

Nursery Long Term Plan- 2023-2024

	<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><u>Subject/Topic</u></b>	<b>Nursery Rhymes</b>	<b>Celebrations</b>	<b>Ourselves</b>	<b>Traditional Tales</b>	<b>Animals &amp; Under the Sea</b>	<b>Growing and Life Cycles</b>
<b>Key Events (seasonal, festivals, school events)</b>	Starting school Autumn	Bonfire Night Remembrance Day Children in Need Anti-bullying week Diwali Christmas Guru Nanak Dev Ji Gurpurab	New Year Chinese New Year Winter Pancake Day Valentine's Day Guru Gobind Singh Ji Gurpurab	World Book Day Red Nose Day Mother's Day Easter Spring	Vaisakhi Father's Day	Transition Week Sports Day Summer
<b><u>Communication and Language</u></b>  <i>Listening, Attention &amp; Understanding</i>	Enjoy listening to longer stories and can remember much of what happens.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"	Understand 'why' questions Can the child answer simple 'why' questions? 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 Can the child answer simple 'why' questions? 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"
<i>Speaking</i>	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. Can start a conversation with an adult or a friend and continue it for many turns.  Phonics –phase 1 environmental sounds	Can 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 Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.... I'll be the driver."  Phonics –phase 1 environmental sounds	Can 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."  Phonics –phase 1 initial sounds	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.  Phonics –phase 1 initial sounds	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.  Phonics –phase 1 segmenting and blending	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.  Phonics –phase 1/2 segmenting and blending
<b><u>PS&amp;ED</u></b>  <i>Self-Regulation</i>	Select and use activities and resources, with help when needed. Develop their sense of responsibility and	Select and use activities and resources, with help when needed. Develop their sense of responsibility and	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game,	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game,	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.

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<p><i>Managing Self</i></p> <p><i>Building Relationships</i></p>	<p>membership of a community. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas.</p>	<p>membership of a community. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas.</p>	<p>and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Begin to understand how others might be feeling. Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p>	<p>and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Begin to understand how others might be feeling. Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>
<p><b><u>Physical Development</u></b></p> <p><i>Gross Motor skills</i></p>	<p>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.</p>	<p>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.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly 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.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly 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.</p>	<p>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.</p>	<p>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.</p>

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<p><i>Fine Motor skills</i></p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p>	<p>Start to eat independently and learning how to use a knife and fork. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Start to eat independently and learning how to use a knife and fork. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing. 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.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing. 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.</p>
<p><b><u>Literacy</u></b>  <i>Comprehension</i></p>	<p>Comprehension: Engage in extended conversations about stories, learning new vocabulary</p>	<p>Comprehension: Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Comprehension: Engage in extended conversations about stories, learning new vocabulary</p>	<p>Comprehension: Engage in extended conversations about stories, learning new vocabulary</p>	<p>Comprehension: Engage in extended conversations about stories, learning new vocabulary</p>	<p>Comprehension: Engage in extended conversations about stories, learning new vocabulary</p>
<p><i>Word Reading</i></p>	<p>Songs: Twinkle Twinkle little star 5 Little ducks Wheels on the bus Old McDonald had a farm</p>	<p>Word reading: 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</p>	<p>Word reading: 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</p>	<p>Word reading: 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</p>	<p>Word reading: 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.</p>	<p>Word reading: 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</p>

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<p><i>Writing</i></p>		<p>Writing: Write some or all of their name.</p>	<p>Writing: Write some or all of their name. Write some letters accurately.</p>	<p>Writing: Write some or all of their name. Write some letters accurately.</p>	<p>Writing: 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; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>	<p>Writing: 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; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>
<p><b>Shared Reading</b></p>		<p>Stories: Getting Up! Going to school the Library The Monster's Party</p>	<p>Stories: Please baby please We love dinosaurs I love animals I went walking Just like Jasper</p>	<p>Stories: Gingerbread Man Little Red Riding Hood I love my mummy (mother's day) Goldilocks and the Three bears The Three Little Pigs</p>	<p>Stories: Dear Zoo From head to toe Move over! Farm Concert</p>	<p>Stories: A very hungry caterpillar Baboon Jasper's beanstalk My dad (Father's day) Jack and the Beanstalk</p>
<p><b>Mathematics</b>  <i>Number</i></p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Compare quantities using language: 'more than', 'fewer than'</p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Compare quantities using language: 'more than', 'fewer than'</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.</p>	<p>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: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</p>	<p>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: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</p>

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<p><i>Numerical Patterns</i></p>	<p>Talk about and explore 2D and 3D shapes Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Talk about and explore 2D and 3D shapes Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>	<p>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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>
<p><b><u>Understanding the World</u></b>  <i>Past and Present</i></p>	<p>Past and Present: Begin to make sense of their own life-story and family's history</p>	<p>Past and Present: Begin to make sense of their own life-story and family's history</p>	<p>Past and Present: Begin to make sense of their own life-story and family's history</p>	<p>Past and Present: Begin to make sense of their own life-story and family's history</p>	<p>Past and Present: Begin to make sense of their own life-story and family's history</p>	<p>Past and Present: Begin to make sense of their own life-story and family's history</p>
<p><i>The Natural World</i></p>	<p>The Natural World: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>The Natural World: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>The Natural World: Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>	<p>The Natural World: Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>	<p>The Natural World: Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>The Natural World: Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>
<p><i>People, Culture &amp; Communities</i></p>	<p>People, Culture &amp; Communities Show interest in different occupations. Explore how things work.</p>	<p>People, Culture &amp; Communities: Show interest in different occupations. Explore how things work.</p>	<p>People, Culture &amp; Communities: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>People, Culture &amp; Communities: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>People, Culture &amp; Communities Continue to develop positive attitudes about the differences between people.</p>	<p>People, Culture &amp; Communities Continue to develop positive attitudes about the differences between people.</p>

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<p><b><u>Expressive Arts and Design</u></b></p> <p><i>Creating with Materials</i></p>	<p>Explore different materials freely, in order 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.</p>	<p>Explore different materials freely, in order 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.</p>	<p>Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing.</p>	<p>Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing.</p>	<p>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.</p>	<p>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.</p>
<p><i>Being Imaginative &amp; Expressive</i></p>	<p>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. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.</p>	<p>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. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>
<p><b><u>Punjabi and Sikh Studies</u></b></p>	<p>What do I and others do at the Gurdwara?</p>	<p>Listen and respond to Sakhia from the life of Guru Nanak Dev Ji.</p>	<p>Listen and respond to Sakhia from the life of Guru Gobind Singh.</p>	<p>Listen and respond to the story of Vaisakhi. Introduction to the 5Ks.</p>	<p>Share, make, draw, paint images, signs and symbols from Sikhi.</p>	<p>Learn to recite the mool mantar and sing a short shabad. Practice sitting in the Gurdwara. Importance of Seva.</p>