





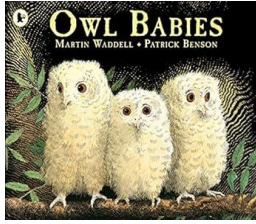

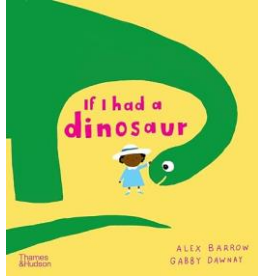
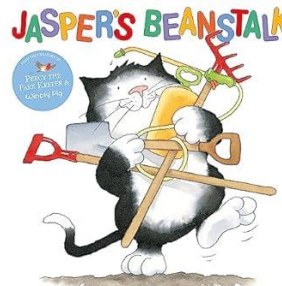
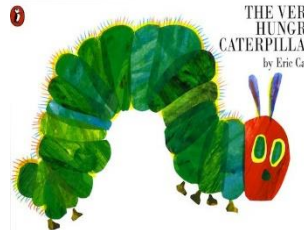
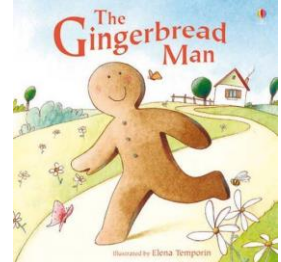


## Nursery – Long Term Plan

|                                | <b>AUTUMN 1</b>   | <b>AUTUMN 2</b>   | <b>SPRING 1</b>  | <b>SPRING 2</b>  | <b>SUMMER 1</b>   | <b>SUMMER 2</b>  |
|--------------------------------|---|---|--|--|---|--|
| <b>Academy Value</b>           | Be Proud  | Connect   | Motivate   | Empower  | Aspire  | Transform  |
| <b>Understanding the World</b> |   |   |  |  |   |  |
| <b>PKC Learning Theme</b>      | <b>All About Me</b>   | <b>Journeys</b>   | <b>Dinosaurs</b>   | <b>Growing and Changing</b>  | <b>Animals and their Babies</b>   | <b>Heroes and Adventures</b>   |
| <b>History</b>                 | <p>Family Tree (grandparents, great grandparents)<br/>When I was a baby<br/>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.<br/>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.<br/>Transport from a long time ago<br/>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)<br/>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)<br/>Dinosaurs from the past<br/>How life was when dinosaurs walked the earth<br/>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?<br/>How we grow and change<br/>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).<br/>Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (show map and globe).<br/>We live on Earth. The international Space station orbits the Earth. People want to explore space to find out more about it.</p> |
| <b>Geography</b>               | <p>Where we live<br/>Where I was born<br/>Where my family live (close by or far away)<br/>People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police)</p>  | <p>Types of transport; walk, bus, car, bicycle, scooter, taxi, train, plane, helicopter.<br/>People; bus driver, car driver, taxi driver, train driver, pilot, astronaut.<br/>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).<br/>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, arctic and Antarctic animals. Learn that different animals live in different habitats, compare and contrast. Wild animals, that live in other countries around the world:<br/>Tiger: India</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>   |

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

| Literacy                       |   |  |   |   |  |  |
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| <b>Phonics (Little Wandle)</b> | Phase 1 - Environmental and Instrumental sounds.<br><br>Tune into listening<br>Listening walks<br>Musical instruments<br>Loud/Quiet<br>Stop/Start                                   | Phase 1 phonics – Teach children to blend CVC words using oral blending and objects<br><br>S A T P I N<br><br>Teach children to find their name using their picture.<br><br>Teach children to hear the same initial sounds for words and names of objects. | Phase 1 phonics – Teach children to blend CVC words using oral blending and objects<br><br>M D G C K E<br><br>Teach children to recognise the initial sound of their name.<br><br>Teach children to identify words and names of objects.<br>Teach children to distinguish different sounds. | Phase 1 phonics – Teach children to blend CVC words using oral blending and objects<br><br>R H B F L J<br><br>Teach children to recognise the capital letter that starts their name<br><br>Teach children to recognise the initial sound of their name.<br><br>Teach children to articulate sounds correct, including planning with voice sounds. | Phase 1 phonics – Teach children to blend CVC words using oral blending and objects<br><br>V W Y Z qu ch<br><br>Teach children to match their name to their picture,<br><br>Teach children to recognise the initial sound of their name. | Retelling story<br>Teach children to blend CVC words using oral blending and objects<br><br>ck X sh th ng nk<br><br>Teach children to identify the final sound of words and objects.                     |
| <b>Writing Talk4Writing</b>    | Listening skills<br>Listen and recall<br><br>Verbal recount<br><br>Pre writing shape focus<br><br> | Listening and recalling<br>Answering questions<br>Giving meaning to marks<br><br>Verbal recount<br><br>Pre writing shape focus<br><br>                                    | Recognising names<br>Features of mark making<br>Retelling story<br><br>Verbal recount<br><br>Pre writing shape focus<br><br>  | Letter shapes<br>Retelling stories<br>Mark making story map<br><br>Verbal recount<br><br>Pre writing shape focus<br><br>   | Letter shapes<br>Retelling stories<br>Mark making story map<br>Hot seating<br><br>Verbal recount<br><br>Pre writing shape Focus<br><br>              | Letter formation<br>Mark making story map<br>Hot seating<br><br>Verbal recount<br><br>Pre writing shape focus<br><br> |
| <b>Reading Key Texts</b>       | Owl Babies<br>Martin Waddell<br><br>   | We're Going on a Bear Hunt<br>Michael Rosen<br><i>We're Going on a Bear Hunt</i><br>Michael Rosen Helen Oxenbury<br><br>  | If I had a Dinosaur...<br>Gabby Dawney<br><br>  | Jasper's Beanstalk<br>Nick Butterworth<br><b>JASPER'S BEANSTALK</b><br>  | The Very Hungry Caterpillar<br>Eric Carle<br><br>   | The Gingerbread Man<br>Elena Temperin<br><br>   |

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| <p><b>Additional Reading Texts</b></p>      | <p>Daves Cave – Frann Preston-Gannon<br/>       Octopus Socktopus – Nick Sharratt<br/>       Dear Zoo – Rod Campbell<br/>       Shark in the Park – Nick Sharratt<br/>       Colour Monster – Anna Llana<br/>       Each Peach Pear Plum – Janet and Allan Ahlberg</p> <p><b>Non-fiction texts are matched to topic and current interest</b></p> | <p>Stickman – Julia Donaldson<br/>       Don't Put your Finger in the Jelly Nelly – Nick Sharratt<br/>       My Differ is Bigger – Lou Kuenzler<br/>       Duck in the Truck – Jez Alborough<br/>       Leaf Thief – Alice Hemming<br/>       Rosie's Walk – Pat Hutchins<br/>       The Snowman - Raymond Briggs</p> <p><b>Non-fiction texts are matched to topic and current interest</b></p> | <p>The Smartest Giant in Town – Julia Donaldson<br/>       The Koala Who Could - Rachel Bright<br/>       Dinosaur Roar! – Paul Stickland</p> <p><b>Non-fiction texts are matched to topic and current interest</b></p> | <p>Wildlife - - Leisa Steawrt-Sharpe<br/>       What the Ladybird Heard – Julia Donaldson<br/>       The Bad-Tempered Ladybird – Eric Carle<br/>       The Extraordinary Gardiner – Sam Boughton<br/>       Big Bad Bogey – Timothy Knapman</p> <p><b>Non-fiction texts are matched to topic and current interest</b></p> | <p>The Woolly Bear Caterpillar – Julia Donaldson<br/>       The Very Busy Spider – Eric Carle<br/>       Slug Needs a Hug – Jeanne Willis<br/>       Superworm – Julia Donaldson</p> <p><b>Non-fiction texts are matched to topic and current interest</b></p> | <p>Olivers Vergetables – Vivian French<br/>       Giraffes Can't Dance – Giles Andreae<br/>       Tiger Who Came to Tea – Judith Kerr<br/>       Mine! – Racheal Bright<br/>       The Lion Inside – Rachel Bright</p> <p><b>Non-fiction texts are matched to topic and current interest</b></p> |
| <p><b>Traditional rhymes and poetry</b></p> | <p>Old MacDonald<br/>       Head, shoulders, knees and toes.<br/>       If you're happy and you know it...</p> <p><b>Other Songs...</b><br/>       One finger, one thumb<br/>       Tommy Thumb</p>  | <p>Row, Row, Row Wheels on the bus<br/>       Twinkle Twinkle</p> <p><b>Other Songs...</b><br/>       The Wheels on the Bus<br/>       The Grand old Duke of York</p>   | <p>Hickory Dickory Dock<br/>       Incy Wincy Spider<br/>       Sailor went to Sea</p> <p><b>Other Songs...</b><br/>       I had a little turtle<br/>       I'm a Little Teapot</p>                                     | <p>Mrs Polly had a Dolly<br/>       Ring Ring Roses<br/>       Mary Mary</p> <p><b>Other Songs...</b><br/>       London Bridge Diddle,<br/>       Here We Go Round the Mulberry Bush</p>  | <p>Pat-a-Cake<br/>       1,2 buckle my shoe<br/>       Ba, Ba, Black Sheep</p> <p><b>Other Songs...</b><br/>       Little Bo peep<br/>       Jack and Jill</p>   | <p>Wind the Bobbin Up<br/>       Humpty Dumpty<br/>       Hey Diddle Diddle</p> <p><b>Other Songs...</b><br/>       Zoom, Zoom, Zoom, We're Going to the Moon</p>  |

**Communication and Language**

- Enjoy listening to longer stories and can remember much of what happens.
- Sit, listen, recall and respond
- Pay attention to more than one thing at a time.
- 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 and beyond.
- Share stories with an adult or a friend 'Helicopter stories'
- 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."

| Maths   |   |  |  |   |  |  |
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| <b>Number and Numerical Patterns</b><br><br><b>Shape, space and measure</b> | Number rhymes<br>Positional language<br>Counting to 5<br>Comparing sizes<br><br>1,2,3,4,5   | Number rhymes<br>Colour and pattern<br>Creating ABAB patterns<br>2D Shapes<br>Recognition to 5<br>Numbers in environment<br><br>5 current buns | Number rhymes<br>Counting a set of objects<br>Counting to 10<br>Matching a number to quantity<br><br>5 Little Duck | Number rhymes<br>2D Shapes<br>Rote counting<br>Sequence an event<br><br>5 Little Monkeys                      | Number rhymes<br>Capacity, length, size and mass<br>Recognition to 10<br><br>5 Speckled Frogs  | Number rhymes<br>3D Shapes<br>Recognition numbers to 10<br>Writing symbols and numerals<br>Subitising to 10<br>Correcting a pattern<br><br>1-10 superhero! |
| PSHE  |   |  |  |   |  |  |
| PSHE  | <ul style="list-style-type: none"> <li>- 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.</li> <li>- Develop their sense of responsibility and membership of a community.</li> <li>- Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>- Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas.</li> <li>- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>- Increasingly follow rules, understanding why they are important.</li> <li>- Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive.</li> <li>- Talk with others to solve conflicts.</li> <li>- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>- Understand gradually how others might be feeling.</li> <li>- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> |  |  |   |  |  |
| PSHE  | Sharing<br>Turn taking<br>Playing alongside others  | Playing cooperatively with others<br>Listening to others   | Turn taking<br>Engaging in turn taking games<br>Talk about feelings  | What would you like to do in the future?<br>Listen and respect others feelings and thoughts<br>Healthy eating | Express emotions and explain feelings<br>Healthy eating and exercise on bodies   | How can we help someone?<br>What makes a good friend?<br>What makes a hero?<br>Thanking a real hero.   |
| Religious Education   | <b>Christianity</b><br>Introduction to Christianity and the core values, traditions and beliefs. Leading up to the celebrations of Christmas  |  | <b>Comparing Religion</b><br>Recapping on Christianity and comparing it to Judaism, Islam and Sikhs                |   | <b>Exploring Celebrations</b><br>Exploring celebrations in Christianity (Easter – reflecting the time of the year) with Eid (Islam), Purim (Judaism) and Vaisakhi (Sikhism). |  |
| Festivals and Celebrations  | European Day of Languages<br>Autumn   | Guy Fawkes Remembrance Sunday<br>Diwali<br>Advent + Christmas  | Lunar New Year<br>St Valentine's Day<br>Shrove Tuesday<br>Spring   | St David's Day<br>Mothering Sunday<br>St Patrick's Day<br>Easter  | St George's Day<br>May Day<br>Summer   | Father's Day<br>Summer Solstice  |
| Physical Development  |   |  |  |   |  |  |
| Gross and Fine Motor skills   | <ul style="list-style-type: none"> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>- Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>- Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>- Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>- Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>- 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.</li> </ul>   |  |  |   |  |  |

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|                               | <ul style="list-style-type: none"> <li>- 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.</li> <li>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>- Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>- Use a comfortable grip with good control when holding pens and pencils.</li> <li>- Show a preference for a dominant hand.</li> <li>- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul> |  |  |  |  |  |
| <b>Gross Motor Activities</b> | Climbing<br>Balancing<br>Negotiating spaces<br>Kicking a ball<br>Throwing through a hoop<br><br>Continuous Provision:<br>bats, balls, cones, beanbags, low level obstacle course, pedal bikes, hoops, steps, rings, skittles   | Hitting a ball with a bat<br>Throwing over arm<br>Climbing steps one at a time<br>Kicking a ball<br>Continuous Provision:<br>bats, balls, cones, beanbags, low level obstacle course, pedal bikes, hoops, steps, rings, skittles | Throwing under arm<br>Hopping and skipping skills<br>Parachute games<br><br>Continuous Provision:<br>bats, balls, cones, beanbags, low level obstacle course, pedal bikes, hoops, steps, rings, skittles |  |  |  |

## Expressive Arts and Design

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

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|           | <p>Weekly cooking session</p> <p>Explore and build with different materials – houses</p> <p>Designing, selecting creating and joining in continuous provision</p>   | <p>Salt dough Diwali lamps</p> <p>Designing, selecting creating and joining in continuous provision</p> | <p>Junk model dinosaur using different materials to join</p> <p>Designing, selecting creating and joining in continuous provision</p> |  | <p>Designing, selecting creating and joining in continuous provision</p> | <p>Designing, selecting creating and joining in continuous provision</p> |
| Computing | <p><b>Technology Around Us</b></p> <ul style="list-style-type: none"> <li>-Role play (technological toys e.g. iron, microwave, telephone, computer)</li> <li>-To use and operate simple technological devices in everyday life.</li> <li>-To talk about and use 'make believe' technology in play</li> <li>-Give instructions to simple toys including beebots and ipads</li> </ul> |   |   |  |  |  |
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