

Nursery Long Term Plan 2022-23

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|---|---|
| Cornerstones Topics | Project: Me and My Community Companion Project: Exploring Autumn | Project: Once Upon a Time Companion Project: Sparkle and Shine | Project: Starry Night Companion Project: Winter Wonderland | Project: Dangerous Dinosaurs Companion Project: Puddles and Rainbows | Project: Sunshine and Sunflowers Companion Project: Shadows and reflections | Project: Big Wide World Companion Project: Splash! |
| Possible Themes/Interests/Lines of Enquiry | Autumn Halloween Harvest | Autumn Bonfire Night Diwali Christmas/Father Christmas story | Winter Chinese New Year | Spring Pancake Day Easter | Eid | Summer Transition |
| Key Texts | Once there were Giants-Martin Waddell The Family book –Todd Parr The babys catalogue- Janet and Alan Ahlberg People who help us-John Wood Leaf Man-Lois Ehlert Stick Man-Julia Donaldson Oliver’s wood-Sue Hendra | Diwali The Gingerbread man Cinderella Each, peach, pear plum-Janet and Alan Ahlberg Spots first Christmas The Nativity Story | Winter-Stephanie Turnbull Kippers snowy day-Mick Inkpen Snow bears-Martin Waddell The Gruffalo’s child-Julia Donaldson Peace at Last-Jill Murpy Whatever Next-Jill Murphy | Dinosaur Roar-Henrietta Strickland 1,2,3 do the Dinosaur-Michelle Robinson Flip Flap Dinosaurs-Alex scheffler The Colour Monster-Anna Lenas Shark in the park-Nick Sharratt Brown Bear, Brown Bear-Eric Carle | The Tiny Seed-Eric Carle The Crunching Munching caterpillar-Sheridan Cain Life Cycle of a Butterfly I can grow a sunflower Guess How much I love You in the Summer- Sam Mc Bratney The Foggy Foggy Forest-Nick Sharratt Through the Magic Mirror- Anthony Browne | Handa’s Surprise-Eileen Brown A is for Africa-Ifeoma Onyefulu All are welcome –Suzanne Kaufman Commotion in the ocean-Giles Andrea Flip Flap ocean-Alex Scheffler Zoom ocean Adventure-Susan Hayes |
| Prime Areas of Learning | | | | | | |
| Communication and Language | Develop their communication Enjoy listening to longer stories and remember much of what happens. | Use a wider range of vocabulary. Understand a question or instruction that has two parts. | Develop their pronunciation Pay attention to more than one thing at a time | Use talk to organise themselves and their play. Understand ‘why’ questions, | Use longer sentences of four to six words. Know many rhymes, be able to talk about familiar books, and be able to tell a story. Sing a large repertoire of songs. | Start a conversation with an adult or a friend and continue it for many turns. 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 |
| | <p style="text-align: center;"><i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year.</i></p> <p style="text-align: center;">I Talk strategies will inform good practice. We will focus on a new strategy each week.</p> <p style="text-align: center;">Children will be assessed on their listening and attention, receptive, expressive and social communication skills termly, using ‘I Talk’ assessment resources. Interventions will be put in place for children that are at risk of delay. We will work in partnership with parents. In some cases referrals will be made for a speech therapy assessment.</p> <p style="text-align: center;">EAL children will be identified and supported. We will work in partnership with parents. Families will be offered information sheets on speech and language in their home language. Books are available in home language</p> | | | | | |
| Personal, Social and Emotional Development | 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 and suggest other ideas. | |

Nursery Long Term Plan 2022-23

| | | | | | | |
|----------------------------|---|---|---|---|--|--|
| | NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year. | | | | | |
| Physical Development | Develop their gross motor skills and movement, balancing, riding (scooters, trikes and bikes) and ball skills. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly | Start eating independently and learning how to use a knife and fork. Use one-handed tools and equipment. Use large-muscle movements to wave flags and streamers, paint and make marks Go up steps and stairs, or climb up apparatus, using alternate feet. | 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. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm | Use a comfortable grip with good control when holding pens and pencils. Match their developing physical skills to tasks and activities in the setting | Start taking part in some group activities which they make up for themselves, or in teams. Skip, hop, stand on one leg and hold a pose for a game like musical statues. | Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Make healthy choices about food, drink, activity and tooth-brushing. |
| | Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility | | | | | |
| | Tooth brushing will be carried out every day in nursery. A choice of healthy snacks will be offered at snack time every day. Children will be encouraged to eat and drink independently. Children are encouraged to bring in water bottles and to drink water throughout the session. Children that are not yet toilet trained will be supported in partnership with their parents. | | | | | |
| Specific Areas of Learning | | | | | | |
| Literacy | Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book -page sequencing Write some or all of their name. Write some letters accurately Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy | | | | | |
| Phase 1 Phonics | Aspect 1 & 2 | Aspect 1 & 2 introduce 3 | Aspect 3, 4 & introduce 5 | Aspect 4 & 5 | Aspect 6 & 7 | Aspect 6 & 7 Introduce set 1 sounds |
| Mathematics | Weekly focus to develop concept of 1,2,3,4,5 Recite numbers past 5. Show ‘finger numbers’ up to 5. | Talk about and identify the patterns around them. Begin to use language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Talk about and explore 2D and 3D shapes using informal and | Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Link numerals and amounts: up to 5 | Experiment with their own symbols and marks as well as numerals. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | Solve real world mathematical problems with numbers up to 5. Make comparisons between objects relating to size, length, weight and capacity. | Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. |

Nursery Long Term Plan 2022-23

| | | | | | | |
|-----------------------------------|---|---|--|--|---|--|
| | | mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ | Say one number for each item in order: 1,2,3,4,5. Begin to understand position through words. | Compare quantities using language: ‘more than’, ‘fewer than’. | Extend and create ABAB patterns – stick, leaf, stick, leaf | Notice and correct an error in a repeating pattern |
| Understanding the World | Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family’s history. Show interest in different occupations. | Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people. | Explore collections of materials with similar and/or different properties. Explore how things work | Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. | Talk about the differences between materials and changes they notice. Understand the key features of the life cycle of a plant and an animal. | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore and talk about different forces they can feel |
| | <p style="text-align: center;">Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p> <p style="text-align: center;">Classroom pets, Giant African Land snails will encourage children to take responsibility, respect and care for living things. Regular Trips out to local parks and day trips out to develop concepts of the world around them. Visitors welcomed in to nursery throughout the year to develop interest in different people and occupations.</p> | | | | | |
| Expressive Arts and Design | Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, in order to develop their ideas about how to use them and what to make Remember and sing entire songs | Join different materials and explore different textures. Listen with increased attention to sounds. Use drawing to represent ideas like movement or loud noises. Play instruments with increasing control to express their feelings and ideas. | Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore colour and colour-mixing. | Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them. Respond to what they have heard, expressing their thoughts and feelings. | Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the pitch of a tone sung by another person (‘pitch match’). Create their own songs, or improvise a song around one they know. |
| | <p style="text-align: center;">Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Daily singing time will encourage children to develop a large repertoire of songs and to explore pitch, melody, rhythm and rhyme. The outside stage area encourages children to act and perform, expressing their thoughts and feelings. Role play areas are developed and changed regularly to encourage imaginative role play.</p> | | | | | |