

Nursery Long Term Plan 2024-2025					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>					
My Family	Transport	Monsters	Under the Sea	Animals	People Who Help Us
<b>Wow Experience/s</b>					
Walk to the local postbox	Walk in the local area	Visit to a Pizza shop/making pizza	Letter from a deep sea diver!	African drumming workshop	Visitors from 'people who help us'
<b>Role Play Areas</b>					
Home Corner Supermarket  Outside: Fire Station	Ticket Office  Outside: Bus Station/Bus Stop	Pizza Parlour  Outside: Bike Workshop	Pet shop/Pet grooming salon 'Pets at home'  Outside: Planting/Vegetable patch [Linked to UW]	Market Stall /Greengrocers  Outside: Travel Agent/ Airport	Police Station  Outside: Construction site
<b>Communication and Language</b>					
<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>					
<p><b>Listening, attention and understanding:</b> Pay attention to thing at a time Listen 1:1 to develop independence within a daily routine Participate in short group time Enjoy listening to stories with illustrations, props and sounds Recall key events/name key characters Begin to join in with text retell and some actions Follow and instruction with one part Understanding simple questions such as who, what, where Begin to understand some why questions related to own experiences</p> <p><b>Speaking:</b> Begin to use a wider range of vocabulary linked to key themes and routines Learn new rhymes and begin to develop a repertoire of songs Join in with actions Fill in some missing words Begin to talk about a familiar book Comment on an illustration of favourite character in a book Develop communication by beginning to use different tenses Begin to use longer sentences of 4-5 words Start a conversation with an adult or another child Begin to use talk to organise themselves and/or their play</p>	<p><b>Listening, attention and understanding:</b> Enjoy listening to longer stories and remember much of what happens Begin to shift attention from one thing to another when needed and given a prompt Begin to understand and follow two part instructions Begin to show and understanding of some prepositions Begin to listen to others in a small group Understand 'why' questions</p> <p><b>Speaking:</b> Use a wide range of vocabulary Continue to develop and sing a repertoire of songs Sing a range of rhymes/songs as part of a group Talk about a familiar book and begin to tell a simple story Continue to develop communication, sometimes using future and past tense correctly Use longer sentences of 4-6 words Begin to join sentences with 'and' Start a conversation with an adult or another child and begin to continue with taking turns in conversation Use talk to organise themselves and/or their play Begin to retell a simple past event in correct order Being to express a point of view</p>	<p><b>Listening, attention and understanding:</b> Enjoy listening to longer stories with increased attention and can remember much of what happens Shift their attention from one thing to another when needed and given a prompt Understand and follow two part instructions Understand and respond confidently to simple why questions Show an understanding of some prepositions Listen to others in a small group</p> <p><b>Speaking:</b> Use a wider range of vocabulary in a range of contexts Sing a large repertoire of songs Sing a range of songs/rhymes as part of a groups and independently Talk about a familiar book and tell a longer story Develop communication, begin to use a wider range of tenses Use sentences joined by other words such as like/because Start a conversation with an adult or another child and continue with with many turns Retell a simple past event in the correct order Use talk more confidently to organise themselves and their play Express a point of view and debate when they disagree with an adult/another child using words as well as actions</p>			

**Personal, Social, Emotional Development [PSED]**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

<p><b>Self-Regulation:</b> With support follow the daily routine. Play with others, beginning to share resources/take turns Begin to talk about feelings Begin to show an awareness of how others are feeling Identify feelings of main characters in books, looking carefully at illustrations Begin to recognise that some actions can hurt the feelings of others With support begin to find solutions to some conflicts</p> <p><b>Managing Self:</b> Show interest in a range of experiences, indoors and outdoors Begin to select and use continuous provision resources with some support if needed Make independent learning choices Put resources back in the right place once used With support, begin to follow classroom routines and rules Begin to be independent with self-care routines- toileting, handwashing, snack time, putting on coat/hat/scarf/gloves</p> <p><b>Building relationships:</b> Begin to play with one or more other children Begin to see themselves as part of a community</p>	<p><b>Self-regulation:</b> Talk about feeling using words such as happy and sad and begin to use other words With support, begin to understand and talk about how others might be feeling and the reasons why Begin to help to find solutions to conflicts and rivalries With support, begin to talk to others to resolve conflict</p> <p><b>Managing self:</b> Begin to select and use activities and resource to achieve a set goal Settle to an activity of choice for some time Increasingly follow classroom routines and rules with reduced guidance Develop independence within self-care routines</p> <p><b>Building Relationships:</b> Play with one or more children Engage in pretend play with one or more children See themselves as part of a community Begin to share and take turns with others Begin to extend and elaborate play ideas with others</p>	<p><b>Self-regulation:</b> Talk about their feelings using a range of words Begin to understand how others might be feeling Help to find solutions to conflicts and rivalries Develop appropriate ways of being assertive Talk with others to solve conflicts</p> <p><b>Managing self:</b> Select and use activities and resources with help when needed- to achieve a goal they have chosen, or one which is suggested to them Settle on an activity for some time Increasingly follow rules, understanding why they are important Be increasingly independent in managing own care needs Make healthy choice about food, drink, activity and tooth brushing</p> <p><b>Building relationships:</b> Develop sense of responsibility and membership of a community Become more outgoing with unfamiliar people in the safe context of their setting Show more confident in new social situations Play with one or more other children, extending and elaborating play ideas</p>
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**Physical Development**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p><b>Gross Motor Skills:</b> Continue to develop movement skills of walking and running Negotiate space Begin to adapt speed/direction to avoid obstacles Continue to develop climbing skills Use stairs using alternate feet With support, explore a climbing frame Continue to develop balancing skills Complete a low level obstacle course Begin to learn to hop Continue to develop riding skills on a scooter/trike/balance bike Use a bike track to follow the right direction, stop and start Continue to develop balls skills, rolling and kicking Begin to use large muscles movements to wave flags and streamers Paint and make marks, top to bottom and anti-clockwise</p> <p><b>Fine Motor Skills:</b> Begin to show a preference for a dominate hand Begin to learn to use a knife and fork Use one-handed tools and equipment across the provision Being to develop a comfortable grip when using pencils/pen Model and encourage a tripod grip Learn to use the toilet with help then independently</p>	<p><b>Gross Motor Skills:</b> Continue to develop movement of walking and running Continue to develop climbing skills Continue to develop balancing skills Learn to hop Begin to learn to skip Continue to develop riding skills Continue to develop ball skills Continue to use large muscle movements Begin to remember some sequences and patterns of movement related to music and rhythm Begin to take part in some group team activities Begin to match developing physical skills to tasks and activities in setting Choose the right resource to carry out a chosen plan Begin to collaborate with others to manage large items</p> <p><b>Fine Motor skills:</b> Show preference for a dominant hand Continue to learn to use a knife and fork Increased independence getting dressed and undressed Use a range of one handed tools and equipment Continue to develop a comfortable grip with good control when holding pens and pencils</p>	<p><b>Gross Motor Skills:</b> Begin to refine movements of walking and running Begin to refine climbing skills Begin to refine balancing skills Learn 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 Take part in some group team activities Match developing physical skills to tasks and activities in setting Chose the right resource to carry out chosen plan Collaborate with others to manage large items</p> <p><b>Fine Motor skills:</b> Use one handed tools and equipment Eat independently using a knife and fork Be increasingly independent getting dressed and undressed Use a comfortable grip with good control when holding pens and pencils</p>
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**Literacy [Power of Reading]**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

**Key Texts**

Owl Babies by Martin Waddell and Patrick Benson	The Naughty Bus by Jan and Jerry Oke	Bedtime for Monsters by Ed Vere	Hooray for Fish by Lucy Cousins	Handa's Surprise by Eileen Browne	How it Works: Digger by Molly Littleboy
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**Literacy Comprehension and Word Reading**

<p>Begin to understanding the 5 key concepts about print:</p> <ul style="list-style-type: none"> <li>Handle books carefully</li> <li>Know that print has meaning</li> <li>Name some book parts</li> <li>Understand that print is read from left to right</li> </ul> <p>Recognise familiar logos/environmental labels with photograph Enjoy sharing a book with an adult 1:1 or in small group time Begin to read own name with visual support</p>	<p>Begin to engage in conversations about stories, learning new vocabulary. Continue to develop the 5 key concepts about print:</p> <ul style="list-style-type: none"> <li>Handle books carefully and correctly</li> <li>Name some book parts- title, front cover</li> <li>Know print has meaning- recognising some new logos</li> <li>Begin to understand what a word/letter is</li> <li>Follow print left to right and begin to use 1:1 correspondence</li> <li>Know where to start reading</li> </ul> <p>Read own name without visual support</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.  Read own name in a variety of fonts/contexts</p>
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**Phonics- Read Write Inc.**

Nursery rhymes and storytime (develop phonological awareness)	Nursery rhymes and storytime (develop phonological awareness)	Read Write Inc. Fred games- Introduce oral blending	Read Write Inc. Fred games- continue to develop oral blending  Read Write Inc. - Name the pictures	Read Write Inc. teaching the sounds: Read and write the single-letter sounds	Read Write Inc. teaching the sounds: Read and write the single-letter sounds  Read the digraphs: sh, th, ch, qu, ng, nk  Read Write Inc. teaching blending: Word Time [CVC words]
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**Writing**

<p>Add some marks to their drawings which they give meaning to Make marks on pictures to represent their name Begin to attempt to write name with some recognisable letters e.g. first letter of their name Begin to understand that their own marks represent meaning Talk about marks made</p>	<p>Begin to use some print/letter knowledge in writing Symbols- lines/circles Recognisable letters Left to right directionality Top to bottom directionality Ascribe meaning Begin to engage in purposeful mark making Attempt to write name, using name card, with some recognisable letters correctly formed</p>	<p>Use some of their print and letter knowledge in their early writing. Write some letters accurately. Write some or all of their name. Ascribe meaning Begin to match some letters to phonemes Engage in purposeful early writing</p>
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**Mathematics [White Rose]**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<ul style="list-style-type: none"> <li>➤ Block 1: Comparison 1 More than, fewer than, same</li> <li>➤ Block 2: Space, shape and measure 1 Explore and build with shapes and objects</li> <li>➤ Block 3: Pattern 1 Explore repeats</li> <li>➤ Block 4: Counting 1 Hear and say number names (2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Block 5: Counting 2 Begin to order number names</li> <li>➤ Block 6: Subitising 1 I see 1, 2, 3</li> <li>➤ Block 7: Pattern 2 Join in with repeats</li> <li>➤ Block 8: Shape, space and measure 2 Explore position and space</li> </ul>	<ul style="list-style-type: none"> <li>➤ Block 9: Subitising 2 Show me 1, 2, 3</li> <li>➤ Block 10: Counting 3 Move and label 1, 2, 3</li> <li>➤ Block 11: Shape, space and measure 3 Explore position and routes</li> <li>➤ Block 12: Pattern 3 Explore patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Block 13: Counting 4 Take and give 1, 2, 3</li> <li>➤ Block 14: Shape, space and measure 4 Match, talk, push and pull</li> <li>➤ Block 15: Subitising 3 Talk about dots</li> <li>➤ Block 16: Comparison 2 Compare and sort collections</li> </ul>	<ul style="list-style-type: none"> <li>➤ Block 17: Pattern 4 Lead on own repeats</li> <li>➤ Block 18: Shape Space and measure 5 Start to puzzle</li> <li>➤ Block 19: Pattern 5 Making patterns together</li> <li>➤ Block 20: Subitising 4 Make games and actions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Block 21: Counting 5 Show me 5</li> <li>➤ Block 22: Pattern 6 My own pattern</li> <li>➤ Block 23: Counting 6 Stop at 1, 2, 3, 4, 5</li> <li>➤ Block 24: Comparison 3 Match, sort, compare</li> </ul>
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**Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<p><b>DM: 3-4 year olds:</b> 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. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p>	<p><b>DM: 3-4 year olds:</b> Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>	<p><b>DM: 3-4 year olds:</b> Explore how things work. Talk about the differences between materials and changes they notice.</p>	<p><b>DM: 3-4 year olds:</b> 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.</p>	<p><b>DM: 3-4 year olds:</b> Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>DM: 3-4 year olds:</b> Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p>
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**Religious Education [SACRE]**

How do we celebrate festivals?	How do we celebrate Christmas?	How do we celebrate the new year?	What happens at Easter and Holi?	How are important times in religions celebrated?	How do we celebrate moving on?
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**Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

<p>Throughout the year, pupils will have the opportunity to develop their skills within Expressive Arts and Design through the continuous provision provided in the learning environment.</p> <p><b>DM: 3-4 year olds:</b> <b>Role play opportunities in continuous provision:</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. 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. Explore colour and colour mixing.</p> <p><b>Music area in continuous provision:</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 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. Play instruments with increasing control to express their feelings and ideas</p>	<p>Each term, enhancement activities will be planned to support pupils to develop their skills within Expressive Arts and Design linked to the termly theme and Power of Reading text.</p> <p><b>DM: 3-4 year olds:</b> <b>Design and make opportunities linked to topic theme:</b> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p><b>Drawing and painting opportunities linked to topic theme:</b> 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. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>
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