

## Nursery Long Term Plan



Subject	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Focus</b>	<b>All about me and my family</b>	<b>Traditional Tales</b>	<b>Transport in the Community</b>	<b>Growing</b>	<b>Animals near and far</b>	<b>Journeys</b>
<b>Rights Respecting Article</b>	<b>Article 12</b> We have the right to speak and to be listened to.	<b>Article 12</b> We have the right to speak and to be listened to.	<b>Article 6 &amp; 24</b> We have the right to be healthy.	<b>Article 19</b> We have the right to be safe.	<b>Article 6 &amp; 24</b> We have the right to be healthy.	<b>Article 19</b> We have the right to be safe.
<b>PSHE</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>PSED</b>	<b>Self-Regulation</b> Expresses own preferences, needs and interests. Starting to recognise others basic feelings.	<b>Self-Regulation</b> Shows awareness of the feelings of others. Exploring activities Playing alongside others and sharing experiences. Sharing and taking turns	<b>Managing Self</b> To select and persist with activities Take pride in achievements Can manage self-care and dressing routines with increasing proficiency.	<b>Managing Self</b> Being aware of own and other's feelings. Making friends and managing relationships. Demonstrates a range of emotions and starting to manage these with adult support.	<b>Building Relationships</b> Express likes and dislikes Talking about selves and family Can play in a group with friends suggesting ideas. Can initiate an interaction with other children.	<b>Building Relationships</b> Transition Adapting to new situations/change Has a good relationship with peers and familiar adults.
<b>Physical Development</b>	<b>Gross Motor</b> Walks up steps using alternating feet one foot to each step. Uses cross lateral movement to move forward and negotiate space when moving through tunnels or dens and when on made or created vehicles. <b>Fine Motor</b> Increasingly uses pincer grip. Able to use resources that require twisting, turning and rotating.	<b>Gross Motor</b> Uses cross lateral movement to move forward and negotiate space when moving through tunnels or dens and when on made or created vehicles. Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space. <b>Fine Motor</b> Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control.	<b>Gross Motor</b> Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space. <b>Fine Motor</b> Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control. Able to use one handed tools and equipment with control.	<b>Gross Motor</b> Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space. Is able to adjust speed, direction and position. <b>Fine Motor</b> Able to use one handed tools and equipment with control. Able to use precision to control and manipulate resources and small equipment such as puzzles, books, small world, construction, craft tools and cutlery.	<b>Gross Motor</b> Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space. Is able to adjust speed, direction and position. <b>Fine Motor</b> Is proficient in handling equipment and tools, (including cutlery) effectively. Begins to show some accuracy in mark making activities such as drawing and writing. Uses a secure hold to write comfortably and effectively	<b>Gross Motor</b> Shows good control, coordination and agility in large and small movements, safely negotiating space. <b>Fine Motor</b> Is proficient in handling equipment and tools, (including cutlery) effectively. Begins to show some accuracy in mark making activities such as drawing and writing. Uses a secure hold to write comfortably and effectively.
<b>Communication and Language</b>	<b>Listening and Attention</b> Developing listening and attention skills Listens to and remembers simple stories with pictures Anticipates key events and phrases in rhymes and stories.	<b>Speaking</b> Make plans and describe the, to others. Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events.	<b>Listening and Attention</b> Listens to the opinion of others when in a small group. Can follow longer, more complex instructions. Is able to retell simple stories, occasionally exploring language and vocabulary from books with adults.	<b>Understanding</b> Prepositions Understands simple who, what, how, why and where questions.	<b>Speaking</b> Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events. Sometimes uses part, present and future tenses appropriately in speech.	<b>Speaking</b> In a range of situations, begins to offer their ideas and simple explanations. Expresses themselves using extended language drawing on new vocabulary. In sentences connectives are also beginning to be used such as 'because', 'or' and 'and'.

<b>Literacy</b>	<p><b>Word Reading</b> Can recognise and match picture labels and silhouettes to objects in the environment, in books, pictures or when playing using digital devices.</p> <p><b>Comprehension</b> Listens attentively, showing pleasure, to a familiar story published or created in the provision.</p> <p><b>Writing</b> Makes marks in different media using hands or mark-making tools. Uses pincer grip in play to hold small objects.</p>	<p><b>Word Reading</b> Beginning to track from left to right and discriminate between similar and familiar letter like shapes.</p> <p><b>Comprehension</b> Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world.</p> <p><b>Writing</b> Mark making shows variation in shape and form Engages in mark making in their play Phase 1 Phonics</p>	<p><b>Word Reading</b> Beginning to track from left to right and discriminate between similar and familiar letter like shapes.</p> <p><b>Comprehension</b> Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world.</p> <p><b>Writing</b> Mark making shows variation in shape and form Engages in mark making in their play Recognises and write some letters from their own name. Phase 1 Phonics</p>	<p><b>Word Reading</b> Knows that print carries meaning</p> <p><b>Comprehension</b> Knowns how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.</p> <p><b>Writing</b> Recognises and write some letters from their own name. Engages in making messages for others from their pictures, painting and in their play.</p>	<p><b>Word Reading</b> Recognises familiar signs and labels, and their own name. Hear and says initial sounds in words.</p> <p><b>Comprehension</b> Knowns how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.</p> <p><b>Writing</b> Ascribes meaning to the 'other' marks they make. Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly.</p>	<p><b>Word Reading</b> Recognises familiar signs and labels, and their own name. Hear and says initial sounds in words.</p> <p><b>Comprehension</b> Will request favourite rhymes, poems, fiction or non-fiction books based on own interest, enjoyment and pleasure. Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.</p> <p><b>Writing</b> Ascribes meaning to the 'other' marks they make. Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly.</p>
<b>Maths</b>	<p><b>Number</b> Uses number name in play and imitates adult actions, rote counting or saying counting words randomly alongside their physical actions. Show spontaneous 'interest' in numbers in the environment, books, and rhymes and in songs.</p> <p><b>Numerical Patterns</b> Children explore pattern, using manipulatives and puzzles in their independent play.</p>	<p><b>Number</b> Uses number names with increasing accuracy in their role and purposefully uses number songs in play. Counts up to 3 objects.</p> <p><b>Numerical Patterns</b> In play uses some language to compare quantities and talk about position such as 'on/in/under'. Joins in with number songs which count on – one more, or count down – one less.</p>	<p><b>Number</b> Can count alongside actions in games rhymes and songs. Explores mathematical resources in the provision in every day exploration..</p> <p><b>Numerical Patterns</b> Independently uses and demonstrates positional language as part of everyday role play scenarios. Acts out exchange of objects, card, money or goods when in role play, in games or rhymes.</p>	<p><b>Number</b> Counts up to 4 objects and can recognise 2 objects (moveable and on) without counting. Recognises some numerals of personal significance and talks about numbers in the everyday environment.</p> <p><b>Numerical Patterns</b> With a purpose in mind, recognise and selects simple geometric shapes in their construction and block play. Uses everyday vocabulary to describe and compare measure (size, weight, capacity and time).</p>	<p><b>Number</b> Begins to recite numbers in order, with some inconsistencies. Attempts to count beyond 4 objects and explores number in play with growing purpose.</p> <p><b>Numerical Patterns</b> When combining materials knows how to change an amount (size, number (if something is added or taken away. Is able to anticipate which amount will be next in the context of one more/one less number songs/rhymes.</p>	<p><b>Number</b> Recites numbers accurately to 5 demonstrating 'some' accurate of numbers to 10. Counts small groups of manipulative correctly, using 1:1 correspondence, whilst playing a variety of number games. Uses graphic representations to record number explorations in pictures and mark making.</p> <p><b>Numerical Patterns</b> Identifies groups of objects that have more or less than and the same. In child-led play, is able to make groups of objects of the same quantity and begins to find the totals by combining groups.</p>
<b>Understanding the World</b>	<p><b>Past and Present</b> Is able to talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests.</p> <p><b>People, Culture and Communities</b> Talks about and responds to events/ experiences and interest in their lives, building on relevant vocabulary.</p> <p><b>The Natural World</b></p>	<p><b>Past and Present</b> Is able to talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests.</p> <p><b>People, Culture and Communities</b> Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.</p> <p><b>The Natural World</b></p>	<p><b>Past and Present</b> Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentist.</p> <p><b>People, Culture and Communities</b> Based on first hand experiences, is able to respond appropriately in discussions</p>	<p><b>Past and Present</b> Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentist.</p> <p><b>People, Culture and Communities</b> Can talk about festivals and celebrations that are marked within their own culture.</p>	<p><b>Past and Present</b> Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the difference between these.</p> <p><b>People, Culture and Communities</b> Can talk about festivals and celebrations that are marked within their own culture. Through discussions,</p>	<p><b>Past and Present</b> Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the difference between these</p> <p><b>People, Culture and Communities</b> Are able to draw on knowledge of their immediate environment referencing points of interest through different ways. Explore some similarities</p>

	Shows care and concern for living things and the environment.	Shows care and concern for living things and the environment.	about the immediate environment and recent explorations. <b>The Natural World</b> Responds to experiences and explorations of why things happen and how things work in the natural world. Uses technologies and books with support, to find out more about the world around them.	Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families  <b>The Natural World</b> Responds to experiences and explorations of why things happen and how things work in the natural world. Uses technologies and books with support, to find out more about the world around them.	exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families  <b>The Natural World</b> Looks closely at similarities, differences, patterns and change in own environment and that of others. Continue to widen their knowledge through books, rhymes and exploratory experiences	and beginning to recognise some differences in religious beliefs. <b>The Natural World</b> Looks closely at similarities, differences, patterns and change in own environment and that of others. Continue to widen their knowledge through books, rhymes and exploratory experiences
<b>Expressive Arts and Design</b>	<b>Creating with Materials</b> Representations and responses show understanding that different media and materials will support the expression of their own ideas. <b>Being Imaginative and Expressive</b> Representations and responses show understanding that different music and movements will support the expression of their own ideas. Creates or builds new 'worlds', stories or scenarios.	<b>Creating with Materials</b> Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories. Creations are used in independent play.  <b>Being Imaginative and Expressive</b> Representations and responses show understanding that different music and movements will support the expression of their own ideas. Creates or builds new 'worlds', stories or scenarios.	<b>Creating with Materials</b> Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories. Creations are used in independent play. <b>Being Imaginative and Expressive</b> In play, recounts or makes up songs, rhymes and simple stories. Starting to create a dance/own music to support self-expression.	<b>Creating with Materials</b> Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. Introduces a simple storyline into their play. <b>Being Imaginative and Expressive</b> In play, recounts or makes up songs, rhymes and simple stories. Starting to create a dance/own music to support self-expression.	<b>Creating with Materials</b> Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. Introduces a simple storyline into their play. <b>Being Imaginative and Expressive</b> Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.	<b>Creating with Materials</b> Selects appropriate resources to express themselves imaginatively e.g. through role play, simple narrative and natural explorations of materials. Revisits and adapts work where necessary to create and change pictures or model. <b>Being Imaginative and Expressive</b> Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity.
<b>Core Books</b>	No More Nappies I'm Starting Nursery Potty Owl babies The Dot Peace at Last	Goldilocks and the 3 Bears 3 Little Pigs Billy Goats Gruff	Naughty Bus Maisy goes to the City You can't fit an elephant on the bus The train Ride	Titch Jaspers Beanstalk The very hungry caterpillar	We're going on a bear hunt Walking through the jungle Dear Zoo	The journey Home The Way Back home Mr Gumpy's outing
<b>Possible Events</b>	N/A	Discover trip	Bus / DLR trip Visiting train driver / bus driver	Eggs/chicks Supermarket Local market	Mudchute Farm	Greenwich Park