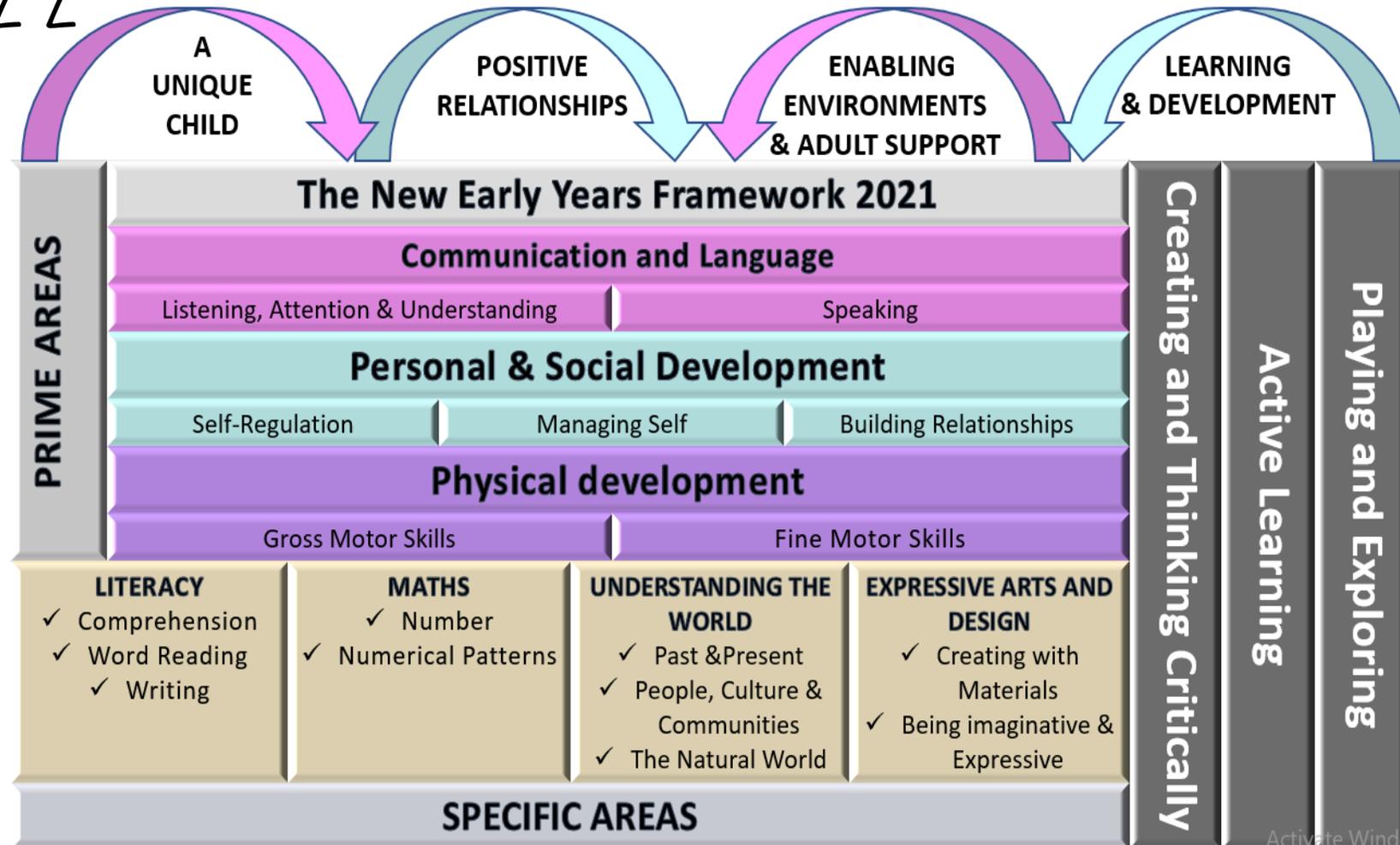


# NURSERY LONG

## TERM PLAN 21-22

*Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests and using Planning in the Moment.*



# NURSERY LONG TERM PLAN 21-22



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES  
TO RUN ALONGSIDE IN  
THE MOMENT  
PLANNING

**GETTING TO KNOW YOU**  
Starting school / my new class  
/ New Beginnings  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe

**STORY TIME**  
Autumn  
Traditional Tales  
Little Red Hen – Harvest  
Changing seasons  
Talk for writing  
Helicopter Stories  
Tell me a story

**CHANGES**  
Winter  
Animals around the world  
Climates / Hibernation  
Animal Arts and crafts  
Night and day animals  
Staying healthy / Food /

**TIME TO GROW**  
Spring  
Plants. growing  
Weather / seasons  
The great outdoors  
Planting seeds  
Fun Science / Materials

**HERE COMES THE SUN**  
Summer weather  
Mini beasts  
Beside the seaside  
Pirates and treasure  
Under the sea

**ON THE MOVE**  
Where do we live?  
Around the town – how  
do we get there?  
Off on holiday / clothes  
Vehicles past and  
present  
Fly me to the moon  
Design your own vehicle

POSSIBLE TEXTS  
AND  
'OLD  
FAVOURITES'

Pete the Cat  
The Same but Different too  
Yuk said the Yak  
Dear Zoo  
5 Little Pumpkins  
Winnie the Witch  
Whizz Pop Granny Stop  
The Little Red Hen  
Marvin Gets Mad  
So Much  
Ten Little Monsters

Elmer  
Christmas Story / Nativity  
Elmer and Papa Red  
Twelve Dogs of Christmas  
Peak a Book  
There's a Monster in your Book  
Jesus' Christmas Party  
Father Christmas Needs a Wee  
Ten Little Elves

Today is Monday  
You're Called What?  
This Zoo is not for you  
Robin's Winter song  
Another Book About  
Bears  
Love Monster  
The Biggest Kiss  
Mr Wolf's Pancakes  
A Superhero Like You  
Real Superheroes

Jack and the Beanstalk  
Jasper's Beanstalk  
The Mummy Shop  
Six Little Chicks  
The Book with No Pictures  
One Fox  
A Dragon on the Doorstep  
Pete the Cat 4 Groovy  
Buttons  
Jack and the Meanstalk  
The 4 Little Pigs

One is a Crab  
There's a Tiger in the  
Garden  
Never Shake a Rattle Snake  
Oi Duck Billed Platypus  
Ten Out of Bed  
Ten Little Pirates  
Leaf  
I Say Ooh, You Say Aah

On the moon  
I love you Daddy  
Winnie in Space  
Whatever Next  
A patch of Black  
Coming to England  
The Invisible String

'WOW' MOMENTS

Autumn Changes  
Halloween  
Natural artwork

Guy Fawkes / Bonfire Night  
Remembrance day  
Road Safety  
Stories by the Fireside  
Children in Need  
Christmas Activities

Chinese New Year  
Random Acts of Kindness  
Week  
Valentine's Day  
Internet Safety Day  
Animal Art week

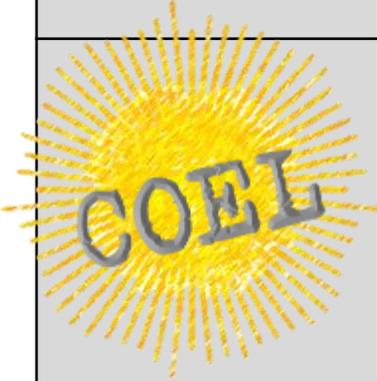
Planting seeds  
Easter time  
Weather experiments  
Weather Forecast videos  
Nature Scavenger Hunt  
Mother's Day  
Science Week

Basketball days  
Map work - Find the  
Treasure

Sports Day  
Under the Sea – singing  
songs and sea shanties  
Fossil hunting  
Father's Day  
Transition to Reception  
RWI – set 1 speed  
sounds

# NURSERY LONG TERM PLAN 21-22

|                | AUTUMN 1            | AUTUMN 2   | SPRING 1 | SPRING 2     | SUMMER 1           | SUMMER 2    |
|----------------|---------------------|------------|----------|--------------|--------------------|-------------|
| GENERAL THEMES | GETTING TO KNOW YOU | STORY TIME | CHANGES  | TIME TO GROW | HERE COMES THE SUN | ON THE MOVE |



## Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We will support all children no matter where they are in their learning journey.

**PLAY AND PLANNING IN THE MOMENT:** *At Kirkbymoorside School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by involving adults in their play. Staff at Kirkbymoorside use 'Planning in the Moment' to identify the child's interests and to know when and how to intervene to help move the child's learning on. For many practitioners, working with children, this type of planning is simple and effective as it allows those crucial moments to be captured and extended there and then, rather than introducing these next steps in a week or two. We offer core provisions and then observe the children during play. 'Planning in the Moment' can create magical moments where the adult tunes into what the children are saying and doing. We also incorporate teachable moments creating a balance of child and adult led activities. Children being offered all these experiences will make rapid progress in their development. Practitioners who implement 'Planning in the Moment' will gain a strong understanding of the child's knowledge, skills and level of progress.*



OVER  
ARCHING  
PRINCIPLES



# NURSERY LONG TERM PLAN 21-22

|  | AUTUMN 1   | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
|--|--|--|--|--|--|--|
| GENERAL THEMES                         | GETTING TO KNOW YOU  | STORY TIME   | CHANGES  | TIME TO GROW   | HERE COMES THE SUN   | ON THE MOVE  |
| COMMUNICATION AND LANGUAGE             | <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> |  |  |  |  |  |
| LISTENING, ATTENTION AND UNDERSTANDING | Settling in activities<br>Making friends<br>Children talking about experiences that are familiar to them<br>Rhyming and alliteration<br>Familiar Print<br>Sharing facts about me!<br>All about me!<br>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”<br>Set up class routines – carpet time etc.<br>Dinner register  | Settling in activities<br>Develop vocabulary<br>Tell me a story - retelling stories<br>Story language<br>Helicopter Stories<br>Listening and responding to longer stories and can remember much of what happens.<br>Following instructions<br>Small world/role play<br>Model new vocabulary through the day.<br>Choose books that will develop their vocabulary. | Using language well<br>Understand ‘why’ questions<br>Retell a story with story language<br>Story invention<br>Ask questions to find out more and to check they understand what has been said to them.<br>Describe events in some detail.<br>Use longer sentences<br>Learn rhymes, poems and songs. | Settling in activities<br>Describe events in detail – time connectives<br>Understand how to listen carefully and why listening is important.<br>Use picture cue cards to talk about an object:<br>“What colour is it?<br>Where would you find it?<br>Non fiction instructions<br>Sustained focus when listening to a story | Settling in activities<br>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives<br>Tell me a story<br>Helicopter Stories<br>Develop their communication – recast what the children say using correct pronunciation<br>Past and future tenses | Weekend news<br>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.<br>Use longer sentences of four to six words<br>Be able to express a point of view |
| SPEAKING                               |  |  |  |  |  |  |



# NURSERY LONG TERM PLAN 21-22

|  | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1  | SUMMER 2   |
|--|--|---|---|--|---|--|
| GENERAL THEMES   | GETTING TO KNOW YOU  | STORY TIME  | CHANGES   | TIME TO GROW   | HERE COMES THE SUN  | ON THE MOVE  |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT                           | <p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p> |   |   |  |   |  |
| MANAGING SELF<br><br>SELF - REGULATION<br><br>BUILDING RELATIONSHIPS | <p>New Beginnings<br/>See themselves as a valuable individual.<br/>Being me in my world<br/>Class Rule Rules and Routines<br/>Select and use activities and resources with help when needed.<br/>Supporting children to build relationships<br/>Dreams and Goals<br/>Free flow play<br/>Independence within the environment modelling play and using the resources.</p>  | <p>How to deal with anger<br/>Emotions. Help to find solutions to conflicts. And rivalries.<br/>Self - Confidence<br/>Build constructive and respectful relationships.<br/>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.<br/>Talk about their feelings<br/>Develop their sense of responsibility and membership of a community – give children tasks to carry out.</p> | <p>Learning about qualities and differences<br/>Celebrating differences<br/>Identify and moderate their own feelings socially and emotionally.<br/>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios<br/>Help to find solutions to conflicts and rivalries. – through discussion, stories and role play.<br/>Become more outgoing with unfamiliar people in a safe setting.</p> | <p>Relationships – Play with one or more other children<br/>What makes a good friend?<br/>Healthy me<br/>Random acts of Kindness<br/>Looking after pets<br/>Looking After our Planet<br/>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on<br/>Show more confidence in new social situations – PE in hall etc.</p> | <p>Looking after others<br/>Friendships<br/>Dreams and Goals<br/>Show resilience and perseverance in the face of challenge.<br/>Discuss why we take turns, wait politely, tidy up after ourselves and so on.<br/>Begin to understand how others might be feeling.<br/>Think of other perspectives</p> | <p>Taking part in sports day -<br/>Winning and losing<br/>Changing me<br/>Look how far I've come!<br/>Model positive behaviour<br/>Manage own needs.<br/>See themselves as valuable individuals.<br/>Do not always need an adult to remind them of a rule – explain why we have rules.</p> |

|   | AUTUMN 1    | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2  |
|---|---|--|--|--|---|---|
|   | GETTING TO KNOW YOU   | STORY TIME   | CHANGES  | TIME TO GROW   | HERE COMES THE SUN  | ON THE MOVE   |
| PHYSICAL DEVELOPMENT  | Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> . |  |  |  |   |   |
| FINE MOTOR<br>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES           | Threading, cutting, weaving, Manipulate objects with good fine playdough, Fine motor skills<br>Draw lines and circles using gross motor movements<br>Hold pencil/paint brush beyond whole hand grasp<br>Pencil Grip<br>Finger fun activities<br>Big writing/tummy   | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop muscle tone to put pencil pressure on paper<br>Use tools to effect changes to materials Show preference for dominant hand<br>Provide a range of resources. Teach and model correct letter formation.<br>Using a knife and fork | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Handle tools, objects, construction and malleable materials with increasing control<br>Encourage children to draw freely.<br>Pincer grip Small Items / Button Clothing / Cutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Hold pencil effectively with comfortable grip<br>Forms some recognisable letters<br>Finger fun Workshop<br>Introducing a range of healthy food at the snack cafe   | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop pencil grip<br>Use one hand consistently for fine motor tasks<br>Cut along a straight line with scissors /<br>Start to cut along a curved line, like a circle / Draw a cross                                | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Form some letters correctly<br>Begin to draw diagonal lines, like in a triangle /<br>Start to colour inside the lines of a picture<br>Start to draw pictures that are recognisable /<br>Build things with smaller linking blocks, such as Duplo or Lego |
| GROSS MOTOR<br>WEEKLY HALL SESSIONS FREE FLOW LEADING TO OUTDOOR PLAY | Wake up Videos/Joe Wicks.<br>Climbing – outdoor equipment<br>Different ways of moving to be explored with children<br>. Provide regular reminders about thorough handwashing and toileting.<br>Encourage independence dressing – putting coat on etc.   | Ball skills- throwing and catching.<br>Crates play- climbing.<br>Skipping ropes in outside area<br>dance related activities<br>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, scooters wheelbarrows, prams.                  | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking<br>. Provide a wide range of activities to support a broad range of abilities.<br>Dance / moving to music<br>Wake up videos<br>Big tyres<br>Bean Bag raps                      | Balance- children moving with confidence<br>dance related activities<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | Obstacle activities<br>children moving over, under, through and around equipment<br>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Dance / moving to music | Races / team games involving gross motor movements<br>dance related activities<br>Sports Day practice on big field  |



# NURSERY LONG TERM PLAN 21-22

|                | AUTUMN 1   | AUTUMN 2   | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2  |
|----------------|--|--|---|--|--|---|
| GENERAL THEMES | GETTING TO KNOW YOU  | STORY TIME   | CHANGES   | TIME TO GROW   | HERE COMES THE SUN   | ON THE MOVE   |
| LITERACY       | It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |  |   |  |  |   |
| COMPREHENSION  | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book, Phonological awareness. Recognising own name. Recognise initial sounds in words. Focus on learning new vocabulary  | Retell stories related to events through acting/role play. Christmas letters/lists. Nursery rhymes, familiar stories, Talk for writing, Understand the five key concepts about print. Phonological awareness. Recognising own name/familiar words. Counting/clapping syllables in name or other words. Recognise initial sounds in words. Focus on learning new vocabulary, Conversations about stories, Listen for rhymes in words, Fred Talk | Making up stories to act out at carpet time. Range of books, fiction and non-fiction, seasonal display with labels. Understand the five key concepts about print - name each part of a book. Phonological awareness. Recognising own name. Counting/clapping syllables in name or other words. Recognise initial sounds in words. Focus on learning new vocabulary. Conversations about stories. Listen for rhymes in word. Fred Talk | Information leaflets about animals in the garden/plants and growing. Weather chart. Understand the five key concepts about print - show children a wide range of print with different functions. Phonological awareness. Recognising own name. Counting/clapping syllables in name or other words. Recognise initial sounds in words. Focus on learning new vocabulary. Conversations about stories. Listen for rhymes in words. Fred Talk | Stories from other cultures and traditions. Pirate storytelling. Understand the five key concepts about print. What is a word? What is a sentence? Phonological awareness. Recognising own name. Counting/clapping syllables in name or other words. Change words in a rhyme or story. Recognise initial sounds in words. Focus on learning new vocabulary. Conversations about stories. Listen for rhymes in words. Fred Talk | Can draw pictures of characters/event / setting in a story. Map making and reading. Understand the five key concepts about print. Phonological awareness. Recognising own name. Counting/clapping syllables in name or other words. Recognise initial sounds in words. Focus on learning new vocabulary. Conversations about stories. Listen for rhymes in words. Fred Talk. RWI - set 1 speed sounds |
| WORD READING   |  |  |   |  |  |   |
| WRITING        | Dominant hand, tripod grip, mark making, giving meaning to marks. Big writing on the carpet (tummy writing). Physical skills development - large muscle co-ordination. Finger fun to build up strength. Start to form letters from their name - on paintings, pictures, writing etc. Story scribing. Talk 4 writing  | Dominant hand, tripod grip, mark making, giving meaning to marks. Big writing on the carpet (tummy writing). Finger fun to build up strength - small muscle co-ordination. Start to form letters from their name - on paintings, pictures, writing etc. Story scribing. Talk 4 writing   | Dominant hand, tripod grip, mark making, giving meaning to marks. Big writing on the carpet (tummy writing). Finger fun to build up strength. Start to form letters from their name. Story scribing. Use some of their print and letter knowledge in their early writing. Talk 4 writing  | Dominant hand, tripod grip, mark making, giving meaning to marks. Big writing on the carpet (tummy writing). Finger fun to build up strength. Start to form letters from their name. Use some of their print and letter knowledge in their early writing. Talk 4 Writing   | Write some of all of their name. Handwriting activities - modelling letter formation, sentence structure. RWI speed sounds in environment. Word and phonic mats. Use some of their print and letter knowledge in their early writing. Model forming letters correctly  | Write some or all of their name and other simple words. Use some of their print and letter knowledge in their early writing. Shopping lists, drawing and labelling maps. Model forming letters correctly.   |



# NURSERY LONG TERM PLAN 21-22

|                    | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2  |
|--------------------|--|---|---|--|--|---|
| GENERAL THEMES     | GETTING TO KNOW YOU  | STORY TIME  | CHANGES   | TIME TO GROW   | HERE COMES THE SUN   | ON THE MOVE   |
| MATHS              | <p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p> |   |   |  |  |   |
| NUMBER             | <p>Fast recognition of up to 3 objects without counting (subitising)<br/>Recite numbers to 5<br/>Focus on 1,2,3<br/>Free play with blocks, shapes, multilink, numicon<br/>Number Blocks resources<br/>Register numbers – counting and recognising numerals.</p>  | <p>Fast recognition of up to 3 objects without counting (subitising) recite numbers past 5.<br/>Recap 1,2,3 – Focus on 4, 5<br/>Say one number name for each item.<br/>Show fingers up to 5<br/>Experiment with own symbols and marks – provide numerals for reference.</p> | <p>Fast recognition of up to 3 objects without counting (subitising) recite numbers to 10 and beyond.<br/>Recap numbers 1-5<br/>Know the last number tells you how many when counting – '1,2,3 – 3 cars'<br/>Link numerals and amounts to 5 and beyond – labels in environment, tidy up time.</p> | <p>Fast recognition of up to 3 objects without counting (subitising)<br/>Show finger numbers up to 10 – use number fans.<br/>Link numerals and amounts up to 10.<br/>Count up to 10 objects, saying one number name for each object.<br/>Focus on numbers 6, 7</p> | <p>Fast recognition of up to 6 objects without counting (subitising)<br/>Count up to 10 objects and beyond.<br/>Solve real world mathematical problems with numbers up to 5 – snack café, register numbers<br/>Focus on numbers 6,7,8</p>  | <p>Fast recognition of up to 6 objects without counting (subitising)<br/>Regularly say counting sequence up to 10 – inside and out, forwards and backwards<br/>Count up to 10 objects.<br/>Focus of 8,9,10</p>  |
| NUMERICAL PATTERNS | <p>Talk about and explore 2D and 3D shapes – use informal language.<br/>Teach positional language – on, under, behind, next to etc.<br/>Number rhymes and books, Maths Display and number games.</p>   | <p>Link numerals and amounts up to 5<br/>Daily number routines<br/>Describe a familiar route – small world play and obstacle courses.<br/>Train tracks and stories about journeys – The Journey Home from Grandads.</p>   | <p>Talk about and identifies the patterns around them – look at different patterns – materials and wallpaper<br/>Combine shapes to make new ones – provide blocks and interlocking shapes.<br/>Number rhymes, stories and puzzles.</p>  | <p>Make comparisons between objects relating to size, length, weight and capacity.<br/>Extend and create ABAB patterns – use unifix, beads, painting etc.<br/>Workshop with a range of construction materials.</p>   | <p>Select shapes appropriately: blocks and interlocking shapes.<br/>Create and copy patterns using a selection of resources.<br/>Describe sequences in real life and in stories. 'first, next,'<br/>Daily calendar, songs and rhymes of days of the week.<br/>Daily maths routines, songs and stories.</p> | <p>Correct and error in a repeating pattern. Use natural and everyday objects as well as blocks and shapes<br/>Design maps and obstacle courses.<br/>Count down to events on a calendar, refer to days of the week and months.<br/>Use vocabulary yesterday and tomorrow.</p> |



# NURSERY LONG TERM PLAN 21-22

|                               | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2   |
|-------------------------------|---|--|--|--|---|--|
| GENERAL THEMES                | GETTING TO KNOW YOU   | STORY TIME   | CHANGES  | TIME TO GROW   | HERE COMES THE SUN  | ON THE MOVE  |
| UNDERSTANDING THE WORLD       | <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> |  |  |  |   |  |
| PEOPLE, CULTURE & COMMUNITIES | <p>Begin to make sense of their own lifestory and family history – spend time with children talking about photos, memories. Talk about past events – stories and memories. How are we the same/different?</p>   | <p>Continue to develop positive attitudes about the differences between people. The diversity of British life. Talk positively about different appearances – skin colours and hair types.</p>                  | <p>Show interest in different occupations. People who help us – role play and small world play. Stories of everyday superheroes. What do you want to be when you grow up? What kind of person do you want to be.</p> | <p>Plant seeds and care for growing plants<br/>Show and explain the concepts of growth, change and decay with natural materials.</p>   | <p>Understand the key features of the life cycle of a plant and an animal.</p>  | <p>Know that there are different countries in the world - use maps, books, postcards, globe.</p>   |
| THE NATURAL WORLD             | <p>Help children to learn each other’s names, modelling correct pronunciation. Also to learn adult names.</p>   | <p>Explore collections of materials with similar and/or different properties – make collections of natural materials: bark, leaves and seeds, conkers, shells and pebbles. Provide magnifying glasses etc.</p> | <p>Different material and the changes they notice. Cooking, melting ice</p>  | <p>Begin to understand the need to respect and care for the natural environment and all living things..<br/>Introduce new vocabulary related to their exploration. Encourage children to refer to books, wall displays and online resources.</p> | <p>Help children to care for animals and to talk part in first hand scientific explorations of animal life cycles such as tadpoles, chick eggs or caterpillars.</p> | <p>Moving on – induction into Reception.</p>   |
|                               | <p>Use all their senses in hands on exploration of natural materials –Autumn. Use outdoor area for children to explore freely. Mud kitchen.</p>   | <p>Celebrate and value cultural, religious and community events and experiences. Diwali and Christmas stories.</p>   | <p>Model observational and investigational skills: ‘I wonder if...’<br/><br/>Using our senses to explore Winter.</p>   | <p>Using our senses to explore Spring.</p>   | <p>Talk about what they see using a wide vocabulary.</p>  | <p>Explore and talk about different forces they can feel. Magnetic attraction and repulsion. Sinking and floating</p>  |
|                               |   |  |  |  | <p>Looking at maps and making own maps.</p>   | <p>Explore how things work. Provide mechanical equipment for children to play with and investigate – wind up toys, pulleys. BeeBot, record player, iPad, cameras, telephones (past and present.)</p> |
|                               |   |  |  |  | <p>Using our senses to explore Summer.</p>  | <p>New buildings in our local area. Transport to and from school.</p>  |



# NURSERY LONG TERM PLAN 21-22



|                                  | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2  |
|----------------------------------|---|--|---|---|--|---|
| GENERAL THEMES                   | GETTING TO KNOW YOU   | STORY TIME   | CHANGES   | TIME TO GROW  | HERE COMES THE SUN   | ON THE MOVE   |
| EXPRESSIVE ARTS AND DESIGN       | <p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> |  |   |   |  |   |
| CREATING WITH MATERIALS          | <p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits. Provide opportunities to work together to develop and realise creative ideas.</p> <p>Hello Song – teach high/low pitch.</p>  | <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Small world stories</p> <p>Firework pictures, Christmas decorating morning – Christmas songs around the tree</p> <p>Nativity role play – Riding Lights theatre – Magic Mike.</p> | <p>Explore colour and colour mixing techniques – talk about differences between colours.</p> <p>Listen with increased attention to sounds – environmental sounds. Greetings Your Majesty. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Valentine Day crafts.</p> | <p>Make different textures; make patterns using different colours. Flower pictures.</p> <p>Mother’s Day crafts<br/>Easter crafts Home Corner role play</p> <p>Encourage children to draw from their imagination and observe<br/>Provide a wide range of props for play which encourage imagination.</p> | <p>Exploration of other countries – dressing up in different costumes.<br/>Retelling familiar stories<br/>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.<br/>Children choose what they want to create.<br/>Music from other countries.<br/>Look at artists from across times and cultures.</p> | <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Design and make vehicles. Design and make objects they may need in space, thinking about form and function.<br/>Father’s Day Crafts<br/>Remember and sing entire songs.</p> |
| BEING IMAGINATIVE AND EXPRESSIVE |   |  |   |   |  |   |