



Nursery Long Term Plan - Year A

| Year A (even) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------------|---|--|---|---|---|------------------------|
| St John's Values | Self Control and Patience. | Gentleness and Joy | Faith and Faithfulness | Love | Goodness and Kindness | Peace and Peacefulness |
| Fundamental British Values | <p style="text-align: center;">Democracy</p> <p>Let children know their views count and encourage everyone to value each other's opinions and values. Let children share views on what activity should come next with a show of hands.</p> <p>Provide activities that involve turn-taking, sharing and collaboration.</p> <p>Give children opportunities to develop enquiring minds by creating a setting where all questions are valued.</p> | | <p style="text-align: center;">Rule of Law</p> <p>Ensure that children understand their own and others' behaviour and its consequences, helping them to distinguish right from wrong</p> <p>Work with children to create the rules and the codes of behaviour, such as agreeing the rules about tidying up, and also ensuring children understand that the rules apply to everyone</p> | | <p style="text-align: center;">Individual liberty</p> <p>Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing children to take risks on an obstacle course and talking about their experiences and learning</p> <p>Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions</p> | |
| | <p>Mutual Respect and Tolerance</p> <p>Encourage and explain to children about the importance of tolerant behaviours, such as sharing and respecting each other's opinions</p> <p>Promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children's experiences</p> <p>Provide resources and activities that challenge gender, cultural and racial stereotyping</p> <p>Create an ethos of inclusivity and tolerance at your setting where views, faiths, cultures and races are valued</p> <p>Arrange visits whereby children can engage with the wider community</p> <p>Encourage children to acquire a tolerance, appreciation and respect for their own and other cultures by discussing with children the similarities and differences between themselves and others; and among families, faiths, communities, cultures and traditions</p> <p>Share and discuss practices, celebrations and experiences.</p> | | | | | |
| Memorable experiences | <p>NPP - Space People Who Help Us! Visitors in school.</p> <p>Planetarium Visit</p> | <p>NPP - Christmas story Autumn Walk (Arboretum)</p> <p>See Santa</p> | Winter Walk Snowdome | <p>NPP - Dinosaurs</p> <p>NPP - Weather Safari Park/ Museum</p> | Grandparents Gardening Day | Seaside Visit |
| Key Texts | Once There Were Giants and Lost and Found. | Leaf Man and How Many Seeds in a Pumpkin? The first Christmas. | The Gruffalo's Child and Kipper's Snowy Day. | Dinosaur Roar, Cave Baby, The Big Book of Dinosaurs and Dear | Errol's Garden, My Butterfly Bouquet and Jump and Shout. | To be confirmed |

Nursery Long Term Plan - Year A

| | | | | | | |
|--|---|--|--|---|---|---|
| | Peace at last, Owl Babies and How to Catch a Star. | | | Dinosaur. The colour Monster. | Through the Magic Mirror, The Foggy Foggy Forest and Little Beaver and The Echo. | |
| Cornerstones Including: History, Geography, Art, DT | Me and My Community Starry Night | Exploring Autumn Sparkle and Shine | Winter Wonderland Rhyme Time | Dinosaurs Puddles and Rainbows | Shadows and Reflections Sunshine and Sunflowers | On the Beach Move It! Moving On! |
| Communication and Language (PSE) | To speak to the adult in the setting. Adults model and repeat back grammatically correct sentences. Adults give clear prompts using a child's name and then an instruction. | To talk about stories that they have heard. To start conversations with an adult or a peer. | To learn a bank of nursery rhymes that they can sing confidently. To start to respond to two part instructions. | To have an opportunity to share news and views at the end of each day during reflection time. To understand why questions. | To discuss, make comments and ask questions throughout the day. To start to enjoy listening to longer stories and can remember much of what happened. To use talk to organise their play. | To engage with self-chosen activities and encouraged to develop their communication language and literacy skills with their peers as well as supporting adults. To use longer sentences of 4-6 words. To be able to talk about a familiar book. |
| Children learn key vocabulary for the topic and use it throughout the day. Children are taught to sit opposite their talking partner during adult-led times. | | | | | | |

Nursery Long Term Plan - Year A

| | | | | | | |
|---|---|--|--|---|---|--|
| Physical Development (PE, Healthy bodies and minds) | <p>Children are encouraged and supported as necessary to put on their own coats and do up their zips.</p> <p>To understand the importance of self-care and are gaining independence when washing and drying hands.</p> | <p>To climb using the outside apparatus (steps)</p> <p>To walk and run with increased confidence, without falling over.</p> <p>To use large-muscle movements to wave flags and streamers, paint and mark make.</p> | <p>To catch a large ball.</p> <p>To confidently manipulate dough to strengthen their fingers.</p> | <p>To use the Nursery trikes and scooters without needing adult support.</p> <p>To remember sequences and patterns of movements which are related to music.</p> | <p>To use scissors confidently and safely to make snips in paper.</p> <p>To start taking part in some group activities which they make up for themselves, or in teams.</p> <p>To develop a comfortable pencil grip.</p> | <p>To make marks on paper confidently using a four finger grasp.</p> <p>Collaborate with others to manage large items and move them safely.</p> <p>To show a preference for a dominant hand.</p> |
| | All children are encouraged to feed themselves during snack time and make positive healthy choices. | | | | | |
| | Children have access to a variety of fine motor tools during child-initiated time, such as scissors, pencils, crayons, felts etc... | | | | | |
| Personal, Social and Emotional Development (PSHE, RE, RSE, Worship & Spirituality) | <p>To understand and follow the nursery and school rules.</p> <p>Children are taught conflict resolution and taught our phrase 'Please don't do that I don't like it.'</p> <p>Children are encouraged to select resources and activities with support.</p> <p>RE -Friends -Celebrating our differences -Families</p> | <p>To share resources, sometimes needing support from an adult.</p> <p>To manage their own personal hygiene (dry most days, communicate when they need the toilet, pull up and down their own clothes and wash hands)</p> <p>RE -Diwali -Understanding Christianity Unit F2 Incarnation</p> | <p>To play alongside other children in the setting independently.</p> <p>Talk about their feelings and begin to understand how others might be feeling.</p> <p>RE -Moses LDBE -Stories showing faith -Jesus Calms the Storm -Chinese New Year</p> | <p>To have at least one good friend who they share experiences with.</p> <p>RE -Who do you love? - Who is special to you? -Mother's Day -The Good Samaritan - Understanding Christianity Unit F3 - Salvation</p> | <p>To begin to understand how others are feeling and show empathy if a child is sad or upset.</p> <p>RE -Eid -Noah's Ark -The Lost Sheep</p> | <p>To move from activity to activity independently during child initiated time, sometimes with support from an adult.</p> <p>RE -Understanding Christianity Unit F1- Who is God? -The Creation story -Story from another faith about caring for the world</p> |

Nursery Long Term Plan - Year A

| | | | | | | |
|---|--|---|---|--|---|---|
| | -Jesus chooses his disciples | | | | | |
| | Visitors in school will be invited into school for children to become more outgoing with unfamiliar people and show more confidence in new social situations. | | | | | |
| SMILE | <ul style="list-style-type: none"> ● Self-talk and Positivity; promoting resilience and supporting stress and anxiety ● Manners; respecting others ● Individual Assertiveness; considering the impact of trauma and attachment ● Language of Co-operation and Kindness; supporting children's behaviour through nurture based approach ● Expressing Emotions. | | | | | |
| Literacy (Reading, writing and phonics) | Children are supported to find their name for self registration. | To talk about a familiar story with an adult. | To make marks and tell an adult what they mean. | To understand oral blending from an adult e.g. Look Nursery I have on my head a h-a-t.....hat! | To hear and identify the initial sound in words that are said orally. | To write the majority of their first name. |
| | To sing nursery rhymes. To look at books during choosing time. | To know if a book has a front cover and which way to hold a book. | To know a book has a blurb. | To identify rhyming words and complete a rhyming string. | To know the majority of the RWI picture cards. | Recognise their own name on a name card from a small choice of 5. To identify the initial sound in words. To write some letters accurately. |
| <p>During story times revise the five key concepts about print.</p> <p>Phonological awareness: Adults to oral blend throughout the day (every day) for children to hear the sounds in words. Oral blend the last word in a sentence when reading stories to the children.</p> | | | | | | |

Nursery Long Term Plan - Year A

| | | | | | | |
|--------------------------------|--|--|---|---|--|---|
| Mathematics (Maths) | <p>To talk about the day and orally count through the daily calendar.</p> <p>To count orally throughout the day, such as registration and lining up time.</p> <p>Recite numbers past 5.</p> <p>Can make comparisons between objects related to size and length</p> <p>Can talk about and explore 2D shapes using informal language</p> <p>Understands position through words alone</p> | <p>Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Show finger numbers up to 5.</p> <p>Fast recognition of up to 3 objects, without having to count them individually (subitising)</p> <p>Extend and create ABAB patterns</p> <p>Talks about and identifies the patterns around him/her. Uses informal language like pointy, spotty, blobs</p> | <p>Can say one number for each item in order 1,2,3,4,5</p> <p>Link numerals to amounts to 5.</p> <p>Can make comparisons between objects related to weight</p> <p>Can talk about and explore 3D shapes using informal language</p> | <p>Can compare quantities using language such as 'more than', 'fewer than'</p> <p>Can make comparisons between objects related to capacity</p> | <p>To verbally count up to 10 (and possibly beyond to 20).</p> <p>Notice an error in a repeating pattern</p> <p>Begin to describe a sequence of events using words first, then</p> <p>Is experimenting with his/her own symbols and marks as well as numerals</p> <p>Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof</p> <p>Combines shapes to make new ones</p> | <p>To have a deep understanding of numbers to 5 (to include counting using a 5 frame, recognising the numerals, talking about more and less).</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Describe a familiar route</p> <p>Is able to discuss routes and locations, using words like 'in front' and 'behind'</p> <p>Make comparisons between objects relating to size and length</p> |
| | <p>Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision. To sing maths songs and play maths games.</p> | | | | | |
| Little Big Maths | <p>Amounts</p> <p>-Uses any adjective</p> <p>-Asks for more</p> <p>-Understands not enough</p> <p>-Understands too much</p> <p>-Bigger, hotter, older, further, faster</p> <p>Counting</p> <p>-Says some familiar numbers</p> <p>-Saying numbers 1,2,3</p> | <p>Amounts</p> <p>-Smaller, colder, younger, slower</p> <p>-Amounts in a group increases</p> <p>-Amounts in a group decreases</p> <p>-Understands all gone</p> <p>-Big, long, hot, old, far, fast</p> <p>-Amount in a group doesn't change</p> | <p>Amounts</p> <p>-Small, short, cold, young, near, slow</p> <p>-Understands just right</p> <p>-Bigger, hotter, older, further, faster (comparing 2 things)</p> <p>-Smaller, colder, younger, nearer, slower (comparing 2 things)</p> <p>Counting</p> | <p>Amounts</p> <p>-Biggest, hottest, oldest, furthest, fastest</p> <p>-Smallest, coldest, youngest, nearest, slowest</p> <p>-Recognises more than</p> <p>-Recognises less than</p> <p>Wider Maths</p> <p>-I can describe an amount of space</p> | <p>Amounts</p> <p>-Recognises most</p> <p>-Recognises least</p> <p>It's Nothing New</p> <p>-Pim is counting (given context and told-counting with Pim e.g. 1 car, 2 cars, 3 cars</p> <p>Wider Maths</p> <p>-I can use 2D shapes when I play/make</p> | <p>Revise previous learning</p> |

Nursery Long Term Plan - Year A

| | | | | | | |
|---|--|--|--|---|---|--|
| | <p>-Touches one body part at a time -Can touch and say one object at a time</p> <p><u>Learn Its</u> -Recognise picture flash cards -I know my name -I have 2 hands</p> <p><u>It's Nothing New</u> -I can group objects</p> <p><u>Wider Maths</u> -I can show awareness of shapes as I play -I know 2D shapes exist -I can sort a pile of objects -I can play with containers -I can describe an object as tall or short</p> | <p>-Recognises lots -Recognises few</p> <p><u>Counting</u> -Saying numbers 1,2,3,4,5 -Knows numbers exist -Interested in familiar numbers -Repeats the last word said -Repeats total when given -Repeats total</p> <p><u>Learn Its</u> -I have 1 head -My hand has 5 fingers</p> <p><u>Wider Maths</u> -I can show interest in containers when I play -I notice patterns in pictures and stories -I understand now and later.</p> | <p>-Given context and prompted -Given context and sees for self -Finds own context with purpose</p> <p><u>Wider Maths</u> -I can follow 1 step movement instructions -I can use some early position talk -I can follow 2 step movement instructions -I can show interest in shapes as I play -I know 3D shapes exist -I can describe an amount of mass as heavy or light.</p> | <p>-I can show awareness of money -I understand the word hot -I understand the word cold I understand fast and slow</p> | <p>-I can copy simple patterns when clapping -I can explore symmetry in my play -I can record my sorting using mark making -I can play 'shop'</p> | |
| <p style="text-align: center;">Knowledge and Understanding (Computing, RSE, Global Citizens, Our community, local, National, global Equality & Diversity</p> | <ul style="list-style-type: none"> ● Black History Month ● Jeans for Genes <p>To show an interest in different local occupations and wider ones.</p> <p>Explore how things work.</p> <p>Begin to make sense of their own life-story and family's history.</p> | <ul style="list-style-type: none"> ● Children in Need ● Diwali ● Remembrance <p>To know and enjoy celebrating a wide range of religious celebrations.</p> | <ul style="list-style-type: none"> ● Chinese New Year ● Safer Internet Day <p>To enjoy exploring and talking about changes they see, such as the seasons.</p> | <ul style="list-style-type: none"> ● Red Nose Day <p>To talk about things that have happened in the past, such as Birthdays or celebrations.</p> | <ul style="list-style-type: none"> ● Walk to School Week ● World Environmental Day ● Eid <p>To explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand the key features of life cycles.</p> | <ul style="list-style-type: none"> ● Numbers Day <p>To talk about different environments such as mountains, deserts, forests and the ocean.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> |

Nursery Long Term Plan - Year A

| | | | | | | |
|--|---|---|---|---|---|---|
| | Continue to develop positive attitudes about the differences between people | | | | Plant seeds and care for them. | |
| Online Safety | Text – Penguin Pig (Internet safety) | Text - Chicken Clicking (Internet safety) | (Managing information online) Look at a range of devices, tablets, computers, laptops, phones, home audio devices e.g. echo/home | Managing information online Demonstrate searching, get children to search for terms given, model using Swiggle search engine | Text – Webster’s Bedtime (Digital footprint and reputation) | Text – Webster’s Manners (Cyberbullying) |
| MFL – Greetings | MFL - Bonjour la classe? Bonjour Madame / Monsieur | | | | | |
| Expressive Arts and Design (DT and Art) | To safely use tools like scissors and tweezers. To take part in imaginative play, taking on roles. | To explore musical instruments and enjoy making different sounds. | To know and sing familiar Nursery Rhymes. | To draw with increasing detail, like including eyes and a mouth on a face. To explore mixing colours. | To listen to a range of music throughout the session and have the opportunity to make up their own dances. To be introduced to the artistic methods of key artists over the year and have opportunities to incorporate them during child initiated learning. | To experiment with creating models using different materials, talking about what they are going to make before or during the process. |
| Aspirations | Careers for the future. | Be a good citizen. | | | | To be ready to transition into reception. |