

Nursery Long term plan

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
EYFS topic	All about me	Colour and Celebration	Fantastic Beasts	Marvelous Machines	It's Alive	At the seaside
Whole school events or celebrations	Diwali Autumn	Christmas	Chinese New Year Safer Internet Day	Shrove Tuesday Easter Science Week World Book Day Mother's Day	Eid	Transition
Key Texts	Class author Eric Carle The Colour Monster Autumn (NF) Maya's Walk (Geography week) The Gingerbread Man	A Brave Bear (PoR) Wow said the owl Oh No George (PoR) A Christmas Bear Christmas (NF)	We're going on a Bear Hunt (PoR) 3 Billy Goats Gruff Penguin! (NF) Chinese New Year (NF)	The Train Ride (PoR) Jasper's Beanstalk (planting and growing) Transport (NF) Easter (NF)	Dear Zoo Tanka, Tanka Skunk (PoR) The Very Hungry Caterpillar Lifecycle of a butterfly (NF)	Splash, Anna Hibiscus (PoR) Hooray for Fish (PoR) Commotion in the Ocean At the beach (NF) Transition and Reflection on time in Nursery
Communication and Language	<p>Listening, Attention and Understanding *To settle into nursery and learn how to play alongside my peers</p> <p>Speaking *Able to talk briefly about experiences</p>	<p>Listening, Attention and Understanding *To listen carefully to stories that are read to me and begin to talk about the characters in the story *To begin to sequence stories, identifying what is happening in their own words (although pictures may not always be in order)</p> <p>Speaking *Begin to use vocabulary that they</p>	<p>Listening, Attention and Understanding *Listens carefully to stories, rhymes and poems and answer questions about what is happening.</p>	<p>Listening, Attention and Understanding *Sequence stories and events in more detail (although not always in order) *Identifies characters and settings in stories</p>	<p>Listening, Attention and Understanding *Knows that print carries meaning and, in English, is read from left to right *Begins to predict what might happen next in a story</p>	<p>Listening, Attention and Understanding *Is able to follow instructions involving more than one part (for example "get your coat and wait by the door")</p>

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	<p>that are familiar to them</p> <p>*Begin to talk about the routines of the day (adults to model e.g. it is snack time, I have a juicy apple, I have a ripe banana)</p>	<p>have heard in stories when retelling stories in their own words</p> <p>*Respond to questions and begin to follow simple instructions.</p>	<p>*Begin to use new vocabulary they have learnt when retelling a story</p> <p>*Joins in with familiar rhymes and stories (repeated refrains)</p> <p>*Asks questions to find out more and to check their understanding</p>	<p>*Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books.</p> <p>*Can retell a familiar story in their own words, correctly using the repeated refrains from the story</p>	<p>*Develop their own understanding through questioning</p> <p>*Speak in sentences of 6 words</p> <p>*Continue to develop their storytelling skills by retelling familiar stories</p> <p>*Use talk to organise themselves and their play</p>	<p>*Can sing a range of songs and nursery rhymes</p> <p>*Is able to tell a story in more detail</p> <p>*Can hold a conversation with a friend, negotiating in their play</p> <p>*Uses words such as 'and' 'because' to extend their sentences</p>
Personal, Social and Emotional Development	<p>*Understand how it feels to belong and that we are similar and different.</p> <p>*Understand how to show if they are feeling happy or sad.</p> <p>*Can work together with friends and consider their feelings.</p> <p>*Can use gentle hands and understand that it is good to be kind.</p>	<p>*Know how it feels to be proud of something that I am good at.</p> <p>*Can tell you one way that I am special and unique.</p> <p>*Know that all families are different.</p> <p>*Know there are lots of different houses and homes.</p> <p>*Talk about how we make new friends and how to play nicely with them.</p>	<p>*Understand what a challenge means.</p> <p>*Can keep trying until I can do something (persevere)</p> <p>*Can set a goal and work towards it.</p> <p>*Know some kind words and use these to encourage friends.</p> <p>*Can start to think about the jobs they might like to do in the future.</p> <p>*Feel proud when they achieve a goal</p>	<p>*Know the names for some parts of their body and start to understand the importance of being active and healthy.</p> <p>*Can tell you some things they need to do to be healthy.</p> <p>*Know what the word 'healthy' means and that some foods are healthier than others.</p> <p>*Know how to help themselves to go to sleep and that sleep is good for them.</p>	<p>*Can talk about their family</p> <p>*Can understand how to make friends if they feel lonely</p> <p>*Can talk about some of the things they like about their friends.</p> <p>*Know what to say and do if someone is unkind to them.</p> <p>*Is able to talk about and manage their own feelings.</p> <p>*Can work together and enjoy being around friends.</p>	<p>*Can talk about some things they do and some food they eat to be healthy.</p> <p>*Understand that we are all born as babies and grow into children and then adults.</p> <p>*Can talk about how I feel moving to Reception class.</p> <p>*Can remember and talk about some fun things from nursery this year.</p>

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				*Can wash hands by themselves and know it is important to do this before they eat and after they go to the toilet.		
Physical Development	Gross Motor Skills <ul style="list-style-type: none"> *Build on their movement skills of walking and running, developing their ability to negotiate space effectively *Begin to adapt speed / direction to avoid obstacles *Develop riding skills outdoors using scooters / trikes or balance bikes *Paint and make large scale marks Fine Motor Skills <ul style="list-style-type: none"> *Learn to use the toilet with help 	Gross Motor Skills <ul style="list-style-type: none"> *Develop climbing skills *Climb steps using alternate feet *With support explore climbing frame *Develop balancing skills *Stand on one leg for a period of time *Begin to hop *Follow bike track and simple stop/start instructions *Develop ball skills by rolling ball to a partner *Begin to use large muscle movements to wave flags and streamers (top to bottom / anti clockwise) Fine Motor Skills <ul style="list-style-type: none"> *Can use the toilet independently *Begin to learn to use a knife and fork (have 	Gross Motor Skills <ul style="list-style-type: none"> *Continue to develop movement of walking and running *Continue to develop climbing and balancing skills *Learn to hop confidently *Begin to learn to skip *Continue to develop bike riding skills (including balance bikes) *Continue to develop ball skills Fine Motor Skills <ul style="list-style-type: none"> *Show a preference for a dominant hand *Continue to learn to use a knife and fork 	Gross Motor Skills <ul style="list-style-type: none"> *Begin to remember some sequences and patterns of movement related to music and rhythm *Begin to take part in some team activities *Choose the correct resources to carry out chosen plan *Begin to collaborate with others to manage large items Fine Motor Skills <ul style="list-style-type: none"> * Continue to develop a comfortable grip with good control 	Gross Motor Skills <ul style="list-style-type: none"> *Begin to refine movement of walking and running *Begin to refine climbing skills *Begin to refine balancing skills *Develop ability to skip *Continue to develop riding skills *Continue to develop ball skills *Use large muscle movements * Remember some sequences and patterns of movement related to music and rhythm Fine Motor Skills <ul style="list-style-type: none"> *Use one-handed tools and equipment confidently 	Gross Motor Skills <ul style="list-style-type: none"> * Match developing physical skills to tasks and activities in setting *Further refine walking, running, climbing, riding and balancing skills *Further develop ability to skip *Develop ball and team skills using the football area Fine Motor Skills <ul style="list-style-type: none"> * Use a comfortable grip with good control

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	<ul style="list-style-type: none"> *Begin to show a preference for a dominant hand *Use some one-handed tools and equipment to pour, fill, stir, mix, roll, paint, mark make 	<ul style="list-style-type: none"> available in playdough area) *Begin to get dressed independently for outdoor play (wellies and waterproof coats) *Begin to develop a comfortable grip when using pencils (staff to model a tripod grip) 	<ul style="list-style-type: none"> *Increase independence getting dressed and undressed * Use a range of one-handed tools and equipment 	<ul style="list-style-type: none"> when holding pens and pencils. * Use a range of one-handed tools and equipment 		<ul style="list-style-type: none"> when holding pens and pencils. *Be increasingly independent in their own self care, for example putting on their own coat and fastening the zip.
Literacy	<p>Comprehension / Word Reading</p> <ul style="list-style-type: none"> *Begin to have a favourite story/rhyme *Begin to identify some features of a book (eg front cover, pictures, text) *Begin to recognise own name with some visual support *Enjoys sharing books with an adult, both one-to-one and in a group situation 	<p>Comprehension / Word Reading</p> <ul style="list-style-type: none"> *Recognises own name with some visual support *Enjoys sharing books with an adult, both one-to-one and in a group situation *Can identify some features of a book (eg front cover, pictures, text) 	<p>Comprehension / Word Reading</p> <ul style="list-style-type: none"> *Begin to engage in conversations with adults about books they have read (fiction and non-fiction) *Reads own name *Begin to understand what a word is and what a letter is *Handles books carefully and correctly *Understands that text has meaning and can recognise some new logos 	<p>Comprehension / Word Reading</p> <ul style="list-style-type: none"> *Begin to identify when words begin with the same letter, for example mummy, mat *Can count or clap the syllables in own name and some other words *Understands where to start reading *Can follow print from left to right 	<p>Comprehension / Word Reading</p> <ul style="list-style-type: none"> *Hears and identifies initial sounds in words *Begin to identify some rhyming words * Identify a word in a sentence and understand it carries meaning * Follow print, know it is read from top to bottom & use 1:1 correspondence *Can read own name in a variety of contexts 	<p>Comprehension / Word Reading</p> <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 *Can engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary

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	<p>Writing</p> <ul style="list-style-type: none"> *Can make some marks on paper but does not always give meaning to the marks 	<p>Writing</p> <ul style="list-style-type: none"> *Begin to write some letters in their own name *Begin to give meaning to the marks that they make 	<p>*Will talk in more detail about the pictures that they have created</p> <p>*Is beginning to think more carefully about the detail that they include in their drawings</p>	<p>Writing</p> <ul style="list-style-type: none"> *Is able to draw some objects from memory (e.g. cat) *Can talk in detail about their picture and the different features that it has *Begin to use some print knowledge in mark making (some recognisable letters, left to right, top to bottom) 	<p>Writing</p> <ul style="list-style-type: none"> *Begin to write some letters in their name *Begin to engage in purposeful early writing 	<p>Writing</p> <ul style="list-style-type: none"> *Write some or all of their name *Write some letters accurately * Begin to match some letters to phonemes e.g. m for mummy *Engage in purposeful early writing
Phonics	Daily Little Wandle phase 1 phonics sessions	Daily Little Wandle phase 1 phonics sessions	Daily Little Wandle phase 1 phonics sessions	Daily Little Wandle phase 1 phonics sessions	Daily Little Wandle phase 1 phonics sessions	Daily Little Wandle phase 1 phonics sessions
Maths	<ul style="list-style-type: none"> *Explore simple composition of numbers through number rhymes. *Will know and sing a selection of rhymes *Practise counting aloud to 5 *Exploring colours *Matching and sorting 	<ul style="list-style-type: none"> *Exploring numbers 1 and 2 *Exploring patterns *Begin to join in with the days of the week song and sequencing daily events 	<ul style="list-style-type: none"> *Count reliably up to 5, beginning to count beyond 5 *Say one number name for each item in order (1, 2, 3, 4, 5). *Exploring numbers 3, 4 and 5 	<ul style="list-style-type: none"> *Know the last number reached when counting a set of objects tells you how many there are altogether (cardinal principle) *Exploring number 6 *Make comparisons between objects relating to size, length, weight and capacity 	<ul style="list-style-type: none"> *Solve real world mathematical problems up to 3 *Verbally rote count up to 10 *Extend and create some simple ABAB patterns. Spotting and exploring errors in repeating patterns *Compares quantities by using the terms 'more than', 'less than' and 'the same' *Begin to identify 1 more and 1 less than 	<ul style="list-style-type: none"> *Solve real world mathematical problems up to 5 *Verbally rote count to 10 *Begin to describe a sequence of events (real or fictional) using words such as 'first', 'then', 'next' etc. *Begin to understand and follow some instructions involving positional language

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					*Talk about and explore some 2d and 3d shapes using informal and mathematical language (sides / corners)	
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Understanding the World	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present
	*Able to say who they are and who they live with *Can talk about any pets they may have *Can talk about some members of their family	*Comments on experiences in their own life (Eid, birthdays, Christmas etc) *Comments of fictional characters in stories *Shares similarities between characters, figures or objects	*Comments of fictional characters in stories *Shares similarities between characters, figures or objects	*Comments on experiences in their own life (Eid, Easter)	*Talks about some members of their family *Begin to talk in more detail about their own life experiences	*Talk about some members of their family *Sequence family members by size *Comments on experiences in their own life (trips, holidays)
	People, Culture and Communities *Comments on celebrations in their own life (their own experiences)	People, Culture and Communities *Comments on celebrations in their own life (EID, birthdays) *Knows that there are special places of worship *Develop positive attitudes about differences between people	People, Culture and Communities *Show an interest in different occupations *Develop positive attitudes about differences between people	People, Culture and Communities *Knows there are special places of worship *Knows that there are differences between what people believe *Develop positive attitudes about differences between people	People, Culture and Communities *Shows an interest in different occupations	People, Culture and Communities *Knows that there are some other countries/cities
Natural World *Respect and care for the environment *Talk about what they see in their own environment (school/home)	Natural World *Observe and talk about the changes of seasons *Identify suitable clothing for the weather (winter hats, coats etc)	Natural World *Respect and care for the environment *Explore the world around them and how things work *Understand the difference between plants and animals	Natural World *Talk about the change in seasons *Identify suitable clothing for the weather as it changes *Understand the difference between plants and animals	Natural World *Respect and care for the environment *Talk about what they can see in their own environment *Talk about and describe different types of houses, including where they live	Natural World *Talk about what they see in their own environment *Talk about and describe different types of houses, including where they live	

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	<ul style="list-style-type: none">*Talk about their own house and where they live*Hands on exploration using senses			<ul style="list-style-type: none">*Plant seeds and care for growing plants with support	<ul style="list-style-type: none">including where they live*Explore collections of materials and identify similar and different properties	<ul style="list-style-type: none">*Talk about the change in seasons*Identify suitable clothing and other things needed to keep us safe in the summer (sunhats, suncream etc)
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Expressive Arts and Design	Creating with Materials <ul style="list-style-type: none"> *Recognises and explores colours *Can use thick paint brushes *Uses glue stick independently and glue spatulas with support *Enjoys exploring with playdough and other resources Being Imaginative and Expressive <ul style="list-style-type: none"> *Develop storylines and plays with familiar resources *Responds to music, verbally and using movement *Begins to join in with group singing activities 	Creating with Materials <ul style="list-style-type: none"> *Chooses particular colours for a purpose *Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists) Being Imaginative and Expressive <ul style="list-style-type: none"> *Participates in small world play relating to rhymes and stories *Sings in a group and tries to keep in time 	Creating with Materials <ul style="list-style-type: none"> *Draws potato people (no neck or body) *Adds other materials to develop models Being Imaginative and Expressive <ul style="list-style-type: none"> *Uses own experiences to develop storylines *Use pre set up small world resources *Sing a selection of nursery rhymes from memory 	Creating with Materials <ul style="list-style-type: none"> *Draws simple objects from memory (e.g. cat) *Beginning to weave using large outdoor shapes and large ribbons *Adds additional textures (playdough, creative table or painting) Being Imaginative and Expressive <ul style="list-style-type: none"> *Create and use own small world set ups *Begin to talk about how music makes them feel 	Creating with Materials <ul style="list-style-type: none"> *Explore printing with blocks, sponges and fruit *Begin to draw things that they have observed *Experiment with mixing colours Being Imaginative and Expressive <ul style="list-style-type: none"> *Create their own piece of art and give meaning to it *Copies basic actions and begins to learn short dance routines and performances 	Creating with Materials <ul style="list-style-type: none"> *Add more details into their drawings of things that they have observed *Begin to predict what will happen when they mix 2 colours together Being Imaginative and Expressive <ul style="list-style-type: none"> *Work with a friend, copying ideas and developing skills together *Is able to name a wide variety of instruments *Plays a given instrument to a simple beat
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