









Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p>This is me!</p> 	<p>Celebrations</p> 	<p>Nursery rhymes are fun!</p> 	<p>Living and Growing</p> 	<p>Amazing Animals</p> 	<p>Here comes the Summer!</p> 
Focus Topics Possible Themes, Interests, Lines of Enquiry and Development	<ul style="list-style-type: none"> Transition/Starting Nursery Who am I?! Who helps us in our school? Me, my name and my body Where do I live? My family My home My pets Autumn treasures Natural Autumn 	<ul style="list-style-type: none"> Halloween Bonfire night Getting colder Light and Dark Nocturnal animals Hibernation Space Different celebrations Christmas story Christmas traditions 	<ul style="list-style-type: none"> New Year Winter Winter weather Animals in cold places Traditional rhymes Traditional Tales 	<ul style="list-style-type: none"> Our mums/carers and how they care for us Roles in society (occupations) Plants Changing and growing Easter traditions 	<ul style="list-style-type: none"> Minibeasts Pet animals and how to care for them Animals in our country Wild animals Farm animals Animals in other countries Animals in a zoo 	<ul style="list-style-type: none"> Summer Seaside traditions Going on a holiday Beach animals Sealife Pirates Graduation
Key events	<ul style="list-style-type: none"> Transition Signs of Autumn Harvest celebrations Halloween 	<ul style="list-style-type: none"> Bonfire night Firework safety Diwali Remembrance Day Children in Need Nativity performance Christmas Party 	<ul style="list-style-type: none"> Valentines' day Pancake day Chinese New Year 	<ul style="list-style-type: none"> Mother's Day World Book Day Easter 	<ul style="list-style-type: none"> Animal visitors EID Holi 	<ul style="list-style-type: none"> Summer Father's Day Transition week Sports Day Graduation
Trips	<ul style="list-style-type: none"> Autumn Walk - October 		<ul style="list-style-type: none"> Shop trip to buy Gingerbread Man ingredients 			<ul style="list-style-type: none"> Beach trip
Physical Development	<ul style="list-style-type: none"> Gross motor – outside negotiating space Developing control over gross movements Fine motor –up and down movement. Dough disco Mark making opportunities inside and outside Independently washing hands and being aware of toileting needs Being healthy 	<ul style="list-style-type: none"> Gross motor – outside climbing, balancing and riding bikes/scooters Negotiating space Fine motor – upwards and downwards movements Dough disco Mark making opportunities inside and outside Manipulating a range of fine motor equipment Independently putting on coats and being more 	<ul style="list-style-type: none"> Gross motor – use large muscle movements – waving flags, scarves, ribbon dance Moving to music Negotiating space Fine motor – one handed tools Dominant hand Dough disco Mark making focus – side to side 	<ul style="list-style-type: none"> Gross motor – balancing and climbing with alternate feet Hop, skip, jump and stand on one leg Negotiating space Fine motor – one handed tools Comfortable/tripod grip of pencil Mark making focus – wavy lines Name writing 	<ul style="list-style-type: none"> Gross motor – develop ball skills Remembering sequences of movements Negotiating space Fine motor Mark making focus – zigzag Consistent and comfortable grip of pencil Letter formation Control of scissors 	<ul style="list-style-type: none"> Gross motor – running Sports day Matching physical movement to task Negotiating space Fine motor Mark making focus – consistent and comfortable grip of pencil – good control Letter formation

	<ul style="list-style-type: none"> • Tooth brushing 	<ul style="list-style-type: none"> independent of toileting needs • Being healthy • Tooth brushing awareness 	<ul style="list-style-type: none"> • Name writing • Independently brushing teeth/using the toilet • Choosing appropriate resources for task • Safe use of equipment • Being healthy • Describe what happens to our bodies when we exercise • Tooth brushing awareness 	<ul style="list-style-type: none"> • Independently eat with a knife and fork • Safe use of equipment • Working as a team • Playing games • Being healthy • Describe what happens to our bodies when we exercise • Tooth brushing awareness 	<ul style="list-style-type: none"> • Independently eat with a knife and fork • Safe use of equipment • Healthy choices about food and drink • Working as a team • Playing games • Tooth brushing awareness 	<ul style="list-style-type: none"> • Control of scissors – snipping along lines • Independently eat with a knife and fork • Safe use of equipment • Healthy choices about food and drink • Working as a team • Playing games • Tooth brushing awareness.
Personal, Social and emotional	<ul style="list-style-type: none"> • Settling in • Separating from main carer • Selecting activities and routines • Wash hands – use toilet with support • Building relationships • Knowing they can approach adults • Social interactions • Understanding rules 	<ul style="list-style-type: none"> • Building confidence • Confident with daily routines • Behaviour expectations – adapting behaviour • Importance of oral health • Selecting activities and routines • Dealing with conflict • Dealing with change • Turn taking • Asking adults for help 	<ul style="list-style-type: none"> • Empathy • Feelings – talk about in circle time • Learning about others • Oral health • Independent sharing of resources • Turn taking – waiting for their turn • Play in group • Looking after resources – respect • Independently follow rules 	<ul style="list-style-type: none"> • Caring for others • Changes in our bodies • Feelings – talk about in circle time – link to stories • Independent within the environment • Looking after resources – respect • Independently follow rules • Ask adult for support appropriately • Use of equipment and areas of nursery safely 	<ul style="list-style-type: none"> • Healthy bodies • Healthy minds • Awareness of others feelings • Support to initiate play and keep it going • Develop confidence in new situations • Resolve conflict • Aware of others feelings 	<ul style="list-style-type: none"> • Preparing for next transitions • Being assertive • Confident to talk to peers and adults in different situations • Being polite • Giving opinions and listening to others opinions • Challenging opinions appropriately
Communication & Language	<ul style="list-style-type: none"> • Daily singing, nursery rhymes, action songs • Story time, talking about characters, themselves and families • Communication can be understood by other Talk about wants and needs. 	<ul style="list-style-type: none"> • Sing songs – Nativity • Nativity listen to, understand and follow simple instructions • Talk about what I am doing • Talk about home celebrations • Stories about celebrations • Know that stories have a beginning, middle and end. 	<ul style="list-style-type: none"> • Develop a repertoire of songs and rhymes • Respond to instructions and begin to respond to questions • Talk about what I am doing • Developing vocabulary – wide range in correct context • Sorting objects based on properties 	<ul style="list-style-type: none"> • Develop repertoire of songs • Listening to stories retaining key vocabulary • Retell stories – story structure • Answer questions about stories • Respond to instructions and begin to respond to questions • Ask questions • Longer sentences – understood by others • Use of connectives. 	<ul style="list-style-type: none"> • Develop repertoire of songs. • Listening to stories retaining key vocabulary • Retell stories – story structure, setting and characters • Talk for writing – support use of connectives – Once upon a time, first, next, then and finally. • Role play stories • Ask questions – understand why questions • Talking in front of others • Use talk to organise themselves 	<ul style="list-style-type: none"> • Develop repertoire of songs • Speak in a range of tense • Vocabulary prepositions • Rhyming • Retelling stories through role play • Talk for writing – support to use connectives • Once upon a time, first, next then and finally • Say what happens next in a story/rhyme • Answer questions and share opinion using relevant vocabulary

<p>Little Wandle Foundations to Phonics</p> <p>(Rhyme a week as part of the scheme)</p>	<ul style="list-style-type: none"> Rhyme time 	<ul style="list-style-type: none"> s a t p i n Teach children to hear the same initial sound for words and names of object 	<ul style="list-style-type: none"> m d g o c k e Teach children to identify initial sounds of words and names of objects and to distinguish different sounds 	<ul style="list-style-type: none"> u r h b f l j Teach children to identify initial sounds of words and names of objects. To articulate sounds correctly- including playing with voice sounds 	<ul style="list-style-type: none"> v w y z q u c h Teach children to identify initial sounds of words and objects. 	<ul style="list-style-type: none"> ck x sh th ng nk Teach children to identify the final sounds of words and objects
<p>Writing</p>	<p>Opportunities for purposeful independent mark making within both indoor and outdoor environment</p>					
<p>Mathematics</p>	<ul style="list-style-type: none"> Talking about the marks they make Identify marks made 	<ul style="list-style-type: none"> Name writing Use recognisable sound shapes in their independent mark making Independent marks for a purpose e.g. shopping lists in the role play Confidently talk about marks – marks give meaning 	<ul style="list-style-type: none"> Write some sounds accurately Independent marks for a purpose e.g. shopping lists in the role play area Confidently talking about marks 	<ul style="list-style-type: none"> Number rhymes Colours Matching Sorting Patterns Subitising, recognising and counting numbers to 5 Day of the week 	<ul style="list-style-type: none"> Subitising, recognising and counting numbers to 5 and beyond Representing numbers Size Height and Length Weight and capacity One more/less Length Positional language 	<ul style="list-style-type: none"> Sequences Positional Language More/Fewer 2D and 3D shapes More and less What comes after? What comes before? Number composition 1-5 Review of previously taught concepts
<p>Understanding the World</p>	<ul style="list-style-type: none"> Who am I? My family My body Similarities and differences between peers and family members Where do I live? Who is special? Our pets and animals- How do we care for them? What do pets need? Autumn & seasonal changes 	<ul style="list-style-type: none"> Use of iPad Exploring space Significant events in own lives and families lives. Autumn & seasonal changes Birthdays Family traditions Christmas 	<ul style="list-style-type: none"> Exploring natural materials with their senses. Seasonal change and weather- Winter Food tasting Pancake day Comparing other countries to where we live Chinese New Year 	<ul style="list-style-type: none"> Exploring natural materials and the world using senses Seasonal change and weather- Spring Growing plants What do plants need? Differences in plants Plant life cycles Respect for living things- recycling Different countries Easter 	<ul style="list-style-type: none"> Extend vocabulary to describe what they see Seasonal changes - Summer Different environments and people Looking after the environment and people Minibeasts Life cycle of a butterfly 	<ul style="list-style-type: none"> Extend vocabulary to describe what they see. Seasonal changes - Summer Looking after the environment, pollution and dangers to animals Sealife and beach animals

Expressive arts and design

<ul style="list-style-type: none"> Supporting and modelling pretend play – home corner – family members Exploring a range of materials Make a range of marks with a range of tools- Using them appropriately Join in with familiar parts of songs Images of self and family Representing objects and people in their images 	<ul style="list-style-type: none"> Developing pretend play Exploring a range of materials Make a range of marks with a range of tools Drawing details on representations Sing whole songs and listen to sounds Move body to music Explore a range of instrument Firework images Christmas cards using media and techniques Take part in nativity play Perform Christmas songs to parents 	<ul style="list-style-type: none"> Involve others in their imaginative play Developing own ideas and express using materials Explore textures Draw enclosed spaces and represent objects Images of people with faces Using paint to mix colours Listen with increased attention to sounds Sing a range of songs Use instruments in different ways Make loud, quiet sounds and use instruments in different ways Tap simple rhythms Copy sounds and movement to music 	<ul style="list-style-type: none"> Making small world of their own for play Developing own ideas and express using materials Adapting as they make Use textures to make an effect Use tools and materials for a purpose Using paint to mix colours and talk about what is happening Sing a range of songs Identify different sounds Make sounds for a purpose e.g. within a story Feely bag describing objects 	<ul style="list-style-type: none"> Use of narrative in pretend play – traditional stories, core text and repetitive text Joining materials and explore textures Use drawing to represent emotions Use colours for a purpose Say what they like or dislike about their creations Notice what others do and adapt own creations Respond to what they have heard Matching sounds and movement to music Create sounds to accompany stories Stories and props in play Making own props for use in play 	<ul style="list-style-type: none"> Use of narrative in pretend play Joining materials and explore textures Plan what they are doing Create with a purpose Use drawing to represent emotions Make natural art Say what they like or dislike about their creations Create their own songs Sing songs with instruments Use instruments to express feelings Respond to music with movement Making instruments
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