


Nursery Long Term Plan 2021-2022

	Autumn		Spring		Summer	
	1 Marvellous Me	2 All things bright and beautiful	1 Homes and Habitats	2 New Life	1 On the Move	2 Make a splash!
Topic	All about Me/ Autumn	Colours/Winter/ Hibernation	Our School	Chicks/ New Life/ Spring	Transport	Summer/Water
Focus Books/ T4W	Mrs Wishy Washy	The Enormous Turnip	The Three Little Pigs	Owl Babies	We're Going on a Bear Hunt	Come on Daisy
Nursery Rhymes	Twinkle Twinkle Little Star Hey Diddle Diddle I'm a little teapot Two Little Dicky Birds Miss Polly had a dolly	Incy Wincy Sing A Rainbow Teddy Bears Picnic If your happy and you know it 5 currant buns	This Little Piggy Hickory Dickory Dock Ten in the Bed Round the Garden	Mary had a little lamb Little Bo Beep Old Mcdonald Sleeping Little Bunnies	Wheels on the Bus Jack and Jill Humpty Dumpty 5 Little Monkeys	Row row row your boat A sailor went to sea 5 little speckled frogs 5 little ducks
Trips	Story teller in	Welly walk	Animal visit to school	Ducklings / Chicks Farm	Elddis Tractor in	Beach
Events	Halloween	Nativity Nursery rhyme week Antibullying week Christmas Party	Valentine's Day Dance Festival	Mother's Day Easter Assembly Easter Workshop	Father's day	Sports day School fair
Areas of Learning	Development Matters 3-4				Reception ready	
Communication and Language	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Use longer sentences of four to six words.	Pay attention to more than one thing at a time, which can be difficult. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Enjoy listening to longer stories and can remember much of what happens. 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.	Use a wider range of vocabulary. Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Start a conversation with an adult or a friend and continue it for many turns.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Non-negotiables	<ul style="list-style-type: none"> Respond to name Listen to a story 					

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<ul style="list-style-type: none"> • Say a simple sentence 						
<p>Physical Development</p> <p>Weekly PE lessons</p> <p>Non-negotiables</p> <ul style="list-style-type: none"> • Sitting well • Becoming more independent in Toileting • Feeding themselves snack • Put on own coat • Select resources independently • Hold a pair of scissors • Hold a pencil to make marks 	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
<p>Personal, Social and Emotional Development</p> <p>Weekly Jigsaw lessons</p> <p>Non-negotiables</p> <ul style="list-style-type: none"> • Visual timetable • Aware of boundaries • Taking turns • Able to manage feelings 	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Show more confidence in new social situations.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>

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<p>Literacy</p> <p>Daily DEAR sessions</p> <p>Non-negotiables</p> <ul style="list-style-type: none"> • Hold books correctly • Recognise name • Make marks • Listen to a story • Hold a pencil correctly 	<p>Understand print has meaning - we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing</p>	<p>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.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</p>	<p>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- page sequencing</p>	<p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
<p>Mathematics</p> <p>Non-negotiables</p> <ul style="list-style-type: none"> • Subitising (to 3) • Using a five frame • Count to 10 and beyond • Talk about size and weight 	<p>Show 'finger numbers' up to 5.</p> <p>Recite numbers past 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects relating to size.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Make comparisons between objects relating to length.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Describe a familiar route.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects relating to weight and capacity.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<p>Understanding the World</p> <p>Non-negotiables</p> <ul style="list-style-type: none"> • An understanding of growth • An understanding that all people have differences 	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Show interest in different occupations.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>

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<p>Expressive Arts and Design</p> <p>Non-negotiables</p> <ul style="list-style-type: none"> • Imaginative play in small world with others. • Join different materials together, understanding the uses of tools. • Sing a range of rhymes and songs 	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Listen with increased attention to sounds.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore colour and colour-mixing.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Remember and sing entire songs.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create their own songs or improvise a song around one they know.</p>
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