**Nursery Long term Plan**

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|  | **Strands** | **Links to:** | **Aspects** | **Autumn Term Direct Teaching** | **Spring Term Direct Teaching** | **Summer Term Direct Teaching** |
| **Prime areas** | **Personal and Social Development** | **PSHE** | **Self-Regulation** | All about me and my family  Learning about different emotions | Understand emotions / Talk about feelings | Show confidence in new situations (transition)  Understand how other people might be feeling |
| **Managing Self** | All about me (self - care) – Toilet training and hand washing  Introduce classroom rules and routines | Create and model activities designed to allow independence and perseverance in the face of challenge.  Select and use resources independently  Understand and follow rules and routines | Being healthy - exercise  Talk with others to solve conflict  Follow rules and routines without adult support |
| **Building Relationships** | All about me  (co-operative play / positive relationships)  Playing alongside others.  Being aware of others in their environment. | Playing with one or more children, turn taking, sharing. | Being confident with unfamiliar adults. (transition)  Extending playing ideas with others. |
| **Physical** | **NC: PE** | **Gross motor** | Movement in different ways including running, walk, run and climb on different surfaces, climb stairs using alternate feet | Ball skills including throwing, catching and kicking  Create lines and circles pivoting from the shoulder and elbow | Refine movements in different ways such as running forwards and backwards, jumping upwards and forwards  Link a sequence of movements together |
| **NC: English** | **Fine motor** | Use a range of small tools-brushes, pencils, chalk, whisks, pegs, threading  Develop grip strength in hands- dough disco- Squeeze, stretch, pinch, roll | Show accuracy when drawing using lines and circles  Focus on developing tripod pencil grip  Hold scissors correctly to snip | Learn to write some letters in their name  Use a range of lines and shapes when painting and drawing to create a representation |
| **Communication and Language** | **NC: English** | **Listening, attention and understanding** | Listen and respond when they are spoken to by an adult.  Listen to and identify sounds from the indoor and outdoor  Explore instruments for listening and response skills  Sit still, listen and join in for rhymes, stories or register routine  Follow a simple single instruction | Answer questions in a small group situation linked to well-known stories.  Answers are becoming more appropriate to the question  Listen for a growing length of time in a small group  Follow a simple two step instruction | Understand why questions.  Listen and maintain attention for a growing length of time as a class  Give greater detail in answers  Follow a more complex set of instructions |
| **Speaking** | Answer the register.  Talking one to one with a key adult.  Repeating key vocabulary modelled.  Begin to understand the conventions of talk and response | Start a conversation and continue to turn take.  Use talk to organise themselves and their play  Communicate to meet needs  Communicate for a purpose  Use a wider range of appropriate vocabulary | Retell well-known stories and sing a repertoire of rhymes.  Name a story that they like and say why |
| **Specific areas** | **Literacy** | **NC: English** | **Word Reading & Comprehension** | Adults share books- how to hold , print has meaning, identify print in the environment  Tuning into sounds through songs, rhymes, body sounds  Copying sequences with your body and voice | share books in groups- name different parts of the book  share books in groups- how follow text  Engage in rhythm and rhyme to learn vocabulary and responses  Learn that names and objects start with a sound  Count/clap syllables in a word | Sounds effects and letter sounds using their voice  Orally segment and blend – using objects then pictures  Introduce RWI pictures  Recognise words with the same initial sound |
| **Writing** | Adding marks to their pictures to show meaning | Adding marks to their pictures to show meaning  Begin to create individual marks to represent meaning | Begin to form some letters correctly in their name |
| **Maths** | **NC: Maths** | **Number**  **Number Patterns** | Counting rhymes and songs using fingers to represent numbers  Recite numbers counting past 5 | Cardinal value to 3 and counting groups to 3  Link numeral amounts up to 3  Compare quantities using vocabulary such as more than, less than  Talk about and identify patterns  Discuss routes and locations using appropriate vocabulary | Recognition of up to 3 objects  Show finger numbers up to 5  Cardinal value to 5  Link numeral amounts up to 5  Notice and correct an error in a repeating pattern |
| **Shapes and Measures** | Talk about and explore 2D shapes and language associated | Talk about and explore 3D shapes and language associated  Investigate size, length, weight and capacity | Combining shapes to make new shapes  Select appropriate shape for building  Make simple comparisons between size, length, weight and capacity |
| **Understanding the World** | **NC: History** | **Past and present** | Talk about weekend news | Remember and talk about significant recent events in their own experience  Look at photos of events in their lives | Remember and talk about significant recent events in their own experience |
| **NC:RE and Geography** | **People, culture and communities** | Bonfire night, Diwali and Christmas -(what are they)  Birthdays- (why and how)  Children in Need  Look at different occupations | Chinese New Year and Easter  (what are they)  Talk about similarities and differences between people  Comic Relief | Talk about similarities and differences between places they have been and where they live |
| **NC: Science** | **The Natural World** | Seasons: Weather (autumn / winter)  Exploration of the immediate environment grass, mud, puddles, plants, animals  Using senses, sights, sounds and smells  Identify through stories different environments and nature | Seasons: Weather (winter / spring)  To talk about some of the things they have observed such as plants, animals, natural and found objects  To plant seeds and care for them | Seasons: Weather (summer)  Woodland Environment including comparison to local area  Mini beasts and woodland animals  Show care and concern for the environment |
| **Expressive arts and design** | **NC: Art and DT** | **Creating with materials** | Explore different materials  Create closed shapes with continuous lines  Explore colour  Mark making leading to drawing | Explore different materials using all senses  Show emotions in paintings and pictures | Artist study- Kandinsky- abstract art  Make simple models  Use drawing to represent ideas |
| **NC:**  **Music, PE, Art, English** | **Being imaginative and expressive** | Introduce pretend play  Listen with increased attention to sounds  Performance for others: Nursery Rhyme Week  Christmas | Sing a range of nursery rhymes – recognise rhythm and repetition  Take part in pretend play  Remember and sing entire songs  Performance for others: Easter concert | Make imaginative small worlds  Respond to what they have heard, expressing their thoughts and feelings  Sing pitch of a tone sung by another person  Performance for others: music and singing  Graduation |