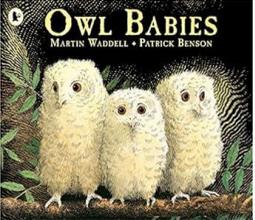
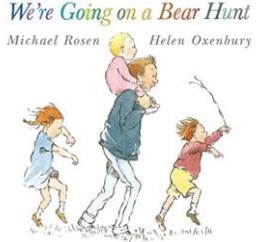
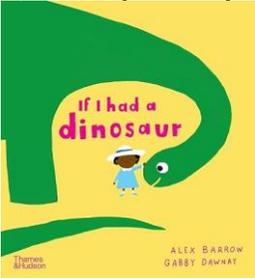
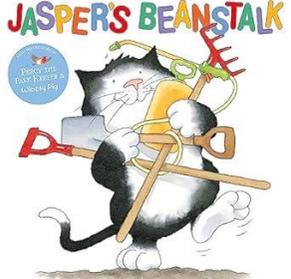
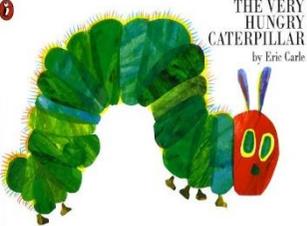
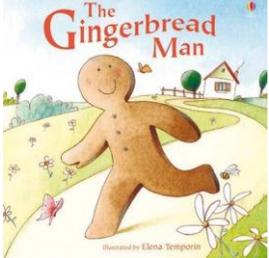


Nursery – Long Term Plan

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| Academy Value | Be Proud | Connect | Motivate | Empower | Aspire | Transform |
| Understanding the World | | | | | | |
| PKC Learning Theme | All About Me | Journeys | Dinosaurs | Growing and Changing | Animals and their Babies | Heroes and Adventures |
| History | <p>Family Tree (grandparents, great grandparents)</p> <p>When I was a baby Developing sense of chronology; before I was born, before I came to nursery, When I go to school</p> <p>Simple chronology from when we were born.</p> <p>Our family from the past to present</p> | <p>Transport in the past: motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today.</p> <p>Transport from a long time ago</p> <p>Timeline of transport</p> | <p>A long time ago our planet was very different, it was hotter and there were lots of volcanoes. (contrasting environments, chronology)</p> <p>Dinosaurs lived on our planet but are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other. (Stegosaurus and - Rex lived around 80 million years apart)</p> <p>Dinosaurs from the past</p> <p>How life was when dinosaurs walked the earth</p> <p>Life of a palaeontologist</p> | <p>Our past; how have we changed since we were born? What could we do then and what can we do now?</p> <p>How we grow and change</p> <p>Time line of how we develop</p> | <p>Endangered animals; some animals we know about became extinct in the past (dinosaurs), some animals now are endangered.</p> | <p>Explorers can use ships to journey around the world. In the past, Ernest Shackleton travelled to Antarctica. (show map of globe).</p> <p>Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (show map and globe).</p> <p>We live on Earth. The international Space station orbits the Earth. People want to explore space to find out more about it.</p> |
| Geography | <p>Where we live</p> <p>Where I was born</p> <p>Where my family live (close by or far away)</p> <p>People who help us in our school and wide community (teachers, nurses, doctors, firefighters, police)</p> <p>Our local area.</p> | <p>Types of transport; walk, bus, car, bicycle, scoter, taxi, train, plane, helicopter.</p> <p>People; bus driver, car driver, taxi driver, train driver, pilot, astronaut.</p> <p>How do we travel: to school, the shops, the</p> | <p>Dinosaur bones have been found all around the world, particularly in North America, China and Argentina. (Locate on map of world).</p> <p>In England, many fossils have been found in Dorset along the Jurassic</p> | <p>Farming; what do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we eat? What kinds of plants grow in other countries? Where do bananas grow? Where do oranges grow?</p> | <p>Animals in England; farm animals, woodland animals, artic and Antarctic animals. Learn that different animals lie in different habitats, compare and contrast. Wild animals, that live other countries around the world:</p> <p>Tiger: India</p> <p>Mountain Gorilla: Africa</p> | <p>Some people live in very cold places on earth. (link to the unit showing Shackleton how to survive in the cold). They use special things to help them survive, e.g using animal hides and furs for clothing and footwear.</p> <p>In some places around the world, not all children can go</p> |

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| | | <p>beach, another country, the moon.</p> <p>Maps help us to find out where we need to go. We can plan routes on a map. Journeys in the local area.</p> <p>How people travel</p> <p>North and South Pole are the coldest places on earth</p> | <p>Coastline. (Locate on map of England)</p> <p>Understand that fossils are left over parts of animals or plants that lived a very long time ago. People who learn about and search for dinosaurs and fossils are called Palaeontologist.</p> <p>Land, sky and sea dinosaurs</p> | <p>Geographical change with the seasons</p> | <p>Lion: Africa</p> <p>Rhino: Africa</p> <p>Panda: China</p> <p>Polar Bear: The Arctic</p> <p>Animals from around the world</p> <p>Animal habitats</p> | <p>to school. Link to the UN rights of the Child.</p> <p>Develop understanding that people work hard for their achievements, perseverance, overcoming obstacles and pursuing their dreams.</p> <p>Mount Everest</p> <p>Shape of mountains and why</p> |
| Science | <p>The seasons of Autumn, leaves changing colour and falling from trees.</p> <p>Animals begin to prepare for colder weather and hibernation e.g squirrels bury nuts in the ground.</p> <p>Temperatures getting colder as winter approaches.</p> <p>Our bodies</p> <p>Features of our body</p> <p>Senses</p> | <p>Plan a journey to the local park, or around the school grounds. What would we see? What grows in school, what grows in the park?</p> <p>People journey around the world to see different places and environments; Ernest Shackleton and his journey to the south pole.</p> <p>Contrasting environments; journeys to cold places what would we need to take with us? Look at some recent memorable journeys, eg.</p> <p>Perseverance landing on Mars. (children will learn more about Space in Reception)</p> <p>Shadows</p> <p>Light/dark</p> <p>Fast/slow experiments</p> | <p>We know about dinosaurs because people have found fossils in the ground.</p> <p>Rocks can sometimes contain fossils that Palaeontologist can study.</p> <p>Dinosaur life cycle</p> <p>Fossils and rocks exploration</p> <p>Human life cycle</p> | <p>Plants need water and light to grow (this will be built upon throughout the curriculum).</p> <p>Grow plants in nursery and observe plants growing e.g sunflowers, cress ect. Talk about how the plants change as they grow.</p> <p>Make observations of the world around them, describe things they have seen e.g plants, animals, natural objects and manmade objects.</p> <p>Recognise the season of Spring and notice new plants growing.</p> <p>Animals grow and change in many different ways.</p> <p>Chick life cycle – egg in incubator</p> <p>Egg experiment in vinegar</p> <p>How a plant grows</p> <p>Plant lifecycle</p> <p>Seasons</p> | <p>All animals have babies, some look like their parents, but some do not.</p> <p>Recognise and use animals names e.g cow/calf, chicken/chick</p> <p>Polar habitats are under threat as climate changes.</p> <p>Butterfly life cycle</p> <p>Learn that animals reproduce and have babies</p> <p>Similarities and differences in animals and their babies</p> | <p>Ice investigation –(link to South Pole – Shackleton).</p> <p>Ice changes from a solid to a liquid when it melts.</p> <p>Boats in water – explore floating and sinking. How many pennies can a boat hold?</p> <p>Contrasting landscapes.; what does a lunar landscape look like? What might we see if we walked on the moon?</p> <p>Observe changes in our bodies</p> <p>How we travel in space</p> |
| Trips and Visitors | <p>Any people who help within the community; police, nurses, fire service etc</p> | <p>Fire truck to school</p> <p>Ambulance to school</p> <p>Other types of transport; motorbike, lorry</p> | <p>Palaeontologist day in school</p> <p>Science day</p> | <p>Tractor visit</p> <p>Visiting farm</p> | <p>Aspirations Week – linked visitors</p> | <p>Local hero</p> <p>Visit to local Care Home – picture donation</p> |
| Experiences and Special Events | <p>European Day of Languages</p> | <p>Remembrance Day</p> <p>Christmas Crafternoon</p> <p>Little City Experience</p> <p>Christmas Performance</p> <p>Christmas nativity</p> | <p>Safer Internet week</p> <p>Children's mental Health week</p> <p>Grow plants</p> | <p>World Book Week</p> <p>Easter Crafternoon</p> <p>Mother's Day</p> <p>Chick lifecycle – real life experience</p> | <p>National Science week</p> | <p>Father's Day</p> <p>Sports Day</p> <p>End of year visit parents invited to visit class</p> |

Literacy

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| Phonics (Little Wandle) | <p>Phase 1 - Environmental and Instrumental sounds.</p> <p>Tune into listening Listening walks Musical instruments Loud/Quiet Stop/Start</p> | <p>Phase 1 phonics – Teach children to blend CVC words using oral blending and objects</p> <p>S A T P N</p> <p>Teach children to find their name using their picture.</p> <p>Teach children to hear the same initial sounds for words and names of objects.</p> | <p>Phase 1 phonics – Teach children to blend CVC words using oral blending and objects</p> <p>M D G C K E</p> <p>Teach children to recognise the initial sound of their name.</p> <p>Teach children to identify words and names of objects. Teach children to distinguish different sounds.</p> | <p>Phase 1 phonics – Teach children to blend CVC words using oral blending and objects</p> <p>R H B F L J</p> <p>Teach children to recognise the capital letter that starts their name</p> <p>Teach children to recognise the initial sound of their name.</p> <p>Teach children to articulate sounds correct, including planning with voice sounds.</p> | <p>Phase 1 phonics – Teach children to blend CVC words using oral blending and objects</p> <p>V W Y Z qu ch</p> <p>Teach children to match their name to their picture,</p> <p>Teach children to recognise the initial sound of their name.</p> | <p>Retelling story Teach children to blend CVC words using oral blending and objects</p> <p>ck X sh th ng nk</p> <p>Teach children to identify the final sound of words and objects.</p> |
| Writing Talk4Writing | <p>Listening skills Listen and recall</p> <p>Verbal recount</p> | <p>Listening and recalling Answering questions Giving meaning to marks</p> <p>Verbal recount</p> | <p>Recognising names Features of mark making Retelling story</p> <p>Verbal recount</p> | <p>Letter shapes Retelling stories Mark making story map</p> <p>Verbal recount</p> | <p>Letter shapes Retelling stories Mark making story map Hot seating</p> <p>Verbal recount</p> | <p>Letter formation Mark making story map Hot seating</p> <p>Verbal recount</p> |
| Reading Key Texts | <p>Owl Babies Martin Waddell</p>  | <p>We're Going on a Bear Hunt Michael Rosen</p>  | <p>If I had a Dinosaur... Gabby Dawnat</p>  | <p>Jasper's Beanstalk Nick Butterworth</p>  | <p>The Very Hungry Caterpillar Eric Carle</p>  | <p>The Gingerbread Man Elena Temporin</p>  |
| Additional Reading Texts | <p>Daves Cave – Frann Preston-Gannon Octopus Socktopus – Nick Sharratt Dear Zoo – Rod Campbell Shark in the Park – Nick Sharratt</p> | <p>Stickman – Julia Donaldson Don't Put your Finger in the Jelly Nelly – Nick Sharratt My Differ is Bigger – Lou Kuenzler</p> | <p>The Smartest Giant in Town – Julia Donaldson The Koala Who Could - Rachel Bright Dinosaur Roar! – Paul Stickland</p> | <p>Wildlife - - Leisa Stewart-Sharpe What the Ladybird Heard – Julia Donaldson The Bad-Tempered Ladybird – Eric Carle The Extraordinary Gardiner – Sam Boughton</p> | <p>The Woolly Bear Caterpillar – Julia Donaldson The Very Busy Spider – Eric Carle Slug Needs a Hug – Jeanne Willis Superworm – Julia Donaldson</p> | <p>Olivers Vergetables – Vivian French Giraffes Can't Dance – Giles Andreae Tiger Who Came to Tea – Judith Kerr Mine! – Racheal Bright</p> |

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| | Colour Monster – Anna Llena Each Peach Pear Plum – Janet and Allan Ahlberg | Duck in the Truck – Jez Alborough Leaf Thief – Alice Hemming Rosie’s Walk – Pat Hutchins The Snowman - Raymond Briggs | | Big Bad Bogey – Timothy Knapman | | The Lion Inside – Rachel Bright |
| Traditional rhymes and poetry | Old MacDonald Head, shoulders, knees and toes. If you’re happy and you know it... One finger, one thumb Tommy Thumb | Row, Row, Row your boat Wheels on the bus Twinkle Twinkle The Wheels on the Bus Flying saucer, A Sailor went to Sea, Sea, Sea The Grand old Duke of York | Hickory Dickory Dock Incy Wincy Spider Sailor went to Sea I had a little turtle I’m a Little Teapot Little Miss Muffet Sing a Song of Sixpence | Mrs Polly had a Dolly Ring Ring Roses Mary Mary Little Peter Rabbit London Bridge Diddle, Diddle Dumpling Jack be Nimble. Here We Go Round the Mulberry Bush | Pat-a-Cake 1,2 buckle my shoe Down at the Station Ba, Ba, Black Sheep Old Macdonald Little Bo peep Alice the Camel Old Mother Hubbard Jack and Jill | Wind the Bobbin Up Humpty Dumpty Hey Diddle Diddle 12 buckle my shoe Twinkle Twinkle Zoom, Zoom, Zoom, We’re Going to the Moon I Hear Thunder It’s Raining, It’s Pouring |

Communication and Language

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| | <ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. - Develop their pronunciation but may have problems saying: some sounds (r, j, th, ch, and sh), multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. - Use longer sentences of four to six words - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |
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| | <p>Sitting and listening Listen and recall Listen and respond Talking in short sentences Helicopter stories Use Key Vocabulary Sing Songs Speak in short sentences Language linked to play</p> | <p>Listening and answering comprehension questions Talk in sentences Answering W questions Retelling stories Helicopter stories Use Key Vocabulary Sing Songs Speak in sentences Use language linked to play</p> | <p>Retelling stories Puppets and props to support story telling Helicopter stories Use Key Vocabulary Sing Songs Speak in sentences Use language linked to play</p> |
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Maths

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| Number and Numerical Patterns | Number rhymes Positional language Counting to 5 Comparing sizes | Number rhymes Colour and pattern 2D Shapes Counting to 10 | Number rhymes Counting a set of objects Recognition to 5 5 Little Duck | Number rhymes Number in the environment 2D Shapes Recognition to 5 5 Little Monkeys | Number rhymes Capacity Rote counting Recognition to 10 5 Speckled Frogs | Number rhymes Shapes Recognition numbers to 10 1-10 superhero! |
| Shape, space and measure | 1,2,3,4,5 | 5 current buns | | | | |

PSHE

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| PSHE | <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - 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 toothbrushing. | | | | | |
| PSHE | Sharing Turn taking Playing alongside others | Playing cooperatively with others Listening to others | Turn taking Engaging in turn taking games Talk about feelings | What would you like to do in the future? Listen and respect others feelings and thoughts Healthy eating | Express emotions and explain feelings Healthy eating and exercise on bodies | How can we help someone? What makes a good friend? What makes a hero? Thanking a real hero. |
| Religious Education | Religion – Religion – Christianity Key Question – What is Christmas? The Christmas Story – Retell the story of Christmas with focus on vocabulary - Jesus, Mary, Joseph, Bethlehem, Stable, Angel, Star. Small world role-play Nativity Scene | | Religion – Religion – Christianity Key Question - What is Easter? The Easter Story Talk about the Easter Story and make links to Mary and Joseph. | | Religions – Religions – Other religions; Islam, Hinduism, Sikhism, Judaism, Christianity Do I understand that there are different religions? | |
| Festivals and Celebrations | European Day of Languages Autumn | Guy Fawkes Remembrance Sunday Diwali Advent + Christmas | Lunar New Year St Valentine's Day Shrove Tuesday Spring | St David's Day Mothering Sunday St Patrick's Day Easter | St George's Day May Day Summer | Father's Day Summer Solstice |

Physical Development

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| Gross and Fine Motor skills | <ul style="list-style-type: none"> - 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. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - 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. - 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. - 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. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | | | | | |
| Gross Motor Activities | Climbing Balancing Negotiating spaces Kicking a ball | | Hitting a ball with a bat Throwing over arm Climbing steps one at a time Kicking a ball | | Throwing under arm Hopping and skipping skills Parachute games | |

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| | <p>Throwing through a hoop</p> <p>Continuous Provision: bats, balls, cones, beanbags, low level obstacle course, pedal bikes, hoops, steps, rings, skittles</p> | <p>Continuous Provision: bats, balls, cones, beanbags, low level obstacle course, pedal bikes, hoops, steps, rings, skittles</p> | <p>Continuous Provision: bats, balls, cones, beanbags, low level obstacle course, pedal bikes, hoops, steps, rings, skittles</p> |
| Fine Motor Activities | <p>Scissor skills Cutlery Drawing Following patterns Letter formation Dough disco and dough modelling Use of tweezers Peg board patterns Painting with brushes outdoors Threading Lego and construction blocks Threading and weaving Name writing/ Drawing using different media Letter formation Spray bottles Pipettes Cutting patterns Dough disco and dough models Chalking outside Painting Lego and construction blocks Dough disco & weekly play dough</p> | <p>Drawing and use of stencils. Following patterns using stickers. Use of chop sticks Cutting skills and use of split pins. Chalking outside Junk modelling Jigsaw puzzles Lego and construction blocks Printing Small tools; cutlery, tweezers, pipettes, scissors. Cutting Drawing and painting plants and flowers, leaf rubbings, pencil control Painting Gardening Vegetable printing Pipette painting. Easter baking Dough disco & weekly play dough</p> | <p>Construction Sand castles Puzzles Drawing Collage Stencils Pipettes. Drawing and painting Hole punching Name tracing Peg Boards Dough disco & weekly play dough</p> |

Expressive Arts and Design

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| <p>Being imaginative and expressive</p> | <ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. - Show different emotions in their drawings – happiness, sadness, fear, etc. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - 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. - Weekly cooking activities |
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| | Role play – homes Dressing up, taking on a role | Role play – car garage/transport centre | Role play – Palaeontologist lab | Role play – Occupations Jobs role play What will you be in the future? | Role play – farm shop | Role play – space station |
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| Creating with Materials | <p>Exploring colour. Painting with primary colours. Mixing secondary colours. Painting: portraits</p> <p>Busy Book drawing Weekly cooking session Explore and build with different materials – houses Designing, selecting creating and joining in continuous provision</p> | <p>Colour and the seasons. Exploring which colours show us different seasons. Firework art to music Christmas Cards</p> <p>Busy Book drawing Weekly cooking session Salt dough Diwali lamps Designing, selecting creating and joining in continuous provision</p> | <p>Paper Mache dinosaur eggs Fine motor skills Dinosaur art – make models from clay or playdough</p> <p>Busy Book drawing Weekly cooking session Junk model dinosaur using different materials to join Designing, selecting creating and joining in continuous provision</p> | <p>Easter themed craft Busy Book drawing</p> <p>Weekly cooking session Create Easter bonnets Designing, selecting creating and joining in continuous provision</p> | <p>Observational drawing of chicks Colour mixing and symmetry when creating butterflies</p> <p>Busy Book drawing</p> <p>Weekly cooking session Create bug hotel/planter Designing, selecting creating and joining in continuous provision</p> | <p>Make story telling crowns and take turns to tell stories to the class or in small groups Self portraits</p> <p>Busy Book drawing</p> <p>Weekly cooking session Outside weaving Designing, selecting creating and joining in continuous provision</p> |