jasper’s Beanstalk</i> Enormous Fierce	<i>Farmer Duck</i> Tired Miserable	<i>Sharing a Shell</i> Squabble Cooperate
Phonics progression	<i>Rhyme Time</i>	<i>Tuning into Sounds</i>	<i>Tuning into Sounds</i>	<i>Tuning into Sounds</i>	<i>Tuning into Sounds</i>	<i>Tuning into Sounds</i>
	Listening Syllables Rhyming Alliteration Sound knowledge	s a t p i n m - What’s in the box? - Voice Sounds - Blend with the Sound - Oral Blending Games	d g o c k c k e - What’s in the box? - Voice Sounds - Blend with the Sound - Oral Blending Games	u r h b f l - What’s in the box? - Voice Sounds - Blend with the Sound - Oral Blending Games	j v w y z q u c h - What’s in the box? - Voice Sounds - Blend with the Sound - Oral Blending Games	ck x sh th ng nk - What’s in the box? - Voice Sounds - Blend with the Sound - Oral Blending Games
Oral composition	- Story retell of favourite stories (use story language from the text) - Recounting events - Poetry - Rhymes Ask ‘who’ and ‘what’ questions. Teacher model – children echo.		- Story retell of favourite stories (use story language from the text) - Recounting events - Poetry - Rhymes Ask ‘how’ and ‘why’ questions. Teacher model – children echo.		- Story retell of favourite stories (use story language from the text) - Recounting events - Poetry - Rhymes - Children to use longer sentences of four to six words. Teacher to model this.	
Progression of writing skills (new skills in yellow)	Mark making Drawing freely Hold a pencil correctly Use core muscle strength to achieve a good posture when sitting at the table to write		Mark making Drawing freely Hold a pencil correctly Use core muscle strength to achieve a good posture when sitting at the table to write Knowing print has meaning Write some letters of their name		Mark making Drawing freely, making meaningful marks Hold a pencil correctly 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; writing ‘m’ for mummy Write some or all of their name Write some letters accurately	
Rhymes and Songs	Head, Shoulders, Knees and Toes	Night Time in the Toy Shop (Twinkl)	5 Little Monkeys Jumping on the Bed	Mary, Mary	Old McDonald Had a Farm	1,2,3,4,5 Once I Caught a Fish Alive

Personal, Social and Emotional						
Links to RSHE						
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Relationships Marvellous Me I'm Special People who are special to me - Feeling - Special	Valuing Difference Me and My Friends Friends and Family Valuing Everyone - Same - Different	Keeping Safe People who help me and keep me safe Safety Indoors and Outdoors Safe	Growing and Changing Growing and changing in nature Weather When I was a baby Girls and boys - Growing - Changing	Rights and Respect Looking after myself Looking after others Looking after my environment Rules Kind	Being My Best What does my body need? I can keep trying I can do it! - Need - Problem
Curriculum objectives	Talk about their feelings using words like happy, sad, angry or worried. To name people who are special to me for example mum, dad, sister or brother. To be able to describe themselves for example hair colour, eye colour, likes or dislikes. To engage with one or more other children in the setting. To select and use activities and resources to help them achieve a goal which is suggested to them	To understand gradually how others might be feeling by recognising some facial features and body language. To know that they belong to their class and their school community. To recognise their own responsibilities such as getting their own coat, using the self-registration board and tidying up. To play with one or more other children, extending and elaborating play ideas for example adding storylines or voices for characters in play.	To recognise the terms safe and not safe. To name some people that keep us safe (teachers, parents, grandparents.) To know how to stay safe indoors (no running, climbing or throwing.) To know how to stay safe outdoors (using the climbing frame safely and riding bikes with care.)	To show more confidence in new social situations such as visitors to school, going outside for a fire alarm or being in the hall for P.E. To become more outgoing with unfamiliar people in the safe context of their setting for example learning walks or educational visits. To be able to describe the changes in weather each day and throughout the seasons. To recognise that when we get older, we grow bigger.	To understand gradually how others might be feeling by asking questions for example 'How are you feeling today?' To follow rules, understanding why they are important for example 'Choose it, use it, put it away.' To remember rules without needing an adult to remind them for example putting toys away without a prompt. To say 'no' with confidence when appropriate for example when they don't want to participate in a game. To speak to my friends with kindness for example 'Can I play?'	To be able to recognise symptoms of need such as when they need the toilet, when they are tired, hungry or thirsty. To independently meet their own care needs e.g., brushing teeth, washing and drying hands. To recognise that water and milk are healthy drink choices. To recognise healthy food choices at snack time such as bananas, apples, carrots and oranges. To find solutions to conflicts and rivalries for example not everyone can be Spider-Man in the game. To select and use activities and resources to help them achieve a goal they have chosen. To talk with others to solve conflicts for example turn taking with limited equipment. To use criticism constructively to improve or make changes to a piece of work.

Understand the World						
Links to Geography						
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Houses</i> What is inside your house? Bedroom Kitchen Bathroom	<i>Countries in the world</i> Explore the countries visited within My Granny Went to Market Countries Market	<i>Exploring different occupations in the community</i> What jobs can we do? Job	<i>Where did Jack go?</i> Use directional language to describe where Jack goes within the book. Through Up Above	<i>What is a farm?</i> Explore features and animals that live on a farm. Field Barn	<i>What is a beach?</i> Explore beaches from different countries and talk about features. Sand Sea
Curriculum objectives	To know that families live in houses together. To understand what you can do in each room of your house for example cooking in a kitchen and sleeping in a bedroom.	To know that there are different countries in the world To talk about differences between countries within the book and the UK (hot/sunny vs cold/snowy)	To show interest in different occupations within the community such as taxi driver, shop owner and teacher. To develop positive attitudes about the differences in people's occupations (through role play, small world, asking questions)	To talk about direction and position in which a character travels (up the beanstalk, through the woods, above the clouds) To know that when we travel, we arrive at a different place (walking to school, driving to the shops)	To be able to name different features of a farm such as field, stable, barn, pond. To show an interest in the job a farmer and name some jobs they do (mucking out the animals, feeding the animals, collecting food)	To know that there are different places in the world. To be able to notice and describe features of beaches in different locations and how it is different from their environment (sandy beaches vs roads, sea vs grass/fields)

Mathematics						
Number and Numerical Patterns						
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	- More than, Fewer Than, Same - Explore and Build with Shapes and Objects - Explore repeats - Hear and Say Number Names Object Count Same	- Begin to Order Number Names - I See 1,2,3 - Join in With Repeats - Explore Position and Space Order Sides Corners Different	- Show Me 1,2,3 - Move and Label 1,2,3 - Explore Position and Routes - Explore Patterns Under Behind Through	- Take and Give 1,2,3 - Match, Talk, Push and Pull - Talk About Dots - Compare and Sort Collections Heavy Light Full Empty	- Lead on Own Repeats - Start to Puzzle - Making Patterns Together - Make Games and Actions Pattern Match	- Show Me 5 - My Own Pattern - Stop at 1,2,3,4,5 - Match, Sort, Compare Total Amount
Curriculum objectives	To compare 1 and 2 To rote count to 2 (hearing and saying number names) To know more than, fewer than, same To show simple interest between different shapes (big and small) To sort or select shapes by colour and size To make simple line patterns (lining up blocks) To use the words tall, long and short to describe objects	To rote count to 3 To subitise 1 To begin to order number names To make arrangements to create patterns (spots/stripes/dots) To recognise when two shapes are the same To describe shapes using their properties: pointy, curvy, round, flat, straight, sides To identify a square, circle and triangle To begin to explore and become familiar with 3D shapes	To subitise to 2 To rote count to 3 (hearing and saying number names) To use language to move through positions: through the tunnel, over the blocks, around the cone To make simple line patterns with objects of interest e.g. counters, dinosaur figures To make simple pattern arrangements e.g. pegs on a peg board To combine shapes to make new ones (e.g. a triangle on a rectangle to create a pentagon 'house'.) To explore simple patterns around them: stripes on clothes, patterns in the carpet	To rote count to 4 (hearing and saying number names) To subitise to 3 To identify shapes as same or different To follow simple routes to find an object (over, under, through, behind) To collect objects that are the same and objects that are different To compare objects describing what is the same and what is different (small hoops, large hoops, red balls, yellow balls) To use the language tall, short, light, heavy, full, empty to make comparisons (e.g. full jug, empty jug)	To explore lines and repeating patterns (lines, circles, zig zags) To correctly match objects to pictures (e.g. shape template and different coloured shapes) To copy (with support) a simple AB pattern (e.g. duck, cow, duck, cow) To notice and correct an error in a repeating pattern To play games involving subitising to 3 (roll a 1-3 dice; children to subitise the amount. 'I can see 3') To discuss routes and locations using appropriate vocabulary "We walked past the big tree and the school is next to the park."	To rote count to 5 (hearing and saying number names) To show 5 using fingers To match numerals and amounts (the number 5 with five seeds) To count in correspondence to 5 and recognise the total amount To create a simple AB pattern independently

Understand the World						
Links to History						
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Families and Homes</i> Have we always lived there? Past Change	<i>Baby Pictures</i> What did you look like as a baby? Baby Photograph	<i>Vehicles</i> How have they changed? Vehicle Change	<i>Observing plants over time</i> What has happened over time? Planted Growing	<i>My Timeline</i> Family Young	<i>Story time</i> First Next Last
Curriculum objectives	To talk about family members and their roles (mum, dad, grandma, sister etc) To begin to understand that our homes can change over time (moving home, internal changes e.g. new furniture or a cot changing to a bed) To recognise that things change over time (their home, family members grow up)	To understand that everyone starts as a baby (mum, dad, grandma, sister etc.) To recognise themselves as a baby through pictures and describe how they have changed (longer hair, grown taller, wear different clothes)	To understand how emergency transport has changed over time. To explore past vs present ways that people travelled. To identify changes in transport through books and storytelling (The Hundred Decker Bus or The Journey Home from Grandpa's)	To use correct tenses to describe how plants grow "Yesterday we planted seeds; now they are growing." To compare what a plant looks like at different stages over time (seed, seedling, sprout, plant)	To identify ways in which our family members change as they grow older (taller, wrinkles, grey hair) To know that school was different for their parents compared to present day school (no technology, no colourful displays etc) To create a simple timeline using photos or drawings (baby, toddler, nursery, starting school etc) To recognise changes since autumn term when they first looked at their baby photos (grown taller, gained more knowledge, can write their name etc)	To sequence familiar stories to understand that events happen in a specific order (the crab found a new shell, it was too big, they worked as a team, they found a bigger shell.) To use language of time to sequence events (first, next, last) To use correct past tense verbs (found, met, worked, grew)

Expressive Art and Design						
Links to Art						
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Leaf rubbing Leaf Drawing people Head Body	Making a Christmas card (Winter theme) Print Car line drawings <i>Attaching pens to cars to create a road/map on paper.</i> Straight	Painting vehicles Colour	Vegetable printing Mother's Day cards Press Print	Collage an animal picture <i>Use different types of materials to make an animal picture.</i> Material Texture	Life at the beach <i>Cutting out pictures of clothes to dress a person for summer. Representing water in the sea.</i> Cut Movement
Curriculum objectives	To know that our heads are a circular shape. To be able to draw a circle using continuous lines and begin to use these shapes to represent object To be able to show emotions in their drawings such as adding a smile on their face or their eyes and nose. To know that a pencil is used to draw. To know that you can use a wax crayon in different ways to create different effects.	To use drawing to represent ideas such as a line representing a road or journey. To explore colours that represent winter such as white, silver or grey. To create closed shapes with continuous lines and represent objects (a square for a car, a circle for a wheel, a rectangle for a window)	To hold and use a paintbrush to create a picture. To explore colour mixing (blue and yellow make green etc) To know which colours are needed to paint different emergency vehicles (blue, yellow, green, red, white) To begin to show an awareness of which hand they prefer to use when handling tools such as a paintbrush.	Explore different textures such as smooth and bumpy through the use of different vegetables. To develop their own ideas and skills to decide which materials to use for a "Mother's Day Card" (will they draw, print, stick?)	To be able to explore different materials freely when collaging. To join different materials and explore different textures when collaging (felt, paper, card, tissue)	To begin to use scissors with good control such as making snips in paper. To use drawing to represent movement (wavy lines to represent ripples in the sea)

Expressive Art and Design			
Links to Music			
Key focus and key vocabulary	Autumn	Spring	Summer
	<i>We Love to Sing</i> Up Down Quick Calm	<i>We are Musicians</i> Listening Tapping Shaking	<i>We are Performers</i> Performing Play Beat Tap
Curriculum objectives	To join in with songs and rhymes, repeating familiar words/phrases To sing songs that have a different pitch (higher and lower) e.g. Five Little Monkeys Jumping on the Bed/Head, Shoulders, Knees and Toes To sing songs that explore different tempos (e.g. Wind the Bobbin Up) To listen with increased attention to sounds within their environment (e.g. 'I can hear a bird singing.')	To sing the pitch of a tone sung by another person "pitch match" (E.g. Rain Rain Go Away) To create their own songs or improvise one they know (e.g. 'The dog on the bus went woof, woof, woof') To use instruments to create a specific sound (e.g. shaking a rainmaker to sound like rain, a drum for thunder) To use instruments to match a story or theme (e.g. tapping a drum for a car engine, tapping a metal instrument for a bicycle bell.) To listen to a range of music/sounds and describe their thoughts and feelings (e.g. 'This song makes me happy' or 'that drum is really loud!')	To remember and sing entire songs (e.g. Twinkle Twinkle Little Star, The Wheels on the Bus) To listen with increased attention and identify and name different sounds (e.g. animal noises/instrument noises) To sing the melodic shape of familiar songs (e.g. Five Little Ducks and Row, Row, Row your boat, 1,2,3,4,5 Once I Caught To play instruments with increasing control to express their feelings and ideas (e.g. banging a drum loudly to show excitement or tap it softly to create a gentle sound.) To self-select and use instruments/voice to create specific sounds (e.g. shaking the rainmaker to represent the waves on the beach or use their voice 'caw caw' for seagulls) To play instruments with increased control to mimic a pattern or song (1, 2, 3, 4, 1, 2, 3, 4)

Expressive Art and Design
Links to Design Technology and Being Imaginative

<i>Key focus and key vocabulary</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Cooking</i> Using pears from the Autumn walk to cut, stew, crunch and investigate the peel Cut Stew Peel	<i>Christmas Baking</i> Gathering ingredients to cook/bake a final product Bake Mix	<i>Junk Modelling</i> Building places in our community Cut Stick	<i>Building a Beanstalk</i> Joining parts. Join Build	<i>On the Farm</i> Exploring materials to build a farm/animal shelter Create Design	<i>Boats on the Sea</i> Investigating structures – floating and sinking? Structure Boat Leak
<i>Curriculum objectives</i>	To show a preference for a dominant hand when chopping pears (PD fine motor) Explore different textures when folding the mixture together (hard, soft, sticky)	Explore different textures when folding the mixture together (clumpy, runny, sticky) To use equipment to join different textures (e.g. mixing with a spoon, folding in with hands, rolling out the mixture) To take part in pretend play, using objects to represent something else (pretending to bake in the home corner, using material as an oven glove)	To begin to use scissors with good control such as making snips in paper. To know that cutting through different media (e.g. card) will be need more pressure. To identify materials that are sturdy, strong and will stand up (choosing card over paper) Make imaginative and complex ‘small worlds’ of their local community (e.g. school, roads, park, shops)	To select their own approach to ‘join’ materials (glue, paper clip, sticky tape, split pins) To select their own materials when deciding how to build their beanstalk (tubes, card, string, pipe cleaners) To develop stories (Jack and the Beanstalk) using small world equipment (castle, house, beanstalk, cow)	To explore materials freely to create a waterproof shelter for a farm animal to protect them from the rain and keep them warm (a house for a pig, a stable for a horse) To select their own approach to ‘join’ materials (glue, paper clip, sticky tape, split pins) To develop stories (Farmer Duck) using small world equipment (animals, farm, hay bales, fences, pens)	To explore materials freely to create a boat that will float and not leak (small boat, large boat) To select their own approach to ‘join’ materials (glue, paper clip, sticky tape, split pins)

Physical Development						
Links to P.E						
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Space and Balance</i> Space Rules Move Big/small steps Balance		<i>Moving My Body</i> Actions Space Shapes Travel Still		<i>Throwing and Catching</i> Roll Catch Throw Target	
Curriculum objectives	To know that finding a space keeps us safe. To know that talking with a partner will help solve problems “Let’s go to the green hoop next” To learn that rules help keep us safe “Team stop/stand still” To continue to develop their movement, balancing, riding (bikes, scooters etc) To know how to change direction safely (running into an open space, looking around us) To begin to take off and land safely (bending our knees) To know that when moving we can use big steps to run and small steps to stop. To use our arms to help keep balance (one foot and two feet)		To explore how my body moves, copying basic body actions and rhythms (touch the floor, clap my hands, spin around) To explore different ways we can move and travel: rolling, walking running, climbing, crawling, hopping, skipping To begin to explore pathways and space around me in relation to others To use large muscle movements to wave flags/streamers in an open space To explore rocking and rolling (forwards/backwards/side roll) To know that we are completely still when holding a balance To use alternate feet when travelling up steps. To skip, hop and demonstrate standing on one leg and holding it		To explore sending an object with hands and feet (throwing, bouncing, kicking) To catch an object with two hands (self-catching and with a partner) To know that to catch an object, you need to look at it To know that when throwing a ball, you need to look at the target To explore stopping a ball with hands and feet (touch stop, scooping with two hands) To select the correct tools to carry out their plan e.g. digging a hole with the correct spade/trowel To use big steps to run and small steps to stop To watch the ball and have hands out ready to catch	