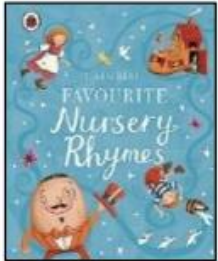
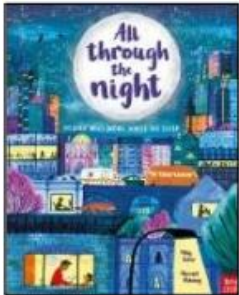
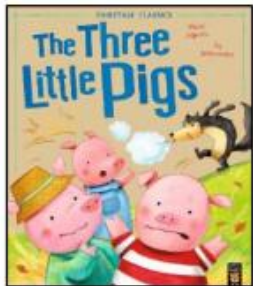
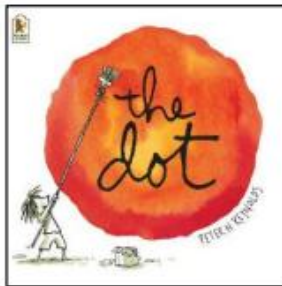
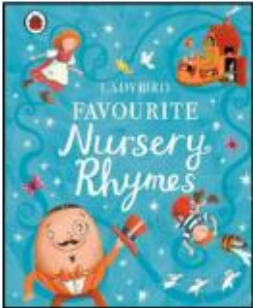
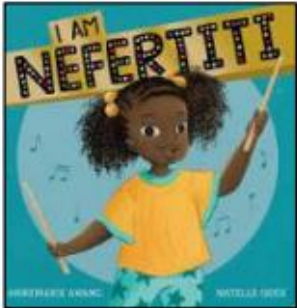


Nursery Long term plan	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2																																																																																																											
Theme	Marvellous Me 				Growing and Changing 				Wonderful World 																																																																																																													
Literacy-Focus story text	Favourite Nursery Rhymes My family and Other Families Kindness makes us stronger Amazing All through the night You choose fairytales The best Diwali		The way back home Astro girl What happened to you The same but different too Would you rather The nativity Stickman		The three little pigs The dot Matisse's magical trail A great big cuddle (poetry) Where's Lenny My Hair		Tidy Lulu Loves the library Superworm The good egg Bloom (Mother's Day) The Easter Story		The Extraordinary Gardener Town Mouse Country Mouse The Naughty Bus The Queens Hat The Suitcase Tiddler		Splash The Body Book I am Nefertiti Car, Car, Truck Jeep The Worrysaurus Home is where the birds sing Our class is a family																																																																																																											
Songs	1,2,3,4,5, once I caught a fish alive 1 potato 2 potato 5 little speckled frogs 5 little ducks 5 currant buns 5 sausages 1 finger 1 thumb 1,2 buckle my shoe 2 little dickie birds Heads and Shoulders Zoom Zoom Zoom				Three blind mice Three little kittens 5 snowmen 4 teddy bears 5 fingers Alice the camel Sing a song of sixpence I'm a little bean 5 cheeky monkeys When goldilocks went to the house of the bears				5 Little men in a flying saucer Humpty Dumpty sat on a wall One elephant went out to play Ring a roses London Bridge is falling down One big hippo Sleeping bunnies 5 little monkeys jumping on the bed 5 little apples																																																																																																													
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Maths	Colours • Red • Blue • Yellow • Green • Purple • Mix of colours Match • Buttons and colours • Matching towers • Matching shoes • Match number shapes • Match shapes • Pattern handprints – big and small Sort • Colour • Size • Shape • What do you notice? • Guess the rule • Guess the rule Number 1 • Subitising • Counting • Numeral Number 2 Subitising dice pattern Subitising random pattern Subitising – different sizes Number 2 • Counting • Numeral Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns • Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Number 3 Subitising Number 3 3 Little pigs 1:1 counting Numerals/Triangles Number 4 1:1 counting Numerals Squares/rectangles Number 4 Composition of 4 Number 5 1:1 counting Numerals Pentagon Number 5 Composition of 5 Consolidate 1 - 5 Number 6 Introduce 10 frame Height & Length • Tall and short • Long and short • Tall/long and short Mass Relate to books 3 little pigs goldilocks Capacity	Sequencing Positional Language More than/fewer than Shape – 2D Revisit pattern from Autumn Shape – 3D Revisit pattern from Autumn Consolidation: More than/fewer one more and one less Number composition 1 – 5 Revision What comes after? What comes before? Numbers to 5 Consolidation / Activity weeks SUMMER
Understanding the World (Science History Geography)	Identify and name body parts: eyes, ears, nose, mouth, head, neck, shoulders, arms, legs, elbows, knees, hands, feet, fingers, toes Water/Ice/hot/cold changes Weather/Seasons- Understand the effect of changing seasons on the natural world around them Recognise differences between themselves in the past and now.	Animals and their habitats Lifecycle of a plant and what a plant needs to grow. Materials for houses-Talk about the differences between materials and changes they notice Begin to have an understanding of terms such as 'yesterday', 'last week', 'last year'	Begin to understand the effect their behaviour can have on the environment. Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work e.g. wind-up toys, pulleys, cogs Show interest in different occupations and ways of life indoors and outdoors.

	Begin to make sense of their own life-story and family's history  	Appreciate that certain artefacts and resources are old and have been used before Be familiar with terms like 'new' and 'old'	What jobs do your family members do? (Ask families to send photos in if appropriate.) Know about Queen Elizabeth II, e.g. linked to The Queen's Hat structured story time text. Know that we now have a King.
	Recognise and describe special times or events for family and friends Name the school. Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, wild garden, library, forest school, trim trail etc. Know the difference between day and night, dark and light.  	Notice detailed features of objects in their environment Have a growing awareness of living things around them Talk about different types of homes Name physical and human features from stories, e.g. woods, forest, city, ocean Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Talk about where they live – town/country. What's in the town and country Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Recognise some similarities and differences between life in this country and life in other countries Know that we wear different clothes for different weather. Use simple maps, recognise water as blue and land as green on the maps. Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land.
RE	Why is Christmas special for Christians?	Why is Easter special for Christians?	Being special: where do we belong?

Physical Development (PE)	Dough Disco Mark Making Malleable and Messy Play Creates lines and circles pivoting from the shoulder and elbow (shoulder and elbow articulation). Introduction to PE Unit 1	Dough Disco Mark Making Malleable and Messy Play Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Dance Unit 1	Dough Disco Mark Making Malleable and Messy Play Use static tripod grip (may already use dynamic tripod grip). Gymnastics Unit 1	Dough Disco Mark Making Malleable and Messy Play Form the first pre-writing shapes accurately Ball Skills Unit 1	Dough Disco Mark Making Malleable and Messy Play Form the first five pre-writing shapes accurately Games Unit 1	Dough Disco Mark Making Malleable and Messy Play Form the first letter of their name accurately and may form others Fundamentals Unit 1
EAD – Expressive Arts and Design (Art D&T Music)	Select different tools to paint, e.g. brushes, rollers, sponges, body parts. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Talk about the colours they have used and why 		Explore what happens when they mix primary colours. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Choose particular colours to use for a purpose Know what an art show is and name one artist		Use drawing to represent ideas like movement or loud noises. Show different emotions in their paintings, like happiness, sadness, fear, etc. Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics).	
	Explore different materials freely to develop their ideas about how to use them and what to make. Join different materials, beginning to explain choice linked to shape and texture / properties.		Use scissors accurately. Begin to use cutlery accurately. With supervision, use staplers and hole punches safely.		Use playdough and plasticine to sculpt specific ideas. Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple)	

	Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.		Use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately. Say what they like about their creations. ▪ Say what was hard and easy about their creations.		Experiment to create different textures, e.g. mixing different materials into paint / glue. Use increasingly accurate vocabulary to name what they have used to create, e.g. egg box, cereal box, juice bottle, plastic, cardboard. Begin to talk to others about and share their creations showing increasingly more interest in what others have done. I like xxx because ...	
	Explore the world and develop a range of ways to communicate before expressing own ideas Move their whole body to sounds they enjoy, for example, a regular beat or music Imitate and improvise actions they have observed, eg. waving or clapping Begin to move to music Listen to, or join in, rhymes or songs  		Express themselves through physical actions and sound Join in singing favourite songs Create sounds by banging, tapping, shaking or blowing Show an interest in the way musical instruments sound		Enjoy joining in with dancing circle games Sing a few familiar songs Begin to move rhythmically Imitate movement in response to music Tap out simple, repeated rhythms Explore, and learn, how sounds can be changed Sing to themselves and make up simple songs, including rhythms	
PSED – Personal, Social and Emotional Development	Jigsaw Being Me in My World	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me

Trips/events	Harvest festival Halloween Bonfire Night	Diwali Christmas Church Visit Crafts and Carols Event	Chinese New Year Mother's Day Parents Event	Easter Village Walk	Bus Trip Father's Day Event	End of term party
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