

Long Term Planning Texts Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Starting Nursery Autumn</p> <p>Nursery Rhymes Familiar character stories eg Spot the Dog, Postman Pat, Peppa Pig</p> <p>Owl Babies </p> <p>Leaf Man </p> <p>It's not a Stick</p> <p>Book Week – Aaahh Spider</p>	<p>Senses Christmas</p> <p>Polar bear Polar Bear </p> <p>Bear Brown Bear Brown Bear Anna's Amazing Multicolour glasses Shark in the Park Sam's Sandwich Alan's Big Scary Teeth Scaredy Squirrel Nativity Story </p>	<p>Fairy Tales </p> <p>Traditional stories – The Gingerbread Man, The Three Pigs, Goldilocks and the Three bears, Jack and the Bean Stalk The Three Billy Goats Gruff That's Not My Prince/Princess </p>	<p>Spring and Easter</p> <p>Hattie Peck </p> <p>Easter story </p>	<p>Animals – Pets, On the Farm animals</p> <p>Rosie's Walk </p> <p>The Little Red Hen</p> <p>That's not my Puppy/kitten </p>	<p>Animals – In the Jungle, Under the Sea, </p> <p>Minibeasts </p> <p>That's not my tiger Brown Bear Brown Bear (revisit) Shark in the Park (revisit) The Very Hungry Caterpillar </p> <p>The Very Busy Spider</p>

Long Term Planning Texts Nursery

	Autumn	Spring	Summer
Communication And Language			
Listening, Attention & Understanding	<ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary Pay attention to more than one thing at a time, which can be difficult. 	<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?". Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Speaking	<ul style="list-style-type: none"> Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> Use a wider range of vocabulary. Use longer sentences of four or six words. 2.3. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver". 	<ul style="list-style-type: none"> Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> Some sounds: r, j, th, ch and sh Multi syllabic such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
Personal, Social & Emotional Development Skills			
Self-Regulation	<ul style="list-style-type: none"> Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a 	<ul style="list-style-type: none"> Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Play with one or more other children, extending and elaborating 	<ul style="list-style-type: none"> Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Develop appropriate ways to be assertive.

Long Term Planning Texts Nursery

	<p>goal. For example, gesture towards their cup to say they want a drink.</p> <ul style="list-style-type: none"> • Be increasingly able to talk about and manage their emotions. 	<p>play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<ul style="list-style-type: none"> • Talk with others to solve conflicts.
Managing Self	<ul style="list-style-type: none"> • Find ways of managing transitions, for example from their parent to their key person. • 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 for them. 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> • Remember rules without needing an adult to remind them.
Building Relationships	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. 	<ul style="list-style-type: none"> • Develop friendships with other children. • Play with one or more other children, extending and elaborating play ideas. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
Physical Development			
Gross Motor Skills	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. 	<ul style="list-style-type: none"> • Walk, run, jump and climb – and start to use the stairs independently. • Start taking part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Choose the right resource to carry out their own plan. For

Long Term Planning Texts Nursery

	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. 	<ul style="list-style-type: none"> • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<p>example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Fine Motor Skills	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> • Show preference for a dominant hand.
Health & Self-Care	<ul style="list-style-type: none"> • Start eating independently and learning how to use a knife and fork. 	<ul style="list-style-type: none"> • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.
Literacy			
Word Reading	<ul style="list-style-type: none"> • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. 	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word

Long Term Planning Texts Nursery

	<ul style="list-style-type: none"> • Copy finger movements and other gestures or actions. • Sing songs and say rhymes independently, for example, singing whilst playing. 	<ul style="list-style-type: none"> - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Introduce Speed Set 1: m a s d t l n p g o c k u b f e - Introduce reading books for sharing at home 	<ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother • Begin to read individual letters by saying the sounds for them. • Introduce Speed Set 1 (remaining): l h sh r j v y w th z ch q u x ng nk • Continue to encourage sharing reading books at home
Comprehension	<ul style="list-style-type: none"> • Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. • Pay attention when listening to stories and respond to the pictures or the words • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. 	<ul style="list-style-type: none"> • Ask questions about the book. Make comments and shares their own ideas. • Develop play around favourite stories using props. 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Repeat new vocabulary in a context of a story. • Repeat words and phrases from familiar stories.
Writing	<ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Develop manipulation and control when mark making 	<ul style="list-style-type: none"> • Write some or all of their first name. • Begin to write initial sounds as captions for drawings. • Use some of their print and letter knowledge in early writing such as a pretend shopping list. <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Use one handed tools such as scissors 	<ul style="list-style-type: none"> • Write their first name independently. • Sequence a familiar story, using pictures or props to support. • Can add captions to their pictures using initial sounds. • <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Show preference for a dominant hand

Long Term Planning Texts Nursery

	<ul style="list-style-type: none"> Explore different materials and tools safely 	<ul style="list-style-type: none"> Manage buttons, zips and pour drinks Use a comfortable grip with good control when holding pens and pencils 	<ul style="list-style-type: none"> Use scissors independently Use a comfortable grip with good control when holding pens and pencils
Mathematics			
Number	<ul style="list-style-type: none"> Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. 	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<ul style="list-style-type: none"> Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Estimate and guess how many there might be before counting.
Numerical Patterns	<ul style="list-style-type: none"> Notice patterns and arrange things in patterns. Experiments with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. 	<ul style="list-style-type: none"> Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Become familiar with some two digit numbers and start to notice patterns within them. Distribute items evenly from a group.
Shape	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 	<ul style="list-style-type: none"> Discuss routes and locations, using words like 'in front of' and 'behind'. Combine shapes to make new ones – an arch, a bigger triangle, etc. 	<ul style="list-style-type: none"> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Long Term Planning Texts Nursery

	<ul style="list-style-type: none"> • ‘corners’, ‘straight’, ‘flat’, ‘round’. • Describe a familiar route and the order of things seen on the way. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. 	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as a ‘first’, ‘then’. 	<ul style="list-style-type: none"> • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern
Understanding the World			
Past and Present	<ul style="list-style-type: none"> • Sequence family members by size and name (baby, child, adult) 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. 	<ul style="list-style-type: none"> • Comment on recent pictures of experiences in their own lives, ‘that was me at the farm...’
People, Culture and Communities	<ul style="list-style-type: none"> • Share likes and dislikes • Able to say who they are and who they live with 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the difference between people • Show interest in different occupations. 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
The Natural World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. • Explore how things work. 	<ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Explore and talk about the different forces they can feel • Talk about the difference between materials and the changes they notice
Expressive Arts and Design			

Long Term Planning Texts Nursery

Creating with Materials	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> • Show different emotions in their drawing and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.
Being Imaginative & Expressive	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.