
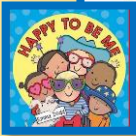
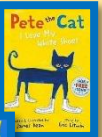



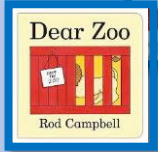

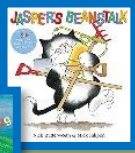
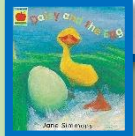

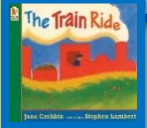


## Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Change	Winter	Animals	Growing	Journeys
Focus Texts	 	 	 	 	 	 
Celebrations/ Special Occasions	Transition, Autumn/Harvest Birthdays Grandparents Day (3 <sup>rd</sup> October) Nursery Rhyme week – 15 <sup>th</sup> November	Diwali, Bonfire Night, Remembrance Day, Children in Need, Advent/Christmas	Winter, Chinese New Year, Pancake Day, Valentines Day	Spring, World Book Day, Mother's Day, Lent/Easter	Ramadan/Eid, St. Georges Day	Summer, World Oceans Day, Father's Day,
Key Questions/ learning	Who are we? What do we look like? Do we look the same? What is my body?	What is a celebration? What do you celebrate at home? How do we celebrate birthdays?	Where do I live? What is the name of my town? What do I live in? (House, flat, bungalow etc)	What is a book? How do I handle books carefully and look after them? What is a story? How can I listen carefully to a story?	What is Spring? What happens in Spring? Can I see signs of Spring? What is new life?	Where have you been on a visit? Where have you been on a holiday?

## Nursery Long Term Plan

	Names of simple body parts. Where do we live? Who can help me? What are senses?	Who do you celebrate with? Do we all celebrate in the same way? Let's explore celebrations - Baptisms, Christmas, Diwali, Remembrance Day, Bonfire Night.	What is the world? What is a map/globe? What is the blue? What is the green? What country do I live in? What do homes look like in different parts of the world? Do all homes look like mine? What is the weather like in different countries? What do people wear in hot/cold countries?	Can I use pictures to help me tell a story? Can I act out a story? Can I use props to help me retell a story? Can I sequence a story? What is my favourite story? Can I use books to help me find out information?	Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them? What do bees do? What is water? Where do flowers come from? What do we need to grow plants, vegetables and flowers?	Have you been on a bus, train, boat, plane? What did you pack? Who did you go with? What did you do when you were there?
<b>Visits/ Visitors Events</b>	New baby  Mums / dads  Walk around school grounds, autumn walk	Pets  Parents come to watch the Nativity in Nursery.	Penguin video  Winter walk around school/freezing object	Nursery-Teddy Bear's Picnic  Farm	The Creepy Crawly Show  Planting with parents	Beach day in school e.g. dressing up, picnic  Looking at photographs of our journeys

## Nursery Long Term Plan

Books to Read	Maisy goes to Nursery by Lucy Cousins	Topsy and Tim have a Birthday Party by Jean & Gareth Adamson	Polar Bear, Polar Bear, what do you hear? By Bill Martin Jr & Eric Carle	The 3 Little Pigs	Bird builds a Nest by Martin Jenkins	We're going on a bear hunt
	I like Me by Nancy Carlson	The best Diwali ever by Sonali Shah	Say Hello to snowy animals Animals by Ian Whybrow & Ed Eaves	The 3 Billy Goats Gruff	The Teeny Weeny Tadpole by Sheridan Cain	Rosie's walk
	My Mom and Dad make me laugh by Nick Sharratt	Dear Santa by Rod Campbell	My friend Bear by Jez Alborough	Little Red Riding Hood	I love Bugs by Emma Dodd	Mr Gumpy's Motor Car by John Burningham
	Peace at Last by Jill Murphy	The Christmas Story		The Ugly Duckling	Walter's Web.	The Hundred Decker Bus by Mike Smith
	Eyes, nose, fingers and Toes by Judy Hindley	Robin Red Vest by Jean Fernley		The Easter Story	Monkey Puzzle	We Catch the Bus by Katie Abey
	I hear a Pickle by Rachel Isadora				Jack and the Beanstalk.	The Lost Property Office by Emily Rand
					The tiny seed.	
					I went walking	
			Once there was a Seed by Judith Anderson & Mike Gordon			
Nursery Rhymes (Linked with maths scheme Master the Curriculum)	12345 Once I caught a fish alive 1 potato, 2 potato, 3 potato 4 5 little speckled frogs 5 little ducks 5 currant buns 5 sausages 1 finger, 1 thumb	Three Blind Mice Three Little Kittens 5 snowmen 4 teddy bears 5 fingers Alice the camel Sing a song of sixpence			5 little men in a flying saucer Humpty Dumpty sat on a wall One elephant went out to play Ring-a-roses London bridge is falling down One Big Hippo Sleeping Bunnies	

## Nursery Long Term Plan

	1, 2 buckle my shoe 2 little dickie birds Heads, shoulders, knees and toes Zoom, zoom, zoom		I'm a little bean 5 cheeky monkeys swinging through the trees When Goldilocks went to the house of the bears		5 cheeky monkeys jumping on the bed 5 little apples	
<b>Vocabulary</b>	Myself, family, parents, same, different, special, friend, body, house, home, job, helper, senses.	Celebrate, birthday, party, marry, birth, birthday, present, Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together,	World, map, globe, land, sea, weather, hot, cold, sun, rain, wind, snow,	Story, book, page, cover, title, author, illustrator, letters, words, pictures, listening, first, next, last	Spring, new life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment, chrysalis, egg, butterfly, caterpillar, Grow, seed, bulb plant, leaf, flower, compost, soil, leaves, tall	Train, car, boat, aeroplane, travel, suitcase, ticket
<b>Enhanced Provision Ideas</b>	<ul style="list-style-type: none"> <li>▪ mark-making (faces, names)</li> <li>▪ paper plate faces – use mirrors to look at my different features</li> <li>▪ painting self-portraits, looking closely at my features</li> </ul>	<ul style="list-style-type: none"> <li>▪ Autumn walk – collect leaves, take pictures, walk through crunchy leaves</li> <li>▪ leaf rubbing</li> <li>▪ make a stick man</li> <li>▪ pumpkin exploration</li> <li>▪ firework pictures, make the sounds</li> <li>▪ dance like firework</li> <li>▪ Remembrance Day - make</li> </ul>	<ul style="list-style-type: none"> <li>▪ role play pancakes/frying pans in home corner</li> <li>▪ lemon bubbles – mixing and making bubbles – whisking, filling pouring, pipettes</li> <li>▪ decorate house numbers</li> <li>▪ globes - paper plates</li> </ul>	<ul style="list-style-type: none"> <li>▪ make a castle</li> <li>▪ make a cloud</li> <li>▪ unifix measure beanstalks &amp; giant feet</li> <li>▪ duplo beanstalks</li> <li>▪ junk modelling zoo characters</li> <li>▪ construction – using different materials to build houses</li> <li>▪ What's the time Mr. Wolf?</li> <li>▪ create your own troll</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spring colouring – flowers/birds</li> <li>▪ take photos of signs of spring</li> <li>▪ tissue paper sunflowers</li> <li>▪ blossom tree painting – cotton buds</li> <li>▪ make bird feeders</li> <li>▪ bird watching – binoculars</li> <li>▪ basic garden birds – names and differences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Flower collages</li> <li>▪ counting seeds – pics of numbered buckets</li> <li>▪ plant seeds</li> <li>▪ beanstalk leaves to make a giant beanstalk</li> <li>▪ bean sorting/counting</li> <li>▪ observational drawing – Daffodils</li> </ul>

## Nursery Long Term Plan

	<ul style="list-style-type: none"><li>▪ playdough faces</li><li>▪ loose part faces</li><li>▪ collage names</li><li>▪ footprints and handprints – compare sizes</li><li>▪ sensory exploration – textures, sounds, tasting, smells</li><li>▪ junk model houses</li><li>▪ large body collage – add labels</li><li>▪ draw around each other with chalk/bricks</li></ul>	<ul style="list-style-type: none"><li>▪ poppies, poppy printing (apples)</li><li>▪ party Role Play – make decorations</li><li>▪ decorate birthday cakes</li><li>▪ playdough cakes and candles</li><li>▪ Rangoli patterns</li><li>▪ Diwa lamps</li><li>▪ Santa’s workshop role play</li><li>▪ Christmas activities</li></ul>	<ul style="list-style-type: none"><li>▪ ice exploration – free the trapped animals</li><li>▪ craft - animals living in Iceland</li></ul>	<ul style="list-style-type: none"><li>▪ construction – using different materials to build bridges</li><li>▪ grow real grass</li><li>▪ fork painting – brown bears</li><li>▪ colour sorting bears</li><li>▪ teddy Bears picnic</li><li>▪ size sorting objects</li><li>▪ paper plate swans</li><li>▪ make porridge</li></ul>	<ul style="list-style-type: none"><li>▪ bug hunt</li><li>▪ make a bug house</li><li>▪ wormery</li><li>▪ butterfly paintings – folding printing</li><li>▪ collage ducks with feathers</li></ul>	
Religious Education	<ul style="list-style-type: none"><li>▪ <b>Branch 1 Creation and Covenant</b></li><li>▪ God made our beautiful world and everything in it.</li><li>▪ God made me.</li><li>▪ God loves me. God loves everyone. God made the wonderful world.</li></ul>		<ul style="list-style-type: none"><li>▪ <b>Branch 3 Galilee to Jerusalem</b></li><li>▪ The Wise Men visit Jesus.</li><li>▪ Jesus welcomes the little children.</li><li>▪ Mk 10: v16 Jesus blesses the little children (story retold).</li><li>▪ Jesus was born for everyone.</li><li>▪ The Glory Be is a special prayer.</li><li>▪ Show love to everyone like Jesus.</li></ul>		<ul style="list-style-type: none"><li>▪ <b>Branch 5 To the Ends of the Earth</b></li><li>▪ Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us.</li><li>▪ The Holy Spirit is our friend. The Holy Spirit looks after us.</li><li>▪ The parish church is a special place where we meet our friends. We sing and say prayers.</li></ul>	

## Nursery Long Term Plan

	<ul style="list-style-type: none"> <li>▪ The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" Give thanks for God's Wonderful World</li> <li>▪ <b>Branch 2 Prophecy and Promise</b></li> <li>▪ Mary was going to have a baby and his name would be Jesus.</li> <li>▪ Jesus was born in Bethlehem.</li> <li>▪ Advent Wreath.</li> <li>▪ The tradition of the crib.</li> <li>▪ Nativity Celebration.</li> <li>▪ Celebrate Advent, it is a time to get ready for Christmas.</li> <li>▪ God sent Jesus to love us all.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Branch 4 Desert to Garden</b></li> <li>▪ Lent is a time to care for others.</li> <li>▪ Jesus died on a cross.</li> <li>▪ It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates.</li> <li>▪ Love God and love everyone (Great commandment).</li> <li>▪ Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate.</li> <li>▪ Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden</li> <li>▪ Care for others. Celebrate with signs and symbols – Hot Cross Buns, garden growth, Easter eggs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The parish church. We gather with friends at church, especially on Sunday.</li> <li>▪ <b>Branch 6 Dialogue and Encounter</b></li> <li>▪ Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition.</li> <li>▪ Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</li> </ul>
<b>Communication &amp; Language (Listening, Attention &amp; Understanding)</b>	<ul style="list-style-type: none"> <li>▪ I can pay attention to one thing at a time</li> <li>▪ I can listen 1:1 to develop independence within my daily routine</li> <li>▪ I can participate in short multi-sensory adult led group time</li> <li>▪ I enjoy listening to stories and I'm beginning to remember much of what happens</li> </ul>	<ul style="list-style-type: none"> <li>▪ I enjoy listening to stories &amp; remember much of what happens</li> <li>▪ I am beginning to shift attention from one thing to another when needed and given a prompt</li> <li>▪ I am beginning to understand and follow a two-part instruction</li> <li>▪ I can understand some 'why' questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ I enjoy listening to longer stories (with increased attention) and can remember much of what happens</li> <li>▪ I can shift my attention from one thing to another when needed and given a prompt</li> <li>▪ I can understand and follow a two-part instruction</li> </ul>

## Nursery Long Term Plan

	<ul style="list-style-type: none"> <li>I can listen to short stories with illustrations, props and sounds</li> <li>I can recall key events and name key characters</li> <li>I am beginning to join in text retell with some actions</li> <li>I can follow an instruction with one part linked to my daily routine and adult led group activities</li> <li>I can understand simple questions about 'who', 'what' and 'where'</li> <li>I can get to know my friends and my new learning space</li> <li>I can talk about my autumn walk</li> <li>I am beginning to understand some 'why' questions related to my own experiences</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to show an understanding of some prepositions</li> <li>I am beginning to listen to others in a small group</li> </ul>	<ul style="list-style-type: none"> <li>I can understand and respond confidently to simple 'why' questions</li> <li>I can show an understanding of some prepositions</li> <li>I can listen to others in a small group</li> </ul>
<b>Communication &amp; Language (Speaking)</b>	<ul style="list-style-type: none"> <li>I am beginning to use a wider range of vocabulary linked to my daily routine and themes</li> <li>I can learn new rhymes and begin to develop a repertoire of songs</li> <li>I can join in with actions / props</li> <li>I can fill in some missing words</li> </ul>	<ul style="list-style-type: none"> <li>I can use a wider range of vocabulary</li> <li>I am continuing to develop and sing a repertoire of songs</li> <li>I can sing a range of rhymes/songs as part of a group</li> <li>I can talk about a familiar book and begin to tell a simple story</li> </ul>	<ul style="list-style-type: none"> <li>I can use a wider range of vocabulary in a range of contexts</li> <li>I can sing a large repertoire of songs</li> <li>I can sing a range of songs/rhymes as part of a group and independently</li> </ul>

## Nursery Long Term Plan

	<ul style="list-style-type: none"> <li>I am beginning to talk about a familiar book one-to-one</li> <li>I can comment on an illustration</li> <li>I can talk about my favourite character and favourite part of the story</li> <li>I can develop my communication, beginning to use different tenses</li> <li>I am beginning to use longer sentences of 4/6 words</li> <li>I can start a conversation with an adult / friend</li> <li>I am beginning to use talk to organise selves / play</li> </ul>	<ul style="list-style-type: none"> <li>I can continue to develop communication, using future and past tense (not always correctly)</li> <li>I can use longer sentence of 4/6 words</li> <li>I am beginning to join sentences with and</li> <li>I can start a conversation with an adult / friend and begin to continue it with many turns</li> <li>I can use talk to organise myself and my play</li> <li>I am beginning to retell a simple past event in correct order</li> <li>I am beginning to express a point of view</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about a familiar book and tell a longer story</li> <li>I am developing my communication and beginning to use a wider range of tenses (with correct use of most tenses)</li> <li>I can use sentences joined by other words such as like / because</li> <li>I can start a conversation with an adult / friend &amp; continue it with many turns</li> <li>I can retell a simple past event in correct order</li> <li>I can use talk more confidently to organise myself and my play</li> <li>I can express my point of view &amp; debate when I disagree with an adult /friend, using words as well as actions</li> </ul>
<b>Personal, Social &amp; Emotional Development (Managing Self)</b>	<ul style="list-style-type: none"> <li>I am showing an interest in a range of experiences both indoors and outdoors</li> <li>I am beginning to select and use continuous provision resources, with help when needed</li> <li>I can make independent learning choices during continuous provision</li> <li>I can put resources back in right place once used</li> <li>With support I am beginning to follow classroom routines and rules</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to select and use activities and resources to achieve a set goal</li> <li>I can settle to an activity of my choice for some time</li> <li>I can increasingly follow classroom routines and rules (with reduced practitioner guidance)</li> <li>I am developing independence within self-care routines</li> </ul>	<ul style="list-style-type: none"> <li>I can select and use activities and resources, with help when needed - to achieve a goal I have chosen, or one which is suggested to me.</li> <li>I can settle to an activity for some time</li> <li>I can increasingly follow rules, understanding why they are important.</li> <li>I do not always need an adult to remind me of a rule.</li> <li>I can be increasingly independent in meeting own care needs</li> <li>I can make healthy choices about</li> </ul>



## Nursery Long Term Plan

	<ul style="list-style-type: none"> <li>I am beginning to be independent within self-care routines such as toileting, handwashing, snack time and outdoor time</li> </ul>		<p>food, drink, activity and tooth brushing</p>
<b>Personal, Social &amp; Emotional Development (Self-Regulation)</b>	<ul style="list-style-type: none"> <li>With support, I can follow the daily routine</li> <li>I can play with others, sharing resources and taking turns</li> <li>I am beginning to talk about feelings ... 'I am happy / sad because</li> <li>I can show and imitate different emotions</li> <li>I am beginning to show awareness of how others might be feeling</li> <li>I can offer comfort to a child who is upset / laugh with others</li> <li>I can identify feelings of main characters in texts, looking carefully at illustrations</li> <li>I am beginning to recognise that some actions can hurt the feelings of others</li> <li>With support, I am beginning to find solutions to some conflicts</li> <li>I am beginning to share resources and take turns</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about feelings using words like 'happy' and 'sad' and begin to use other words</li> <li>With support, I am beginning to understand and talk about how others might be feeling and the reasons why</li> <li>I am beginning to help to find solutions to conflicts and rivalries. <i>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i></li> <li>With support, I am beginning to talk with others to resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my feelings using a range of words</li> <li>I am beginning to understand how others might be feeling.</li> <li>I can help to find solutions to conflicts and rivalries.</li> <li>I am developing appropriate ways of being assertive.</li> <li>I can talk with others to solve conflicts</li> </ul>

## Nursery Long Term Plan

<b>Personal, Social &amp; Emotional Development (Building Relationships)</b>	<ul style="list-style-type: none"> <li>I am beginning to play with one or more other children</li> <li>I am beginning to see myself as part of a community</li> </ul>	<ul style="list-style-type: none"> <li>I can play with one or more other children</li> <li>I can take part in pretend play with one or more children</li> <li>I see myself as part of a community</li> <li>I am beginning to share and take turns with others</li> <li>I am beginning to extend and elaborate play ideas with others</li> </ul>	<ul style="list-style-type: none"> <li>I am developing a sense of responsibility and membership of a community.</li> <li>I am becoming more outgoing with unfamiliar people, in the safe context of my setting.</li> <li>I am showing more confidence in new social situations.</li> <li>I can play with one or more other children, extending and elaborating play ideas.</li> </ul>
<b>Physical Development (Gross Motor Skills)</b>	<ul style="list-style-type: none"> <li>I am continuing to develop movement skills of walking and running, negotiating space, beginning to adapt speed and direction to avoid obstacles</li> <li>I am continuing to develop climbing skills</li> <li>I can use stairs using alternate feet</li> <li>With support, I can explore the climbing frame</li> <li>I am continuing to develop balancing skills</li> <li>I can complete low level obstacle courses</li> <li>I can walk up / down a ramp</li> <li>I can stand still</li> <li>I can stand on one leg</li> <li>I am beginning to learn to hop</li> </ul>	<ul style="list-style-type: none"> <li>I am continuing to develop movement of walking and running</li> <li>I am continuing to develop climbing skills</li> <li>I am continuing to develop balancing skills</li> <li>I am learning to hop</li> <li>I am beginning to learn to skip</li> <li>I am continuing to develop ball skills</li> <li>I can use large muscle movements</li> <li>I am beginning to remember some sequences and patterns of movement related to music and rhythm</li> <li>I am beginning to take part in some group team activities</li> <li>I am beginning to match developing physical skills to tasks and activities in setting</li> <li>I can choose the right resource to carry out chosen plan</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to refine movement of walking and running</li> <li>I am beginning to refine climbing skills</li> <li>I am beginning to refine balancing skills</li> <li>I am learning to skip</li> <li>I am continuing to develop ball skills</li> <li>I can use large muscle movements</li> <li>I can remember some sequences and patterns of movement related to music and rhythm</li> <li>I can take part in some group team activities</li> <li>I can match developing physical skills to tasks and activities in setting</li> <li>I can choose the right resource to carry out chosen plan</li> </ul>

## Nursery Long Term Plan

	<ul style="list-style-type: none"> <li>I am continuing to develop ball skills , rolling (partner / circle games) and kicking</li> <li>I am beginning to use large-muscle movements to wave flags and streamers (top to bottom / anti-clockwise) , paint and make marks (top to bottom / anti-clockwise)</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to collaborate with others to manage large items</li> </ul>	<ul style="list-style-type: none"> <li>I can collaborate with others to manage large items</li> </ul>
<b>Physical Development (Fine Motor Skills)</b>	<ul style="list-style-type: none"> <li>I am beginning to show a preference for a dominant hand</li> <li>I am beginning to learn to use a knife and fork</li> <li>I am beginning to get dressed independently for outdoor play</li> <li>I can use some one-handed tools and equipment across provision: <input type="checkbox"/> Pouring / filling <input type="checkbox"/> Stirring / mixing <input type="checkbox"/> Rolling <input type="checkbox"/> Painting / Drawing / mark making ...</li> <li>I am beginning to develop a comfortable grip when using pencils / pen</li> </ul>	<ul style="list-style-type: none"> <li>I can show preference a for a dominant hand</li> <li>I am continuing to learn to use a knife and fork</li> <li>I am increasing independence getting dressed and undressed</li> <li>I can use a range of one-handed tools and equipment</li> <li>I am continuing to develop a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>I can use one-handed tools and equipment.</li> <li>I can eat independently using a knife and fork</li> <li>I am increasingly independent getting dressed and undressed</li> <li>I can use a comfortable grip with good control when holding pens and pencils.</li> </ul>
<b>Literacy Phase One Phonics (Word Reading)</b>	<ul style="list-style-type: none"> <li>I am beginning to develop phonological awareness</li> <li>I can join in with Phase 1 activities, aspects 1 to 6</li> </ul>	<ul style="list-style-type: none"> <li>I am continuing to develop phonological awareness</li> <li>I can join in with Phase 1 activities, aspects 1 to 7</li> </ul>	<ul style="list-style-type: none"> <li>I am developing my phonological awareness</li> <li>I can join in with Phase 1 activities, aspects 1 to 7</li> </ul>

## Nursery Long Term Plan

	<ul style="list-style-type: none"> <li>▪ I can distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion</li> <li>▪ Rhythm and rhyme: I am beginning to develop awareness of words that sound the same</li> <li>▪ Alliterative activities, I am beginning to identify words starting with the same phoneme within names</li> <li>▪ I can explore and copy different voice sounds</li> <li>▪ I am beginning to understand some of the five key concepts about print:</li> <li>▪ I can handle books carefully &amp; correctly</li> <li>▪ I can name some book parts such as <i>front cover, back cover, page, title</i></li> <li>▪ I know that print has meaning</li> <li>▪ I can recognise familiar logos and environmental labels with photograph</li> <li>▪ I understand print is read left to right</li> <li>▪ I am beginning to read own name with visual support</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can listen, remember &amp; talk about different sounds: □ Environmental □ Instrumental □ Body Percussion</li> <li>▪ Rhythm and rhyme: develop awareness of words that sound the same</li> <li>▪ I can tune into alliterative words, begin to identify / hear some initial phonemes in words</li> <li>▪ I can explore and begin to talk about different voice sounds</li> <li>▪ I am beginning to participate in oral blending/segmenting activities</li> <li>▪ I can clap syllables in own name</li> <li>▪ I am beginning to engage in conversations about stories and non-fiction texts, learning new vocabulary</li> <li>▪ I am continuing to develop an understand the five key concepts about print:</li> <li>▪ I can handle books carefully &amp; correctly</li> <li>▪ I can name some book parts .... <i>title / blub</i></li> <li>▪ I understand that print has meaning – recognise some new logos</li> <li>▪ I am beginning to understand what a word / letter is</li> <li>▪ I can follow print left to right and begin to use 1:1 correspondence</li> <li>▪ I know where to start reading</li> <li>▪ I can read own name without visual support</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can listen, remember &amp; talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion</li> <li>▪ I can talk about rhyming words and begin to create rhyming strings</li> <li>▪ I can hear and say initial sounds in words</li> <li>▪ I can explore and talk about different voice sounds, enunciating some phoneme correctly</li> <li>▪ I can participate in oral blending/segmenting activities</li> <li>▪ I can clap syllables in words</li> <li>▪ I can engage in extended conversations about stories and non-fiction texts, learning &amp; using new vocabulary</li> <li>▪ I can use the five key concepts about print:</li> <li>▪ I can identify a word in a sentence and understand it carries meaning</li> <li>▪ I can identify a letter in a word</li> <li>▪ I can name parts of book and show awareness of page number ... <i>page number</i></li> <li>▪ I am continuing to develop understanding of word / letter</li> </ul>
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## Nursery Long Term Plan

			<ul style="list-style-type: none"> <li>I can follow print, know it is read from top to bottom &amp; use 1:1 correspondence</li> <li>I can read own name in a variety of fonts/context</li> </ul>
<b>Literacy (Writing)</b>	<ul style="list-style-type: none"> <li>I can add some marks to my drawings, which I give meaning to. For example: "That says mummy.</li> <li>I can make marks on picture to represent name</li> <li>I am beginning to attempt to write name with some recognisable letters</li> <li>I am beginning to understand that own marks represent meaning</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use some print / letter knowledge in writing</li> <li>I can draw symbols – lines / circles</li> <li>I am beginning to engage in purposeful mark marking</li> <li>I can attempt to write name, using name card, with some recognisable letters, some correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>I can use my knowledge of print / letter knowledge in writing</li> <li><i>I am</i> beginning to match some letters to phonemes e.g. m for mummy</li> <li>I can engage in purposeful early writing</li> <li>I can write name, from memory, with correct letter formation</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li><b>Colours</b> <ul style="list-style-type: none"> <li>Red • Blue • Yellow</li> <li>Green • Purple • Mix of colours</li> </ul> </li> <li><b>Match</b> <ul style="list-style-type: none"> <li>Buttons and colours</li> <li>Matching towers</li> <li>Matching shoes</li> <li>Match number shapes</li> </ul> </li> <li>Match shapes</li> <li>Pattern handprints – big and small</li> <li><b>Sort</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Number 3</b></li> <li>Subitising</li> <li>3 Little pigs 1:1 counting Numerals/Triangles</li> <li><b>Number 4</b></li> <li>1:1 counting Numerals Squares/rectangles</li> <li>Composition of 4</li> <li><b>Number 5</b></li> <li>1:1 counting Numerals Pentagon</li> <li>Composition of 5</li> <li><b>Number 6</b></li> <li>Introduce 10 frame</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing</li> <li>Positional Language</li> <li>More than/fewer than</li> <li>Shape – 2D Revisit pattern from Autumn</li> <li>Shape – 3D Revisit pattern from Autumn</li> <li>Number composition 1 – 5 Revision</li> <li>What comes after?</li> <li>What comes before?</li> <li>Numbers to 5</li> </ul>

## Nursery Long Term Plan

	<ul style="list-style-type: none"> <li>▪ Colour</li> <li>▪ Size</li> <li>▪ Shape What do you notice?</li> <li>▪ Guess the rule</li> <li>▪ <b>Number 1</b></li> <li>▪ Subitising</li> <li>▪ Counting</li> <li>▪ Numeral</li> <li>▪ <b>Number 2</b></li> <li>▪ Subitising dice pattern</li> <li>▪ Subitising random patterns</li> <li>▪ Subitising – different sizes</li> <li>▪ Counting</li> <li>▪ Numeral</li> <li>▪ <b>Pattern</b></li> <li>▪ Extend AB Colour patterns</li> <li>▪ Extend AB Outdoor Patterns</li> <li>▪ AB Movement Patterns Fix my Pattern</li> <li>▪ Extend ABC Colour patterns</li> <li>▪ • Extend ABC Outdoor Patterns</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Height &amp; Length</b> <ul style="list-style-type: none"> <li>○ Tall and short</li> <li>○ Long and short</li> <li>○ Tall/long and short</li> </ul> </li> <li>▪ <b>Mass</b></li> <li>▪ Relate to books 3 little pigs goldilocks</li> <li>▪ Capacity</li> </ul>	
<b>Art &amp; Design (Creating with Materials, Being Imaginative and expressive)</b>	<b>Being Creative</b> <ul style="list-style-type: none"> <li>▪ I am beginning to explore different materials and textures</li> <li>▪ Introduction to glue to join ... <i>spread / press</i></li> <li>▪ I can create: □ lines □ circles</li> <li>▪ I can use a range of different media</li> <li>▪ I can explore printing</li> <li>▪ Hands / fingers / feet</li> </ul>	<b>Being Creative</b> <ul style="list-style-type: none"> <li>▪ I can explore different materials freely and begin to develop own ideas about how to use them and what to make</li> <li>▪ I am continuing to explore different textures</li> <li>▪ I am beginning to join different materials</li> <li>▪ I am beginning to create closed shapes to represent objects</li> <li>▪ I am beginning to draw with increasing detail</li> </ul>	<b>Being Creative</b> <ul style="list-style-type: none"> <li>▪ I am developing my own ideas and deciding which materials to use to express them</li> <li>▪ I can explore different textures</li> <li>▪ I can join different materials</li> <li>▪ I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>▪ I can draw with increasing complexity and detail</li> </ul>

## Nursery Long Term Plan

	<ul style="list-style-type: none"> <li>Leaves</li> <li>I can create enclosed shapes to represent self (range of media)</li> <li>Body / Face</li> <li>I am beginning to explore colour</li> <li>Free exploration</li> <li>Self-portraits</li> <li>Autumn / Christmas</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>I am beginning to take part in pretend play</li> <li>I can imitate home experiences (home corner)</li> <li>I can imitate life experiences linked to different seasons</li> <li>I am beginning to create my own small world scenes linked to interests</li> <li>I am beginning to create simple stories using small world</li> <li>I can imitate own experiences (my home / nursery)</li> <li>I can listen with increased attention to sounds</li> </ul>	<ul style="list-style-type: none"> <li>I can use drawing to represent ideas like movement</li> <li>I am beginning to show different emotions in drawings and paintings, like happiness, sadness, fear etc.</li> <li>I am beginning to explore colour mixing.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>I am beginning to respond to what I have heard, expressing my thoughts and feelings.</li> <li>I am beginning to remember and sing entire songs.</li> <li>I am beginning to sing the pitch of a tone sung by another person ('pitch match').</li> <li>I am beginning to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>I can play instruments with increasing control to express my feelings and ideas.</li> <li>I can take part in simple pretend play and begin to use an object to represent something else</li> <li>I am beginning to develop complex stories using small world equipment</li> <li>I am beginning to make imaginative and complex 'small worlds'</li> </ul>	<ul style="list-style-type: none"> <li>I can use drawing to represent ideas like movement or loud noises.</li> <li>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.</li> <li>I can explore colour and colour mixing.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>I can respond to what I have heard, expressing my thoughts and feelings.</li> <li>I can remember and sing entire songs.</li> <li>I can sing the pitch of a tone sung by another person ('pitch match').</li> <li>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>I can play instruments with increasing control to express their feelings and ideas.</li> <li>I can create my own songs, or improvise a song around one they know</li> <li>I can take part in simple pretend play using an object to represent something else even though they are not similar</li> </ul>
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## Nursery Long Term Plan

	<ul style="list-style-type: none"> <li>I can tune into body percussion sounds</li> <li>I am beginning to move to a steady beat</li> <li>I can sing and remember some simple rhymes and songs</li> <li>I can play instruments with increasing control</li> <li>I am free to explore musical instruments</li> <li>I am learning to play instruments by tapping, banging and shaking</li> </ul>		<ul style="list-style-type: none"> <li>I can develop complex stories using small world equipment</li> <li>Make imaginative and complex 'small worlds'</li> </ul>
<b>Understanding the World (Past and Present)</b>	<ul style="list-style-type: none"> <li>I am beginning to make sense of my own life history</li> <li>When I was a baby .... baby / new / grow</li> <li>The people in my family .... family / brother / sister</li> <li>My birthday .... birthday / party / presents</li> <li>Christmas time</li> </ul>	<ul style="list-style-type: none"> <li>I can make sense of my own life history</li> </ul>	<ul style="list-style-type: none"> <li>I can make sense of my own life history</li> <li>I am beginning to make sense of family's history</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>I am beginning to show an interest in different occupations</li> </ul>	<ul style="list-style-type: none"> <li>I am continuing to show an interest in different occupations</li> </ul>	<ul style="list-style-type: none"> <li>I can show an interest in different occupations</li> </ul>



## Nursery Long Term Plan

<b>(People, Cultures and Communities)</b>	<ul style="list-style-type: none"> <li>▪ People who help us: Doctor / Nurse / .... doctor / nurse / hospital</li> <li>▪ People who help our pets: Vets ... vets / pets</li> <li>▪ Babies and children (similarities / differences) ... body parts, hair colour</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am beginning to develop positive attitudes about the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am continuing to develop positive attitudes about the differences between people</li> </ul>
<b>Understanding the World (The Natural World)</b>	<ul style="list-style-type: none"> <li>▪ I am beginning to use some senses in 'hands on' exploration of natural materials</li> <li>▪ I am getting to know new outdoor learning space</li> <li>▪ I am beginning to explore collections of materials with similar and/or different properties.</li> <li>▪ I can take part and talk about my autumn collection .... <i>leaves, pine cones, conkers, twigs ...</i></li> <li>▪ I can talk about what I see, beginning to use a wider vocabulary</li> <li>▪ I can talk about how things work</li> <li>▪ My favourite toy .... <i>toy / push / pull / bend</i></li> <li>▪ Party objects / Christmas decorations ....</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am beginning to use all my senses in hands on exploration of natural materials</li> <li>▪ I am beginning to explore collections of materials with similar and/or different properties.</li> <li>▪ I can talk about what I see, continuing to use a wider vocabulary</li> <li>▪ I am beginning to understand the need to respect and care for the natural environment</li> <li>▪ I am beginning to know that there are different countries in the world</li> <li>▪ I can explore how things work</li> <li>▪ I am beginning to explore and talk about different forces they can feel</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can use all my senses in hands on exploration of natural materials.</li> <li>▪ I can explore collections of materials with similar and/or different properties.</li> <li>▪ I can talk about what I see, using a wide vocabulary.</li> <li>▪ I can plant seeds and care for growing plants.</li> <li>▪ I understand the key features of the life cycle of a plant and an animal.</li> <li>▪ I am beginning to understand the need to respect and care for all living things.</li> <li>▪ I know that there are different countries in the world and can talk about the differences they have experienced or seen in photos.</li> <li>▪ I can explore how things work.</li> <li>▪ I can explore and talk about different forces I can feel.</li> </ul>

## Nursery Long Term Plan

	<ul style="list-style-type: none"><li>▪ I am beginning to explore and talk about different forces I can feel</li><li>▪ Push and pull toys .... <i>push / pull</i></li><li>▪ I am beginning to understand the need to respect and care for the natural environment including my Nursery outdoor learning space</li></ul>		<ul style="list-style-type: none"><li>▪ I can talk about the differences between materials and changes they notice</li></ul>
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