



Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me, my family and my pets 	Animal Magic! 	Dragon Tales 	All creatures great and small/ Minibeasts 	Once upon a time.. 	Under the Sea 
High Quality Text	Nursery – Not Today!  Who are you?  Happy to be me  Love Makes a Family  My Pet Star	The Tiger Who Came to Tea  We're Going on a Bear Hunt  Dear Zoo  Big Red Bath!  Rosie's Walk	Zog  Dragon Noodle Party  King Jack and the Dragon  There's a Dragon in Your Book  There Was an Old Dragon Who Swallowed a Knight	A Good Place  The Very Hungry Caterpillar  Superworm  Snail Trail  Betsy Buglove Saves the Bees	Jack and the Beanstalk  Little Red Riding Hood  The Gingerbread Man  The Three Little Pigs  The Three Billy Goats Gruff	The Rainbow Fish  The Storm Whale  The Three Little Fish and the Big Bad Shark  Little Turtle and the Sea  Tiddler
Nursery Rhymes	Incy Wincy Spider, Baa Baa Black Sheep, Twinkle Twinkle Little Star, Hickory Dickory Dock, I Hear Thunder, It's Raining It's Pouring.		Humpty Dumpty, Tommy Thumb, Goosey Goosey Gander, Hey Diddle Diddle, Hot Cross Buns, Miss Polly Had A Dolly.		Wind The Bobbin Up, Two Little Dickie Birds, Diddle Diddle Dumpling, Mary Had A Little Lamb, See Saw Margery Daw. A Sailor Went to Sea	
Trips/Visitors/Enrichments/Celebrations	Pets day – Children and parents bring pets to school for a visit Visit from – Corrinne Averiss,, author of My Pet Star	Children go on a trip to the school forest to look for bears Children perform the Nativity story to parents Diwali	Visit from Teach Rex – Children take part in an EYFS dragon workshop Chinese New Year Visit from a nurse	Children care for caterpillars and observe as they change and grow into butterflies Children collect worms to add to a class worm farm Holi St George's Day Easter	Visit to the school kitchen to bake gingerbread men Eid	Visit to Sea Life Eid

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Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Children will participate in short key person group times, 1:1 or with a small group. - Children will listen to stories everyday on several occasions. They will be encouraged by the teacher to join in and re-tell the story. - Teachers will ask many who, what and when questions when asking children to respond. - When giving instructions to the children, teachers will structure them with one part. - Teachers will ask some carefully planned 'why' questions based on familiar stories and the children's own experiences. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Once introduced, children will be encouraged by the teachers to use new vocabulary during 1:1 and small group discussions. - Children will learn: Incy Wincy Spider, Baa Baa Black Sheep, Twinkle Twinkle Little Star, Hickory Dickory Dock, I Hear Thunder, It's Raining It's Pouring. - Teachers will model and support children to respond to a text by commenting on the setting, characters and plot. - Opportunities will be provided, daily, for children to start conversations with their teachers/peers. Those pupils who show a reluctance will be given jobs such as handing out the snack or sharing the milk. These opportunities for conversation will be planned into the daily routine. 		<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Children will now participate in small group activities and story times. They will be praised and rewarded for listening to each other's thoughts and opinions in the group. - When giving instructions to the children, teachers will structure them with two parts. - Teachers will give instructions using prepositions. "Can you put your lunchbox in the basket" or "can you put your jumper in your tray". - Teachers will continue to ask some carefully planned 'why' questions based on familiar stories and the children's own experiences. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Once introduced, children will be encouraged by the teachers to use new vocabulary during play and in small group discussions. - Children will learn: Humpty Dumpty, Tommy Thumb, Goosey Goosey Gander, Hey Diddle Diddle, Hot Cross Buns, Miss Polly Had A Dolly. - Children will be asked to act out and re-tell familiar stories. They will go on a bear hunt and describe what they see along the way. - Teachers will ask what questions to promote the use of speech in the past tense. Teachers will echo the correct use of past tense verbs when working with the children. 		<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Children will take part in daily group times, with a larger number of children in each group. - Children will listen to longer stories or more than one story at a time during group times. - The majority of instructions given, when possible, will be structured using two parts. - 'Why' questions will be asked more regularly by the teachers. Children will be expected to respond confidently to these. - Teachers will continue to will give instructions using more elaborate prepositions. "Can you put your picture underneath the book" or "can you put your jumper beside my chair". <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Children will use the recently introduced vocabulary throughout the day. - By now, children would have learnt a large repertoire of songs. Children will join in with these songs and perform during group times. - Children will learn: Wind The Bobbin Up, Two Little Dickie Birds, Diddle Diddle Dumpling, Three Blind Mice, Mary Had A Little Lamb, See Saw Margery Daw. - Children will be given opportunities to discuss and debate during afternoon group times. 	

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		<ul style="list-style-type: none"> - Teachers will model and support children to expand their answers using 'and'. - Teachers will refer to the class timetable to discuss past events. Teachers will ask children to re-tell what happened at that point in the year. - 'Think Equal' discussions will encourage children to have an opinion and express their point of view. 	
Key objectives for the half term/ Assessment points	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - I can pay attention to one thing at a time. - I can listen to develop independence within daily routine. - I can participate in short multi-sensory Key Person group time. - I enjoy listening to stories and am beginning to remember much of what happens, recalling key events and names of characters as well as joining in text retell with some actions. - I can follow an instruction with one part. - I understand and can respond to who, what and where questions. - I am beginning to understand some 'why' questions related to my own experiences. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - I am beginning to use a wider range of vocabulary linked to the key themes in class. - I can join in with songs in class and fill in some missing words. - I am beginning to talk about a familiar book one-to-one, commenting on the illustrations and my favourite part/character. - I am beginning to use different tenses when talking. - I am beginning to use longer sentences of 4-6 words. - I can start a conversation with an adult / friend. - I am beginning to use talk to organise myself/play. 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - I enjoy listening to stories & remember much of what happens. - I am beginning to shift attention from one thing to another when needed and given a prompt. - I am beginning to understand and follow a two-part instruction - I can understand some 'why' questions. - I am beginning to show an understanding of some prepositions. - I am beginning to listen to others in a small group. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - I can use a wider range of vocabulary. - I continue to develop and sing a repertoire of songs and rhymes in a group. - I can talk about a familiar book and begin to tell a simple story. - I continue to develop my communication, using future and past tense (not always correctly). - I can use longer sentence of 4/6 words. - I am beginning to join sentences with and - I can start a conversation with an adult / friend and begin to continue it with many turns - I use talk to organise myself / my play. - I am beginning to retell a simple past event in the correct order. - I am beginning to express a point of view. 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - I enjoy listening to longer stories (with increased attention) and can remember much of what happens - I can shift my attention from one thing to another when needed and given a prompt - I can understand and follow a two-part instruction. - I understand and respond confidently to simple 'why' questions - I show an understanding of some prepositions - I can listen to others in a small group <p><u>Speaking</u></p> <ul style="list-style-type: none"> - I can use a wider range of vocabulary in a range of contexts. - I can sing a large repertoire of songs - I can sing a range of songs/rhymes as part of a group and independently - I can talk about a familiar book and tell a longer story - I am beginning to use a wider range of tenses (with correct use of most tenses) - I can use sentences joined by other words such as like / because - I can start a conversation with an adult / friend & continue it with many turns - I can retell a simple past event in correct order - I can use talk more confidently to organise myself / my play - I can express a point of view & debate when I disagree with an adult /friend, using words as well as actions

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, 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 children can achieve at school and in later life.					
 	<ul style="list-style-type: none">- Children will be taught the concepts 'same' and 'different'. We will read 'Marvellous Me' and discuss and celebrate our similarities and differences.- Children will begin to list a number of emotions and will be taught that feelings come and go. Children will be taught strategies to manage their feelings after reading 'These Feelings' and 'The Weather Inside Me'.- Children will discuss the need for kindness in how we act with each other. We will identify agreements that can help create a kind, caring room.- Children will begin to link emotion with feelings inside the body. They will be taught strategies to calm their bodies and brains.- Children will be tasked to perform acts of kindness around school. They will begin to understand that one kind act can lead to another.- Children will recognise that all emotions are okay, even unpleasant ones.- Children will be taught to name their 5 senses.	<ul style="list-style-type: none">- Children will be taught that boys and girls should both express their feelings.- Children will recognise that boys and girls can both do the same things.- Children will be asked to comment on other people's feelings and emotions, describing the feelings of a person whom others have been mean to.- Children will experience empathy and the perspective of another. Teachers will demonstrate how to show empathy toward others who have different ideas and/or interests.- Children will be taught to show a sense of responsibility for the environment. Teachers demonstrate the importance of showing compassion for all creatures – animals and humans.- Children will be able to list words that describe various sensations. Children will be taught to pay attention to these sensations.- Children will be taught additional strategies for regulating the body. Children will by now be able to recall previously learned strategies that help them control their feelings.- Children will begin to develop confidence in themselves and their unique talents after reading 'Yoshi is Different'.- Children will explore the similarities and differences between their families, identifying things that make their family unique.- Children will read 'Zelda Goes on Holiday' and begin to demonstrate an understanding of compassion for those less fortunate than them.	<ul style="list-style-type: none">- Teachers will teach the children the importance of speaking out when they see something unfair. They will begin to understand justice on a basic level.- Children will review the 5 senses learned earlier in the year.- Children will continue to practice calming strategies.- Children will be able recognise various emotions and demonstrate various ways these emotions can be displayed.- Children will be taught about the brain and will be asked to name at least three things that the brain can do. They will understand that everybody has a brain. We will discuss how neurons create pathways in the brain and that the brain is always growing and can always become stronger.- Teachers will teach the children the importance of trees and help children understand how one person can make a positive difference. They will be tasked to think of at least one way that they could care for the earth.- Children will compare the emotions and sensations associated with being left out to the feelings associated with being included.- Children will work together to discuss strategies that they can use to help others feel included.- Children will be asked to set some long-term goals and understand that gender does not affect one's dreams.- Children will discuss diversity in skin colours positively and will be able to express that people's skin is different shades of brown.- Children will practice strategies for peaceful conflict resolution based on empathising with others and conversation.			

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	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - I am beginning to talk about feelings and can link the feelings to the Zones of Regulation model. - I am beginning to show awareness of how others might be feeling. I can offer some comfort to a child in the 'Blue Zone'. - I can identify the feelings of main characters in texts, looking carefully at illustrations. - I am beginning to recognise that some actions can hurt the feelings of others. - With support, I am beginning to find solutions to some conflicts, sharing resources / taking turns e.g. bike track <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - I show an interest in a range of familiar and new experiences, indoors and outdoors - I am beginning to select and use continuous provision resources, with help when needed. - I can make independent learning choices and put resources back in the right place. - With support, I am beginning to follow classroom routines and rules. - I am beginning to be independent within self-care routines such as toileting, handwashing, feeding at snack/lunch time or getting dressed to go outdoors. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - I am beginning to play with one or more other children - I am beginning to see myself as part of a community, in my colour group, nursery or family. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - I can talk about feelings using words like 'happy' and 'sad' and begin to use other words - With support, I am beginning to understand and talk about how others might be feeling and the reasons why - I am beginning to help to find solutions to conflicts and rivalries. <i>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> - With support, I am begin to talk with others to resolve conflicts <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - I am beginning to select and use activities and resources to achieve a set goal. - I can settle to an activity of choice for some time - I can follow classroom routines and rules (with reduced practitioner guidance) - I have developed independence within self-care routines <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - I can play with one or more other children - I can take part in pretend play with one or more children, going on a bear hunt with my teacher and friends. - I see myself as part of a community - I am beginning to share and take turns with others - I am beginning to extend and elaborate play ideas with others. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - I can talk about my feelings using a range of words. - I am beginning to understand how others might be feeling. - I can help to find solutions to conflicts and rivalries. - I have developed appropriate ways of being assertive. - I can talk with others to solve conflicts. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - I can select and use activities and resources, with help when needed - to achieve a goal they have chosen or one that is suggested to them. - I can settle to an activity for some time - I can follow rules, understanding why they are important. - I demonstrate independence within self-care routines. - I can make healthy choices about food, drink, activity and tooth brushing. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - I have developed sense of responsibility and membership of a community. - I am confidently more outgoing with unfamiliar people, in the safe context of school. - I can demonstrate confidence in new social situations. - I can play with one or more other children, extending and elaborating play ideas.
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Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
 Get Set 4 PE	<u>Gross Motor</u> <i>Children will be taught to:</i> <ul style="list-style-type: none">- Change direction to avoid others.- Look for space away from others.- Stop in a balanced position on their feet.- Take small steps to help them to stop.- Keep a gap between themselves and the person in front of you.- Look in the direction they are moving.- Move at a steady speed so that a partner can follow you.- Squeeze their muscles to make your body tense.- Bend their knees to help them to stop.- Take big steps to run and small steps to stop.- Bend their knee and push off in the opposite direction.- Turn their body to face a new direction.- Use small steps to help them to change direction.- Bend their knees to jump and land.- Look straight ahead and keep their chest up.- Bend their knees when landing.- Squeeze their muscles to balance.- Crawl using hands and feet.- March with high knees.- Slide using different parts of their body.- Use the pattern step, jump, step to gallop. <u>Fine Motor</u> <ul style="list-style-type: none">- Teachers will select appropriate tools and equipment to be placed in the classroom environment. Children will have access		<u>Gross Motor</u> <i>Children will be taught to:</i> <ul style="list-style-type: none">- Think about how each body part can move.- Move their body to a beat.- Use high, medium and low levels in their dance to help to make it look more interesting.- Use big, clear movements to help to tell a story.- Sit up tall in a tuck shape.- Squeeze their muscles to help to keep their shape.- Straighten arms and legs when holding straight and star shapes.- Squeeze their muscles to help you to stay balanced.- Bend their knees and keep their chest up when landing- Stay in a shape during a roll.- Travel over, around and along apparatus.- Use rolls, balances, jumps and shapes. <u>Fine Motor</u> <ul style="list-style-type: none">- Children will now be asked to use one handed tools like hammers and scissors. Teachers will set tasks that require children to use one hand.- When modelling, teachers will emphasise the importance of including lines, dots, enclosures and dashes to convey what they want to draw.- Teachers will now model and promote the use of a two finger and thumb grip.- Teachers will remind children to use their 'strong' or preferred hand when completing tasks.		<u>Gross Motor</u> <i>Children will be taught to:</i> <ul style="list-style-type: none">- Bend down low and step forwards when rolling a ball, pointing their hand towards the target.- Keep their eyes on a ball.- Move their feet towards a ball when receiving.-Use wide fingers to grip a ball.- Throw an object whilst keeping their eyes on a target and letting go with their fingertips pointing towards the target.- Catch a ball using two hands.- Keep a ball under control using their feet by taking small, soft touches.- Put their standing foot next to a ball and kick using the inside of their foot.- Take small steps to help them to stop in a space.- Move around safely by navigating themselves into space.- Throw an object towards a target, pointing their fingers towards it as they release the object.- Change direction quickly to avoid others.- Tag somebody gently by touching them on the arm or back. <u>Fine Motor</u> <ul style="list-style-type: none">- Children will be set many cutting activities in class that involve cutting snips of paper or straight lines.- Children will be given opportunities to chop soft items using a knife, such as cutting up the bananas at snack time.- Children will be given daily opportunities to fasten their own coats and change their own shoes.	

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	<p>to spoons, brushes, playdough knives, jelly, dough, clay and many more resources to aid fine motor development.</p> <ul style="list-style-type: none"> - Children will have daily opportunities to draw freely, colour and scribble. - At lunchtime, teachers will give children an open cup. They will support the children to feed themselves independently. - When appropriate, children will be given the opportunity to feed themselves using a spoon or fork. - Teachers will model writing and scribe what the children tell them. Children will mirror this and 'pretend write'. - Teachers will praise and reward children for completing certain tasks independently, such as removing shoes and undoing Velcro and zips. 	<ul style="list-style-type: none"> - When appropriate, children will be given the opportunity to cut their own food using a knife. 	<ul style="list-style-type: none"> - Children will complete name tracing activities and will be taught to form all the letters correctly, when tracing.
Key objectives for the half term/ Assessment points	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> - I can change direction safely when running by bending my knees and facing the other way. - I can bend my knees when landing. - When running, I can use small steps to help me stop safely. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> - I can use my manipulative skills and control, to draw freely, including scribbling, 'colouring'. - I can grip writing implements, using a palmar grip or five-finger group. - I can hold and grasp different materials; spoons, brushes, shells, clay, jelly, dough. - I can finger feed myself and drink from an open cup. - I can make conscious marks and pretend writing. - I can hold different types of paper and learn how to tear it. - I can use large and small motor skills to do things independently, for example remove my shoes, undoing velcro and zips on coats. - I can use a fork and spoon to take food from a plate/bowl to my mouth. 	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> - I can safely travel over, around and along apparatus. - I can keep my chest up and bend my knees to help me land safely. - I can squeeze my muscles to help me stay balanced. - I can hold a tuck, straight and star shape. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> - I can use one-handed tools and equipment; snips in paper, hammer pins into a fruit, push straws through holes, put pegs into pegboards. - I can put on my coat independently. - I can make controlled marks: e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling. - I can use a two finger and thumb grip. - I can use a preferred hand. - I can manipulate dough in different ways; rolling, squashing, squeezing, patting. - I can use one-handed tools and equipment; use tweezers to pick up small objects, squeeze a clothes peg and attach to a string line. - I can use a knife to cut my own food at lunchtime, with some support. 	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> - I can catch a ball using two hands. - I can throw a ball towards a target. - I can keep a ball under control using my feet, using small soft touches. - I can move around safely, with consideration for others, by navigating myself into space. - I demonstrate strength, balance and coordination when playing. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> - I can use scissors to cut snips off a piece of paper or art straw. - I can eat use a knife, fork and spoon appropriately. - I can cut soft things with a knife for example a banana or dough. - I can fasten my own coat. - I can thread small beads onto a string. - I can use a two finger, one thumb grip for appropriate activities/ tools. - I can form the letters in my first name correctly when tracing over. - I can take off and put on my own shoes and socks after an activity.

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Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
	<p>Reading</p> <ul style="list-style-type: none"> - Children will take part in daily phonics lessons that focus on all 7 aspects of Phase 1 Phonics. The aspects are: <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme in speech and song • Alliteration • Voice sounds • Oral blending and segmenting These aspects are divided into strands which include: <ul style="list-style-type: none"> • Tuning in (auditory discrimination) • Listening and remembering (auditory memory and sequencing) • Talking about (developing vocabulary and language comprehension) <p>Writing</p> <ul style="list-style-type: none"> - Children will be given the opportunity to draw themselves, their family and their pets. Teachers will model name writing and ask children to begin to form the first letter in their name. - When drawing, colouring and writing, teachers will begin to model how to move from a palmar grip to a two finger and thumb grip. - Teachers will ask questions about the marks the children make. "What have you drawn?" "Who is this?" 		<p>Reading</p> <ul style="list-style-type: none"> - Children will take part in daily phonics lessons that focus on all 7 aspects of Phase 1 Phonics. The aspects are: <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme in speech and song • Alliteration • Voice sounds • Oral blending and segmenting These aspects are divided into strands which include: <ul style="list-style-type: none"> • Tuning in (auditory discrimination) • Listening and remembering (auditory memory and sequencing) • Talking about (developing vocabulary and language comprehension) <p>Writing</p> <ul style="list-style-type: none"> - Teachers will begin to teach the children how to write their own name. They will use a traceable name card to help them write their name. Children will begin to form some letters correctly. - Mark making opportunities will be provided during group times. Children will be asked to engage in purposeful mark making opportunities. "Can you draw a home for a minibeast?" or "Can you draw fire coming from the dragon's mouth?" 		<p>Reading</p> <ul style="list-style-type: none"> - Children will be taught to read letter sounds following the Read Write Inc Nursery scheme. - Before teaching the first 30 sounds explicitly, we look at the Read, Write, Inc freeze chart and learn about the pictures and what we can see in them. We emphasize the sound at the start of the picture. For example mmmmmmm mountain! - The teacher will introduce Fred the Frog. This is where the teachers says words in sounds and encourages children to work out what is being said. For example, "Can you touch your l-i-p (lip)?" Fred can only talk in sounds and they have to work out the words he is saying. <p>Writing</p> <ul style="list-style-type: none"> - Teachers will ask children to form recognisable letters to represent their drawings. For example, "What is the initial sound in dog? Can you write the letter 'd' next to your picture?" - Children will now be asked, by their teacher, to write their own name from memory, with most letters formed correctly. 	

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Key objectives for the half term/ Assessment points	<p><u>Reading</u></p> <ul style="list-style-type: none"> - I am beginning to distinguish between different sounds. - I am beginning to recognise some words that sound the same (rhyme). - I can explore and copy different voice sounds. - I am beginning to understand some of the key concepts about print: handling books carefully and correctly, naming some book parts, knowing that print has meaning, understanding that print reads left to right and - I can read my own name with a visual support. - I enjoy sharing a book one to one or in a small group. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - I can listen, remember & talk about different sound (environmental, body percussion and instrumental). - I can tell you when two words sound the same (rhyme) - I am beginning to hear some initial phonemes in words. - I am beginning to participate in oral segmenting/blending activities. - I can clap the syllables in my own name. - I enjoy listening to a story during group time. I am beginning to engage in conversations about stories and non-fiction texts, learning new vocabulary. - I am continuing to understand some of the key concepts about print. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - Listen, remember & talk about different sounds with increasing vocabulary (environmental, body percussion and instrumental) - I can talk about rhyming words and begin to create rhyming strings. - I can hear and say initial sounds in words - I can explore and talk about different voice sounds, enunciating some phoneme correctly. - I can participate in oral blending/segmenting activities - I can clap syllables in words. - I can engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary. - I can use the five key concepts about print: - I can read my own name in a variety of fonts/context.
	<p><u>Writing</u></p> <ul style="list-style-type: none"> - I am beginning to attempt to write my own name with some recognisable letters (first letter of the name). - I am beginning to understand that the marks I make represent meaning. I can point to marks and talk about marks I have made e.g. "this is my mummy". 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - I am beginning to use some print / letter knowledge in writing: symbols – lines / circles, recognisable letters, left to right directionality, top to bottom directionality. - I am beginning to engage in purposeful mark making. - I can attempt to write name, using name card, with some recognisable letters, some correctly formed. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - I demonstrate a knowledge of print / letter knowledge in writing: forming recognisable letters, left to right / top to bottom directionality, ascribing meaning to the marks they make. - I can match some letters to phonemes e.g. m for mummy. - I can engage in purposeful early writing. - I can write my name, from memory, with most letters formed correctly.

Attitude

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Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me, my family and my pets 	Animal Magic! 	Dragon Tales 	All creatures great and small/ Minibeasts 	Once upon a time.. 	Under the Sea 
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<p>Numerical Pattern/ Number <i>Matching</i> – Children are given the opportunity to match two items that are exactly the same.</p> <p><i>Sorting/comparing amounts</i> – Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. Children will use age appropriate language when sorting the items.</p> <p>Shape, Space and Measure <i>Compare size</i> – Children are encouraged to use words bigger and smaller to compare two objects</p> <p><i>Making simple patterns</i> – Children will copy a simple AB pattern.</p>	<p>Numerical Pattern/ Number <i>Representing 1, 2 and 3</i> – Children identify representations of 1, 2 and 3. Children may begin to subitise or count to find how many.</p> <p><i>Representing and composing 1, 2 and 3</i> – Children count on and back from 3. They will begin to count or subitise sets of 3 objects to find how many and make their own collections of objects.</p> <p><i>Comparing quantities</i> – Children continue to count, subitise and compare as they explore different quantities. They use the words: lots, more, same and less to compare amounts.</p> <p>Shape, Space and Measure <i>Circles and triangles</i> – Children learn the names of circles and triangles. They use age appropriate language to discuss the properties of shapes.</p>	<p>Numerical Pattern/ Number <i>Introducing zero</i> – Children learn that the number name zero and the numeral 0 represents 'nothing there' or 'all gone'.</p> <p><i>Representing 4 and 5</i> – Children identify representations of 4 and 5. Children may begin to subitise or count to find how many.</p> <p><i>Representing and composing 4 and 5</i> – Children count on and back from 5. They will begin to represent numbers to 5 using their fingers.</p> <p><i>Making pairs</i> – Children build on their earlier work on matching to match and make pairs. They understand that a pair is two. Children will develop an early understanding of an 'odd amount' as a quantity that cannot be equally paired.</p> <p><i>Combining groups</i> – Children begin to combine two groups</p>	<p>Numerical Pattern/ Number <i>Counting to, representing and composing 1-5</i>– Children continue to apply the counting principles when counting to 5 (forwards and backwards). They represent 1-5 in lots of different ways and begin to conceptually subitise these larger numbers.</p> <p><i>Comparing numbers to 5</i>– Children continue to make comparisons by lining up objects with 1-1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order.</p> <p><i>Number bonds to 5</i> – Children explore number bonds to 5 using real objects in different contexts. They use different shape or coloured objects to represent the number 5 in many different ways.</p> <p>Shape, Space and Measure</p>	<p>Numerical Pattern/ Number <i>Building numbers beyond 5</i> – Children will build and identify numbers to 10 using a range of resources. Children see that larger numbers are composed</p> <p><i>Counting patterns beyond 5</i> – Regular opportunities are provided for children to count on and back beyond 5.</p> <p><i>Adding more</i> – Children will use real objects to see the quantity of a group can be changed by adding more.</p> <p><i>Taking away</i> – Children will use real objects to see the quantity of a group can be changed by taking items away.</p> <p>Shape, Space and Measure <i>Spatial reasoning: match, rotate and manipulate</i> – Children will learn to select, rotate and flip shapes to fit in a given space.</p>	<p>Numerical Pattern/ Number <i>Numerals to represent</i> – The children will learn that quantities can be represented using numerals. Children will practice forming these numerals.</p> <p><i>Sharing and grouping</i> – Children will develop their understanding of sharing up to 5 objects to distribute amounts evenly, commenting on amounts that are 'fair' or 'unfair'.</p> <p><i>Fluency with 5</i> – Children will accurately subitise, compose and represent the numbers 1-5 in many different ways.</p> <p>Shape, Space and Measure <i>Spatial reasoning, replicating models, patterns and relationships</i> – Children understand that places and models can be replicated and need to experience looking at these from different positions.</p>

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	<p><i>Shapes with 4 sides –</i> Children learn the names of two other shapes, squares and rectangles. They use age appropriate language to discuss the properties of shapes.</p> <p><i>Spatial awareness (positional language) –</i> Children hear and begin to use positional language to describe how items are positioned in relation to other items.</p> <p><i>Time (night and day) –</i> Children talk about night and day and order key events in their daily routines. They will use the words such as: next, later and after to help them sequence events.</p>	<p>to find how many altogether. They will use the word ,more, when combining groups.</p> <p><u>Shape, Space and Measure</u></p> <p><i>Comparing Mass –</i> Children will use the words heavy and light, heavier and lighter and heaviest and lightest to make comparisons.</p> <p><i>Comparing capacity –</i> Children will build on their understanding of full and empty to show half full, nearly full and nearly empty containers.</p> <p><i>Length and height –</i> Children begin to use more specific language to describe length (longer/shorter) and height (taller/shorter).</p>	<p><i>Time (sequencing) –</i> Children sequence familiar events using the language of time.</p> <p><i>3-D shape –</i> Children naturally explore 3-D shapes. They will investigate which shapes roll and which shapes stack, and why. They will use age appropriate language to describe the properties of the shapes.</p> <p><i>Pattern –</i> Children will copy and continue AB patterns. They will begin to create their own AB patterns.</p>	<p><i>Spatial reasoning: compose and decompose –</i> Children will learn that shapes can be combined and separated to make new shapes.</p>	<p><i>Spatial reasoning: compose and decompose –</i> Children will select appropriate shapes to fit a purpose. For example, using 3D shapes with flat faces to stack when making a tower.</p>
Key objectives for the half term/ Assessment points	<p><u>Numerical Pattern/ Number</u></p> <ul style="list-style-type: none">- I can place items that have similar characteristics into groups.- I am beginning to compare quantities using the words: lots, more, same and less.- I am beginning to recite the numbers to 5 in the correct order.- I am beginning to show some 1:1 correspondence when counting objects.- I can use number names during play.- I can join in with number rhymes/songs.- I am beginning to represent the numbers 1, 2 and 3 in different ways. <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none">- I can compare two objects by size using the words bigger and smaller.- I can copy a simple AB pattern.- I am beginning to talk about shapes and their properties using age appropriate language such as round and pointy.- I am beginning to understand time language within the daily routine (next, later, after etc.).- I understand positional language within the daily routine (in, on, under).	<p><u>Numerical Pattern/ Number</u></p> <ul style="list-style-type: none">- I can count to 5 (forwards and backwards)- I can represent the numbers 1, 2 and 3 in different ways.- I can join in with number songs/rhymes using props and fingers.- I can represent numbers to 5 using my fingers, with increasing accuracy.- I am beginning to compare quantities using more than and fewer than- I can speedily subitise numbers to 3.- I am beginning to count up to 5 objects with 1 to 1 correspondence.- I am beginning to represent numbers with marks. <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none">- I am beginning to combine shape to make new ones.- I can talk about shapes and their properties.- I can understand positional language.- I am beginning to describe a sequence of events/a familiar routine, using language of time.- I can compare the mass of two items using the words heavier/lighter.- I can compare the length/height of two items using the words bigger and smaller and I am beginning to use the words taller/longer/shorter.- I can copy and continue a simple AB pattern.- I can select 3D shapes appropriately in a range of contexts.	<p><u>Numerical Pattern/ Number</u></p> <ul style="list-style-type: none">- I can recite numbers beyond 5.- I can say one number for each item in order: 1, 2, 3, 4, 5- I know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).- I can represent numbers to 5 in different ways.- I am beginning to subitise amounts of up to 5 objects.- I can accurately show you 1, 2, 3, 4 or 5 fingers when asked.- I experiment with own symbols and marks as well as numerals.- I can compare quantities using language: ‘more than’, ‘fewer than’. <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none">- I can talk about 2D and 3D shapes.- I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.- I can understand position through words.- I can make comparisons between objects relating to size, length, weight and capacity.- I can combine shapes to make new ones.- I can talk about and identifies the patterns around me- I am beginning to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then.’		

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me, my family and my pets 	Animal Magic! 	Dragon Tales 	All creatures great and small/ Minibeasts 	Once upon a time.. 	Under the Sea 
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. 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.					
<u>Past and Present</u> Chronology (Language and terminology, sequence, duration, sense of period and events across time) Own life and family history Figures/characters, settings and events from the past Familiar situations from the past (similarities and differences)	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. - Through looking at pictures and videos of other members of their class, children will develop an understanding of different types of families and their family history. - From looking at baby pictures, children will understand that they were once a baby/toddler. They will understand that their parents were once babies too. - Begin to develop a sense of a 'long time ago' when discussing new Nursery Rhymes. <u>People, Culture and Communities</u> - Children will explore globes and maps. Then will begin to understand that there are many places in our world. We will discuss where different animals are from as well as where our families are from. - Children will be able to name and locate the pond.	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. - When birthdays occur in class, children will share pictures of previous birthdays and compare the two events in time. - Begin to develop a sense of a 'long time ago' when discussing new Nursery Rhymes. <u>People, Culture and Communities</u> - Children will read 'Dragon Noodle Party' and learn the story of the Chinese zodiac animals. - When reading the book 'Zog' children will have a visit from a nurse. They will practise first aid like the characters in the book.	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. - When birthdays occur in class, children will share pictures of previous birthdays and compare the two events in time. - Begin to develop a sense of a 'long time ago' when discussing new Nursery Rhymes. <u>People, Culture and Communities</u> - Children will discuss the route they take to get to school when reading 'Snail Trail!'. They will discuss what they see on the way and how they travel. Natural World	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. - When birthdays occur in class, children will share pictures of previous birthdays and compare the two events in time. - Begin to develop a sense of a 'long time ago' when discussing new Nursery Rhymes/ Traditional Tales. <u>People, Culture and Communities</u> - Children will meet the kitchen staff and go on a visit to the Kitchen to bake a gingerbread man. Natural World	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. - When birthdays occur in class, children will share pictures of previous birthdays and compare the two events in time. - Begin to develop a sense of a 'long time ago' when discussing new Nursery Rhymes. <u>People, Culture and Communities</u> - Children will learn about the oceans and seas of the world and how the animals that live there vary depending on the location. Natural World	

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<p><u>Natural world</u></p> <p>Materials</p> <p>Animals (including humans) /</p> <p>Plants</p> <p>Different environments/countries</p> <p>Natural phenomena</p> <p>How things work/exploring different processes</p>	<p><u>People, Culture and Communities</u></p> <p>- Children will discuss their families. We will comment on similarities and differences between our families.</p> <p>- Children will have a visit from an author.</p> <p><u>Natural World</u></p> <p>- Children will explore natural materials when playing outside.</p> <p>- Children will discover different environments/countries when discussing where their families are from</p> <p>- Children will observe changes in weather and compare different weather patterns.</p>	<p>woods and field on an aerial photo of the school. They will plan a route with the teacher before going on a bear hunt.</p> <p><u>Natural World</u></p> <p>- Children will discuss the need to care for living things and will handle living things with care.</p> <p>- Children will discuss how different animals grow and explore the different life cycles of different animals</p> <p>- Children will sort animals into their correct climate (polar bear in the cold or giraffe in the dessert).</p> <p>- Children will explore natural materials when playing outside.</p> <p>- Children will observe changes in weather and compare different weather patterns.</p> <p>- Children will collect autumn materials and begin to explore the changing seasons.</p>	<p><u>Natural World</u></p> <p>- Children will explore natural materials when playing outside.</p> <p>- Children will observe changes in weather and compare different weather patterns.</p>	<p>- Children will explore natural materials when playing outside.</p> <p>- Children will work together to build homes for minibeasts.</p> <p>- Children will observe how shapes roll/slide down a ramp and sort the objects into appropriate groups.</p> <p>- Children will observe changes in weather and compare different weather patterns</p> <p>- Children will be taught about the wonderful minibeasts of the world that cannot be found in the UK.</p> <p>- Children will observe how caterpillars change into butterflies. They will release the butterflies once they have hatched from their chrysalis.</p> <p>- Children will collect worms to add to a class worm farm. They will observe how worms live underground.</p>	<p>- Children will investigate materials and their strength when making a bridge for the Billy Goats to cross. or a house for the Three Little Pigs.</p> <p>- Children will explore natural materials when playing outside.</p> <p>- Children will grow their own beanstalks, planting beans in class and observing how they grow.</p> <p>- Children will observe changes in weather and compare different weather patterns.</p>	<p>- Children will explore natural materials when playing outside.</p> <p>- Children will investigate materials that float and don't float when reading 'Little Turtle and the Sea'</p> <p>- Children will be taught about the worlds different oceans and seas and the animals that live in them.</p> <p>- Children will observe changes in weather and compare different weather patterns.</p> <p>- Children will discuss what a 'storm' is when they read the book 'Storm Whale'.</p>
<p>Key objectives for the half term/ Assessment points</p>	<p><u>Past and Present</u></p> <p>- I am beginning to make sense of my own life history (when I was a baby, my birthdays etc.)</p> <p><u>People, Culture and Communities</u></p> <p>- I am beginning to show an interest in different occupations.</p> <p>- I can notice some differences between people.</p> <p><u>Natural World</u></p> <p>- I am beginning to use some senses in hands on exploration of natural materials, getting to know new outdoor learning space</p> <p>- I am beginning to explore collections of materials with similar and/or different properties.</p> <p>- I can talk about what I see, beginning to use a wider vocabulary</p>	<p><u>Past and Present</u></p> <p>- I can make sense of my own life history.</p> <p><u>People, Culture and Communities</u></p> <p>- I am continuing to show an interest in different occupations.</p> <p>- I am beginning to develop positive attitudes about the differences between people.</p> <p>- I participate in visits.</p> <p><u>Natural World</u></p> <p>- I am beginning to use all my senses in hands on exploration of natural materials.</p> <p>- I am beginning to explore collections of materials with similar and/or different properties.</p>	<p><u>Past and Present</u></p> <p>- I can make sense of my own life history.</p> <p>- I am beginning to make sense of family's history</p> <p><u>People, Culture and Communities</u></p> <p>- I show interest in different occupations.</p> <p>- I am continuing to develop positive attitudes about the differences between people.</p> <p>- I participate in visits.</p> <p><u>Natural World</u></p> <p>- I use all my senses in hands on exploration of natural materials.</p> <p>- I can explore collections of materials with similar and/or different properties.</p> <p>- I can talk about what I see, using a wide vocabulary.</p>			

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	<ul style="list-style-type: none"> - I can explore how things work, pushing pulling bending or twisting different objects. I am beginning to explore and talk about different forces I can feel - I am beginning to understand the need to respect and care for the natural environment. 	<ul style="list-style-type: none"> - I can talk about what I see, continuing to use a wider vocabulary - I am beginning to understand the need to respect and care for the natural environment - I am beginning to know that there are different countries in the world - I can explore how things work - I am beginning to explore and talk about different forces I can feel. 	<ul style="list-style-type: none"> - I can plant seeds and care for growing plants. - I understand the key features of the life cycle of a plant and an animal. - I am beginning to understand the need to respect and care for all living things. - I know that there are different countries in the world and talk about the differences I have experienced or seen in photos. - I can explore how things work. - I can explore and talk about different forces I can feel. - I can talk about the differences between materials and changes I notice
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General Themes	Me, my family and my pets 	Animal Magic! 	Dragon Tales 	All creatures great and small/ Minibeasts 	Once upon a time.. 	Under the Sea 

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Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. 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><u>Creating with Materials</u></p> <p>= Children will draw, on a large scale, a simple self portrait.</p> <ul style="list-style-type: none">- Children will begin to draw other member of their family with support from an adult. Adults will scribe the name next to each family member.- Children will have continuous access to paint in the learning environment. They will have the opportunity to free paint anything they like.- Children will use sponges and paint when making their own pet star. <p><u>Being Imaginative and Expressive</u></p> <p>The role-play area theme this half term will be 'Snack Time'. Children will be given the opportunity to:</p> <ul style="list-style-type: none">- Make a snack for self / others- Sequence snack time – recount- Set the table- Hold and carry a plate / cup- Pour and stir drinks- Cut & share food- Find name place mat & set table- Spot initial letter of name on food packaging / place mat- Write place label using initial letter of name- Write a message on the telephone message pad e.g. who is coming for snack	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none">- Children will use collage materials and begin to attach them to paper using PVA glue and spreaders. They will scrunch and roll brown paper to finish their collage bear.- Children will be given the opportunity to mix paints. They will mix red and yellow to make orange and use this to paint 'The Tiger Who Came to Tea'.- Children will use boxes and other junk modelling to make homes for the zoo animals in 'Dear Zoo'.- Children will explore the foam when reading 'The Big Red Bath'. <p><u>Being Imaginative and Expressive</u></p> <p>The role-play area theme this half term will be 'Bedtime'. Children will:</p> <ul style="list-style-type: none">- Get ready for bed- Sequence bed time – recount- Help a friend- Share a book- Make the bed- Read a story to a friend / teddy bear- Match, sort and count bed socks- Count and order teddies by size- Use spatial prepositions to describe where objects are e.g. on the bed, under the bed, in the bed	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none">- Children will consolidate their learning of how to make orange and mix colours independently to make orange when painting Zog.- Children will paint their own shields and add craft materials to them as decorations. They will use their shield to fight imaginary dragons. <p><u>Being Imaginative and Expressive</u></p> <p>The role-play area theme this half term will be 'Cleaning and Washing'. Children will:</p> <ul style="list-style-type: none">- Take turns- Wash / dry dishes- Clean the floor (brush, Hoover & mop)- Hang clothes on the line- Iron- Dust- Fill laundry basket / machine- Match talking tin environmental sounds to equipment- Read jobs boards & find name to put on the board- Write to do list- Sort, match and count washing / crockery / cutlery- Explore and talk about how things work- Talk about forces used in cleaning e.g. push, pull	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none">- Children will be given the opportunity to mix colours. They will mix blue and yellow to make green and then paint the Hungry Caterpillar.- Children will squash and roll clay to make a model of Superworm.- Children will work together in a small group to make a minibeast home. The teacher will support when needed. <p><u>Being Imaginative and Expressive</u></p> <p>The role-play theme this half term will be 'Shopping'. Children will:</p> <ul style="list-style-type: none">- Pack and unpack shopping –- Talk about what they are going to buy- Sing pancake song- Carry shopping bags / boxes- Getting dressed to go shopping- Put money in and out of purse- Mix / toss pancake- Phone mum to get shopping list- Check cupboard to see what they need from the shops- Read catalogues- Follow pictorial pancake recipe- Write shopping list – making marks for numbers	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none">- Children will join junk modelling materials together when making a bridge for the Billy Goats or a house for the Little Pigs. They will test out their creations using small world characters.- Children will make gingerbread men in the playdough area. Adding buttons and eyes to their finished creations.- Children will create their own troll, using paint to paint the skin and craft materials to form the hair, warts etc. <p><u>Being Imaginative and Expressive</u></p> <p>The role-play theme this half term will be 'New Kittens'. Children will:</p> <ul style="list-style-type: none">- Look after a kitten – put it in its basket, stroke it, feed it, play with it- Name kittens- Talk to the cats- Tell the cats a story- Sing a rhyme to the cats- Write name on kitten rota- Write kitten names beds- Write shopping list for cat food- Draw and label kitten portraits- I-I correspondence kitten / bowl / toy- Count and compare size of cats & kittens / bowls	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none">- Children will draw their own rainbow fish and then add sparkly collage materials to make it shine.- Children will paint and create different underwater creatures that they encounter in the stories they are exposed to. The pictures will be added to the underwater class display throughout the half term. <p><u>Being Imaginative and Expressive</u></p> <p>The role-play theme this half term will be 'Picnic Time'. Children will:</p> <ul style="list-style-type: none">- Talk about planning the picnic- Pack and unpack the picnic basket- Get dressed to go- Play picnic games- Talk about their feelings- Read picnic site cards- Write picnic invitation – signed with name- Write name on ticket- Talk about weather and what clothes to wear- Set picnic blanket for 4 or 5- Pay for ticket- Match ticket to seat number- Share food / plates / cups- Talk about where to go and how to travel

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Nursery Long Term Plan

	<ul style="list-style-type: none">- Use 1:1 correspondence - one plate / cup / spoon- Match colours – cup and plate- Sort and tidy away crockery and snack- Count children having snack- Spot, match and name circles- Use vocabulary of time – now, next, after- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage.	<ul style="list-style-type: none">- Write a reminder or list of jobs for next day- Turn candles / light on and off for night time, daytime and Diwali- Hang up stockings and talk about Christmas Eve- Get dressed for different weather- Sing a lullaby- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage.	<ul style="list-style-type: none">- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage.	<ul style="list-style-type: none">- Sort shopping into cupboards / fridge- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage.	<ul style="list-style-type: none">- Talk about how to look after the kittens- Take cats to the vets- Shop for cat food- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage.	<ul style="list-style-type: none">- Make a car or bus to travel in- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage.
Key objectives for the half term/ Assessment points	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none">- I can make marks intentionally in sand, shaving foam and using paint, chalk, etc- I can use paint, mud, cornflour, jelly, shaving foam using my fingers and other parts of my body as well as brushes.- I can name and recognise the colours red, blue, green, yellow.- I can draw on a large scale a simple face to represent myself.- I can print with objects – vegetables, leaves, cars.- I can express ideas and feelings through making marks, and sometimes give a meaning to the marks.- I can manipulate and play with different materials making simple models.- I can listen to music and use a pen to make marks representing the sounds I hear.- I can scrunch and roll paper.- I can draw horizontal and vertical lines, squiggles and zig zags.- I can use pencils and paint to draw closed shapes with continuous lines freely. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none">- I can join in with the songs we use every day in Nursery; daily routine songs; days of the week, hello song, weather song- I can use my voice to make different sounds.- I am starting to develop my pretend play, pretending that different items represent different things.	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none">- I can draw on a large scale with increasing complexity and detail.- I can paint with sponges, brushes, twigs.- I can develop my own ideas; stick/make a collage.- I can join things together (boxes, card, paper) with glue or tape.- I can use boxes of different sizes, change the box into 'something'.- I can roll, pinch, pull, squeeze, shape with playdough.- I can push bricks together to construct, sometimes talking about what I am making.- I can name the colours (orange, pink, white, black, brown, grey).- I can mix colours together and talk about what happens.- I can manipulate clay – squeezing, pinching, making a small pot.- I can draw into clay with simple tools.- I can press objects into playdough and talk about the imprint.- I can make imaginative 'small worlds' with blocks and construction kits. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none">- I can remember and sing entire songs (Twinkle Twinkle, Humpty Dumpty, Incy Wincy Spider, Round and round the garden).	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none">- I can free paint an idea and talk about it.- I can draw an object - drawing a rainbowfish- I can talk about what happens when I mix two colours.- I can find out how to make blue and orange.- I can decide what I want to use to make models and collages.- I can build for a purpose with a range of construction equipment.- I can cut dough, using tools such as scissors, blunt knives and cutters.- I can draw with a pencil on a small piece of paper, adding finer details to my work.- I can use colours to express feelings of happiness, sadness, fear.- I can use natural materials to create natural patterns on the ground in the style of Goldsworthy.- I can talk about what I like about my designs and what I'd like to change.- I can use masking tape, sticky tape, hole punches and string to join and fix things together. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none">- I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.- I can remember and sing entire songs.- I can sing quietly and loudly using my 'singing voice'.			

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience



Nursery Long Term Plan

	<ul style="list-style-type: none"> - I can pretend to feed a doll and take it for a walk in the pram. - I can show attention to sounds and music. - I can sing the songs and rhymes (Twinkle Twinkle, Humpty Dumpty, Incy Wincy Spider, round and round the garden). - I can move and dance to music. - I can explore a range of sound makers and instruments. 	<ul style="list-style-type: none"> - I can take part in simple pretend play, playing in the home corner, using the role-play equipment appropriately. - I can use small world toys to imagine, beginning to develop complex stories using animals, cars, play people and blocks. - I know how to make a variety of sounds using my body, e.g. clap - Move and dance to a range of music. - I understand that I cannot talk and listen at the same time. - I can sing the songs and rhymes (Wind the Bobbin up, Old MacDonald, Head shoulders, wheels on the bus, I'm a little teapot, If you're happy and you know it, Hey diddle diddle). - I can listen to music from different cultures and historical periods and talk about my thoughts and feelings. - I can listen with increased attention to sounds, developing my listening skills. 	<ul style="list-style-type: none"> - I can make up stories when playing and concentrate for more than five minutes. - I can recreate stories with small world equipment. - I can talk about the music/sounds that I have listened to. - I know how to clap & repeat simple repeated patterns. - I can recognise and name familiar musical instruments (tambourine, maracas, bells, triangle, xylophone) - I can create my own songs, or improvise a song around one I know. - I can perform my favourite song in front of a small group. - I can take on a role within 'role play' talking about who I am and interacting with a peer. - I can play instruments in different ways, dynamics (loud/quiet), tempo (fast/slow).
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