



Nursery – Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Nursery rhymes	Food and Celebrations	People who help us	Traditional tales	Journeys and Transport	Minibeasts
Synopsis	<p>This topic will give the children opportunities to learn new vocabulary and help children understand how words are formed through nursery rhymes.</p> <p>The children can extend their language through repetition, rhyme and role playing. This topic helps the children build imaginative and role play skills.</p>	<p>This topic provides opportunities to celebrate children's interests, likes and dislikes about the food that they eat. The topic provides opportunities for families to come and share food experiences from different cultures, children can learn about other cultures through the exploration of food.</p>	<p>This topic invites the children to encounter real life experiences. The children can explore different professions from the public sector and talk about their roles and responsibilities. This topic will excite the children's curious minds with the knowledge of the world around us. The children will learn how people can help us and understand the need for the appropriate services.</p>	<p>This topic builds on children's learning and enjoyment of reading from early childhood. These popular stories are familiar to most children from the popularity of them in the world around us. The children can extend their language through repetition, rhyme and role playing. Children can also understand other wider concepts such as morality and honesty through the exposure of these tales. This topic gives the children the foundational knowledge when exploring traditional tales in Reception, as they have a breath of prior knowledge around stories, settings and characters.</p>	<p>This topic enables children to explore different types of transport in the world. It allows great opportunities for cross curricular learning, through investigating patterns in real life, music, and geography (the world). This topic allows the children to explore their local environment that is familiar to them. It allows children to develop an understanding of how things move, journeys and maps.</p>	<p>The children are provided with the opportunities to explore and investigate minibeasts in the school setting. Children develop questioning skills as they watch minibeasts grow and develop, the children watch the caterpillars grow into butterflies and release them. This topic provides children with the opportunity to observe living things and learn how to care for them.</p>
Crucial Curriculum Content (3Cs) Key Knowledge	<p>Learn and enjoy a repertoire of nursery rhymes</p> <p>Develop an awareness of rhyme in songs</p> <p>Experiment with sounds and words</p>	<p>Know how different food is grown/made and ways of cooking e.g. baking</p> <p>Learn about cultural foods linked to festivals</p> <p>Name and identify healthy/unhealthy foods</p>	<p>Name different occupations</p> <p>Know what different job roles may entail</p> <p>Identify how different people can help us</p>	<p>Enjoy sharing books with others</p> <p>Learn a bank of stories, join in with repeated words and phrases</p> <p>Engage in conversations about stories</p>	<p>Know there are different places we can go.</p> <p>Know there are different countries.</p> <p>Know there are places that are similar/different to where I live.</p>	<p>Understand the need to care and respect different species.</p> <p>Name and know where some mini beasts may live.</p> <p>Explore some life cycles.</p>
Enrichment Trips/visits/visitors	Autumn walk	Christmas party & crafts A visit from Santa	People who help us visits	Grow own beanstalks	Spring/Summer walk	Insect Lore Caterpillars
Quality texts Fiction, non-fiction, poems, rhymes etc.	<p>Twinkle, Twinkle little star</p> <p>Incy Wincey Spider</p> <p>Old Macdonald</p> <p>Humpty Dumpty</p> <p>Baa Baa Black Sheep</p> <p>The Grand Old Duke of York</p> <p>Owl babies</p> <p>The rainbow fish</p> <p>Little red riding hood</p> <p>EACH, PEACH, PEAR, PLUM</p> <p>The colour monster</p> <p>You choose</p>	<p>The Gingerbread man</p> <p>The Tiger who came to tea</p> <p>Dear Santa</p> <p>The enormous turnip</p> <p>The big book of nursery rhymes</p> <p>Let's celebrate</p> <p>Kipper's birthday</p> <p>All are welcome</p> <p>The Gruffalo's child</p>	<p>Topsy and Tim go to the doctor</p> <p>Ness the nurse</p> <p>Emergency!</p> <p>Flashing fire engines</p> <p>We're going on a bear hunt</p> <p>The Gruffalo</p>	<p>Jack and the beanstalk</p> <p>Little Red Riding Hood</p> <p>Goldilocks and the three bears</p> <p>The three little pigs</p> <p>The three billy goats gruff</p> <p>Oi frog!</p> <p>We're going on an egg hunt</p> <p>Elmers's weather</p>	<p>Whatever Next!</p> <p>The Journey Home from Grandpa's</p> <p>Up Up Up</p> <p>Choo choo clickety clack</p> <p>Go go pirate boat</p> <p>Amazing aeroplanes</p> <p>Naughty bus</p>	<p>Argh Spider!</p> <p>The hungry caterpillar</p> <p>Mad about minibeasts</p> <p>Super worm</p> <p>I heard a bird</p> <p>The big book of bugs</p> <p>Caterpillar to butterfly</p> <p>Mad about minibeasts</p>
Rhymes	<p>Wind the bobbin up</p> <p>2 little dickie birds</p>	<p>Wheels on the bus</p> <p>Miss Polly had a dolly</p> <p>I'm a little teapot</p>	<p>Rainbow song</p> <p>Rain, rain go away</p> <p>Grand old Duke of York</p>	<p>Row, row row your boat</p> <p>Jack and Jill</p>	<p>Farmers in his den</p> <p>5 little ducks</p>	<p>Incy wincy spider</p> <p>Worm at the bottom of the garden</p>



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Phonics	Harmony Trust Framework Phase 1	Harmony Trust Framework Phase 1	Harmony Trust Framework Phase 1	Harmony Trust Framework Phase 1	Harmony Trust Framework Phase 1	Harmony Trust Framework Phase 1
					Phase 2 for those children who are ready only	Phase 2 for those children who are ready only
Maths	Sing counting songs/number rhymes Count in everyday contexts and play Explore shapes in construction, puzzles and models. Talk about routines and familiar places	Spatial awareness 1: Notice when containers are ‘full and empty’ 2: Investigate fitting inside spaces using the language: Inside, under, over, between and squeezing through Counting 3: Take part in finger rhymes with numbers 4: Recognising items can be counted and use some counting language 5: Compare amounts using ‘more, lots or same’ (magnitude) 6: Compare amounts using ‘more, lots or same’ (magnitude)	Cardinality 1: To explore the cardinality of groups 2: To explore the cardinality of 1 3: To explore the cardinality of 2 4: To explore the cardinality to 3 5: To begin to count to 5 (use rhyme) (sometimes skipping numbers) beginning to understand 1:1 correspondence 6: To begin to count to 10 (use rhyme) (sometimes skipping numbers) beginning to understand 1:1 correspondence 7: Assessment week	Shape 1: Push objects through different shaped holes using shape commentary e.g. round 2: Select shapes for a specific space e.g. shadowing using the language of shape 3: Use 3D shapes (blocks) to create own structures and arrangements noticing how the same blocks can build different shapes Pattern 4: Use rhyme to predict what comes next 5: Use rhyme to predict what comes next 6: Assessment week	Pattern 1: Begin to arrange items in their own patterns e.g. a line of the same or different toys, not necessarily a repeating pattern Measures 2: Children use the mathematical vocabulary of ‘now’ and ‘not now’ with routines or things that are happening in the moment 3: Compare sizes using mathematical language ‘bigger smaller high low’ Pattern 4: Teach simple repeated sound or action patterns 5: Apply simple repeated sound or action patterns 6: Consolidation 7: Assessment	Counting, composition & Cardinality Explore the composition of numbers to 5 Compare quantities to 5 (More/less) Number recognition and matching numerals to quantities up to 5 Explore cardinal principle – last number name reached being the total Pattern Explore patterns around them Explore simple AB patterns Shape Explore and talk about 2D shapes Explore and talk about 3D shapes
Gross Motor Development Sequence of learning to support gross motor development	Mini Moves cards Squatting Creeping Bending Rolling Lunging Jumping Stretching Twisting	Squiggle with ribbon (focusing on spatial awareness) Horizontal lines Vertical lines Big circles (clockwise and ant clockwise)	Squiggle with ribbon /sensory tuff spots (shoulder/elbow joints) Big and small circles Crosses	Dough disco (coordination and joints) Dough clapping above head/on the ground in front Squeezing Rolling Patting	Dough disco (coordination and joints) Squeezing Rolling Patting Crocodile splat Up/down	Dough disco & mark making to music. Focusing on the letter join pre pattern writing skills.
Communication and language End of term curriculum goals taken from scrolls for: Listening attention and Understanding Speaking	To know a couple of familiar rhymes. To enjoy listening to books and talking about the picture, with support. To be able to speak with 3+ words in a sentence. To name and communicate with others using some words and hand gestures.	To know a few of familiar rhymes. To know and enjoy a familiar story and able to tell you <i>some</i> things about it. Be able to express a view when they disagree with something. To talk to a familiar face e.g., friend/adult.	To know many rhymes and can sing them. To know familiar stories and able to talk and tell you about them. To shift from one task to another e.g., prompting them with their name. To understand a simple instruction e.g., get your coat. To speak in a sentence using 4+ words. To be able to use talk following their own interests e.g., ‘you sit there’ ‘I am the nurse’. Start a conversation and be able to turn take.			



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<u>Personal, social, and emotional development</u> End of term curriculum goals taken from scrolls for: Self-regulation Managing self Building relationships	Select and use resources with help to achieve an end goal. Able to meet own care needs e.g., toileting. Show some confidence in new social situations e.g., meeting a new friend. Play with 1 or more children.	Understand gradually how others feel. Follows the rules and understands why they are important. Able to meet their own care needs e.g., using soap to wash hands. Become more outgoing with unfamiliar people in a safe, familiar setting.	Talk about their feelings using happy, sad etc. Understand gradually how others may feel. Remembers rules without adult support. Make healthy choices with support e.g., washing hands before eating. Extending play ideas with others e.g., 1 or more friends. Sometimes able to take turns with others with adult guidance.
<u>Physical development</u> End of term curriculum goals taken from scrolls for: Gross motor Fine motor	Explore different materials and tools e.g., tearing paper. Develop movement, balancing and riding e.g., trikes and scooters.	Use a comfortable grip with some control when mark making. Beginning to hold one handed tool with some control. Go upstairs and climb using alternate feet. Use large movements to move objects e.g., big screen painting, chalks on blackboards and waving ribbons.	Show a preference for dominant hand. Use a comfortable grip with good control when holding a pencil. Use one handed tools e.g. making snips with scissors. Skip, hop and stand on one leg e.g., a game of musical statues/kicking a ball. Remember sequences with movement e.g., head, shoulders, knees, and toes. Develop independence e.g. using the coat trick to support them with putting their coat on
<u>Literacy</u> End of term curriculum goals taken from scrolls for: Word reading Comprehension Writing	Identify everyday objects in stories and bring these to life. Identify objects and items in stories that do not look familiar. Count and clap syllables in a word. To make large movements with tools e.g., ribbons. To make large marks e.g., on the floor with chalk.	Enjoy stories about people, animals and nature and is interested in pictures of themselves. Learn about and imitate everyday actions and events from stories and cultural backgrounds e.g., making a cup of tea. Begins to recognise familiar logos from children's popular culture, commercial print, or icons for app. Repeats and uses actions and familiar words and phrases from stories. To understand print has a meaning and can be used for different purposes. To make patterns with different tools.	To notice different places and environments in books they have read. Recognise words with the same initial sound. Children begin to orally blend in games with adults. Distinguish between the different marks they make on different materials. Write some of their name.
<u>Maths</u> End of term curriculum goals taken from scrolls for: Number Numerical pattern	Subitise (recognise quantities without counting) up to 3. Can apply simple repeated sound/action patterns. Compare sizes using mathematical language 'bigger smaller high low'. Count to 5 – reciting numbers or using rhymes to support	Recognise when one quantity is greater than another (magnitude). Know when containers are full and empty and begin to use more complex language to describe containers such as 'between' and 'squeezing through'. Understand 'now' and 'not now'. e.g., bedtime is not now. Recognise similar shapes e.g., can match shape to its shadow. Recognise that items can be counted and uses 1:1 correspondence.	Have a deep understanding of number to 5, including the composition of each number. Can begin to create patterns e.g., a line of the same or different toys, not necessarily a repeating pattern. To notice numerals and recognise them as special or different to objects or other symbols. Begin to use some shape language e.g. round.



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		Count on fingers up to 5.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Recite numbers past 5. Compare quantities using 'more than' and 'fewer than'. Links numerals and amounts up to 4/5.
<u>Understanding the world</u> End of term curriculum goals taken from scrolls for: Past and present People culture and communities The natural world	Play with and explore objects from the past e.g., phones. Observe the school environment. Name/observe minibeasts we may find in our environment. To join in with different celebrations.	To make observations of themselves and others using photographs. Make links between objects in the setting and objects at home. Talk about different environments they have experienced e.g., farm, school, beach, forest school. To know what the weather is like in different places. To know we can travel in different ways. To observe a life cycle e.g., butterflies. Talk about changes they notice e.g., it is raining. To know about animals and how we can care for them. To know which animals, we may find in different places e.g. garden	Ask questions to find out what things are e.g., an old camera. Learn about and imitate everyday actions and events from own family and cultural backgrounds using stories e.g., making and drinking tea, going to the barbers, being a cat, dog, or bird. To know ways to keep safe when it is hot/cold. To notice different places and environments in books they have read. Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these. To ask questions about the natural world including places, animals, and experiences.
<u>Expressive arts and design</u> End of term curriculum goals taken from scrolls for: Creating with materials Being imaginative and expressive	Use a range of resources (wooden blocks, Duplo) to represent things with a defined name and purpose. Explore marks that can be made with different objects and tools, including paint rollers, mallets and rolling pins and create rubbings to show a range of textures and patterns To know how to use a simple object to create a print, e.g., dough cutter, stamp. Use resources in the environment to make a basic product. To listen to and move to a range of music. To know I can move my body in different ways in response to music. To know we can listen to songs.	To know how to join using glue. Begin to express an interest in pieces of art in a book. Explore paint using different colours and tools e.g., twigs, sponges etc. To use musical instruments to explore sounds. To know we can add music to create sound effects for a story. To know when music is fast/slow and move to the music.	Draw on own experiences, including models in the environment to generate and explore own ideas. Can share what they have created. To know what to use to draw. To know that closing lines will make a shape. To know colours can be mixed.

