



## Nursery Long Term Plan

|   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
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| <b>Topic</b>  | <p>Starting School</p> <p>Friendship</p> <p>Ourselves</p> <p>Our Senses</p>                                      | <p>Autumn Celebrations</p> <p>Colour</p> <p>Winter and Christmas</p>   | <p>Down on the Farm!</p> <p>Pets</p>  | <p>Growing &amp; Healthy Eating</p> <p>Spring and Easter</p>  | <p>Transport</p> <p>Space</p>   | <p>Minibeasts</p> <p>Under the Sea</p>  |
| <p><b>Key Knowledge</b></p> <p>The majority of children are able to use their words to...</p> | <p>Describe their face (eyes, ears, mouth, nose, hair)</p> <p>Say what they smell, taste, see, hear and feel</p> | <p>Talk about the changes to leaves in Autumn</p> <p>Name red, yellow, green, orange, blue, black, brown and white</p> <p>Talk about the Nativity story</p> <p>Say what they do to celebrate Christmas</p> | <p>Name and say the sound the following animals make - cow, pig, dog, cat, sheep, horse and chicken</p> <p>Name a dog, cat, rabbit, fish, mouse, guinea-pig, hamster, lizard and tortoise</p> <p>Say which is their favourite pet</p> | <p>Say the name of five fruits and five vegetables and sort them into the correct category</p>          | <p>Name the different types of transport when shown a picture: car, bus, bicycle, train, aeroplane and boat</p>                     | <p>Name a spider, ladybird, caterpillar, butterfly, slug, beetle, bee, worm, snail, ant and woodlouse</p> <p>Talk about sea creatures: turtle, fish, whale, crab, octopus, jellyfish, dolphin, shark and starfish</p> |
| <b>Key Texts</b>  | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>   |
| <b>Nursery</b>  | <p>*What Friends do best</p> <p>*Time for a hug</p> <p>*My friend bear</p> <p>*Will you be my friend?</p>        | <p>*Ten Spooky Skeletons</p> <p>*Squirrel's Autumn Search</p> <p>*Wow said the Owl</p>   | <p>*The Three Little Pigs</p> <p>*Oh Dear</p> <p>*Noisy Farm</p> <p>*The Little Red Hen</p>   | <p>*The Enormous Turnip</p> <p>*Supertato</p> <p>*Jack and the Beanstalk</p> <p>*Jasper's Beanstalk</p> | <p>*Down at the Station</p> <p>*Pirates love Underpants</p> <p>*Train Ride</p> <p>*Ten Little Pirates</p> <p>*Duck in the truck</p> | <p>*The Very Hungry Caterpillar</p> <p>*Walter's Wonderful Web</p> <p>*The Crunching Munching Caterpillar</p>   |

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|  | <ul style="list-style-type: none"> <li>*What do I look like?</li> <li>*Peace at Last</li> <li>*Little Red Riding Hood</li> <li>*We're going on a Bear Hunt</li> <li>*Hooray for Hoppy</li> </ul> | <ul style="list-style-type: none"> <li>*Winnie's Amazing pumpkin</li> <li>*Little Acorn</li> <li>*Don't Hog the Hedge</li> <li>*Information Books about Diwali</li> <li>*Sparks in the sky</li> <li>*Dipal's Diwali</li> <li>*Dear Santa</li> <li>*Say Hello to the Snowy Animals</li> <li>*Snowball</li> <li>*One Winters Day</li> <li>*One Snowy Night</li> <li>*Winnie in Winter</li> <li>*The Nativity Story</li> </ul> | <ul style="list-style-type: none"> <li>*Three Billy Goat's Gruff</li> <li>*Topsy &amp; Tim at the Farm</li> <li>*Mr Moo and the Faraway Farm</li> <li>*Fergus goes quackers</li> <li>*Puppy's big rescue</li> <li>*Information Books about the Chinese New Year</li> <li>*Say Goodnight to the Sleepy Animals</li> <li>*Dear Zoo</li> <li>*Hairy Maclary stories</li> <li>*Kipper's Birthday</li> </ul> | <ul style="list-style-type: none"> <li>*Poppy and Sam's Animal Sounds</li> <li>*Oh Dear</li> <li>*Poppy &amp; Sam's Easter Egg Hunt</li> <li>*Dora's Eggs</li> <li>*Rabbit's Spring Adventure</li> <li>*Seren's Seasons</li> </ul> | <ul style="list-style-type: none"> <li>*Noah's Ark</li> <li>*Whatever Next!</li> <li>*Aliens in Underpants</li> <li>*Back to Earth with a Bump!</li> </ul> | <ul style="list-style-type: none"> <li>*The very lazy Ladybird</li> <li>*Doug the bug that went boing!</li> <li>*Barry the Fish with Fingers and the Hairy Scary Monster</li> <li>*Hooray for Fish</li> <li>*Clumsy Crab</li> </ul> |
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| <b>Communication &amp; Language</b> | <p><b>Stage 1</b></p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.<br/>         Recognise and respond to environmental sounds.<br/>         Understand simple words in context – 'cup', 'milk'.<br/>         Understand simple instructions e.g. 'stop'.<br/>         Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.<br/>         Show interest in songs and rhymes and begin to join in.<br/>         Start to develop conversation, often jumping from topic to topic.<br/>         Begin to ask simple questions.<br/>         Begin to talk about people and things that are not present.<br/>         Use the speech sounds p, b, m, w.<br/>         Pronounce:- l/r/w/y - s/sh/ch/dz/j- f/th - multi-syllabic words such as 'banana' and 'computer'.</p> <p><b>Stage 2</b></p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".<br/>         Join in with repeated refrains.<br/>         Understand use of objects.</p> |
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|  | <p>Understand simple concepts (e.g. big/small).<br/> Understand 'who' / 'what' / 'where' in simple questions and concepts.<br/> Ask a variety of questions ('who'/'what'/'where')<br/> Use word endings.<br/> Hold a conversation, jumping from topic to topic.<br/> Listen to others one-to-one or in small groups.</p> <p><b>Stage 3</b><br/> Anticipate key events and phrases in rhymes and stories.<br/> Understand and respond appropriately to prepositions.<br/> Understand and respond to 'how' and 'why' questions.<br/> Sing a large repertoire of songs.<br/> Know many rhymes, be able to talk about familiar books, and be able to tell a long story.<br/> Use their pronunciation (but may have problems saying: - some sounds: r, j, th, ch, and sh- multisyllabic words such as 'hippopotamus').<br/> Use a longer sentence of four to six words.<br/> 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.<br/> Start a conversation with an adult or a friend and continue it for many turns.<br/> Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> |
| <p><b>Personal, Social &amp; Emotional Development</b></p> | <p><b>Stage 1</b><br/> Separate from main carer with support.<br/> Play alongside others, even if not directly responding to their play.<br/> Play with a well-known/key adult.<br/> Begin to join in others' play and seek out others to share experiences.<br/> Has an awareness of their own name.<br/> Begin to express preferences and interests.<br/> Begin to express feelings.<br/> Understand and cooperate with class boundaries.<br/> Select and use resources.</p> <p><b>Stage 2</b><br/> Take turns and share resources.<br/> Increasingly follow rules, understanding why they are important.<br/> Develop appropriate ways of being assertive.<br/> Talk with others to solve conflicts.<br/> Understand gradually how others might be feeling.</p>  |

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|                                    | <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><b>Stage 3</b><br/>         Demonstrate friendly behaviour and form good relationship with others.<br/>         Initiate play and keep it going by responding to others.<br/>         Grow in confidence when facing new situations or unfamiliar adults.<br/>         Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.<br/>         Remember rules without needing an adult to remind them.<br/>         Tolerate delay and understand wishes can’t always be met.<br/>         Understand that some actions and words can hurt others.<br/>         Make healthy choices about food, drink, activity and tooth brushing.</p> |
| <p><b>Physical Development</b></p> | <p><b>Stage 1</b><br/>         Confidently climb on climbing equipment.<br/>         Run on whole foot.<br/>         Kick a large ball.<br/>         Show control in holding equipment e.g. jugs, hammers.<br/>         Communicate the need for the toilet.<br/>         Helps with clothing e.g. coat.</p>   |
|                                    | <p><b>Stage 2</b><br/>         Catch a large ball.<br/>         Use large-muscle movements to wave flags and streamers, paint and make marks.<br/>         Draw lines and circles using gross motor movements.<br/>         Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br/>         Show a dominant hand.<br/>         Wash and dry hands.<br/>         Attend to toileting needs.<br/>         Start taking part in some group activities which they make up for themselves, or in teams.</p>   |
|                                    | <p><b>Stage 3</b><br/>         Use one handed tools (e.g. scissors).<br/>         Begin to hold in tripod grip.<br/>         Can copy some letters from their name.<br/>         Move skilfully, negotiating space.<br/>         Dress with help.<br/>         Express how physically feeling (e.g. tired, hot).<br/>         Understand how to use equipment safely.</p>  |

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|                    | <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>  |
| <b>Mathematics</b> | <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</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>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</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>Compare quantities using language: 'more than', 'fewer than'.</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>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>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> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> |
| <b>Literacy</b>    | <p><b>Stage 1</b></p> <p>Show interest in books, rhymes, songs.</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>Enjoy drawing freely.</p>   |

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|                                       | <p><b>Stage 2</b><br/>         Look at books independently.<br/>         Handles books carefully.<br/>         Join in with repeated refrains.<br/>         Give meaning to marks as they draw and paint: 'That says mummy' or 'that's my name'<br/>         Join in with rhyme and alliteration games and begin to identify rhyme and alliteration<br/>         Recognises familiar words and signs such as own name</p> <p><b>Stage 3</b><br/>         Aware of story structure.<br/>         Predict how a story may end.<br/>         Describes main story settings, events and principal characters.<br/>         Show phonological awareness: - spot and suggest rhymes- count or clap syllables in a word and recognise words with the same initial sound, such as money and mother.<br/>         Orally blend and segment words.<br/>         Write some or all of their name.<br/>         Write some letters accurately.</p> |   |   |
| <p><b>Understanding the World</b></p> | <p>Begin to make sense of their own life-story and family's history (Topic: Ourselves and the reintroduction of the family box).<br/>         Remembers and talks about significant events in their own experience.<br/>         Use all their senses in hands-on exploration of natural materials and talk about what they see, using a wide vocabulary (Topic: Our Senses).<br/>         Continue developing positive attitudes about the differences between people.<br/>         (Topic: Ourselves)<br/>         Recognises and describes special times or events for family or Friends (Topic: Autumn Celebrations and Christmas).<br/>         Talk about the differences between materials and changes they notice – water changing to ice.</p>   | <p>Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants (Topics: Growing, Farm Animals &amp; Pets).<br/>         Begin to understand the need to respect and care for the natural environment and all living things (Topics: Growing, Farm Animals &amp; Pets).<br/>         Show an understanding of growth, decay and changes over time (Topics: Growing, Seasons).<br/>         Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (link with the Chinese New Year and where food is grown).</p> | <p>Shows interest in different occupations and ways of life (Topic: Transport).<br/>         Talks about why things happen and how things work (Topics: Transport, Space).<br/>         Talk about what they see, using a wide vocabulary (Topic: Minibeasts).<br/>         Talk about the differences between materials and changes they notice (Topic: Transport – floating and sinking).</p> |

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| <b>Celebrations / RE</b>   | Bonfire Night<br>Diwali<br>Christianity - Christmas  | Chinese New Year<br>Pancake Day<br>Mother's Day<br>Christianity - Easter   | Father's Day<br>Christianity – Noah's Ark  |
| <b>Cultural Capital</b>  | Visit from the tooth fairy – handing out toothbrushes and leaflets to Parents and Carers.<br>Visit from a librarian – sharing a story.<br>Visit from the Salvation Army Major, sharing the Christmas Story.  | Visit from an outsider provider, bringing animals into the FS environment.<br>Visit from the Nottinghamshire Healthy Lifestyles classroom. | Visit from a Fire Engine and Firefighters. Providing opportunities for the children to have a first-hand experience of a car and coach.<br>Purchasing caterpillars and showing the change from a caterpillar to butterfly. |
| Provide musical input for an outside provider on a fortnightly basis to support the development of Communication and Language: Jo Jingles.<br>Plan 'Muddy Footprint' activities, to promote Physical and Personal, Social and Emotional development. |  |  |  |
| <b>Expressive Arts &amp; Design</b>  | <p><b>Stage 1</b><br/>Join in with dancing and ring games.<br/>Sing simple action songs.<br/>Show an interest in instruments and how sounds can be changed.<br/>Begin to move rhythmically or in response to music.<br/>Engage in role-play based on own first-hand experiences.<br/>Make simple models which express their ideas.</p> <p><b>Stage 2</b><br/>Explore different textures (can also link to topics of our senses, animals and plants).<br/>Construct, creating space and enclosures.<br/>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.<br/>Explore different materials freely, to develop their ideas about how to use them and what to make.<br/>Draw with increasing complexity and detail, such as representing a face with a circle and including details<br/>Remember and sing entire songs.</p> <p><b>Stage 3</b><br/>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.<br/>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.<br/>Explore colour and colour mixing.<br/>Sing the pitch of a tone sung by another person ('pitch match').<br/>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.<br/>Play instruments with increasing control to express their feelings and ideas.</p> |  |  |

