



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 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 in a 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 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	NPP - Space People Who Help Us! The Pop-Up Play Town Visitors in school	NPP - Christmas story Autumn Walk See Santa	Winter Walk Parents' storytelling session.	NPP - Dinosaurs NPP - Weather Dinosaur Workshop	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. Dear Dinosaur! The colour Monster.	Errol's Garden, My Butterfly Bouquet. Jump and Shout. Through the Magic Mirror, The Foggy	Our World All Are Welcome Under the Same sky Clean Up

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	Peace at last, Owl Babies and How to Catch a Star.				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 Stories and Rhymes	Dinosaurs Puddles and Rainbows	Shadows and Reflections Sunshine and Sunflowers	Big Wide World On the Beach
Communication and Language (PSE)	Start a conversation with an adult or friends and continue it for many turns. Develop their communication and pronunciation.	Pay attention to more than one thing at a time. To understand a question or instruction that has two parts.	Sing a large repertoire of songs. To know many rhymes, be able to talk about a familiar book	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 be able to express a point of view and to debate what they disagree with an adult or a friend, using words as well as actions. To use longer sentences of 4-6 words. To be able to talk about a familiar book. To use a wider range of vocabulary.
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.						

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Physical Development (PE, Healthy bodies and minds)	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	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.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	To make marks on paper confidently using a four finger grasp.
	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	To use large-muscle movements to wave flags and streamers, paint and mark make.	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	To start taking part in some group activities which they make up for themselves, or in teams.	Collaborate with others to manage large items and move them safely.
					To develop a comfortable pencil grip.	To show a preference for a dominant hand.
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)	Increasingly follow rules, understanding why they are important.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Play with one or more other children, extending and elaborating play ideas.	To have at least one good friend who they share experiences with.	To begin to understand how others are feeling and show empathy if a child is sad or upset.	To move from activity to activity independently during child initiated time, sometimes with support from an adult.
	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Make healthy choices about food, drink, activity and tooth brushing.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Make healthy choices about food, drink, activity and tooth brushing.	RE -Eid -Noah's Ark -The Lost Sheep	Become more outgoing with unfamiliar people, in the safe context of their setting.
		Show more confidence in new social situations.	RE -Who do you love? - Who is special to you?			

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	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>RE</p> <ul style="list-style-type: none"> -Friends -Celebrating our differences -Families -Jesus chooses his disciples 	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>RE</p> <ul style="list-style-type: none"> -Diwali -Understanding Christianity Unit F2 Incarnation 	<p>Talk about their feelings and begin to understand how others might be feeling.</p> <p>RE</p> <ul style="list-style-type: none"> -Moses LDBE -Stories showing faith -Jesus Calms the Storm -Chinese New Year 	<p>-Mother's Day</p> <p>-The Good Samaritan</p> <p>- Understanding Christianity Unit F3 - Salvation</p>	<p>Show more confidence in new social situations.</p> <p>RE</p> <ul style="list-style-type: none"> -Understanding Christianity Unit F1- Who is God? -The Creation story -Story from another faith about caring for the world 	
	<p>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.</p>					
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)	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>To know a book has a blurb.</p> <p>To count and clap syllables in a word.</p>	<p>To recognise words with the same initial sound.</p> <p>To identify rhyming words and complete a rhyming string.</p>	<p>To hear and identify the initial sound in words that are said orally.</p> <p>To know the majority of the RWI picture cards.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>

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	During story times revise the five key concepts about print. 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.					
Mathematics (Maths)	To talk about the day and orally count through the daily calendar. To count orally throughout the day, such as registration and lining up time. Recite numbers past 5. Can make comparisons between objects related to size and length. Can talk about and explore 2D shapes using informal and mathematical language. Understands position through words alone. Say one number for each item in order: 1,2,3,4,5.	Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Show finger numbers up to 5. Fast recognition of up to 3 objects, without having to count them individually (subitising) Extend and create ABAB patterns Talks about and identifies the patterns around him/her. Uses informal language like pointy, spotty, blobs	Can say one number for each item in order 1,2,3,4,5 Link numerals to amounts to 5. Can make comparisons between objects related to weight Can talk about and explore 3D shapes using informal language. Compare quantities using language: 'more than', 'fewer than'.	Can compare quantities using language such as 'more than', 'fewer than' Can make comparisons between objects related to capacity Describe a familiar route. Extend and create ABAB patterns and notice and correct an error in a repeating pattern. To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	To recite numbers past 5. Notice an error in a repeating pattern Begin to describe a sequence of events using words first, then is experimenting with his/her own symbols and marks as well as numerals Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof Combines shapes to make new ones Show 'finger numbers' up to 5.	To have a deep understanding of numbers to 5 (to include counting using a 5 frame, recognising the numerals, talking about more and less). Solve real world mathematical problems with numbers up to 5. Describe a familiar route. Discuss routes and locations, using words like 'in front' and 'behind' Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Make comparisons between objects relating to size and length
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.						
Little Big Maths	<u>Amounts</u> -Uses any adjective -Asks for more	<u>Amounts</u> -Smaller, colder, younger, slower	<u>Amounts</u> -Small, short, cold, young, near, slow	<u>Amounts</u> -Biggest, hottest, oldest, furthest, fastest	<u>Amounts</u> -Recognises most -Recognises least	Revise previous learning

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	<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>-Touches one body part at a time</p> <p>-Can touch and say one object at a time</p> <p>Learn Its</p> <p>-Recognise picture flash cards</p> <p>-I know my name</p> <p>-I have 2 hands</p> <p>It's Nothing New</p> <p>-I can group objects</p> <p>Wider Maths</p> <p>-I can show awareness of shapes as I play</p> <p>-I know 2D shapes exist</p> <p>-I can sort a pile of objects</p> <p>-I can play with containers</p> <p>-I can describe an object as tall or short</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>-Recognises lots</p> <p>-Recognises few</p> <p>Counting</p> <p>-Saying numbers 1,2,3,4,5</p> <p>-Knows numbers exist</p> <p>-Interested in familiar numbers</p> <p>-Repeats the last word said</p> <p>-Repeats total when given</p> <p>-Repeats total</p> <p>Learn Its</p> <p>-I have 1 head</p> <p>-My hand has 5 fingers</p> <p>Wider Maths</p> <p>-I can show interest in containers when I play</p> <p>-I notice patterns in pictures and stories</p> <p>-I understand now and later.</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>-Given context and prompted</p> <p>-Given context and sees for self</p> <p>-Finds own context with purpose</p> <p>Wider Maths</p> <p>-I can follow 1 step movement instructions</p> <p>-I can use some early position talk</p> <p>-I can follow 2 step movement instructions</p> <p>-I can show interest in shapes as I play</p> <p>-I know 3D shapes exist</p> <p>-I can describe an amount of mass as heavy or light.</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>-I can show awareness of money</p> <p>-I understand the word hot</p> <p>-I understand the word cold</p> <p>I understand fast and slow</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>-I can copy simple patterns when clapping</p> <p>-I can explore symmetry in my play</p> <p>-I can record my sorting using mark making</p> <p>-I can play 'shop'</p>	
<p>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 ● A Stars Walk to School ● A Stars crossing roads safely 	<ul style="list-style-type: none"> ● Children in Need ● Diwali ● Remembrance <p>Continue developing positive attitudes about</p>	<ul style="list-style-type: none"> ● Chinese New Year ● Safer Internet Day ● A Stars Be Bright Be Seen <p>Talk about the differences between</p>	<ul style="list-style-type: none"> ● Red Nose Day ● A Stars Safety in the car <p>Plant seeds and care for growing plants.</p>	<ul style="list-style-type: none"> ● A Stars Walk to School Week ● World Environmental Day 	<ul style="list-style-type: none"> ● Numbers Day <p>Know that there are different countries in the world and talk about the differences</p>

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	<p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Understand the key features of life cycles.</p>	<p>they have experienced or seen in photos.</p>
Online Safety	<p>Text – Penguin Pig (Internet safety)</p>	<p>Text - Chicken Clicking (Internet safety)</p>	<p>(Managing information online) to Look at a range of devices, tablets, computers, laptops, phones, home audio devices e.g. echo/home.</p>	<p>Managing information online) Demonstrate searching, get children to search for terms given, model using Swiggle search engine</p>	<p>Text – Webster's Bedtime (Digital footprint and reputation)</p>	<p>Text – Webster's Manners (Cyberbullying)</p>
MFL – Greetings	<p>MFL - Bonjour la classe? Bonjour Madame / Monsieur</p>					
Expressive Arts and Design (DT and Art)	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>To know and sing familiar Nursery Rhymes.</p> <p>To be introduced to the artistic methods of key artists over the year and have opportunities to incorporate them during child initiated learning.</p> <p>Join different materials and explore different textures.</p>	<p>To draw with increasing detail, like including eyes and a mouth on a face.</p> <p>Explore colour and colour-mixing.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>To listen to a range of music throughout the session and have the opportunity to make up their own dances.</p>	<p>To experiment with creating models using different materials, talking about what they are going to make before or during the process.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail,</p>

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		<p>Play instruments with increasing control to express their feelings and ideas.</p>				<p>such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>
<p>Aspirations</p>	<p>Careers for the future. To be a good citizen.</p>					<p>To be ready to transition into reception.</p>