

Nursery Long Term Planning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Topic	<u>Marvellous Me</u>	<u>Antarctica</u>	<u>Space</u>	<u>Mini-Beasts</u> <u>Frog Life Cycle</u>	<u>Plant Growth</u>	<u>Animals (Farm)</u>
	Comprehension	<p>The children will listen to longer stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will know many rhymes. Pupils will be able to talk about familiar books, and be able to tell a long story.</p> <p>Class Teacher to choose stories/songs/rhymes based upon children’s interests.</p> <ul style="list-style-type: none">• Monkey Puzzle – Julia Donaldson (family)• Stick Man – Julia Donaldson (family)• Head, Shoulders, Knees and Toes (body)• The Smartest Giant in Town – Julia Donaldson (sharing)• Peace At Last – J Murphy Skeleton Song (body)	<p>The children will listen to longer stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will know many rhymes. Pupils will be able to talk about familiar books, and be able to tell a long story.</p> <p>Class Teacher to choose stories/songs/rhymes based upon children’s interests.</p> <ul style="list-style-type: none">• Lost and Found• Little Penguin Lost• Penguins• Antarctica• The Not So Brave Penguin• Be Brave Little Penguin• The Problem with Penguins• Penguin• Geronimo – D Walliams• I’m a Little Penguin Poem• Penguin Counting Song• Penguin Movement Song	<p>The children will listen to longer stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will know many rhymes. Pupils will be able to talk about familiar books, and be able to tell a long story.</p> <p>Class Teacher to choose stories/songs/rhymes based upon children’s interests.</p> <ul style="list-style-type: none">• Aliens Love Underpants – CF• Seven ways to Catch A Moon - M.P Robertson• The Smeds and Snoods – JD• Goodnight Spaceman• Zoom Rocket Zoom• How to Catch a Star• The Way Back Home• On the Moon• Life in Space• The Dinosaur that Popped a Planet Space Songs – Zoom, Zoom, Zoom, We’re Going to the Moon	<p>The children will listen to longer stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will know many rhymes. Pupils will be able to talk about familiar books, and be able to tell a long story.</p> <p>Class Teacher to choose stories/songs/rhymes based upon children’s interests.</p> <ul style="list-style-type: none">• Frog Life Cycle Song• Growing Frogs – V French• The Rainbow Fish• Tiddler – Julia Donaldson• 5 Little Ducks• 5 Little Speckled frogs• Frog• Butterfly	<p>The children will listen to longer stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will know many rhymes. Pupils will be able to talk about familiar books, and be able to tell a long story.</p> <p>Class Teacher to choose stories/songs/rhymes based upon children’s interests.</p> <ul style="list-style-type: none">• The Tiny Seed• I Dig My Garden – Singing Hands• In my Little Garden• Oliver’s Vegetables• Oliver’s Fruit Salad	<p>The children will listen to longer stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will know many rhymes. Pupils will be able to talk about familiar books, and be able to tell a long story.</p> <p>Class Teacher to choose stories/songs/rhymes based upon children’s interests.</p> <ul style="list-style-type: none">• Farmer Duck – M Waddell• Yuck – M Manning• Dogs – E Gravett• Solomon Crocodile – C Rayner• Matilda’s Cat – E Gravett• Animal Pants – B Moses• The Crocodile who Didn’t Like Water – G Merino
	Phonics Word Reading	<p>The children will develop an understanding of general sound discrimination. They will be able to identify everyday sounds. They will begin to use a wider range of vocabulary.</p> <p>Phase 1: Aspect 1 – Letters and Sounds General Sound Discrimination Environmental Sounds</p> <p>The children will encounter the Blast Language Program.</p> <p>Blast 1</p>	<p>The children will develop an understanding of general sound discrimination, focusing on instrumental sounds. They will be able to identify and describe instrumental sounds. They will begin to use a wider range of vocabulary to describe instrumental sounds.</p> <p>Phase 1: Aspect 2 – Letters and Sounds General Sound Discrimination Instrumental Sounds</p> <p>The children will encounter the Blast Language Program.</p> <p>Blast 1</p>	<p>The children will develop an understanding of general sound discrimination, focusing on body percussion. They will be able to identify and apply body percussion to familiar rhymes/songs. They will begin to use a wider range of vocabulary to describe body percussion. They will be able to clap and stamp to music.</p> <p>Phase 1: Aspect 3 – Letters and Sounds General Sound Discrimination Body Percussion</p> <p>The children will encounter the Blast Language Program.</p> <p>Blast 1</p>	<p>The children will be able to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Phase 1: Aspect 4 – Letters and Sounds Rhythm and Rhyme</p> <p>The children will encounter the Blast Language Program.</p> <p>Blast 1</p>	<p>The children will learn to recognise words with the same initial sound such as money and mother.</p> <p>Phase 1: Aspect 5 – Letters and Sounds Alliteration</p> <p>The children will learn to distinguish between the differences in vocal sounds, including oral blending and segmenting</p> <p>Phase 1: Aspect 6 Voice Sounds</p> <p>The children will encounter the Blast Language Program.</p> <p>Blast 1</p>	<p>The children will learn to distinguish between the differences in vocal sounds, including oral blending and segmenting</p> <p>Phase 1 – Letters and Sounds Aspect 7 Oral Blending and Segmenting</p> <p>The children will encounter the Blast Language Program.</p> <p>Blast 1</p>
	Writing	<p>Through daily story lessons, small group teaching and child-initiated learning:</p> <p>The children will understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none">• Print can have different meanings• Print can have different purposes• We read English text from left to right and from top to bottom• The names of different parts of a book• Page sequencing	<p>Through daily story lessons, small group teaching and child-initiated learning:</p> <p>The children will understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none">• Print can have different meanings• Print can have different purposes• We read English text from left to right and from top to bottom• The names of different parts of a book• Page sequencing	<p>Through daily story lessons, small group teaching and child-initiated learning:</p> <p>The children will understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none">• Print can have different meanings• Print can have different purposes• We read English text from left to right and from top to bottom• The names of different parts of a book	<p>Through daily story lessons, small group teaching and child-initiated learning:</p> <p>The children will understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none">• Print can have different meanings• Print can have different purposes• We read English text from left to right and from top to bottom• The names of different parts of a book	<p>Through daily story lessons, small group teaching and child-initiated learning:</p> <p>The children will understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none">• Print can have different meanings• Print can have different purposes• We read English text from left to right and from top to bottom• The names of different parts of a book	<p>Through daily story lessons, small group teaching and child-initiated learning:</p> <p>The children will understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none">• Print can have different meanings• Print can have different purposes• We read English text from left to right and from top to bottom• The names of different parts of a book

		Through stories children will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. They will use some of their newly acquired knowledge of print and letter knowledge in their early writing. They will learn to write some or all of their name and begin to write letters accurately.	Through stories children will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. They will use some of their newly acquired knowledge of print and letter knowledge in their early writing. They will learn to write some or all of their name and begin to write letters accurately.	<ul style="list-style-type: none">Page sequencing Through stories children will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. They will use some of their newly acquired knowledge of print and letter knowledge in their early writing. They will learn to write some or all of their name and begin to write letters accurately.	<ul style="list-style-type: none">Page sequencing Through stories children will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. They will use some of their newly acquired knowledge of print and letter knowledge in their early writing. They will learn to write some or all of their name and begin to write letters accurately.	<ul style="list-style-type: none">Page sequencing Through stories children will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. They will use some of their newly acquired knowledge of print and letter knowledge in their early writing. They will learn to write some or all of their name and begin to write letters accurately.	<ul style="list-style-type: none">Page sequencing Through stories children will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. They will use some of their newly acquired knowledge of print and letter knowledge in their early writing. They will learn to write some or all of their name and begin to write letters accurately.
Mathematics Number Numerical Patterns		The children will acquire a deep understanding of numbers to 3. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to three. <ul style="list-style-type: none">Subitising to 3Numicon RecognitionNumber Recognition to 3Counting groups of objects with increasing accuracy to threeCounting by rote to threeCounting actions and soundsNumber SongsNumber Recognition of personal significance	The children will acquire a deep understanding of numbers to 3. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to three. <ul style="list-style-type: none">Subitising to 3Numicon RecognitionNumber Recognition to 3Counting groups of objects with increasing accuracy to threeCounting by rote to fiveCounting actions and soundsNumber SongsNumber Recognition of personal significance	The children will acquire a deep understanding of numbers to 4. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to four. <ul style="list-style-type: none">Subitising to 4Numicon RecognitionNumber Recognition to 4Counting groups of objects with increasing accuracy to threeCounting by rote to tenCounting actions and soundsNumber SongsNumber Recognition of personal significance	The children will acquire a deep understanding of numbers to 4. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to four. <ul style="list-style-type: none">Subitising to 4Numicon RecognitionNumber Recognition to 4Counting groups of objects with increasing accuracy to fourCounting by rote to tenCounting actions and soundsNumber SongsNumber Recognition of personal significanceOne more/one less	The children will acquire a deep understanding of numbers to 5. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to five. <ul style="list-style-type: none">Subitising to 5Numicon Recognition - 5Number Recognition - 5Counting groups of objects with increasing accuracy to fourCounting by rote to tenCounting actions and soundsNumber SongsNumber Recognition of personal significanceOne more/one less	The children will acquire a deep understanding of numbers to 5 and beyond. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to five. <ul style="list-style-type: none">Subitising to 5Numicon Recognition - 10Number Recognition – 10Counting groups of objects with increasing accuracy to five/sevenCounting by rote to tenCounting actions and soundsNumber SongsOne more/one lessBasic calculating using concrete aid
Understanding the World People, Culture and Communities The Natural World Past and Present		The children will learn to make connections between the features of their families and other families. They will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people. The children will explore the occupation of a school nurse/doctor. <ul style="list-style-type: none">OurselvesFamiliesSense Learning ActivitiesBody Part AwarenessDoctor/Nurse – Staying HealthyGardening - Autumn	The children will know that there are different countries in the world and be able to talk about the differences that they have experienced or seen in photographs. The children will learn to identify a variety of animals that live in Antarctica. <ul style="list-style-type: none">AntarcticaEmperor Penguins/Leopard Seals and other animals following the children's interestsFreezing and MeltingGardening - Autumn	The children will know that there are different planets in the solar system and be able to talk about the differences that they have experienced or seen in photographs. The children will explore the occupation of an astronaut. <ul style="list-style-type: none">PlanetsSolar SystemSpace TravelAstronautsGardening – Planting/Spring	The children will learn to identify a variety of animals that live in the garden. They will use all of their senses, in hands on exploration, of natural materials and animals. They will explore the natural materials in the outdoor environment, to investigate and talk about, to create a suitable habitat for garden mini-beasts. The children will explore growth and decay over time; this will be linked to plants in the garden. <ul style="list-style-type: none">Mini Beast ExplorationFrog Life CycleCaterpillars – Butterfly Life CycleGardening – Planting/SpringGrowth and decay overtime – gardening/fruit	The children will learn to identify a variety of animals that live in the garden. They will use all of their senses, in hands on exploration, of natural materials and animals. They will explore the natural materials in the outdoor environment, to investigate and talk about, to create a suitable habitat for garden mini-beasts. The children will explore growth and decay over time; this will be linked to plants in the garden. <ul style="list-style-type: none">Plant Growth – Planting Seeds (vegetables)Growth, decay and changes over time:Seed, seedling, plant, decayConditions needed for seed growth.Garden - Harvest	The children will learn to identify a variety of farm animals, matching adult animals to their young. The children will explore growth and decay over time; this will be linked to the human food chain. The children will learn to understand the life cycle of a farm animal. <ul style="list-style-type: none">Farm Animal BabiesAdult/YoungAnimal Food Products: milk, cheese, butter, eggsGarden – Summer HarvestDuckling Eggs
Celebrations and Festivals		<ul style="list-style-type: none">Harvest Festival	<ul style="list-style-type: none">HalloweenBonfire NightChristmas	<ul style="list-style-type: none">Shrove TuesdayMother's Day	<ul style="list-style-type: none">Easter	<ul style="list-style-type: none">Families	<ul style="list-style-type: none">Father's Day
Physical Development Gross Motor Fine Motor		<ul style="list-style-type: none">Parachute Games: Nursery RhymesDough Gym/Funky FingersRing GamesToiletingSelf Help Skills – Own Coat/buttons etcTravelling	<ul style="list-style-type: none">Parachute Games: Nursery RhymesDough Gym/Funky FingersRing GamesToiletingSelf Help Skills – Own Coat/buttons etcTravelling	<ul style="list-style-type: none">Parachute Games: Nursery RhymesDough Gym/Funky FingersRing GamesToiletingSelf Help Skills – Own Coat/buttons etcTravelling	<ul style="list-style-type: none">Parachute Games: Nursery RhymesDough Gym/Funky FingersRing GamesToiletingSelf Help Skills – Own Coat/buttons etcTravelling	<ul style="list-style-type: none">Parachute Games: Nursery RhymesDough Gym/Funky FingersRing GamesToiletingSelf Help Skills – Own Coat/buttons etcTravelling	<ul style="list-style-type: none">Parachute Games: Nursery RhymesDough Gym/Funky FingersRing GamesToiletingSelf Help Skills – Own Coat/buttons etcTravelling
Expressive Art and Design Creating with Materials		<ul style="list-style-type: none">Drawing The children will express their ideas and feelings through making marks and sometimes give a meaning to the mark	<ul style="list-style-type: none">Printing The children will be encouraged to make marks in different ways: printing. The children will learn a variety of	<ul style="list-style-type: none">Painting The children will be encouraged to make marks in different ways: painting. The children will create closed shapes	<ul style="list-style-type: none">Collage The children will explore different materials using all of their senses to investigate them. They will manipulate	<ul style="list-style-type: none">Sculpting The children will explore different textures: dough. They will learn to manipulate and sculpt with the dough	<ul style="list-style-type: none">Textiles The children will explore different textures: textiles. The textiles will be used to stimulate the children's interest

Being Imaginative and Expressive	<p>that they make. They will explore using a variety of tools to make marks. The children will learn a variety of songs and will move to the music/songs. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none">• Creative Art Activities• Self Portraits / Family Representation• Role Play/Imaginative Play• Ourselves Songs (Heads/Shoulders/Knees and Toes)	<p>songs and will move to the music/songs. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none">• Creative Art Activities• Antarctica Representation• Percussion Instruments• Role Play/Imaginative Play• Penguin Songs• The Penguin Dance	<p>with continuous lines and begin to use these shapes to represent objects: rockets. The children will learn a variety of songs and will move to the music/songs. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none">• Creative Art Activities• Frog and Mini Beast Representation• Percussion Instruments• Role Play/Imaginative Play• 5 Little Men in a Flying Saucer• I'm a Little Rocket• Moon Walking and Movement	<p>and play with different materials. The children will be provided with a wide range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures. They will use these materials to express their ideas and feelings. The children will learn a variety of songs and will move to the music/songs. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none">• Creative Art Activities• Space Themed Representation• Percussion Instruments• Role Play/Imaginative Play• Mini- Beast Songs	<p>using both hands and tools. They will learn to twist, nip, pinch, push etc. The children will learn to make simple models to express their ideas. The children will learn a variety of songs and will move to the music/songs. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none">• Creative Art Activities• Plant Representation• Percussion Instruments• Role Play/Imaginative Play• Plant Growth and Plant Songs	<p>in modelling. The children will explore how to join materials together. The children will learn a variety of songs and will move to the music/songs. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none">• Creative Art Activities• Animal Themed Representation• Percussion Instruments• Role Play/Imaginative Play• Animal Songs• Farm Songs
Personal, Social and Emotional Development Building Relationships Managing Self Self-Regulation	<ul style="list-style-type: none">• Supported Play• Self Help Skills• Building and sustaining relationships• Feelings and Emotions• Taking Turns and Sharing• Self Regulation• Early Years Gathering• School Rules/Recognition Board	<ul style="list-style-type: none">• Supported Play• Self Help Skills• Building and sustaining relationships• Feelings and Emotions• Taking Turns and Sharing• Self Regulation• Early Years Gathering• School Rules/Recognition Board	<ul style="list-style-type: none">• Supported Play• Self Help Skills• Building and sustaining relationships• Feelings and Emotions• Taking Turns and Sharing• Self Regulation• Early Years Gathering• School Rules/Recognition Board	<ul style="list-style-type: none">• Supported Play• Self Help Skills• Building and sustaining relationships• Feelings and Emotions• Taking Turns and Sharing• Self Regulation• Early Years Gathering• School Rules/Recognition Board	<ul style="list-style-type: none">• Supported Play• Self Help Skills• Building and sustaining relationships• Feelings and Emotions• Taking Turns and Sharing• Self Regulation• Early Years Gathering• School Rules/Recognition Board	<ul style="list-style-type: none">• Transition Visits/School Readiness• Supported Play• Self Help Skills• Building and sustaining relationships• Feelings and Emotions• Taking Turns and Sharing• Self Regulation• Early Years Gathering• School Rules/Recognition Board