

## Nursery Long Term Planning 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting to Know You	About me and My Family Christmas	Keeping Healthy Healthy Teeth Chinese New Year	New Life on the Farm Lifecycle of the Hen	The Seaside	The Seaside cont Holidays Pirates
Important Dates/celebrations	Harvest Festival	Christmas Celebrations	Valentines Day Chinese New Year	Easter Mothering Sunday Shrove Tuesday	Farm Visit The Jubilee	
Personal, Social and Emotional Development	PSED is not specifically planned for across the year, however there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.					
Physical Development	•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. Outside Play	•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. Outside Play	Healthy Teeth Use large-muscle movements to wave flags and streamers, paint and make marks. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Go up steps and stairs, or climb up apparatus, using alternate feet.	Go up steps and stairs, or climb up apparatus, using alternate feet.	•Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
PE	No hall time. Outside play using space hoppers, balancing equipment, hoops, balls,	Ring Games. No hall time. Outside play using space hoppers, balancing equipment, hoops, balls,	Moving in different ways  Chinese Dragon Dancing.	Using benches and platforms.	Using fixed apparatus in the hall to develop climbing skills alongside benches and platforms	Outside using timber play equipment on main school field to develop upper body strength and climbing
Communication and Language	C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time, phonics, group reading and recall have a weighty focus on CLL as well as clear classroom rules and routines. Observations, next steps and parent/key worker meetings support the development of individuals.					
Phonics	Phonics 'Letters and Sounds' Phase 1: Sound discrimination ' environmental, body, voice & instrumental sounds, rhythm & rhyme, alliteration, oral blending & segmenting / Phase 2: letters. Reading and writing own name. Turning pages in books, looking at illustrations & print in books & the environment. Texts include: nursery rhymes, picture stories, traditional stories, fairy stories and non-fiction.					
Literacy	Non Fiction, nursery/action rhymes	Non Fiction, nursery/action rhymes The Enormous Turnip traditional tale Environmental Print	Non fiction, rhymes, Alans Big Scary Teeth, stories about Chinese New Year	Non fiction, poems and rhymes, Farmer Duck, The Little Red Hen Makes Pizza Lists, name writing	Non fiction, seaside stories, Recall of farm visit RWI phonics Lists, name writing	Non fiction, pirate stories RWI phonics Lists, postcards,
Key Texts	Pete the Cat and his White Shoes Can't You Sleep Little Bear Where's My Teddy The Enormous Turnip Funnybones Stickman Peace at Last		The Gingerbread Man The Hungry Caterpillar The Bear Hunt My Granny Went to Market The Colour Monster Norman the Slug with the Silly Shell Alan's Big Scary Teeth		Dragon Jelly Oliver's Milkshake Worry Monsters The Farmyard Jamboree Florence the Fairy Little Rabbit Foo Foo Pirate Pete and His Smelly Feet	

	The Wonky Donkey Owl Babies Whatever Next Christmas Stories	The Longest Breakfast Aliens Love Underpants The Gruffalo	Handa's Surprise Jack and The Beanstalk On the Way Home			
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>•Say one number for each item in order: 1,2,3,4,5.</li> <li>•Compare quantities using language: 'more than', 'fewer than'.</li> <li>•Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>•Recite numbers past 5.</li> <li>•Say one number for each item in order: 1,2,3,4,5.</li> <li>•Compare quantities using language: 'more than', 'fewer than'.</li> <li>•Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>•Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>•Describe a familiar route.</li> <li>•Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>•Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>•Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>•Make comparisons between objects relating to size, length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>•Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>•Recite numbers past 5.</li> <li>•Say one number for each item in order: 1,2,3,4,5.</li> <li>•Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>•Show 'finger numbers' up to 5.</li> <li>•Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>•Experiment with their own symbols and marks as well as numerals.</li> </ul>	<ul style="list-style-type: none"> <li>•Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>•Recite numbers past 5.</li> <li>•Say one number for each item in order: 1,2,3,4,5.</li> <li>•Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>•Show 'finger numbers' up to 5</li> <li>•Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>•Experiment with their own symbols and marks as well as numerals.</li> <li>•Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>•Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>•Combine shapes to make new ones - an arch, a bigger triangle etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>•Recite numbers past 5.</li> <li>•Say one number for each item in order: 1,2,3,4,5.</li> <li>•Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>•Show 'finger numbers' up to 5.</li> <li>•Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>•Experiment with their own symbols and marks as well as numerals.</li> <li>•Solve real world mathematical problems with numbers up to 5.</li> <li>•Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>•Describe a familiar route.</li> <li>•Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>•Talk about and identifies the patterns around them. 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Use informal</li> </ul>	<ul style="list-style-type: none"> <li>•Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>•Recite numbers past 5.</li> <li>•Say one number for each item in order: 1,2,3,4,5.</li> <li>•Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>•Show 'finger numbers' up to 5.</li> <li>•Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>•Experiment with their own symbols and marks as well as numerals.</li> <li>•Solve real world mathematical problems with numbers up to 5.</li> <li>•Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>•Describe a familiar route.</li> <li>•Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>•Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal</li> </ul>

					<p>'pointy', 'spotty', 'blobs' etc.</p> <ul style="list-style-type: none"> <li>•Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>•Notice and correct an error in a repeating pattern.</li> <li>•Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<p>language like 'pointy', 'spotty', 'blobs' etc.</p> <ul style="list-style-type: none"> <li>•Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>•Notice and correct an error in a repeating pattern.</li> <li>•Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>•Make comparisons between objects relating to size, length, weight and capacity</li> </ul>
<b>Music and Rhyme</b>	Nursery Rhymes Number rhymes	Musical Express- making music with things around us. Learning new songs for Christmas performance.	Musical Express Music from other cultures -China	Musical Express 3 Singing Pigs Easter Songs	Musical Express Listening to patriotic music -Jubilee Celebrations . Brass/Military bands, National Anthem	Musical Express Pirate/Sea shanties BBC schools radio
<b>Expressive Arts</b>	<ul style="list-style-type: none"> <li>•Explore colour and colour mixing.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <ul style="list-style-type: none"> <li>•Explore colour and colour mixing.</li> </ul> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p>	<ul style="list-style-type: none"> <li>•Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>•Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>•Explore colour and colour mixing.</li> </ul>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <ul style="list-style-type: none"> <li>•Join different materials and explore different textures.</li> </ul> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p>	<ul style="list-style-type: none"> <li>•Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>•Explore colour and colour mixing.</li> </ul> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<ul style="list-style-type: none"> <li>•Develop their own ideas and then decide which materials to use to express them.</li> <li>Create their own songs or improvise a song around one they know.</li> </ul>
<b>Understanding the world</b>  <b>Science</b>	<p>Use all senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar</p>	<ul style="list-style-type: none"> <li>•Understand 'why' questions like "why do you think the caterpillar got so fat?"</li> </ul>	<ul style="list-style-type: none"> <li>•Make healthy choices about food, drink, activity and toothbrushing.</li> <li>•Explore how things work</li> </ul>	<ul style="list-style-type: none"> <li>•Plant seeds and care or growing plants</li> <li>•Begin to understand the key features of a plant and animal's life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>•Make healthy choices about food, drink, activity and toothbrushing.</li> <li>•Plant seeds and care or growing plants</li> </ul>	<ul style="list-style-type: none"> <li>•Understand 'why' questions like "why do you think the caterpillar got so fat?"</li> </ul>

	<p>and/or different properties Talk about what they see, using a wide vocabulary Begin to understand the need to respect and care for the natural environment</p>	<p>•Talk about what they see, using a wide vocabulary</p>	<p>•Talk about what they see, using a wide vocabulary Talk about the difference between materials and changes they notice.</p>	<p>•Understand 'why' questions like "why do you think the caterpillar got so fat?" •Talk about what they see, using a wide vocabulary</p>	<p>•Begin to understand the key features of a plant and animal's life cycle. •Talk about what they see, using a wide vocabulary</p>	<p>•Explore and talk about different forces they can feel •Explore how things work •Talk about what they see, using a wide vocabulary</p>
<p>Understanding the World History/Geography</p>	<p>Begin to make sense of their own life story and their family history.</p>	<p>Begin to make sense of their own life story and their family history.</p>	<p>Finding out about a country different to England -China •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Looking at a farm environment.</p>	<p>Looking at a seaside Environment Jubilee Celebrations - London</p>	<p>•Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>