



Nursery Long Term Plan 2021-2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	Colour & Light	Once Upon a Time	Mini-Beasts	Journeys & Transport	Great Outdoor Explorers
Communication & Language	All About Me Box Storytime Storytelling Rhyme of the Week Home Corner & Deconstructed Role Play Small World Activities in provision	All About Me Box Storytime Storytelling Rhyme of the Week Home Corner & Deconstructed Role Play Small World Activities in provision	All About Me Box Storytime Storytelling Rhyme of the Week Home Corner & Deconstructed Role Play Small World Activities in provision	All About Me Box Storytime Storytelling Rhyme of the Week Home Corner & Deconstructed Role Play Small World Activities in provision	All About Me Box Storytime Storytelling Rhyme of the Week Home Corner & Deconstructed Role Play Small World Activities in provision	All About Me Box Storytime Storytelling Rhyme of the Week Home Corner & Deconstructed Role Play Small World Activities in provision
Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting.	Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Play with one or more other children, extending	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game,	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game,	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community.	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game,



	<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and</p>	<p>and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Understand gradually how others might be feeling.</p>	<p>and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing</p>	<p>and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>
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Physical Development	Locomotion: <u>Walking and Jumping</u>	<u>Ball Skills Hands 1</u>	Gymnastics: <u>High, Low, Over, Under</u>	Dance <u>Nursery Rhymes</u>	<u>Ball Skills Feet</u>	<u>Games For Understanding</u>
Literacy	<p>Core Texts: Let's Make Faces So Much Marvelous Me BHM – Happy in Our Skin Hair Love</p> <p>Sound Discrimination: Rhyme & Song</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary Name Recognition</p>	<p>Core Texts: Lighting a Lamp The Colour Monster Brown Bear 'Twas the Night Before Christmas</p> <p>Sound Discrimination: Rhyme & Song</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary Name Recognition</p>	<p>Core Texts: Goldilocks and the three bears Three little pigs LGBT Fortnight: Worm loves Worm Chinese New Year (Non-Fiction)</p> <p>Sound Discrimination: Fred Games, Silly Soup, Initial Sound Boxes, Clapping Patterns</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary Name Writing</p>	<p>Core Texts: What the ladybird heard The Very Hungry Caterpillar</p> <p>Sound Discrimination: Fred Games, Silly Soup, Initial Sound Boxes, Clapping Patterns</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary Name Writing</p>	<p>Core Texts: Journey Rosie's Walk Naughty Bus The Train Ride</p> <p>RWI Phonics – Set 1 Speed Sounds</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary Letter Formation (Initial Sounds)</p>	<p>Core Texts: Stanley's Stick Errol's garden Leaf Man</p> <p>RWI Phonics – Set 1 Speed Sounds</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary Letter Formation (Initial Sounds)</p>



<h2>Maths</h2>	<ul style="list-style-type: none"> • Matching and sorting objects • Comparing amounts • Representing 1, 2 & 3 • Comparing 1, 2 & 3 • Composition of 1, 2 & 3 • Comparing size, mass and capacity • Exploring patterns • Circles and triangles 	<ul style="list-style-type: none"> • Representing Numbers to 5 • One more/One less up to 5 • Comparing numbers to 5 • Composition 4 & 5 • Number bonds to 5 • Introducing 0 • Combining two amounts • Adding More • Taking away • Positional language • Shapes with 4 sides • Time 	<ul style="list-style-type: none"> • Consolidating key skills • Doubling • Sharing & Grouping • Even & Odd • Spatial Reasoning • Comparing Size, Mass & Capacity • 3D Shape • Pattern • Time
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<h2>Understanding the World</h2>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Explore how things work.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore collections of materials with similar and/or different properties. Explore how things work.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Explore how things work.</p> <p>Begin to understand the need to respect and care for the natural</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore how things work.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p>
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		Begin to understand the need to respect and care for the natural environment and all living things.	environment and all living things.	for the natural environment and all living things.		Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.
Expressive Arts & Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings –</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p> <p>Create closed shapes with continuous lines and</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p> <p>Draw with increasing complexity and detail, such as representing a</p>



	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Black history month focus: Art around musical instruments (Atta Kwami – Focus Artist)</p>	<p>happiness, sadness, fear, etc.</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Wassily Kandisky (Concentric Circles) – linked to shape in maths</p>	<p>begin to use these shapes to represent objects.</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Illustrations of Rapunzel and Hansel and Gretel inspired by Rachel Isadora</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Creating mini-beasts on BusyThings (digital art) inspired by Jess Allbert</p>	<p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Creating Maps inspired by Mychael Barrat e.g. Map of London/Where the Wild Things Are/School</p>	<p>face with a circle and including details. Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Leaf Art – Andy Goldsworthy</p>
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