

Foundation Stage Long Term Planning – Nursery 2021-2022

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
Topic	<b>Myself</b>	<b>My Family</b>	<b>Animals</b>	<b>Growing</b>	<b>Food</b>	<b>My local area</b>
Enquiry Question	<i>Who am I?</i>	<i>What do I know about my family?</i>	<i>What do I know about animals?</i>	<i>What can you grow in your garden?</i>	<i>Where does food come from?</i>	<i>Where can we go?</i>
Personal, Social and Emotional Development	<p>Deciding class rules Establish routines and boundaries. Reinforce snack routines (using manners) Supporting play with other peers. Modelling play indoor and outdoor areas. Demonstrating friendly behaviour. Welcomes praise. Aware that actions can hurt others. <i>Begin to select activities and resources, when needed.</i> <i>Talk about feelings using words such as, 'happy', 'sad', 'angry' or 'worried'.</i></p>	<p>Making choices Turn taking Having own friends. Making others feel welcome. Following boundaries of setting. Being able to express own preference and use resources with more independence. Ask adults for help. Talking and sharing about home life. <i>Play with one or more other children, extending and elaborating playing ideas.</i> <i>Find solutions for conflicts.</i></p>	<p>Turn taking Keeping play going and demonstrating friendly behaviour. Sharing toys and resources. Confident to talk to others Selecting resources independently. Begins to accept needs of others.</p>	<p>Managing feelings Resolving conflicts Looking after animals. Working with a partner. Enjoys responsibility of carrying out small tasks. <i>Develop a sense of responsibility, carrying out appropriate tasks.</i> <i>Understand gradually how others might be feeling.</i></p>	<p>Hygiene. Keeping healthy. Eating healthy. Caring for the environment. Aware of own feelings, and knows that some actions and words can hurt others' feelings. <i>Making healthy choices, e.g. food, drink, activities and brushing teeth.</i></p>	<p>Resolving conflicts Making strong friendships. Managing feelings and behaviours with more confidence. Is more outgoing to unfamiliar people and new situations?</p>

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Communication & Language	<p>Understanding ‘who’ questioning. Talking about ourselves Being positive Vocabulary: body parts Vocabulary: setting resources Understanding who is a boy and who is a girl Ginger Bear <i>Debate when disagreeing with an adult or a friend using words and actions.</i> <i>Begin to learn a large repertoire of songs.</i> <i>Know many songs and retell familiar stories that are familiar to themselves.</i> <i>Understand a two-part question, such as: “Get your coat and wait at the door.”</i></p>	<p>Family vocabulary Listening to others in small groups. Gaining longer attention. Talking about their own family by sharing vocabulary focused on people that are important to them. Can retell simple past events in order.</p>	<p>- Asking questions. -Discussing knowledge of animals. -Using simple sentences. Builds up vocabulary that reflects the breadth of their experiences. <i>Enjoy listening to longer stories.</i></p>	<p>Communicating how we feel using ‘and’ and ‘because’ Phase 1 phonics: Rhyming words and rhymes. Builds up vocabulary that shares the breaths of their experiences. Questioning why and how things happen.</p>	<p>Sharing thoughts and feelings about new food tried. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Using more complex sentences to talk and share ideas. Sharing own experiences and thoughts. Able to listen to others for an extended period of time. Uses a range of tenses.</p>
Phonics	<p>Phase One Letters and sounds <i>Aspect 1 activities</i></p>	<p>Phase One Letters and sounds</p>	<p>Phase One Letters and sounds</p>	<p>Phase One Letters and sounds</p>	<p>Phase One Letters and sounds</p>	<p>Phase One Letters and sounds / Read Write Inc</p>
Physical Development	<p>Using the outdoor equipment Taking care of ourselves Healthy eating Personal space Circle games Dough disco Squiggle while you wiggle Using tools appropriately <i>Balancing activities.</i></p>	<p>Keeping our bodies healthy: P.E Ball skills Dough disco Squiggle while you wiggle Trampoline <i>Becoming increasingly independently at dressing, such as: putting on a coat and doing up zips.</i></p>	<p>Instruction games. Becoming more independent dressing. Support with pencil control. Dough disco Squiggle while you wiggle <i>Carrying large equipment to create a farm/zoo.</i></p>	<p>Getting apparatus out safely Using apparatus Jumping and landing Balancing <i>Choosing appropriate resources for different activities, such as: choosing a spade to dig a hole they dug with a trowel.</i></p>	<p>Team games Races Obstacle courses Dance Pencil control <i>Show a preference for a dominant hand.</i></p>	<p>Practice for sports day Races Dance Pencil control <i>Show a preference for a dominant hand.</i></p>

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Maths	<p>Begin to recite numbers in order to 5. Counting how many children are here today – use language of quantity, ‘more’ and ‘lots’, ‘less’. Describe and show interest in shape during adult-led activities and in play, e.g. ‘pointy’, ‘round’, ‘corners’. Days of the week song. Begin to understand time-based events, e.g. ‘home-time’ and ‘snack-time’. Sorting activities/tidy-up time and matching equipment into different areas. Counting songs and rhymes. Counting sets of objects 1:1</p>	<p>Recognising numerals 1-5 Counting objects 1:1 Matching number to quantity. Beginning to use numerals to make a pattern. Sharing activities – 1:1 principle. Use mathematical language in play e.g. ‘big’, ‘little’, ‘high’, ‘higher’. Begin to make repeated patterns. Begin to know that numbers identify how many are in a set (CARDINAL PRINCIPLE). Begin to show an interest in numerals in the environment and represent number e.g. tracing numbers with fingers.</p>	<p>Recite numbers in order to 5 with accuracy, recognising numbers as separate words. Use mathematical language such as: ‘same’, ‘different’, ‘flat’, ‘side’, ‘straight’, ‘next’, ‘later’, ‘after’. Develop understanding of measure, ‘full’, ‘empty’. Show awareness of shapes in the environment. Use shapes appropriately e.g. when building and play with small-world toys.</p>	<p>Begin to suggest what might come next in a pattern. Begin to separate a group of 3 or 4 objects in different ways, beginning to recognise that the total is the same. Recognise and match some number patterns. Develop fast recognition of 1 and 2 objects in a group, not having to count. Select a small number of objects when asked. To know that numbers identify how many are in a set (CARDINAL PRINCIPLE).</p>	<p>Begin to recite numbers beyond 5. Use numbers up to 5 accurately in play. Continue to develop mathematical language, such as, ‘more than’ and ‘fewer than’. Begin to use some language of addition in practical activities. Begin to use full sentences when comparing sets of objects. Continue to develop vocabulary around shape. Continue to develop vocabulary of money – pennies. Show an interest in number problems.</p>	<p>Begin to use comparative language of size, capacity and order. Continue to develop understanding of time e.g. using egg timers and talking about ‘before’ and ‘after’. Begin to count an irregular arrangement of objects (different objects). Begin to count non-physical things. Begin to find one more and one less from a set of 5 objects. Begin to recognise numerals up to 5. Begin to recognise numbers through marks.</p>
Key Vocabulary	<p>Head, shoulder neck, arms, legs, hand, feet, fingers, toes, eyes, ears, nose Tongue, mouth, big, little, run, jump</p>	<p>Mum, dad, sister, brother, Grandparents, aunty, uncle, cousin, parents, nan, grandma, grandad, cuddle, love, niece, nephew</p>	<p>Dog, cat, hamster, gerbil, cow, horse, sheep, pig, chicken, hen, duck, zebra, giraffe, lion</p>	<p>Seed, plant, flower, bush, tree, hedge, leaf, stem plant, soil, roots</p>	<p>Apple, banana, pear, grape, pineapple, orange, potato, carrot, broccoli, cauliflower, pepper, aubergine</p>	<p>Home, house, street, park, shops, post office, Nursery school, library, Kensington, Newsham park</p>
Talk 4 Write	<p><b>Nursery rhymes</b> Plus: songs and rhymes about myself and the body <b>Story Imitation/innovation:</b> Mr Wiggle &amp; Mr Waggle (TFW EYS Book)</p>	<p><b>Nursery rhymes</b> Plus: songs and rhymes about different families and friendship. <b>Story Imitation/innovation:</b> A Mouse Called Maisy (TFW EYS Book)</p>	<p><b>Nursery rhymes</b> Plus: songs and rhymes about animals <b>Story Imitation/innovation:</b></p>	<p><b>Nursery rhymes</b> Plus: songs and rhymes about growing <b>Story Imitation/innovation:</b> Little Jack (TFW EYS Book)</p>	<p><b>Nursery rhymes</b> Plus: songs and rhymes about food <b>Story Imitation/innovation:</b> The Gingerbread Man <b>Story Invention</b></p>	<p><b>Nursery rhymes</b> – all <b>Story Imitation/innovation:</b> Rosie’s Walk <b>Story Invention</b> Journey/local area based</p>

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	<p>Come on Daisy by Jane Simmons</p> <p><b>Story Invention</b></p> <p>Adult modelled – 2 characters or journey story (like Mr Wiggle &amp; Mr Waggle/Rosie’s Walk)</p> <p><b>Non-Fiction</b></p> <p>Instructions – simple class activities, e.g. how to do something, how to get from one place to another</p>	<p>We’re Going on a Bear Hunt by Michael Rosen</p> <p><b>Story Invention</b></p> <p>Adult modelled – family based</p> <p><b>Non-Fiction</b></p> <p>Information/persuasion – invitation for the bear to come to school.</p>	<p>Old Mac’s Farm (TfW EYS Book)</p> <p>The Three Billy Goats Gruff</p> <p><b>Story Invention</b></p> <p>Adult modelled – animal based</p> <p><b>Non-Fiction</b></p> <p>Recount – trip to the woods to find the troll.</p>	<p>Little Red Hen</p> <p><b>Story Invention</b></p> <p>Growing based</p> <p><b>Non-Fiction</b></p> <p>Information – report on ducks</p>	<p>Food based</p> <p><b>Non-Fiction</b></p> <p>Instructions – how to make gingerbread</p>	<p><b>Non-Fiction</b></p> <p>Recount – trip to the farm</p>
Literacy	<p><b>Key Texts: Peace at last. Super-duper you. Funny bones. You chose.</b></p> <p>Support with handling books correctly. Squiggle while you wiggle. Nursery rhymes story maps Listens to one another in small groups. Shows interest in illustrations in books and print in the environment. <i>Show the children that we read from left to right.</i> <i>Spot and suggest rhymes (develop phonological awareness).</i></p> <p>Talk 4 write – Funny bones.</p>	<p><b>Key texts: We’re going on a bear hunt. Family Book. One love. Non-fiction culture books.</b></p> <p><i>Enjoys listening to longer stories and can remember much of what happens.</i> Describes main story settings, events and principal characters. Suggests how a story might end. <i>Know what print has meaning.</i> <i>Develop knowledge of rhymes and become confident singing whole songs.</i></p> <p>Talk 4 Write – Family Book</p>	<p><b>Key texts: Dear Zoo Old McDonald had a farm. Goldilocks and the three bears. The Very Hungry Caterpillar. Life cycle/non-fiction books.</b></p> <p><i>Know that print has different purposes.</i> <i>Begin to recall the different parts of a book (author, illustrator, cover, title).</i> <i>Understand page sequencing.</i></p> <p>Talk 4 write – the hungry caterpillar</p>	<p><b>Key texts: Jack and Beanstalk, Titch, Oliver’s Vegetables, The ginormous turnip.</b></p> <p>Continued recall and understanding using questioning. Jack and the Beanstalk: Talk for writing. Understanding key events and characters of a story. Beginning to understand how stories may be structured. Jasper’s Beanstalk Support with pen control.</p>	<p><b>Key Texts: Supertato, Handa’s surprise, The tiger who came to tea.</b></p> <p>Rhyming Talk for writing Supertato Suggesting how stories might end. Beginning to form marks and letters of their name. Beginning Phonics: RWI <i>Recognise words with the same initial sound, such as money and mother.</i> Give meaning to marks.</p>	<p><b>Key Texts: The three little pigs. Non-fiction books Liverpool books.</b></p> <p>Continued phonics: RWI</p> <p><i>Write name.</i> <i>Write some letters accurately.</i> <i>Write shopping lists and labels in play,</i></p> <p>Talk 4 write- three little pigs.</p>

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				Talk 4 write – Jack and the beanstalk.	Talk 4 write – Tiger who came to tea	
Understanding of the World	<p>–What do I know about me? Modelling areas Role play – home In pretend play, imitates everyday actions and events from own family. Notices changes in natural world: Autumn Shows an interest in technological toys with knobs or pulleys. Begin to use all of their senses in hands-on-exploration of natural materials. Explore materials with similar and/or different properties. Talk about what they see.</p>	<p>- Family customs and routines Looking at different houses. Recognise and describe special times or events for family or friends. (Begin to make sense of their own life-story and family’s history.) Show interest in different occupations.</p>	<p>Understand the key features of the lifecycle of a butterfly. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between material and changes they notice – when building homes for different animals.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the lifecycle of a plant.</p> <p>Explore different and talk about different forces they can feel.</p>	<p>Understanding food is different in other cultures and what makes us the same/different from others. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Using tally to record favourite foods. Understanding about different food groups. Knows how to operate simple equipment. Shows skill in making toys work.</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Focus on light or dark: Can’t you sleep little bear. What would you wear on a hot day/pack for a holiday? Different vehicles/modes of travel. Continue developing positive attitudes about the differences between people.</p>
Expressive arts and design	<p>Role play. Uses available resources to create props to support role play – use an object to represent something else even though they are not similar. Support with using construction tools to build: modelling. Using a range of resources and construction in art – explore freely to develop</p>	<p>Role Play. Begin to develop complex stories using small world equipment. Christmas crafts – cards, calendar, decorations, clay pots – develop their ideas and then decide which materials to use to express them. Role play – nativity Christmas songs</p>	<p>Role play. Make imaginative and complex stories ‘small world’ with blocks and construction kits, such as a city with different buildings. Builds stories around toys. Create closed shapes with continuous lines and begin to use these</p>	<p>Role Play. Experimenting with changing colour and realising colours can be changed. Join different materials and explore different textures. Draw with increasing complexity and detail (the lifecycle of a plant).</p>	<p>Role play. Experimenting with changing colour and realising colours can be changed. Creating different habitats out of junk modelling Creating farm by constructing horizontally and vertically.</p>	<p>Role play. Look at local Liverpool art – focus. Music and dance. Uses various materials to construct. Makes up rhythms. Engages in imaginative role play based on own had experiences.</p>

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	<p>their ideas about how to use them and what to make.                  Experimenting with sounds.                  Using musical instruments.                  Explores colour and how colours can be change.                  Begin to remember and sing entire songs (nursery rhymes).                  Show different emotions in their drawings.                  Listen with increased attention to sound (letter and sounds aspect 1 games).</p>	<p>Explores and learns how sound can be changed.                  Developing preferences for forms of expression.                  Uses movement to express feelings.                  Begin to sing the pitch of a song sung by another person (pitch matching).                  Use drawing to represent ideas like movement or loud noises.                  Remember and sing entire songs.</p>	<p>shapes to represent objects (building home for animals).                  Building using different materials                  Using different tools.                  Describe texture of things.                  Construct- stacking blocks.                  Creating different habitats out of junk modelling (expressing own ideas).</p>		<p>Nursery rhymes – sing the melodic shape of a familiar song.                  Create their own songs or improvise a song around one that they know.                  Listen with increased attention to sounds (RWI phonics).</p>	<p>Play instruments with increasing control.</p>
Religious Education	<p>Myself                  Welcome                  Birthdays</p>		<p>Celebrating                  Gathering                  Growing</p>		<p>Good News                  Friends                  Our World</p>	
Indoor Role Play	<p>Home corner                  Family life</p>	<p>Home corner                  Family life</p>	<p>Vets                  Doctors</p>	<p>Fruit and Vegetable shop</p>	<p>Restaurant</p>	<p>Home corner – enhanced.</p>
Outdoor Role Play	<p>Digging area – mud kitchen</p>	<p>Digging area – mud kitchen</p>	<p>Pet shop</p>	<p>Garden Centre</p>	<p>Mud cafe</p>	<p>Beach ice cream parlour</p>
Wow events	<p>Welly walk                  ‘Stay and play’ and ‘Stay and story’ events, where parents are invited in.</p>	<p>Nativity                  Parents Christmas song afternoon.                  Church visit                  Anti-bullying week</p>	<p>‘Stay and play’ and ‘Stay and story’ events, where parents are invited in.                  Caterpillars in Nursery – children to observe the lifecycle of a butterfly.</p>	<p>Animals Take Over                  Parents invited in to listen to our T4W story.</p>	<p>Aspire and Achieve week</p>	<p>Farm Trip                  Graduation                  Newsham Park</p>
British Values	<p>Rule of Law                  This is about learning to manage our own feelings</p>	<p>Individual Liberty                  We are helping them to develop their self -</p>	<p>Mutual Respect                  We learn to treat others as we want to</p>	<p>Tolerance of different faiths &amp; beliefs</p>	<p>Democracy                  To help develop children’s personal,</p>	<p>Look at British Values together and the children having a</p>

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	<p>and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries, about dealing with the consequences and sanctions</p>	<p>knowledge, self-esteem and increase their confidence in their own abilities. We are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions</p>	<p>be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. We can help them to explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences</p>	<p>For the children to truly learn the importance of tolerance, they need to be given lots of opportunities to <i>practice</i> tolerance and to challenge stereotypes. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences</p>	<p>social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources we have made accessible to them. They are taking turns, sharing and collaborating and making decisions together.</p>	<p>greater understanding for:          Democracy- making decisions together;          Rule of Law- understanding rules matter, as referred to in Personal, Social and Emotional development;          individual liberty- freedom for all;          Mutual Respect and tolerance- treat others as you want to be treated</p>
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