

Nursery Long Term Plan 2019- 20

Please note that these plans are flexible and liable to change as we respond to the interests and needs of the children.

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|---|--|--|--|
| Celebrations | | Diwali | Bonfire night Christmas | | | | |
| 3 prime areas of learning and development | Personal, Social and Emotional Development | <p>New beginnings Making friends/Getting to know one another.</p> <p>Settling into Nursery.</p> <p>Classroom routines and rules.</p> <p>Open areas slowly with adults supporting children to use the area/resources appropriately.</p> | <p>Bonfire night safety.</p> <p>Sharing and taking turns using resources.</p> <p>Looking after one another- being a kind friend.</p> | <p>Taking turns - playing games.</p> <p>Sharing toys/resources and taking turns. Playing lots of games to reinforce this.</p> | <p>Feelings - looking at facial expression/body language.</p> <p>Keeping safe and keeping healthy.</p> | <p>Caring for animals particularly minibeasts.</p> | <p>Changes Transition to Reception. Discuss what might be different/the same as Nursery. What are they looking forward to doing?</p> |
| | | <p>Adults supporting children in continuous provision- supporting with PSED elements ensuring children feel safe and secure. Children will be at different levels in their PSED adults will work on individual next steps.</p> | | | | | |
| | Physical Development | <p>Managing own personal hygiene - toilet/washing hands/wiping noses.</p> <p>Gross/Fine motor control skills: Messy play, malleable activities.</p> <p>Tearing and ripping materials- Linked to creative development. Using scissors as appropriate.</p> <p>Recognising danger and developing awareness of safety. (Linked to indoor and outdoor agreed rules)</p> | <p>Session in the hall- ring games, action songs and using small equipment.</p> <p>Being healthy- what do we need to do to be happy and healthy?</p> <p>Gross/Fine motor control skills: Messy play, malleable activities.</p> <p>Pre writing activities.</p> <p>Using scissors appropriately.</p> | <p>Sessions in the hall- ring games, action songs and using small and large equipment.</p> <p>Pre writing activities. Pencil control/Letter formation.</p> <p>Using scissors appropriately,</p> <p>Safety in the sun.</p> | | | |

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| | In the garden | Regular daily access to outdoor area for prolonged periods of time- ring games/parachute games outside. Using a range of small and large equipment i.e. digging in the sand. Digging area. | | | | | |
| | Communication and Language | <p>Language development is a key focus of our curriculum within the EYFS</p> <p><i>Throughout the year children will:</i></p> <ul style="list-style-type: none"> • Learn to speak with confidence during circle/carpet times. <ul style="list-style-type: none"> • Take part in Key Worker Group sessions. • Share books and develop language. • Learn to listen and respond appropriately with relevant comments, questions or actions. <ul style="list-style-type: none"> • Use appropriate story language to re-enact/re-tell simple and familiar stories. • Learn new vocabulary relating to topics. • Develop the confidence to share their ideas with others and to talk about their likes and dislikes. | | | | | |
| 4 specific areas of learning and development | Literacy | Recognising name (possibly writing their name). Sharing books - how to hold a book, turn the pages, telling stories through pictures. Visiting the school library to share stories. Print in the environment. | Recognising name (possibly writing their name). Sharing books - how to hold a book, turn the pages, telling stories through pictures. Links to celebrations. Sequencing pictures from familiar stories. Christmas cards/letters to santa. | Recognising/writing own name. Fiction/Non Fiction books linked to Celebrations/winter. Share a range of Traditional Stories- Three Little Pigs, Goldilocks, Red Riding Hood, Three Billy Goats and Little Red Hen. | Continue with a range of well known stories - The Gruffalo, We're Going On A Bear Hunt, Brown Bear Brown Bear, Polar Bear Polar Bear, Jack and the Beanstalk. Ordering stories/Story mapping. | Use non-fiction books to find answers to our questions. Make a class non-fiction book linked to plants and minibeasts. | Share a range of Fiction/Non Fiction books about Journeys and The Seaside. Shared 'reading' focusing on images and picture books. |
| | Phonics | 'Letters and Sounds' Phase 1 Aspects 1-4. Singing/Recognising 'Jolly Phonics' songs and pictures. | 'Letters and Sounds' Phase 1 Aspects 1-4. Singing/Recognising 'Jolly Phonics' songs and pictures. | 'Letters and Sounds' Phase 1 Aspects 4-7. Singing/Recognising 'Jolly Phonics' songs and pictures. | 'Letters and Sounds' Phase 1 Aspects 4-7. Singing/Recognising 'Jolly Phonics' songs and pictures. | Recap 'Letters and Sounds' Phase 1 Aspects 4-7. Introduce some children to Phase 2. Recap singing/recognising 'Jolly Phonics' songs and pictures. | Recap 'Letters and Sounds' Phase 1 Aspects 4-7. Introduce some children to Phase 2. Recap singing/recognising 'Jolly Phonics' songs and pictures. |

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| <p>Mathematics Number</p> | <p>Counting rhymes. Counting aloud 0-10. Using fingers to represent the correct number during counting rhymes.</p> | <p>Counting rhymes. Counting aloud 0-10. Using fingers to represent the correct number during counting rhymes. Sometimes matches numeral and quantity correctly.</p> | <p>Continue with counting rhymes and counting aloud 0-10. Continue using fingers to represent the correct number during counting rhymes. Recognising numerals to 5/10. Counting small sets of objects accurately.</p> | <p>Continue with counting rhymes and counting aloud 0-10. Continue using fingers to represent the correct number during counting rhymes. Recognising numerals to 5/10. Counting small sets of objects accurately.</p> | <p>Reciting numbers to 10 and beyond. Recognising numerals to 5/10 and beyond. Ordering numbers. Counting larger sets of objects accurately. Find 1 more/1 less than a given number (HA).</p> | <p>Reciting numbers to 10 and beyond. Recognising numerals to 5/10/20 and beyond. Ordering numbers. Counting larger sets of objects accurately. Find 1 more/1 less than a given number (HA).</p> |
| <p>Shape, space and measure</p> | <p>Making shape arrangements. Recognising 2D shapes. Days of the week.</p> | <p>Making shape arrangements. Recognising 2D shapes. Days of the week.</p> | <p>Recognising 2D shapes and describing some of their properties. Days of the week/Seasons. Measuring with rulers and tape measures.</p> | <p>Money - counting with 1p coins. 2D shapes and describing some of their properties. Measuring heights and lengths.</p> | <p>Symmetrical patterns. Measuring and ordering. Capacity. Positional language - using bee-bots.</p> | <p>Representing data - simple pictograms. Measuring and ordering. Capacity. Positional language - using bee-bots.</p> |
| <p>Understanding the world</p> | <p>All about me- Body parts. What is special about me? Similarities/differences that distinguish them from others. My family. Know how to operate simple equipment. Cause and effect toys</p> | <p>Learning about Diwali and Christmas (significance of light). Using torches. Using I-pads- taking photographs and writing our own captions. (air serve them onto IWB to share with others).</p> | <p>Learning all about Chinese New Year. Nocturnal animals. Hibernation. Searching for information on the internet using safe search engines i.e. google for kids.</p> | <p>Learning all about Easter. Eco Week- taking care of our planet. Don't waste water/don't drop litter/turn off the lights. ICT - Communication 'Talking Pictures'.</p> | <p>Life cycle of Caterpillars/ butterflies, Eggs/chicks and Tadpoles/Frogs. Developing an understanding of growth and changes over time. ICT - using Bee-bot software.</p> | <p>Looking at features of the seaside, under the sea and journeys. Look at world map/globe. Look at local area maps looking for significant places. ICT - using Bee-bot software/ipads</p> |
| <p>Outdoor area- growing and observing changes. (trees/plants tec) Minibeast homes outside. Bird house and bird feeders. Exploring the weather (making kites/wind makers) Seasons- collecting autumn leaves/spring flowers etc.</p> | | | | | | |

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| | <p>Expressive Arts and Design</p> | <p>Music - Sing children's favourite songs. 'Singing Express' finding a voice (learn lots of new songs/sing with confidence). Making Rangoli patterns. Make clay Diva lamps.</p> | <p>Firework pictures/dancing. Autumn pictures. Music - learn firework song and learn Christmas play songs.</p> | <p>Chinese Dragon dancing- using ribbons/dragon heads. Winter pictures. Music - experimenting with sounds. Play instruments and sing songs with a rhythm or pulse.</p> | <p>Music - exploring instruments and sounds. Make louder/quieter/fast/slow sounds.</p> | <p>Colour mixing. Develop preferences for forms of expression. Symmetrical patterns- butterflies.</p> | <p>Develop preferences for forms of expression. Use a range of media for underwater and seaside pictures. Learn songs for end of year performance.</p> |
| | | <p style="text-align: center;">On-going access to the Creative area</p> <ul style="list-style-type: none"> - Resources used throughout year: watercolour, ready mixed paints, pastels, pencils, felts, collage, wax resist, printing (for large and small scale activities). - Different types of dough/malleable materials each week for children to explore. Messy play indoors and outdoors. Large scale painting and creating outside. | | | | | |