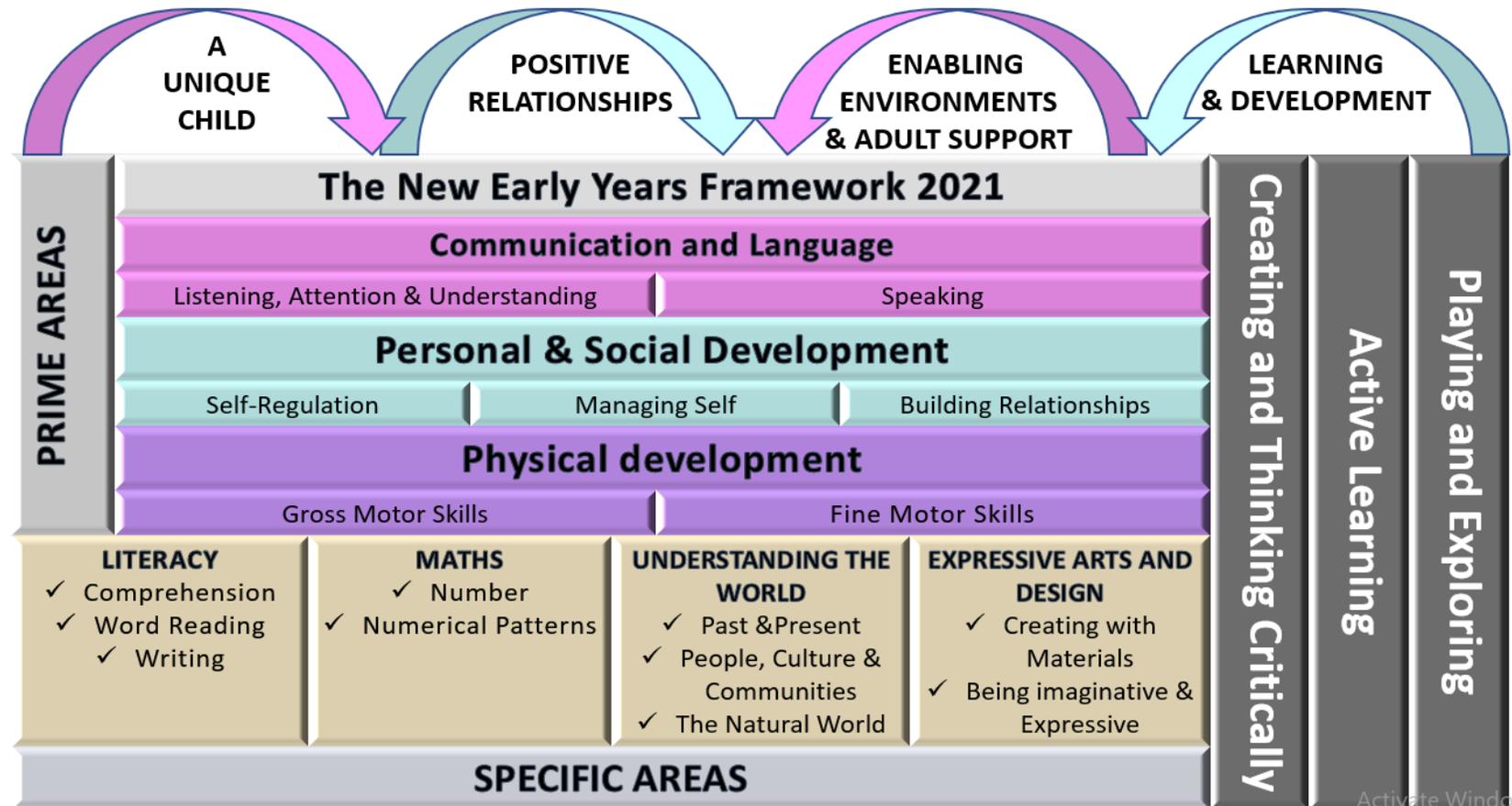


NURSERY LONG

TERM PLAN 21-22

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Myton Park, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year."
 Myton Park EYFS Team.

"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests." Myton Park EYFS Team



NURSERY LONG TERM PLAN 21-22



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

OVERARCHING TOPIC THEMES

I WONDER WHY I AM UNIQUE

I WONDER HOW IT CHANGES

I WONDER WHERE IN THE WORLD

Me and my community

Once upon a time

Starry night

Dinosaurs

Sunshine and sunflowers

Big wide world

Autumn

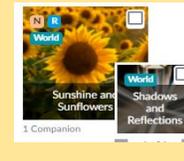
Sparkle and shine

Winter wonderland

Puddles and rainbows

Shadows and reflections

Splash



GENERAL THEMES

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOUR FOR LEARNING

ALL ABOUT ME!

Starting nursery / my new class / New Beginnings
Superheroes
People who help us
Staying healthy / Food / Human body
How have I changed?
My family / home
What am I good at?
How do I feel?
Being kind / staying safe
Around the Town
Autumn

TERRIFIC TALES!

Traditional Tales
Little Red Hen – Harvest
Bonfire night
Diwali
Gingerbread Man
The Nativity
Christmas Lists
Letters to Father Christmas

STARRY NIGHT!

Climates / Hibernation
Night and day
People who work at night
Night and day animals
Winter
Hot and Cold
Exploring ice
Animals that live in cold countries
Space
Reduce, Reuse & Recycle
Fun Science / Materials

AMAZING ANIMALS!

Life cycles
Animals around the world
Down on the Farm
Mini Beasts
Animal Arts and crafts
Mackenzie Thorpe
Animal patterns
Weather / seasons
Easter / eggs / new life
Spring

COME OUTSIDE!

Plants & Flowers
Planting seeds
Around the Town
How do I get there?
Where in the world have you been?
Where do we live in the UK?
Vehicles

OUT AND ABOUT!

How do I get there?
Where in the world have you been?
Where do we live in the UK?
Vehicles
Under the sea
Off on holiday / clothes
Where in the world shall we go?
Send me a postcard!
Seaside art

NURSERY LONG TERM PLAN 21-22

	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD SPLASH
POSSIBLE TEXTS AND 'OLD FAVOURITES'	Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish The Big Book of Families Where's Spot? In every house on every street My cat likes to hide in boxes You choose My mum Superhero dad Never use a knife and fork Shark in the park Come on Daisy	The three little pigs Goldilocks Little Red Riding Hood Farmer Duck Chicken Licken Christmas Story / Nativity Gruffalo The foggy foggy forest Each peach, pear plum	Whatever next! Qpootle Non fiction night and day Peace at last How to catch a star Night monkey, day monkey Owl babies The grufalo's child Snow bears Kipper's snowy day	Tiger who came to tea Elephant and the Bad Baby Noisy farm Dear Zoo Dogs Tree, Seasons come and seasons go A stroll through the seasons Little Lumpty Egg drop We're going on an egg hun Dinosaur roar Stomp chomp big roars! Here come the dinosaurs!	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Aghh Spider! The Very Hungry Caterpillar Dig, dig digging Shark in the park The foggy foggy forest	Under the Sea Non – Fiction Meerkat mail World Atlases Tiddler The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Oi! Get off my train! You choose Handa's surprise Commotion in the ocean
'WOW' MOMENTS / ENRICHMENT WEEKS	Autumn Trail Harvest Time Birthdays Favourite Songs.	Bonfire Night Remembrance Day Christmas Time / Nativity Diwali Road Safety Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day	Walk to the park / Picnic Planting seeds Easter Weather experiments Nature Scavenger Hunt Mother's Day Queens platinum jubilee Eater Egg Hunt	Post a letter Food tasting – different cultures Map work - Find the Treasure Eid	Visit to the beach Under the Sea – singing songs and sea shanties Father's Day Heath and fitness week Challenge week

NURSERY LONG TERM PLAN 21-22

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GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD SPLASH
 	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: At Myton Park Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’</i></p> <p><i>EYFS Team</i></p>						
<p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>						

NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD SPLASH
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry Set up insight tracker	Baseline analysis Pupil progress meetings Parents evening EYFS team meetings In house moderation Insight Assessments	Cluster moderation EYFS team meetings insight Assessments	Pupil progress meetings Parents evening info EYFS team meetings insight Assessments	EYFS team meetings insight Assessments	Pupil progress meetings Parents evening info EYFS team meetings insight Assessments
PARENTAL INVOLVEMENT	Parents evening Harvest Assembly Phonics workshop Curriculum workshop	Nativity Maths workshop	Parents evening			Open afternoon Annual report Family Picnic Sports Day

We recognise that all children are unique and special.



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD SPLASH
COMMUNICATION AND LANGUAGE <small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, key worker groups, PSHE times, stories, singing, speech and language interventions,, EYFS productions, assemblies and weekly interventions. DAILY STORY TIME	Tell me a story ! Listen to conversation. Listen to a story. Respond to conversations and stories and rhymes that I have heard. Remember some simple elements from a story. Join in with a story or rhyme. Join in with conversation. Take turns when talking. Follow simple instructions. Follow simple instructions that include prepositions. Answer questions. Use new vocabulary. Talk in sentences. Describe actions and events. Use describing words . Use pronouns. Use time words. Recite songs and rhymes. Retell parts of a story.	Talk it through! Listen to conversation. Listen to a story. Respond to conversations and stories and rhymes that I have heard. Remember some simple elements from a story. Join in with a story or rhyme. Join in with conversation. Take turns when talking. Follow simple instructions. Follow simple instructions that include prepositions. Answer questions. Use new vocabulary. Talk in sentences. Describe actions and events. Use describing words . Use pronouns. Use time words. Recite songs and rhymes. Retell parts of a story.		What happened? Listen to conversation. Listen to a story. Respond to conversations and stories and rhymes that I have heard. Remember some simple elements from a story. Join in with a story or rhyme. Join in with conversation. Take turns when talking. Follow simple instructions. Follow simple instructions that include prepositions. Answer questions. Use new vocabulary. Talk in sentences. Describe actions and events. Use describing words . Use pronouns. Use time words. Recite songs and rhymes. Retell parts of a story.		



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF SELF - REGULATION	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships</p>	<p>Getting on and falling out. Say no to bullying How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships.</p>	<p>Good to be me Learning about qualities and differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Going for goals Friendships Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Changes Taking part in sports day - Winning and loosing Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
LINK TO BEHAVIOUR FOR LEARNING	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 			<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		





NURSERY LONG TERM PLAN 21-22

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PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. formation continually Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams etc	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
GROSS MOTOR	<p>From Development Matters 20’:</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly WORD READING Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - 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 Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps.. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character – mini me Encourage children to record stories through picture drawing/mark making for LAs.	Information leaflets about animals in the garden/plants and growing. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Timeline of how plants grow. Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels or captions using marks,letter shapes initial sounds/ sounds they can hear	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, author and title.
	Phonic Sounds: RWI Set 1, oral blending HA Phase 1 activities General sound discrimination: Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting Reading: Initial sounds,reciting know stories, listening to stories with attention and recall.	Phonic Sounds: RWI Differentiated groups Phase 1 activities General sound discrimination: Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting Reading: initial sounds , rhyming, alliteration, knows that print is read from left to right.	Phonic Sounds: RWI Differentiated groups Phase 1 activities General sound discrimination: Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting Reading: traditional tales- joining in with repeated refrains identifying characters and settings.	Phonic Sounds: RWI Differentiated groups Phase 1 activities General sound discrimination: Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting Reading: Story structure-beginning, middle, end. non-fiction books.	Phonic Sounds: RWI Differentiated groups: Phase 1 activities General sound discrimination: Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting Reading: Non-fiction texts.	Phonic Sounds: RWI Differentiated groups Phase 1 activities General sound discrimination: Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting Reading: End of term assessments



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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WRITING	<p>Texts as a Stimulus: Nursery Rhymes Label characters</p> <p>Where's Spot? (Labels and simple captions)</p> <p>Mark making as part of play, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Sequence the story</p>	<p>Texts as a Stimulus: The three little pigs Sequence the story</p> <p>Goldilocks (Labels and simple captions)</p> <p>Mark making as part of play, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Sequence the story</p>	<p>Texts as a Stimulus: Owl Babies (Labels and simple captions)</p> <p>Peace at last (Labels and simple captions)</p> <p>Mark making as part of play, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Sequence the story</p>	<p>Texts as a Stimulus: Dear Zoo (Labels and simple captions)</p> <p>Mini beasts –(Labels and simple captions)</p> <p>Mark making as part of play, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Sequence the story</p>	<p>Texts as a Stimulus: Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - (Labels and simple captions) Describe foods / adjectives</p> <p>Mark making as part of play, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Sequence the story</p>	<p>Texts as a Stimulus: Big Blue Whale Write facts about whales</p> <p>Mr Gumpy's Outing (Labels and simple captions)</p> <p>Handa's Surprise (Retell the story in own words. Describe each animal. My Holiday</p> <p>Mark making as part of play, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Sequence the story</p>



NURSERY LONG TERM PLAN 21-22

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GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD SPLASH
<p>MATHS</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p> <p>Mathematics Mastery</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Early Mathematical Experiences</p> <p>Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subatising. Ordering objects and sets / introduce manipulatives. Number recognition 2D Shapes.</p> <p>Pattern and early number</p> <p>Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p>Numbers within 6</p> <p>Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six</p> <p>Addition and subtraction within 6</p> <p>Explore zero Explore addition and subtraction</p> <p>Measures</p> <p>Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting</p> <p>Describe, and sort 2-D & 3-D shapes Describe position accurately</p> <p>Calendar and time</p> <p>Days of the week, seasons Sequence daily events</p>	<p>Numbers within 10</p> <p>Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less</p> <p>Addition and subtraction within 10</p> <p>Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15</p> <p>Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer</p>	<p>Grouping and sharing</p> <p>Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing</p> <p>Numbers within 20</p> <p>Count up to 10 objects Represent, order and explore numbers to 15 One more or fewer</p> <p>Doubling and halving</p> <p>Doubling and halving & the relationship between them</p>	<p>Shape and pattern</p> <p>Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns</p> <p>Addition and subtraction within 20</p> <p>Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving</p> <p>Money</p> <p>Coin recognition and values Combinations to total 20p Change from 10p</p> <p>Measures</p> <p>Describe capacities Compare volumes Compare weights Estimate, compare and order lengths</p>	<p>Depth of numbers within 20</p> <p>Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards</p> <p>Numbers beyond 20</p> <p>One more one less Estimate and count Grouping and sharing</p>



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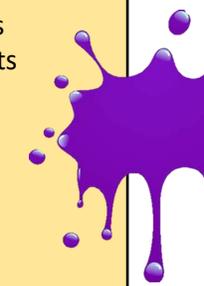
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD SPLASH
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. 	<ul style="list-style-type: none"> Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Nocturnal Animals After close observation, draw pictures of the natural world, including animals and plants Change in living things – Changes in the leaves, weather, seasons. Look for children incorporating their understanding of the seasons and weather in their play. 	<ul style="list-style-type: none"> Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names. To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants Change in living things – Changes in the leaves, weather, seasons, Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Use the BeeBots 	<ul style="list-style-type: none"> Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Can children talk about their homes and what there is to do near their homes? Look out for children drawing /painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> Use Handa’s Surprise to explore a different country. Introduce the children to a range of transport and where they can be found. Use bee-bots on simple maps. Encourage the children to use navigational language. Materials: Floating / Sinking – boat. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
	Why am I special?	Which people are special and why? Diwali Hannukah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David’s Day	What times are special and why? Palm Sunday Passover Easter	Being special: where do we belong? Eid Shavuo	What is special about our world? What is special about our world? Summer Solstice



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD SPLASH
EXPRESSIVE ARTS AND DESIGN <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Designing homes for hibernating animals.</p> <p>Collage owls Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function</p>	<p>Make different textures; make patterns using different colours.</p> <p>Mackenzie Thorpe animal representations</p> <p>Animal prints.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Junk modelling, houses, bridges boats and transport.</p> <p>Eric Carle / The Seasons – Art</p> <p>Retelling familiar stories Shadow Puppets pictures</p> <p>Provide children with a range of materials for children to construct with</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Encourage children to create their own music.</p> <p>Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>



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EARLY LEARNING GOALS – FOR THE END OF RECEPTION - HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>