**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 familyLearning 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 washingIntroduce classroom rules and routines | Create and model activities designed to allow independence and perseverance in the face of challenge.Select and use resources independentlyUnderstand and follow rules and routines | Being healthy - exerciseTalk with others to solve conflictFollow 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 kickingCreate lines and circles pivoting from the shoulder and elbow | Refine movements in different ways such as running forwards and backwards, jumping upwards and forwardsLink a sequence of movements together |
| **NC: English** | **Fine motor**  | Use a range of small tools-brushes, pencils, chalk, whisks, pegs, threadingDevelop grip strength in hands- dough disco- Squeeze, stretch, pinch, roll | Show accuracy when drawing using lines and circlesFocus on developing tripod pencil gripHold 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 outdoorExplore instruments for listening and response skills Sit still, listen and join in for rhymes, stories or register routineFollow a simple single instruction | Answer questions in a small group situation linked to well-known stories.Answers are becoming more appropriate to the questionListen for a growing length of time in a small groupFollow a simple two step instruction | Understand why questions. Listen and maintain attention for a growing length of time as a classGive greater detail in answersFollow 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 playCommunicate to meet needsCommunicate for a purposeUse 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 environmentTuning into sounds through songs, rhymes, body soundsCopying sequences with your body and voice | share books in groups- name different parts of the bookshare books in groups- how follow textEngage in rhythm and rhyme to learn vocabulary and responsesLearn that names and objects start with a sound Count/clap syllables in a word | Sounds effects and letter sounds using their voiceOrally segment and blend – using objects then picturesIntroduce RWI picturesRecognise 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 numbersRecite numbers counting past 5 | Cardinal value to 3 and counting groups to 3Link numeral amounts up to 3Compare quantities using vocabulary such as more than, less than Talk about and identify patternsDiscuss routes and locations using appropriate vocabulary | Recognition of up to 3 objectsShow finger numbers up to 5Cardinal value to 5Link numeral amounts up to 5Notice 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 associatedInvestigate size, length, weight and capacity | Combining shapes to make new shapesSelect 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 experienceLook 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 NeedLook at different occupations | Chinese New Year and Easter(what are they)Talk about similarities and differences between peopleComic 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 smellsIdentify 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 objectsTo plant seeds and care for them | Seasons: Weather (summer)Woodland Environment including comparison to local areaMini beasts and woodland animalsShow 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 artMake 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 repetitionTake 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 singingGraduation  |