



Nursery Long Term Plan A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Starting School Friendship Ourselves Our Senses	Autumn Celebrations Toys Winter and Christmas	Down on the Farm!	Growing & Healthy Eating Spring and Easter	Transport Space	People Who Help Us Summer
Key Knowledge The majority of children are able to use their words to...	Describe their face (eyes, ears, mouth, nose, hair) Say what they see, hear, feel	Name the colours of autumn leaves and main parts of the tree (trunk, branch, leaf) Say what they do for Christmas	Name and say the sound the following animals make: cow, pig, dog, cat, sheep, horse and chicken	Say the name of five fruits and five vegetables and sort them into the correct category	Name the different types of transport when shown a picture: car, bus, bicycle, train, aeroplane and boat	Name the type of job a person does, when shown a picture e.g. a firefighter
Key Texts						
Nursery & Reception	*What do I Look Like? *Peace at Last	*Squirrel's Autumn Search *Kipper's Toybox	*The Three Little Pigs	*The Enormous Turnip *Supertato *Poppy & Sam's Easter Egg Hunt	*Down at the Station *Whatever Next *Aliens in Underpants *Pirates love Underpants	Busy People series: *Vet *Doctor *Firefighter *Police Officer *Builder *Teacher

<p align="center">Nursery</p>	<p>*Will you be my friend? *Fran's Friend *I'm Sorry</p>	<p>*Meg and Mog stories *Say hello to the Snowy Animals!</p>	<p>*Oh Dear *Noisy Farm *Poppy and Sam's animal sounds *The Little Red Hen</p>	<p>*Jasper's Beanstalk *Dora's Eggs</p>	<p>*The Train Ride *Ten Little Pirates</p>	
<p align="center">Personal, Social & Emotional Development</p>	<p>Separate from main carer with support Play alongside others, even if not directly responding to their play Play with a well-known/key adult Begin to express preferences and interests Begin to express feelings Understand and cooperates with class boundaries</p>		<p>Begin to join in others' play and seek out others to share experiences Select and use resources Take turns and shares resources</p>		<p>Demonstrate friendly behaviour and form good relationship with others Initiate play and keep it going by responding to others Grow in confidence when facing new situations or unfamiliar adults Tolerate delay and understand wishes can't always be met Understand that some actions and words can hurt others</p>	
<p align="center">Communication & Language</p>	<p>Show interest in the sounds adults make in stories Recognise and respond to environmental sounds Show interest in songs and rhymes Identify action words Understand simple sentences Begin to ask simple questions Begin to talk about people and things that are not present</p>		<p>Focus attention and follow simple instructions or directions Join in with repeated refrains Understand use of objects Understand simple concepts (e.g. big/small) Understand more complex sentences Understand 'who' / 'what' / 'where' in simple questions and concepts Ask a variety of questions ('who'/'what'/'where') Use word endings Hold a conversation, jumping from topic to topic</p>		<p>Anticipate key events and phrases in rhymes and stories. Listen to stories with increasing attention and recall Listen to others one-to-one or in small groups Understand and respond appropriately to prepositions Understand and respond to 'how' and 'why' questions Begin to use more complex sentences (e.g. using and or but) Use talk to connect ideas, explain, anticipate, question, recall and relive Use a greater breadth of vocabulary, reflecting experiences Use a range of tenses</p>	

<p>Physical Development</p>	<p>Can confidently climb on climbing equipment Run on whole foot Kick a large ball Control in holding equipment e.g. jugs, hammers Communicate the need for the toilet Helps with clothing e.g. coat</p>	<p>Catch a large ball Draw lines and circles using gross motor movements Move in a range of ways Turn pages in a book Show a dominant hand Walk up steps two-feet to a step Wash and dry hands Attend to toileting needs</p>	<p>Use one handed tools (e.g. scissors) Begin to hold in tripod grip Can copy some letters Move skilfully, negotiating space Dress with help Observe effects of activity on body Express how physically feeling (e.g. tired, hot) Understand how to use equipment safely</p>
<p>Mathematics</p>	<p>Recite numbers in order to 3 Count 1 or 2 items Knows that numbers identify how many objects are in a set Realises not only objects, but anything can be counted, including steps, claps or jumps Begin to build and make structures Begin to understand time-based events (visual timetable) and time based language e.g. now/later</p>	<p>Recite numbers in order to 5 Count 3 items Compares two groups of objects, saying when they have the same number Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Knows that a group of things changes in quantity when something is added or taken away. Make comparisons between quantities and use language e.g. more/less, a lot Begin to use the vocab of size (big/small) Show interest in shapes, playing, making arrangements and constructing with them</p>	<p>Recite numbers in order to 10 Count 4 or 5 items Begin to recognise numerals (to 5) Begin to match numeral to quantity (to 5) Shows an interest in representing numerals Beginning to represent numbers using fingers, marks on paper or pictures. Understands and responds appropriately to positional language Demonstrate greater understanding of shape, using shape for a specific purpose, noticing shape in the environment and using language related to shape (e.g. shape names or descriptions 'tall', 'round' etc.)</p>
<p>Literacy</p>	<p>Interested in books, rhymes, songs</p>	<p>Look at books independently Handles books carefully</p>	<p>Aware of story structure Predict how a story may end</p>

	<p>Acknowledge environmental and instrumental sounds and show interest in exploring and using them</p> <p>Repeats words / fills in gaps from known/favourite stories/songs</p> <p>Distinguishes between the different marks they make</p>	<p>Join in with repeated refrains</p> <p>Sometimes gives meaning to marks as they draw and paint</p> <p>Join in with rhyme and alliteration games, begin to identify rhyme and alliteration</p>	<p>Describes main story settings, events and principal characters</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Orally blend and segment words</p> <p>Ascribes meanings to marks that they see in different places</p>
Understanding the World	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others (Topic: Ourselves)</p> <p>Recognises and describes special times or events for family or Friends (Topic: Autumn Celebrations and Christmas)</p> <p>Remembers and talks about significant events in their own experience</p>	<p>Developing an understanding of growth, decay and changes over time (Topics: Growing, Seasons)</p> <p>Shows care and concern for living things and the environment (Topics: Growing, Farm Animals)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects (Topics: Growing, Farm Animals)</p>	<p>Shows interest in different occupations and ways of life (Topic: People who help us)</p> <p>Talks about why things happen and how things work (Topics: Transport, Space)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p>
Celebrations	<p>Bonfire Night</p> <p>Christmas</p>	<p>Chinese New Year</p> <p>Pancake Day</p> <p>Mother's Day</p> <p>Easter</p>	<p>Father's Day</p>
Expressive Arts & Design	<p>Join in with dancing and ring games</p> <p>Sing songs</p> <p>Show an interest in instruments and how sounds can be changed</p> <p>Begin to move rhythmically or in response to music</p> <p>Engage in role-play based on own first-hand experiences</p>	<p>Explore colour and how it can be changed</p> <p>Explore different textures (can also link to topics of animals and plants)</p> <p>Construct, creating space and enclosure</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'</p>	<p>Greater complexity of construction</p> <p>Using tools to help construct, join or create</p> <p>Uses available resources to create props to support role-play.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p>

		Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there	
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