

Long Term Plan 2022/2023

Class: Nursery

Teacher(s): Mrs Brown



	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Main Topic	Local Heroes –whole school topic Who is my hero at home?	Christmas Enterprise Ginger Bread Man	Chinese New Year	SPRING and growth	Science Topic – Materials and Light / Shapes and pattern from fruits HUNGRY CATERPILLAR-I	Summer and holiday-The Singing Mermaid
Special Days/ experiences	Dress up as my hero day (local hero/ superhero) Cooking- apple parcels using apples harvested from the school apple trees	Christmas Party Baking- gingerbread people	Tasting Chinese food Chinese new year party Cooking- vegetable spring rolls	Planting and growing vegetables. Baking- bread	Caterpillars to Butterfly release Cooking- fruit salad	Baking- healthy muffins
Core Text/ Books	There’s a Superhero in Your book The Gruffalo’s Child Fox’s Socks Meg and Mog - Halloween	The Gingerbread Man One snowy night Dear Santa Snow bears – Martin Waddell	We’re going on a Bear Hunt Peppa’s Chinese New Year Where’s my teddy? – position	What the Ladybird heard The tiny seed When spring comes – Kevin Henkes Farmyard Hullabaloo - poetry	The Very Hungry Caterpillar Elmer How do you make a rainbow? Monkey Puzzle	Sharing a Shell The singing Mermaid Octopants Commotion in the ocean - poetry
Personal, social & emotional	<p>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</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. (visitors to nursery)</p> <p>Show more confidence in new social situations (educational visits/ visitors)</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>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>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing (Summer term focus)</p>					
Communication & language	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying:</p> <p>- some sounds: r, j, th, ch, and sh</p> <p>- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use longer sentences of four to six words</p> <p>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> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver</p>					
Physical Dev	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>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.</p> <p>Increasingly be able 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</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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>				
Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother <p>- Engage in extended conversations about stories, learning new vocabulary.</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> <ul style="list-style-type: none"> - Write some or all of their name Write some letters accurately <p>Spring Term- spot and suggest rhymes- count or clap syllables in a word</p>				
Mathematics	<ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually ('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>-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>-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> <ul style="list-style-type: none"> - 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 				
	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<ul style="list-style-type: none"> - 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. - Understand position through words alone – for example, "The bag is under the table," – with no pointing 	<p>LBM- younger, older, faster, slower.</p>	<ul style="list-style-type: none"> - Compare quantities using language: 'more than', 'fewer than - 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. <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<ul style="list-style-type: none"> - Compare quantities using language: 'more than', 'fewer than -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind

<p>Understanding the world</p> <p>Bold = main focus</p>	<p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore how things work</p>	<p>Talk about the differences between materials and changes they notice</p> <p>Explore and talk about different forces they can feel.</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore how things work</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore how things work</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Continue developing positive attitudes about the differences between people</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Continue developing positive attitudes about the differences between people</p>	<p>Talk about the differences between materials and changes they notice</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore how things work</p> <p>Continue developing positive attitudes about the differences between people</p>
<p>Expressive arts & design</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Explore colour and colour-mixing Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>					
<p>Visits/Visitors</p>	<p>Visit from</p> <p>Visit to our school library in main school</p> <p>Visit to Stanley Library</p>	<p>Visit to church for the nativity (after school)</p> <p>Visit to the Post box- take letters to Santa to post.</p>	<p>Tbc</p>	<p>Visit to the Hepworth- art link</p>	<p>Visit from STEM- butterfly/ life cycle link</p>	<p>Visit from animal/ insect professional</p>
<p>Special days</p>	<p>Rosh Hashanah (25.9)</p> <p>Yom Kippur (4.10)</p> <p>Sukkot (9.10)</p> <p>Black History Month (Oct)</p> <p>Anti Bullying week (11 10)</p>	<p>Remembrance (Nov)</p> <p>Diwali (24.10)</p> <p>Hanukkah (18.11)</p> <p>Football world cup (Nov)</p> <p>Advent</p> <p>Christmas</p>	<p>Safer internet day (7.2)</p>	<p>World Book Day (2.3)</p> <p>Holi (8.3)</p> <p>Ramadan (23.3)</p> <p>British science week (10.3)</p>		<p>National School Sports week</p>

Many of the 'Areas for Learning' statements, are covered throughout the year, and not specifically in a particular half term. This is due to learning opportunities being available all year round, and are also created to follow children's interests and needs, as and when they occur.

See reading spines for more information about books, repeated reads, nursery rhymes, poems etc