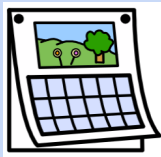


Nursery Long Term Planning 26/27

Area of Learning & Development	Autumn 1 Families	Autumn 2 Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
Enrichment 	Black history Month Harvest Festival Grandparents day Family Picnic	Diwali Remembrance Sunday Road safety Week Father Christmas Visit Pantomime Theatre visit Christmas Lunch	Emergency Services visits National Storytelling Week NSPCC Number Day Chinese New Year Ramadan Shrove Tuesday Safer Internet day	Saint David's Day World Book Day Mother's day International Women's Day Eid St Patrick's day Palm Sunday Holi Easter	Earth Day St Georges Day Walk to School week World Bee Day Gardener	Summer Trip World Environment day Aspire and Achieve Picnic around the World

Characteristics Of Effective Learning

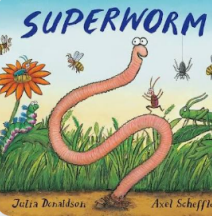
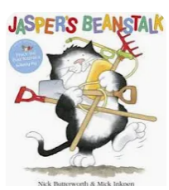
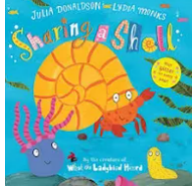
Playing and Exploring - children investigate and experience things, and 'have a go'
Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

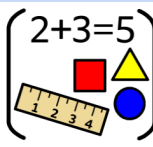
Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Prime Area's

Physical 	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Personal, social and emotional development 	Relationships Families and friendships Find ways of managing transition Safe relationships Feel strong enough to express a range of emotions. Respecting ourselves and others Begin to understand how others might be feeling.	Community Belonging to a community Develop their sense of responsibility and membership of a community. Media literacy and Digital resilience Using the internet and digital devices; communicating online - Develop appropriate ways of being assertive. Money and Work Show interest in different occupations.	Health and wellBeing Physical health and Mental wellbeing Make healthy choices about food, drink, activity and tooth brushing. Growing and changing Grow in independence, rejecting help ("me do it"). Keeping safe Develop appropriate ways of being assertive.

My Happy Mind 	My Happy Place Introduction to my happy place and characters	Meet your Brain Our happy healthy brains	Celebrate We are wonderful and special Being Kind Strengths	Appreciate Being Thankful	Relate Friends Good Listening	Engage Setting goals Perseverance
Communication and Language 	Pay attention to more than one thing at a time, which can be difficult. Develop their pronunciation. Use talk to organise themselves and their play. Tell an adult what they have drawn or painted.	Understand a question or instruction that has two parts. Develop their pronunciation. Develop their communication but may continue to have problems with irregular tenses and plurals. Use longer sentences of four to six words. Use a wider range of vocabulary.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Enjoy listening to longer stories and can remember much of what happens. Start a conversation with an adult or a friend and continue it for many turns. Understand 'why' questions. 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			

Specific Area's						
Topic	Families and Animals	Space	Superheroes	Traditional Tales	Growing	Seaside
Literacy-Writing  Writing	Vehicle Text: The Tiger who came to tea 	Vehicle Text: Whatever Next 	Vehicle Text: Superworm 	Vehicle Text: Little Red Riding Hood 	Vehicle Text: Jaspers Beanstalk 	Vehicle Text: Sharing a Shell 
	Linked Stories: Were Going on a Bear Hunt Monkey Puzzle Not Now Bernard Aaarrgh Spider	Linked Stories: Snail in Space Roaring Rockets Rocket the Space Giraffe On the Moon	Linked stories: Ten Little Superheroes Super Daisy Super Kid Real Superheroes	Linked stories: Each Peach Pear Plum Three Little Pigs Grandma's Tiger Goldilocks and the Three Bears	Linked stories: Jack and the beanstalk Sam Plants a Sunflower The Very Hungry Caterpillar The Little Gardener	Linked stories: An octopus came for Tea The Odd Fish The Train ride Our Beach
	- Orally building sentences. - Start to give meaning to their marks - Draw lines and circles. - Write text top to bottom, left to right. - Use a range of writing materials for different purposes. - Give meaning to marks they make - Fine motor skills activities		- Orally building sentences - Give meaning to marks - Copy writing some or all of their name. - Write some letters accurately. - Use a range of writing materials for different purposes. - Fine motor skills activities		- Orally building sentences and use of forced alternatives. - Write their name. - Write some letters accurately. - Use some of their print and letter knowledge in their early writing - Use a range of writing materials for different purposes - Fine motor skills activities	

Literacy- Word Reading 	• Nursery Rhymes • Story Time • Role Play. 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 • page sequencing Phonics: Environmental sounds Instrumental sounds Body Percussion, Rhythm and rhyme.	• Nursery Rhymes • Story Time • Role Play. 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. Phonics: Environmental sounds Instrumental sounds Body Percussion, Rhythm and rhyme. Read Write Inc Explore picture cards	• Nursery Rhymes • Story Time • Role Play. Recognise words with the same initial sound, such as money and mother. Continue developing their phonological awareness. Continue developing their understanding around the five key concepts about print. Identify sounds from own name in other words. Phonics Alliteration Voice Sounds Oral Blending and segmenting. Read Write Inc Explore picture cards Fred Games
Mathematics 	Number-Comparison, cardinality, counting, subitising Learn number songs and rhymes demonstrating understanding through gestures and actions. Show fingers up to 5 using one and two hands Subitising - develop recognition of 3 objects when using objects and representations Make comparisons between amounts using language e.g. more, lots, the same. Spatial Awareness Show an awareness of the classroom environment and the spaces within it. Pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then', 'now' and 'next' vocabulary linked to actions. Patterns of everyday routine. Shape Show an awareness in pictures and in the environment Measure Begin to use some language of size e.g big, small	Number-Comparison, cardinality, counting, subitising Know that the last number reached when counting tells you the total quantity (Cardinal Principle) Recite numbers to 5 Make comparisons between amounts using language e.g. more than, fewer than, lots, the same, not enough, too many, not the same. Solve mathematical problems with numbers up to 5 - role play contexts and stories. Spatial Awareness Understand position through words alone – for example, "The bag is under the table," – with no pointing. Understand 'under', 'on', 'in' and 'next to'. Pattern Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Shape Use everyday and mathematical language to talk about shapes in play e.g. 'sides', 'corners', 'pointy', 'big', 'small'. Measure Make comparisons between objects relating to size and length.	Number-Comparison, cardinality, counting, subitising Recite numbers past 5 Link numerals and amounts to 5 Say one number for each item in order 1, 2, 3, 4, 5 Experiment with their own symbols and marks as well as numerals. Solve mathematical problems with numbers up to 5 - role play contexts and stories. Spatial Awareness Start to understand and use the language around directions and routes e.g. model language as children walk the same route to the lunch hall. Pattern Extend and create ABAB patterns – stick, leaf, stick, leaf. Shape Sort objects according to common characteristics. Measure Make comparisons between objects relating to weight and capacity e.g. through cooking

Understanding of the World.  Past and Present People, Culture and Communities The Natural World	Past & Present Finding out about the past and comparing to the present My own history and my family history Sequences in time Begin to make sense of their own life-story and family's history. People Culture & Communities Your school and sense of self in school- i.e class. People who help us Helping each other & looking after our classroom environment Natural World Growing projects - The food we eat/planting Living things animals Pets visit Understand the key features of the life cycle of a plant and an animal.		Past & Present Wider family Understanding families and sequence memories People Culture & Communities Your school and sense of self in school- i.e class- wider school and local community Continue developing positive attitudes about the differences between people. Using maps and following directions People who help us-community-emergency services Show interest in different occupations. Homes Natural World Growing projects - planting Woodland animals Woodland Visit Materials Talk about the differences between materials and changes they notice. 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.		Past & Present Transport Forces and Motion Explore how things work. Explore and talk about different forces they can feel. People Culture & Communities Features of a seaside People who help us-community-RNLI, coastal services Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Natural World Growing - Life cycles of plants Sea Creatures Beach Visit Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	
Religious Education 	Creation and Covenant Branch 1	Prophecy and Promise Branch 2	Galilee to Jerusalem Branch 3	Desert to Garden Branch 4	To the Ends of the Earth Branch 5	Dialogue and Encounter Branch 6
Expressive Arts & Design   	Creating with Materials Self portraits Picasso Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing. Being Imaginative and Expressive Listen with increased attention to sounds. Home Corner role play opportunities Take part in simple pretend play, using an object to represent something else even though they are not similar.		Creating with Materials Family Portraits Eva Armisen Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Natural materials, collages, transient art Andy Goldsworthy Explore different materials freely, to develop their ideas about how to use them and what to make. Being Imaginative and Expressive Play instruments with increasing control to express their feelings and ideas. Respond to what they have heard, expressing their thoughts and feelings. Home Corner role play opportunities Retelling Story with puppets and props		Creating with Materials Seaside Art Andy Goldsworthy Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises. Being Imaginative and Expressive Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Home Corner role play opportunities Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	

			Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
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