

Nursery ~ Long Term Planning 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	This is Me!	Colour All Around Me!	Traditional Tales	How does your Garden Grow?	Animals Big, Animals Small	On our Way
Core Text(s)	<ul style="list-style-type: none"> Happy to be Me 	<ul style="list-style-type: none"> Wow! said the Owl. 	<ul style="list-style-type: none"> The Gingerbread Man Goldilocks and the Three Bears 	<ul style="list-style-type: none"> The Enormous Watermelon The Very Hungry Caterpillar 	<ul style="list-style-type: none"> Dear Zoo Pete the Cat and his white shoes 	<ul style="list-style-type: none"> The Flying Bath
Supplementary Texts	<ul style="list-style-type: none"> My Body (n/f) Hands are not for hitting Feet are not for kicking Funnybones Susan Laughs Little People, Big Dreams: Rosa Parks 	<ul style="list-style-type: none"> Were going on a leaf hunt Binny's Diwali Owls The Colour Monster The Best Birthday Present Ever! Not a Stick! Stickman 	<ul style="list-style-type: none"> Keep on running, Gingerbread man Whatever the Weather (n/f) 	<ul style="list-style-type: none"> Oliver's Fruit Salad Oliver's Vegetables The Crunching, Munching Caterpillar Butterfly Diary (n/f) The Snail (n/f) 	<ul style="list-style-type: none"> My Colourful Chameleon Pets (n/f) Mog and the Vee Ee Tee Hello World Peppa's Recycling Vets(n/f) 	<ul style="list-style-type: none"> The Naughty Bus Snail Mail The Train Ride The Bus is for Us!
Knowledge and concepts	Baseline Sense of belonging Routines and relationships Personal attributes Harvest All about me now and then. Body parts The Senses Similarities and differences. Doctors and nurses Me as a baby and me now Black History Month	Night and day Day and night routines Environmental sounds Seasonal change Explore the natural environment Colour Diwali and Hindus Bonfire night Remembrance Birthdays Eid Advent and Christmas Artist: Pollack	Weather Seasonal change Vocabulary Chinese New Year Valentine's Day Routes Sequencing School cook visit	Life cycles Planting Growing Caring for plants and animals Seasonal Changes Healthy and unhealthy eating/ foods Dentist Mardi Gras/Shrove Tuesday Lent Mother's Day Easter Artist: Matisse	Earth day Seasonal change Animals – pets Animals – farm Animals – zoo Caring for animals Vet	Journeys Maps People from different countries Countries of the world World foods Caring for the local environment Water Firefighters Artist: Mondrian
Feast Days	Our Lady's Birthday Month of the Holy Rosary St Francis of Assisi	All Saint All Souls Christ the King Advent begins	Epiphany Presentation of Jesus	Ash Wednesday Maundy Thursday Good Friday Easter Sunday	Month of Mary Ascension Thursday Sacred Heart Pentecost	Corpus Christi Sts Peter and Paul Our Lady of Mount Carmel
Prime Areas of Learning						
Personal, Social and Emotional Development	PSED is not specifically planned for across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered.					
Communication and Language	C&L is not specifically planned for across the year. All aspects of developing C&L is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on C&L. Observations next steps and target setting support the development of individuals. Intervention programmes such as WelComm and differentiated group times are designed to support children who are not making the expected progress.					
Physical Development	<u>Gross Motor skills</u> Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. <u>Fine Motor skills</u> Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently.	<u>Gross Motor skills</u> Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. <u>Fine Motor skills</u> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	<u>Gross Motor skills</u> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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.	<u>Gross Motor skills</u> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to	<u>Gross Motor skills</u> 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <u>Fine Motor skills</u> Use one-handed tools and equipment, for	<u>Gross Motor skills</u> 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <u>Fine Motor skills</u> Use one-handed tools and equipment, for example, making snips in paper with scissors.

			<u>Fine Motor skills</u> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand.	crawl, walk or run across a plank, depending on its length and width. <u>Fine Motor skills</u> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs.	example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing, and drying their hands thoroughly. Make healthy choices about food, drink, activity, and tooth brushing.	Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing, and drying their hands thoroughly. Make healthy choices about food, drink, activity, and tooth brushing.
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Specific Areas of Learning						
Literacy	<u>Reading Comprehension</u> Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. <u>Reading Word</u> Spot and suggest rhymes. <u>Writing</u> Enjoy drawing freely.	<u>Reading Comprehension</u> Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Engage in extended conversations about stories, learning new vocabulary. <u>Reading Word</u> Notice some print, such as a bus or door number, or a familiar logo. <u>Writing</u> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	<u>Reading Comprehension</u> Have favourite books and seek them out, to share with an adult. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Engage in extended conversations about stories, learning new vocabulary. <u>Reading Word</u> Print has meaning. Page sequencing. Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word. <u>Writing</u> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name.	<u>Reading Comprehension</u> Have favourite books and seek them out, to share with an adult. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Engage in extended conversations about stories, learning new vocabulary. <u>Reading Word</u> Print has meaning. Page sequencing. Develop their phonological awareness, so that they can recognise words with the same initial sound, such as mouse and man. <u>Writing</u> 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.	<u>Reading Comprehension</u> Engage in extended conversations about stories, learning new vocabulary. <u>Reading Word</u> Print has meaning. Page sequencing. Print can have different purposes. The names of the different parts of a book. Develop their phonological awareness, so that they can recognise words with the same initial sound, such as mouse and man. <u>Writing</u> 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.	<u>Reading comprehension</u> Engage in extended conversations about stories, learning new vocabulary. <u>Reading Word</u> Print can have different purposes. The names of the different parts of a book. We read English text from left to right and from top to bottom. Develop their phonological awareness, so that they can recognise words with the same initial sound. Orally blend sounds in simple words. Orally segment sounds in simple words. <u>Writing</u> 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. Write some or all of their name. Write some letters from their name) accurately.
Mathematics	<u>Number</u> Take part in finger rhymes with numbers. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' <u>Numerical Patterns</u> Compare amounts, saying 'lots', 'more' or 'same.'	<u>Number</u> Take part in finger rhymes with numbers. Count in everyday contexts. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. <u>Numerical Patterns</u> Compare quantities	<u>Number</u> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. <u>Numerical Patterns</u> Compare quantities	<u>Number</u> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. <u>Numerical Patterns</u> Compare quantities using language: 'more	<u>Number</u> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. <u>Numerical Patterns</u> Compare numbers. (Use vocabulary:	<u>Number</u> Count objects, actions and sounds. Compare numbers. (Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well.) <u>Numerical Patterns</u> Experiment with their own symbols and

	<p>React to changes of amount in a group of up to three items.</p> <p><u>Shape Space & Measure</u></p> <p>Compare sizes, weights etc. using gesture and language.</p> <p>Build with a range of resources</p> <p>Complete inset puzzles</p>	<p>using language: 'more than', 'fewer than'.</p> <p><u>Shape, Space & Measure</u></p> <p>Talk and explore 2D shapes.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Talk about and identify the patterns around them.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>using language: 'more than', 'fewer than'.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p><u>Shape, Space & Measure</u></p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind.'</p> <p>Select shapes appropriately.</p> <p>Begin to describe a sequence of events, real or fictional using words such as 'first', then...'</p>	<p>than', 'fewer than.'</p> <p>Link numerals and amounts.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p><u>Shape, Space & Measure</u></p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Make comparisons between objects relating to <u>size</u>, <u>length</u>, <u>weight</u> and <u>capacity</u>.</p>	<p>'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Encourage children to use these words.)</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p><u>Shape, Space & Measure</u></p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language.</p> <p>Begin to describe a sequence of events, real or fictional using words such as 'first', then...'</p>	<p>marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p><u>Shape, Space & Measure</u></p> <p>Talk about and explore 3D using informal and mathematical language.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Make comparisons between objects relating to size, length, <u>weight</u> and <u>capacity</u>.</p>
Understanding the World	<p><u>Past and Present</u></p> <p>Begin to make sense of their own life story and family's history.</p> <p><u>People, Culture, and communities</u></p> <p>Notice differences between people.</p> <p><u>The Natural World</u></p> <p>Explore and respond to different natural phenomena in their <u>setting</u> and on trips.</p> <p>Use all their senses in hands on exploration of natural materials.</p>	<p><u>Past and Present</u></p> <p>Begin to make sense of their own life story and family's history.</p> <p><u>People, Culture, and communities</u></p> <p>Make connections between the features of their family and other families</p> <p>Notice differences between people.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p><u>The Natural World</u></p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p><u>Past and Present</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p><u>People, Culture, and communities</u></p> <p>Continue developing positive attitudes about the differences between people.</p> <p><u>The Natural World</u></p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p><u>Past and Present</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p><u>People, Culture, and communities</u></p> <p>Continue developing positive attitudes about the differences between people.</p> <p><u>The Natural World</u></p> <p>Use all their senses in hands on exploration of natural materials. - Explore collections of materials with similar and/or different properties.</p>	<p><u>Past and Present</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p><u>People, Culture, and communities</u></p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p><u>The Natural World</u></p> <p>Talk about what they see, using a wide vocabulary.</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>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore how things work.</p>	<p><u>Past and Present</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p><u>People, Culture, and communities</u></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><u>The Natural World</u></p> <p>Talk about what they see, using a wide vocabulary</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p>
Expressive Arts & Design	<p><u>Creating with Materials</u></p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Manipulate and play with different materials.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Join in with songs and rhymes, making some sounds.</p>	<p><u>Creating with Materials</u></p> <p>Manipulate and play with different materials.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Explore colour and colour mixing.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Join in with songs and rhymes, making some sounds.</p>	<p><u>Creating with Materials</u></p> <p>Make simple models which express their ideas.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p><u>Creating with Materials</u></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use</p> <p>Explore colour and colour mixing to express them.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Take part in simple pretend play, using an object to represent something else even</p>	<p><u>Creating with Materials</u></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing</p> <p><u>Being Imaginative and Expressive</u></p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with</p>	<p><u>Creating with Materials</u></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing</p> <p><u>Being Imaginative and Expressive</u></p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>

	<p>Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Explore their voices and enjoy making sounds. Enjoy and take part in action songs.</p>	<p>Respond emotionally and physically to music when it changes. Use their imagination as they consider what they can do. Take part in simple pretend play, using an object to represent something else even though they are not similar different materials. Start to develop pretend play, pretending that one object represents another. Remember and sing entire songs.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs.</p>	<p>though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs.</p>	<p>different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>
Parental Engagement	<ul style="list-style-type: none"> ➤ Stay and Play sessions (Sept) ➤ News from Home ➤ Fox and Hedgehog of the Week ~ my weekend with... 	<ul style="list-style-type: none"> ➤ Weekly Newsletter ➤ News from Home ➤ Parents meetings via zoom (Nov) ➤ Tapestry ➤ Lending library ➤ Fox and Hedgehog of the Week ~ my weekend with... ➤ Travelling Nativity 	<ul style="list-style-type: none"> ➤ Weekly Newsletter ➤ News from Home ➤ Tapestry ➤ Lending Library ➤ Fox and Hedgehog of the Week ~ my weekend with... 	<ul style="list-style-type: none"> ➤ Weekly Newsletter ➤ News From Home ➤ Tapestry ➤ Lending Library ➤ Fox and Hedgehog of the Week ~ my weekend with... ➤ My Lenten Journey 	<ul style="list-style-type: none"> ➤ Weekly Newsletter ➤ News from Home ➤ Tapestry ➤ Lending Library ➤ Fox and Hedgehog of the Week ~ my weekend with... 	<ul style="list-style-type: none"> ➤ Weekly Newsletter ➤ News from Home ➤ Tapestry ➤ Lending Library ➤ Fox and Hedgehog of the Week ~ my weekend with... ➤ End of Year Reports