



## Year Group Long Term Plan: Nursery

	AUTUMN	SPRING	SUMMER
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<b>Self-Regulation</b> All about me and my family Learning about different emotions	<b>Self-Regulation</b> Understand emotions Talk about feelings	<b>Self-Regulation</b> Show confidence in new situations (transition) Understand how other people might be feeling
	<b>Managing Self</b> All about me (self-care) Toilet training and hand washing Introduce classroom rules and routines	<b>Managing Self</b> 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	<b>Managing Self</b> Being healthy – exercise Talk with others to solve conflict Follow rules and routines without adult support
	<b>Building Relationships</b> All about me (co-operative play / positive relationships) Playing alongside others Being aware of others in their environment	<b>Building Relationships</b> Playing with one or more children, turn taking, sharing	<b>Building Relationships</b> Being confident with unfamiliar adults (transition) Extending playing ideas with others
<b>PHYSICAL DEVELOPMENT</b>	<b>Gross Motor</b> Movement in different ways including running, walk, run and climb on different surfaces, climb stairs using alternate feet	<b>Gross Motor</b> Ball skills including throwing, catching and kicking Create lines and circles pivoting from the shoulder and elbow	<b>Gross Motor</b> Refine movements in different ways such as running forwards and backwards, jumping upwards and forwards Link a sequence of movements together
	<b>Fine Motor</b> Use a range of small tools – brushes, pencils, chalk, whisks, pegs, threading Develop grip strength in hands – dough disco: squeeze, stretch, pinch, roll	<b>Fine Motor</b> Show accuracy when drawing using lines and circles Focus on developing tripod pencil grip Hold scissors correctly to snip	<b>Fine Motor</b> Learn to write some letters in their names Use a range of lines and shapes when painting and drawing to create a representation
<b>COMMUNICATION AND DEVELOPMENT</b>	<b>Listening, Attention and Understanding</b> 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	<b>Listening, Attention and Understanding</b> 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	<b>Listening, Attention and Understanding</b> 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

	Follow a simple single instruction		
	<p><b>Speaking</b></p> <p>Answer the register. Talking one to one with a key adult. Repeating key vocabulary modelled. Begin to understand the conventions of talk and response</p>	<p><b>Speaking</b></p> <p>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</p>	<p><b>Speaking</b></p> <p>Retell well-known stories and sing a repertoire of rhymes. Name a story that they like and say why</p>
<b>LITERACY</b>	<p><b>Word Reading and Comprehension</b></p> <p>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</p>	<p><b>Word Reading and Comprehension</b></p> <p>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</p>	<p><b>Word Reading and Comprehension</b></p> <p>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</p>
	<p><b>Writing</b></p> <p>Adding marks to their pictures to show meaning</p>	<p><b>Writing</b></p> <p>Adding marks to their pictures to show meaning Begin to create individual marks to represent meaning</p>	<p><b>Writing</b></p> <p>Begin to form some letters correctly in their name</p>
<b>MATHEMATICS</b>	<p><b>Number and Number Patterns</b></p> <p>Counting rhymes and songs using fingers to represent numbers Recite numbers counting past 5</p>	<p><b>Number and Number Patterns</b></p> <p>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</p>	<p><b>Number and Number Patterns</b></p> <p>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</p>
	<p><b>Shape and Measure</b></p> <p>Talk about and explore 2D shapes and language associated</p>	<p><b>Shape and Measure</b></p> <p>Talk about and explore 3D shapes and language associated Investigate size, length, weight and capacity</p>	<p><b>Shape and Measure</b></p> <p>Combining shapes to make new shapes Select appropriate shape for building Make simple comparisons between size, length, weight and capacity</p>
<b>UNDERSTANDING THE WORLD</b>	<p><b>Past and Present</b></p> <p>Talk about weekend news</p>	<p><b>Past and Present</b></p> <p>Remember and talk about significant recent events in their own experience Look at photos of events in their lives</p>	<p><b>Past and Present</b></p> <p>Remember and talk about significant recent events in their own experience</p>
	<p><b>People, Culture and Communities</b></p> <p>Bonfire Night, Diwali and Christmas (what are they?) Birthdays (why and how?) Children in Need Look at different occupations</p>	<p><b>People, Culture and Communities</b></p> <p>Chinese New Year and Easter (what are they?) Talk about similarities and differences between people Comic Relief</p>	<p><b>People, Culture and Communities</b></p> <p>Talk about similarities and differences between places they have been and where they live</p>

	<p><b>The Natural World</b>  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</p>	<p><b>The Natural World</b>  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  Understand change of state- melting, freezing</p>	<p><b>The Natural World</b>  Seasons: Weather (summer)  Woodland Environment including comparison to local area  Mini beasts and woodland animals  Show care and concern for the environment</p>
<b>EXPRESSIVE ARTS AND DESIGNS</b>	<p><b>Creating with Materials</b>  Explore different materials  Create closed shapes with continuous lines  Explore colour  Mark making leading to drawing</p>	<p><b>Creating with Materials</b>  Explore different materials using all senses  Show emotions in paintings and pictures</p>	<p><b>Creating with Materials</b>  Artist study – Kandinsky – abstract art  Make simple models  Use drawing to represent ideas</p>
	<p><b>Being Imaginative and Expressive</b>  Introduce pretend play  Listen with increased attention to sounds  Performance for others: Nursery rhymes  Christmas</p>	<p><b>Being Imaginative and Expressive</b>  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</p>	<p><b>Being Imaginative and Expressive</b>  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</p>