

Nursery Long Term Plan

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Word reading	Phase 1 Phonological Awareness	Phase 1 Phonological Awareness	Phase 1 Phonemic Awareness	Phase 1 Phonemic Awareness	Phase 1/2 Phonemic Awareness	Phase 1/2 Phonemic Awareness
Phonics (Little Wandle/Letter and Sounds)	Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds	Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds Aspect 3 Body Percussion	Revise Aspects 1-3 Aspect 6 Voice Sounds Aspect 7 Oral Blending and Segmenting	Revise Aspects 1-3,6 Continue to Teach Aspects 6-7	Revise Aspects 6-7 Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration Introduce Ph2 GPCs	Revise Aspects 4-7 Continue to introduce Ph2 GPCs Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
Literacy Comprehension	Choose and return favourite books Know print has meaning Cover, title	Choose and return favourite books Know print has meaning Cover, title	Choose and return favourite books Know print has meaning Bold text – expression Own name Know text is read from left to right Page sequencing – cover first/right way up	Choose and return favourite books Know text is read from left to right Know print has meaning Bold text – expression Own name Page sequencing – cover first/right way up	Choose and return favourite books Know text is read from left to right Know print has meaning punctuation, capital letters, spaces Own name Page sequencing – one page at a time	Choose and return favourite books Know text is read from left to right Sequence familiar stories Know print has meaning punctuation, capital letters, spaces Own name Page sequencing – one page at a time

						Engage in extended conversations about stories, learning new vocabulary.
Literacy Writing (links to PD fine-mot)	Mark making	Mark making	Introduce name writing- Tracing	Introduce name writing – Tracing	Name writing – copying Writing for a purpose Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Name writing – Write some or all of their name- copying/memory Writing for a purpose Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Maths	Baseline Number songs Identify Colour, matching objects same and different, sorting and comparing colour, size or shape.	Comparing amounts up to 3, compare size, mass and capacity (2 comparisons) Copy, continue and create their own patterns.	Representations of 1 Subitise up to 1 1:1 counting Match pictures and numbers up to 1 Circles Eg Number blocks episode 1 Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 sides shape (including in the environment) 1 action e.g. 1 hop, 1 jump, 1 clap What is 1 made of 1 nose, 1 mouth, 1 body Exploring different varieties of circles	Representations of 1, 2, 3 Subitise up to 3 1:1 counting Match pictures and numbers up to 3 Triangle Repeats for representations of 4 Square/triangle Use language to describe length and height.	Representations of 1, 2, 3,4,5 Subitise up to 5 1:1 counting Match pictures and numbers up to 5 Eg Number blocks episode 5 Counting to 5 Finding 5 objects Representing 5 on a 5 frame Pentagons, 5 sided shapes including in the environment 5 actions e.g. 5 hops, 5 jumps, 5 claps Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me	Day and night Simple daily sequencing Describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow, first, next, then and possibly last. Children explore measuring time

			Repeat above for number 2 Weight heavy/light	Comparison – finding longer/shorter	and the whole of me is 5) First, then, now mathematical stories Change group sizes 1 more and 1 less 2d shapes and their properties – reference to real shapes in the environment.	
Understanding the world	Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	Explore how things work Show interest in different occupations Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	? Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	? Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary
Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Develop their own ideas and then decide which materials to use to express them.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with	Join different materials and explore different textures Use drawing to represent ideas like

	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Listen with increased attention to sounds.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>different buildings and a park.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Create their own songs or improvise a song around one they know</p>	<p>movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<p>Physical Development</p> <p>Fine Motor</p>	<p>Use Digital pronate grip</p> <p>With support use one handed tools - snipping with scissors</p> <p>Put on coat with support</p> <p>Support doing up zips</p> <p>squeezing/squishing malleable materials</p> <p>Build tower of 4-6 large blocks</p>	<p>Use digital pronate grip</p> <p>With support use one handed tools – snipping with scissors</p> <p>Put on coat with support</p> <p>Support doing up zips</p> <p>squeezing/squishing malleable materials</p> <p>Build tower of 4-6 large blocks</p>	<p>Use static tripod grip</p> <p>With support use one handed tools – snipping with scissors</p> <p>Put on coat with support</p> <p>Support doing up zips</p> <p>Rolling/flatten malleable materials</p> <p>Build tower of 4-6 small blocks</p> <p>With support pour own milk/water</p>	<p>Use static tripod grip</p> <p>Use one handed tools with limited support</p> <p>Put on coat with support</p> <p>Support doing up zips</p> <p>Roll/cut malleable materials</p> <p>Build tower of 4-6 small blocks</p> <p>With support pour own milk/water</p>	<p>Begin to use tripod grip</p> <p>Use one handed tools with limited support</p> <p>Thread using beads</p> <p>large pegs</p> <p>Some awareness of dominant hand</p> <p>Mark-make using different shapes</p> <p>Begin to copy letters of name</p> <p>Some awareness of dominant hand</p>	<p>Begin to use tripod grip</p> <p>Independently se large one handed tools to transfer objects</p> <p>Thread using large beads</p> <p>Large pegs</p> <p>Some awareness of dominant hand</p> <p>Mark-make using different shapes</p> <p>Begin to copy letters of name</p> <p>Fasten zip independently</p>

					<p>Fasten zip independently</p> <p>Twist/spiral malleable materials</p> <p>Build tower of different shaped objects</p> <p>Pour own milk/water</p>	<p>Twist/spiral malleable materials</p> <p>Build tower of different shaped objects</p> <p>Pour own milk/water</p>
<p>Physical development</p> <p>Gross Motor</p>	<p>Use large-muscle movements to wave flags and streamers, - Draw large circles and lines</p> <p>Move a car using alternate feet</p> <p>Lining up with a partner</p>	<p>Mount stairs with alternate feet</p> <p>Use large-muscle movements to wave flags and streamers, Draw large circles and lines</p> <p>Move a car using alternate feet</p> <p>Lining up with a partner</p>	<p>Mount stairs with alternate feet</p> <p>Develop movement negotiate space/direction/speed</p> <p>Use a balance bike moving alternate feet</p> <p>Roll/ bounce a large ball</p> <p>Lining up with a partner</p>	<p>Mount benches/blocks/tyres with alternate feet/balance</p> <p>Use a balance bike moving alternate feet</p> <p>Roll/ bounce and catch a large ball</p> <p>Skip, hop, stand on one leg and hold a pose</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Lining up with a partner</p>	<p>Mount benches/blocks/tyres with alternate feet/balance</p> <p>Use a balance bike moving alternate feet possibly with pedals</p> <p>Skip, hop, stand on one leg and hold a pose</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Work as a team to carry large objects</p> <p>Lining up single file</p>	<p>Match their developing physical skills to tasks and activities in the setting – walk/hop - the best way to travel?</p> <p>Use a balance bike moving alternate feet possibly using pedals</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Work as a team to carry large objects</p> <p>Lining up single file</p>

<p>PSED</p>	<p>Select and use activities and resources, with help</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Select and use activities and resources, with help</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <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>Select and use activities and resources, with help</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Independently Select and use activities and resources</p> <p>Remember rules without needing an adult to remind them.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive</p> <p>Understand gradually how others might be feeling.</p>	<p>Independently Select and use activities and resources</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Understand gradually how others might be feeling.</p> <p>Talk with others to solve conflicts</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Independently Select and use activities and resources</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Understand gradually how others might be feeling.</p> <p>Talk with others to solve conflicts</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
<p>Communication and Language</p>	<p>Sing a large repertoire of songs.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals,</p> <p>Use longer sentences of four to six words.</p> <p>Develop their pronunciation but may</p>	<p>Sing a large repertoire of songs.</p> <p>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.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals,</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books,</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Know many rhymes, be able to talk about familiar books,</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals</p>	<p>Know many rhymes, be able to talk about familiar books,</p> <p>To tell a long story. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Know many rhymes, be able to talk about familiar books,</p> <p>To tell a long story.</p>

	<p>have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words 	<p>Use longer sentences of four to six words.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words 	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words 			
RE	<p>Theme: Special People</p> <p>Key Question: What makes people special? Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas? Religions: Christianity</p> <p>(Also learning about Diwali)</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate? Religions: Islam, Judaism</p> <p>(Also learning about other culture celebration Chinese New Year)</p>	<p>Theme: Easter</p> <p>Key Question: What is Easter? Religions: Christianity</p> <p>(Also learning about the celebration of Holi)</p>	<p>Theme: Story Time</p> <p>Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p>