

Nursery - Long Term Plan 23-24

Huby CE Primary School

Nursery Long term plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/topics/ key events	<u>All about me</u> Seasonal changes in Autumn Diwali Bonfire Harvest	<u>Let's celebrate!</u> Seasonal changes in Winter Remembrance Day Nativity/Christmas	<u>Growth</u> New Year Chinese New Year Life Cycles Pancake Day Seasonal changes in Spring	<u>Minibeasts</u> Easter World Book Day Mothers Day	<u>Seaside</u> Seasonal changes in Summer	<u>Moving up</u> Carnival Fathers Day

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Prime Areas

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Communication and Language	<p>Listen to others in a 1:1 setting and small group</p> <p>Enjoy listening to stories and can remember some events</p> <p>Listen to rhymes and songs, joining in with repeated phrases</p> <p>Begin to maintain attention in a carpet session for short times</p> <p>Uses sentences of 2-3 words</p> <p>Follow 1 step instructions</p> <p>Begin to use social phrases 'Good Morning'</p>	<p>Listen with interest to others but may get distracted easily</p> <p>Listen to stories and remembering the order with pictures to help</p> <p>Know some rhymes off by heart</p> <p>Developing pretend play and using words to describe what they are doing</p> <p>Starting to communicate needs eg toilet</p> <p>Begin to use a wide range of vocabulary</p>	<p>Pay attention to more than one thing at a time (may be difficult)</p> <p>Enjoy listening to longer stories</p> <p>Sing familiar songs off by heart</p> <p>Speak in 4-6 word sentences, but may struggle with tenses</p> <p>Begin to use talk to organise things eg you be the driver, I will be the passenger</p> <p>Develop pronunciation, but may struggle with multi-syllabic words</p>	<p>Understand what/where/when questions and may respond appropriately</p> <p>Enjoy listening to longer stories and may remember some of what happened</p> <p>Use a range of vocabulary that has been taught</p> <p>Start a conversation with friend or adult, continue it for turns</p>	<p>Begin to understand why questions</p> <p>Follow a 2 part instruction</p> <p>Know many rhymes and talk about familiar stories with confidence</p> <p>Use a wide range of vocabulary which has been taught</p> <p>Sing a large variety of songs, nursery rhymes</p> <p>Have a good pronunciation of all words</p>	<p>Understand why questions and respond appropriately</p> <p>Follow a 2 part instruction</p> <p>Speak in clear sentences and use joining words eg because</p> <p>Be able to debate and express a point of view</p> <p>Use past and future tenses mostly correctly</p>
Personal, Social and Emotional Development	<p>Learn vocabulary for expressing feelings and begin to use words such as happy, sad</p> <p>Know they can rely on friends and teachers for support</p>	<p>Find ways to calm themselves by themselves and through their key worker</p> <p>Increasingly talk about and manage emotions</p>	<p>Find ways to calm increasingly independently</p> <p>Understand a wider range of feelings eg worried, confused</p>	<p>Understand gradually how others may be feeling</p> <p>Be increasingly independent with hygiene needs eg toilet, hand washing</p>	<p>Sustained longer focus at chosen and directed activities</p> <p>Begin to bounce back from challenges with support</p>	<p>Find solutions to conflicts and challenges</p> <p>Remember rules (most of the time) without needing an adult reminder</p>

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	<p>Begin to understand behavioural expectations of the setting</p> <p>Begin to follow rules and know why they are important</p> <p>Know where toilets are and mostly manage personal hygiene</p> <p>Interested in other's play and begin to join in</p>	<p>Talk about feelings in elaborated ways eg I feel sad because..</p> <p>Learn to use toilet independently</p> <p>Select and use resources independently and with help when needed</p> <p>Notice and ask questions about skin colour, hair colour, gender, religion etc</p> <p>Develop friendships with other children</p>	<p>Play with one or more children, extending play ideas</p> <p>Settle at activities for longer periods of time</p> <p>Sometimes able to share and take turns</p>	<p>Develop sense of community and self</p> <p>Become more confident with unfamiliar people in the context of a familiar setting</p> <p>Sometimes able to take turns and share</p>	<p>Make healthy choices about food, drink, activities</p> <p>Able to express a range of feelings</p> <p>Manage own personal hygiene</p> <p>Able to share and take turns with minimal intervention</p>	<p>Develop appropriate ways of solving conflicts</p> <p>Able to express a range of feelings about talk about why they feel a certain way</p> <p>Able to share with minimal intervention</p>
<p>Physical Development</p> <p><i>Gross Motor Skills</i></p> <p><i>Fine Motor Skills</i></p>	<p>Sit on a push/balance bike</p> <p>Ride a tricycle</p> <p>Use a scooter</p> <p>Use large movements to wave flags/streamers, paint and make marks</p> <p>Begin to learn skills needed daily eg lining up</p> <p>Pass things to other people with control</p> <p>Build towers using large bricks</p>	<p>Begin to catch a large ball</p> <p>Sit comfortably on a chair</p> <p>Begin to use skills needed for daily tasks eg putting on coat</p> <p>Begin to use zips, poppers</p> <p>Begin to use cutlery</p> <p>Begin to make snips in paper with scissors</p>	<p>Catch a large ball</p> <p>Use skills increasingly independently eg putting on coat</p> <p>Begin to move with accuracy (running, jumping)</p> <p>Begin to use a knife and fork</p> <p>Begin to hold scissors properly to make snips in paper/card</p>	<p>Continue to develop skills eg throwing, catching, running</p> <p>Use apparatus (climbing) using alternate feet to go up</p> <p>Be able to remember a simple sequence of movements related to rhythm</p> <p>Collaborate with others to manage large items</p> <p>Show a preference for a dominant hand</p> <p>Development of cutting, threading and weaving skills</p>	<p>Refine the following movements: rolling, crawling, walking, jumping, hopping, skipping, climbing</p> <p>Use core muscles to achieve a good posture when sitting on floor or chair</p> <p>Further develop skills needed for lining up, mealtimes etc</p> <p>Continue to develop scissor skills</p> <p>Use dominant hand for mark making</p>	<p>Refine the following movements: rolling, crawling, walking, jumping, hopping, skipping, climbing</p> <p>Use scissors in correct grip and begin to make more than simple snips</p> <p>Continue to use dominant hand for mark making and begin to trace/copy name and letters</p>

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Specific motor skills interventions: squiggle while you wiggle, playdoh disco

Specific Areas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	Please see Master the Curriculum					
	Baseline assessment Getting to know you <u>Matching and sorting</u> To recognise colours (red,green,blue,yellow)	<u>Shapes</u> Recognise circles, triangles, squares Counting sides Finding shapes in the environment	<u>Mass and capacity</u> Introduce balance scales Explore heavier/lighter Explore full/empty	<u>3D shapes</u> Identify cubes/cuboids/spheres/ cylinders and talk about properties <u>Number 6</u>	<u>Sequencing and position</u> Ordering events from a story or daily routine Explore and understand on, under, in, in front, behind	<u>Sharing and grouping</u> To begin to share equally <u>Number consolidation</u>

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	<p>To match objects (eg buttons, shoes)</p> <p>To sort objects by size, colour and shape</p> <p>Recognise and extend AB and ABC patterns</p> <p><u>Number 1,2</u></p> <p>Counting and subitising 1 and 2</p> <p>Composition of 1 and 2</p>	<p><u>Numbers 3, 4</u></p> <p>Counting using 1-1 correspondence</p> <p>Explore composition of 3 and 4</p> <p>Sorting objects into 3 and 4</p>	<p>Understand nearly full/nearly empty</p> <p>Comparing containers</p> <p><u>Number 5</u></p> <p>Counting using 1-1 correspondence</p> <p>Explore composition of 5</p> <p>Recognise pentagons</p> <p><u>Length/height/time</u></p> <p>Explore tall/short</p> <p>Explore long/short</p>	<p>Counting to 6</p> <p>Introduce ten frame</p> <p>Recognising numerals to 6</p> <p>Subitising to 6</p>	<p><u>Number</u></p> <p>Comparing groups, seeing which has more/fewer</p> <p>One more, one less than, numbers to 5</p>	<p>Counting, subitising, composition of numbers to 5</p> <p>What comes after 5?</p>
	Phonics - please see Little Wandles Letters and Sounds for planning					
Literacy	<p>Listen and enjoy sharing books</p> <p>Hold a book correctly and turns pages</p> <p>Joins in with repeated phrases and books and songs</p> <p>Recognise own name</p> <p>Know that print carries meaning and that we read from left to right</p>	<p>Have favourite books and seek them out</p> <p>Notice some print such as signs around the classroom</p> <p>Ask questions about books</p> <p>Develop play around their favourite stories</p> <p>Begins to give meaning to marks they make</p>	<p>Can build name using magnetic letters</p> <p>Begin to orally blend CVC words</p> <p>Developing pencil grip</p> <p>Makes marks for multiple purposes and can talk about these</p> <p>Begin to copy name, with support</p>	<p>Orally blends CVC words</p> <p>Comfortable pencil grip, still developing</p> <p>Progression of mark making from left to right</p> <p>Begins to imitate writing eg writing a 'list' in the role play area</p>	<p>Can identify initial and final sounds in words</p> <p>Drawing with increasing detail</p> <p>Joins in with parts of stories and songs</p> <p>Can orally blend CVC words</p> <p>Using their knowledge of print within their play</p>	<p>Beginning to spell words orally</p> <p>Pencil grip is used correctly most of the time</p> <p>Can use new vocabulary within their play</p> <p>Beginning to write name from memory</p> <p>Understand the 5 concepts of print (meaning, purpose, left</p>

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	Draws lines and circles	Can hear some initial sounds of words		Learns new vocabulary after listening to stories Beginning to see recognisable shapes when writing name	Engages in extended conversations using new vocabulary	to right, sequencing, parts of a book)
Understanding the World	Talk about members of their immediate family and relationship to them, Be able to describe people who are familiar to them. Be able to describe how they've changed since a baby. Talk about experiences from previous nurseries/playgroups. Talk about physical features of the classroom.	Explore how things work. Show an interest in different occupations. Make connections between the features of their family and other families. Notice differences between people. Name and describe people who are familiar to them. Use all their senses in exploration. Explore and begin to sort materials. Talk about the world around them using different vocabulary.	Begin to make sense of their own life and family history. Talk about members of their wider family and community. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Begin to understand what living things need to survive and how we can look after them, Know where different animals live in the world and their habitats.	Plant seeds and care for growing things Begin to understand the key features of a life cycle of plant and animal Begin to understand the need to care and respect for the natural environment and all living things	Draw information on a simple map Describe what they see, hear, feel outside Be able to name baby animals Continue to know different animals and their habitats To talk about people who help them	Comment on images of familiar situations from the past Continue to develop positive attitudes around differences between people Name types of weather Understand and talk about special places in different communities
RE	Daily collective worship following Jack in the Box scheme					
Expressive Arts and Design	Know some primary colours Enjoy and take part in action songs Begin to build with construction resources and talk about what they have done	Explore ways to change the sound of instruments Sing in a group, being able to mostly follow a pitch or melody	Mixes colour for a desired purpose Can name all primary and some secondary colours Make imaginative worlds with blocks Explores different textures	Uses primary colours to make some secondary colours Explores different colours as they mix Begin to develop more complex stories with blocks	Knows colours of the rainbow Experiments with different shades and tones Makes choices about the colours they mix Draw with increasing detail	Creates more complex drawings such as representing a face with a circle Show emotions such as happy and sad in their drawings.

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	Begin to develop pretend play Enjoy banging, tapping and shaking instruments		Uses drawings to represent ideas and can talk about these Can draw closed shapes	Remember and recite songs Listen with increased attention to different sounds	Show different emotions in their drawings	Sings in the pitch of tone by another person Sing the melody of familiar songs Begin to create their own songs based on familiar ones
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips/visitors		Christmas Church Service Post Office - letters to Santa	Baking day (pancakes)			
Possible Books	Big book of families We're going on a leaf hunt Little Red Hen	Can't you sleep little bear Snowy Day Nativity story	Mr Wolf's pancakes Non-fiction books about life cycles	Easter story I miss my mummy Non-fiction books on minibeasts	Sharing a shell	
The books listed above is not a definitive list. We are flexible and adapt to children's interests and ever-changing needs throughout the year. This list is subject to change as the year progresses.						