

Nursery Long Term Plan

2024/25

	Autumn Term		Spring Term		Summer Term	
	<p>Marvellous Me! Senses /feelings (3.9.24 – 25.10.24) 4 days & 7 weeks</p> <p>Diwali – 20th October</p>	<p>Dark nights and festivals (4.11.24 – 20.12.24) 7 weeks</p> <p>Bonfire night – 5th Nov</p>	<p>What is your favourite animal? (6.1.25 – 14.2.25) 6 weeks</p> <p>Lunar new Year – 29th Jan</p>	<p>Let's look in a book (24.2.25 – 4.4.25) 6 weeks</p> <p>Shrove Tuesday – 4th March Mother's Day – 30th March Easter 20th April</p>	<p>How does it grow and change? (22.4.25 – 22.5.2) 4 Days 4 Weeks</p> <p>May day 5th May Training Day 23rd May</p>	<p>Where shall we go? Travelling / holidays 3.6.25 – 18.7.25 4 Days 6 Weeks</p>
Role-Play/ Occasions	<p>Role play- Home corner Diwali</p>	<p>Role play – Developed home corner to incorporate props from celebrations times Bonfire Night Christmas</p>	<p>Role play- Vets / pet shop Lunar New Year</p>	<p>Role play – Home corner Shrove Tuesday Mother's Day Easter</p>	<p>Role play – Garden centre</p>	<p>Role play – Café / transport Transition</p>

Literacy	Books: Hello friend – Rebecca Cobb The Family book This is our house friendship book The Colour Monster Eric Carle – From Head to Toe My Five Senses Binny’s Diwali All kinds of people - Topic 10 little fingers, 10 little toes –rhyme	Books: We are going on a leaf hunt Owl Babies How to catch a star Whatever Next The Christmas Story Fletcher and the falling leaves – story time	Books: Oh No George! The Great Pet sale Dear Zoo Rumble in the Jungle Farmer Duck Solomon the Crocodile- story/ topic	Books: The Tiger that came to tea We are going on a bear hunt The Ugly 5 A new house for mouse A best friend for bear – Peter Horacek Easter stories - topic	Books: The very Hungry Caterpillar Jaspers Beanstalk Sam Plants a sunflower The Odd Egg	Books: The train Ride Mr Gumpy’s outing Handa’s Surprise Were going to find the monster
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	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise</p>	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>Develop their phonological</p>	<p>Understand the five key concepts about print</p> <p>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.</p> <p>Engage in extended conversations about stories, learning new</p>	<p>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.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Write some or all of their name.</p>	<p>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.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Write some or all of their name.</p>	<p>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.</p> <p>Engage in extended conversations about stories, learning</p> <p>Write some or all of their name. Write some letters</p>
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	<p>words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>vocabulary</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>Write some letters accurately</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>Write some letters accurately</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>accurately</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>
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<p>Maths</p>	<p>Master the Curriculum Focus areas: Colours Matching Sorting</p> <p>Starters Number songs</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p>	<p>Master the Curriculum Focus areas: Number 1 Number 2 Subitising Pattern</p> <p>Starters Number songs</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an</p>	<p>Master the Curriculum Focus areas: Number 3 Number 4 Number 5 Composition Subitising 3,4, 5 sided shapes</p> <p>Starters Number songs</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)</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Master the Curriculum Focus areas: Number 6 Height & Length Mass Capacity</p> <p>Starters Number songs</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Master the Curriculum Focus areas: Sequencing Positional language More and fewer</p> <p>Starters Number songs</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>	<p>Master the Curriculum Focus areas: 2D/ 3D shape Number composition 1 – 5 Revision Numbers to 5 Consolidation</p> <p>Starters Subitising and revision</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually</p>
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		error in a repeating pattern				<p>(‘subitising’). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>
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Provision / project activities						
<i>Topic Links & Ideas</i>	Children to draw pictures of their family/ themselves using different resources e.g. chalk, paint, pens., using mirrors Create houses using junk model. What does your house look like?	Junk model rockets Creating planets Starry Night art work Cutting stars	Touchy feely bags – what’s in the box Animals and where they live – small world Making homes for animals – habitats	Exploring bears, looking at where they live. Story maps to follow sequences of the story.	Creating caterpillars Butterflies – symmetry painting. Junk model minibeasts Fruit printing.	Junk model vehicles Drawing maps
Expressive Arts & Design	Likes and dislikes – food tasting Making faces out of salt-dough Dolls house small world Bathing babies Home corner role play Drawing around ourselves-big paper 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. Make imaginative and complex	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Remember and sing entire songs Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with	Show different emotions in them drawings and paintings, like happiness, sadness, fear etc Explore colour and colour-mixing Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs.	Explore colour and colour-mixing. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Remember and sing entire songs.	Sunflowers – observational drawing Use drawing to represent ideas like movement or loud noises. Listen with increased attention to sounds. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures Explore colour and colour-mixing. Remember and sing entire songs.	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create their own songs, or improvise a song around one they know. Remember and sing entire songs.

	<p>'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p>	<p>different buildings and a park.</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p>				
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<p>Understanding the World</p>	<p>Who do we live with? Talking about our families and pets.</p> <p>Learning about our different senses.</p> <p>Harvest time.</p> <p>What is Diwali?</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Use all their senses in hands on exploration of natural materials.</p>	<p>What happens in Autumn? How do we celebrate Christmas? Looking at dark night and nocturnal animals.</p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p>	<p>What happens in Winter? Learning about pets and how to look after them.</p> <p>What is the role of a vet?</p> <p>Learning about zoo animals.</p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p>	<p>What happens in Spring? What can we see outside?</p> <p>Trip to co-op to buy food.</p> <p>Where does our food come from?</p> <p>Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Show interest in different occupations. Explore how things work.</p>	<p>How do things grow? Learning about the life cycle of a butterfly.</p> <p>How do plants grow from seeds?</p> <p>What does a plant need to grow?</p> <p>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>Plant seeds and care for growing plants.</p>	<p>What happens in Summer? Looking at maps and the globe. Talking about different ways of travelling.</p> <p>Talk about what they see using a wide vocabulary.</p>
<p>Discreet Subjects PE/ PSED</p>	<p><u>PE: Introduction to PE – unit 1</u></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.</p>	<p><u>PE: Balls skills – unit 2</u></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork.</p>	<p><u>PE: Dance – unit 3</u></p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p><u>PE: Fundamentals – unit 4</u></p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able</p>	<p><u>PE: Games – unit 5</u></p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent as they</p>	<p><u>PE: Gymnastics – unit 6</u></p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing</p>

	<p>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>to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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. 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.</p>	<p>get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>
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	<p><u>PSED</u> Me and My Relationships</p> <p>Marvellous me! I'm special People who are special to me</p>	<p><u>PSED</u> Valuing Difference</p> <p>Me and my friends Friends and family Including everyone</p>	<p><u>PSED</u> Keeping Safe</p> <p>People who help me and keep me safe. Safety indoors and Outdoors. What's safe to go into my body</p>	<p><u>PSED</u> Rights and Respect</p> <p>Looking after myself Looking after others Looking after my environment</p>	<p><u>PSED</u> Growing and changing</p> <p>Growing and changing in nature. When I was a baby. Girls, boys and families.</p>	<p><u>PSED</u> Being my best</p> <p>What does my body need? I can keep trying. I can do it!</p>
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