



NURSERY LONG TERM PLAN 2024-2025

	AUTUMN 1	AUTUMN 2	Spring 1	SPRING 2	SUMMER 1	SUMMER 2
<p>These themes and related texts are only an outline. They may be adapted at different points in the year to reflect children's interests.</p>	<p>MARVELLOUS ME! Starting Nursery Settling in - new routines Exploring the environment Class rules/Hillshott values My family What am I good at? How am I feeling? Being kind/staying safe Friendships Autumn walk Favourite songs What do I want to be when I grow up?</p>	<p>CELEBRATIONS Birthdays Special times for my family Harvest Nursery Rhyme week Bonfire Night Art - Firework pictures based on Alma Thomas Library visit Children in Need Nursery Rhyme week</p>	<p>AMAZING ANIMALS Animals around the world Animal art Visit from the bug man Art - The Tiger - by Rousseau</p>	<p>TERRIFIC TALES Traditional Tales Role play Drama Story maps Cooking activities Art - Betye Saar study Opportunity for junk modelling (create fairy-tale settings)</p>	<p>GET SET, GROW Growing- plants and flowers Weather and seasons Where does the moon go at night? Art - Making a sculpture- Andy Goldsworthy Life Cycles- Pond visit Mini beasts Reduce/Reuse/Recycle Where does our food come from?</p>	<p>THE WORLD AROUND ME Around the town How do I get there? Where in the world have you been? Fly me to the moon Vehicles past and present Off on holiday Where in the world shall we go? Send me a postcard Art - Learn about Japanese cherry blossom trees create our own with finger painting</p>
<p>Key Texts (Will be linked to a 'Nursery Rhyme of the week' where possible)</p>	<p>Happy to be me (Head, shoulders, knees and toes) My World, Your World Bear Hunt and Lion Hunt Ruby's worry (If you're happy and you know it)</p>	<p>Room on the Broom (link to Halloween) Rama and Sita/Diwali Superworm Whatever next (voice sounds) Peace at Last Stick Man The Christmas Story (Twinkle Twinkle)</p>	<p>Here We Are Dear Zoo Tiddler/The Snail and the Whale Hungry Caterpillar The Magic Paintbrush/ Peppa's Chinese New Year The Three Billy Goats Gruff</p>	<p>Goldilocks and the Three bears The Three Little Pigs The Gingerbread Man Little Red Riding Hood Jack and the Beanstalk</p>	<p>Dinosaurs and all that Rubbish Sunflower sword My Heart is a Compass One plastic bag What the Ladybird Heard</p>	<p>Oi get off our train World Atlases Ada Twist, scientist Notes for living on planet Earth Lost and Found Julian the Mermaid</p>
<p>School events</p>	<p>Harvest assembly Roald Dahl Day Black History Month</p>	<p>Anti- Bullying Week Entrepreneur's week Christingle Service</p>	<p>Feeling Good Week</p>	<p>Internet Safety Day Pancake races</p>	<p>Science Week World Book day</p>	<p>Sports Day School trip Trip to park + ice-cream</p>
<p>Festivals</p>	<p>Harvest festival Halloween Black History Month</p>	<p>Remembrance Day Diwali Hannukah Christmas</p>	<p>Chinese New Year Mother's Day</p>	<p>Valentine's day Shrove Tuesday Holi Easter</p>	<p>Ramadan/Eid al-Fitr (April)</p>	<p>Eid al-Adha (June) Father's Day (16th June)</p>



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	MARVELLOUS ME!	CELEBRATIONS	AMAZING ANIMALS	TERRIFIC TALES	GET SET, GROW!	THE WORLD AROUND ME

Communication and Language

Find out what languages parents speak at home, try and learn a few key words e.g. hello, and find out about interests from parents. Ensure multilingualism is celebrated across EYFS

The development of Children's spoken language underpins all 7 areas of learning and development. Children's **back and forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of interactions they have with adults and peers throughout the day in a language -rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Across EYFS communication and language is developed with high quality interactions between children and adults and their peers. It is strengthened through the 'story of the week', discussions during CIL, adult directed activities, PSHE/circle times, stories, songs and rhymes. Welcomm Speech and Language intervention is used to support individual children	Welcoming children and families into the setting Settling activities Making friends and learning their names All about me Children chatting about what they are doing Talking about what they like to play with Model talk routines through the day e.g. "Good morning" when arriving at school in the morning Recognises that adults are there support and indicate they need help either verbally or non-verbally Enjoys listening to simple stories and understand what is happening with the help of the pictures	Settling back in activities Listens to simple stories and beginning to make comments Talks about their family members and the experiences they have Follows simple play instructions e.g. Put dolly in the bed Joins in with singing nursery rhymes or the actions Speaks to a child or adult who are playing alongside them Begin to pay attention to more than one thing at a time Joins in with repeated refrains in familiar stories Uses language to recall past experiences Beginning to be more confident when approaching adults	Beginning to use some of the new language learned either from practitioners or stories Recall main parts of a story. May need visual prompts Begin to use longer sentences Describing events in some detail e.g. I fell down, hurt my knee Sings rhymes or songs spontaneously Play is beginning to include past personal experiences e.g. trip to the park Children confidently speak to a familiar adult or ask for help To begin to understand how and why questions	Beginning to express a point of view Start a conversation with a friend and continue it for 2 turns Beginning to shift own attention Beginning to make up songs or rhymes of their own Using a wider range of vocabulary modelled by new learning, May continue to use irregular tenses e.g. I runned Choosing to look at books independently and narrating what is happening To understand and respond to how and why questions	Using talk to organise events and their play Becoming more confident when engaging in conversation with their peers Showing an interest in what their friends are doing and beginning to ask them questions Understands the use of objects Children 'reading' familiar stories to themselves or peers using the illustrations as prompts Beginning to understand why and how questions Listens attentively to longer stories and beginning to predict what might happen next	Able to engage confidently in a two way conversation, listening to the other participant for many turns Using a wider range of vocabulary including the use of because or and Responds to more complex instructions and able to carry them out Beginning to listen more carefully Speaks confidently to unfamiliar adults and their peers Narrates own small world or role play, using vocabulary based the context or previous experiences Sings a range of songs and begins to make up their own Beginning to ask questions to find out more Using a range of tenses
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Jigsaw themes - Scheme used to teach PSED and meet the RSE statutory requirements	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	BEING ME IN MY WORLD	CELEBRATING DIFFERENCES	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME

Personal, Social and Emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead **healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to **look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later**.

Building relationships will be on-going throughout the year Managing Self Self- Regulation Linked to behaviour for Learning 'No Outsiders' assemblies	Develop their sense of responsibility and membership of our school community. I understand how it feels to belong and that we are all similar and different. I understand how feeling happy and sad can be expressed. I can begin to imagine how characters in stories feel. I can recognise familiar adults on Nursery and start to build relationships. I can use gentle hands and understanding that it is good to be kind to people I start to show ownership of my belongings and can make choices about my play.	Show more confidence in new social situations I know how it feels to be proud of something I am good at. I can tell you one way I am special and unique. I recognise that I belong to different communities I know that all families are different. I know there are lots of different houses and homes. I can tell you how I could make new friends. I can use my words to stand up for myself-- practice skills of assertion, negotiation and compromise	Select and use activities and resources, with help when needed I understand what a challenge means I can set a goal and work towards it I can keep trying until I can do something I know some kind words to encourage people with I can start to think about the jobs I might like to do when I'm older I can feel proud when I achieve a goal I can work together and consider other people's feelings- talks about how others may be feeling	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy I can tell you some of the things I need to do to be healthy I know what the word 'healthy' means and that some foods are healthier than others I can wash my hands and know it is important to do this before I eat and after I go to the toilet I know what to do if I get lost and how to say NO to strangers	Find solutions to conflicts and rivalries. I can tell you about my family I understand how to make friends if I feel lonely- I enjoy playing alone and alongside others I can tell you some of the things I like about my friends- shows confidence in speaking to others I know what to say and do if somebody is unkind to me I can use Calm Me time to manage my feelings I can work together and enjoy being with my friends- is able to recognise the impact of their choices	Understand gradually how others might be feeling. I can name parts of my body and show respect for myself I can tell you some things I can do and some food I can eat to be healthy I understand that we all start as babies and grow into children and then adults I know that I grow and change I can talk about how I feel moving to School from Nursery I can remember some fun things about Nursery this year Understands that expectations vary depending on different events
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Physical Development

Physical activity is vital in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness**. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Fine Motor	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Continuously monitor the fine motor provision provided and the impact on their developing skills. Check the progress of children's pencil grip and letter formation, including directionality. Dough disco/Daily fine motor opportunities	Threading, cutting, weaving, playdough/other malleable materials and fine motor activities. Manipulate objects. Begin to use one handed tools e.g. make snips in paper, hammer pegs (may need hand-over-hand support). Children pick up small objects between finger and thumb	Threading, cutting, weaving, playdough and other malleable materials and fine motor activities. Beginning to hold a pencil in a more comfortable grip Making large movements on paper, beginning to form circular shaped large movements Developing their pincer grip and finger strength	Beginning to demonstrate some control in holding, using and manipulating objects Turns pages in a book sometimes several at once May begin to show preference for dominant hand. Shows more skill and control when cutting	Hold pencil effectively with a comfortable grip Holds mark making tools with thumb and all fingers Becoming increasingly independent when getting dressed- will pull up zip if adult starts the process Creates lines and circles pivoting from the shoulder and elbow Adds details to drawings	Threading, cutting, weaving, playdough and fine motor activities. Develop pencil grip and beginning to form some letter type shapes Copies lines or shapes Use one hand consistently for fine motor tasks Holds a book correctly and turns pages independently	Threading, cutting, weaving, playdough and fine motor activities. Develop the foundations of mark making using a range of resources and crossing the midline with their movements, including vertical marks Draw circles and lines on both large and small scales

Handwriting Building strength and control in fine and gross motor activities creates a strong foundation for later handwriting. From Spring term, nursery will complete twice-weekly fine motor activities as an adult-led input which will build upon and consolidate these skills. Children will be supported when name writing (if developmentally appropriate) to begin their letters in the right place.

Gross Motor	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PE scheme - Complete PE	Exploring outdoor climbing equipment Children to be encouraged to participate in running activities Help children to develop good personal hygiene- demonstrate handwashing Provide regular reminders about thorough handwashing and toileting Encourage independence in aspects of intimate-care. May require hands on or verbal support	Climbs up and down steps placing each foot on one step. May climb down backwards Runs on whole foot Beginning to walk, run and climb on a variety of surfaces e.g. grass Kicks a stationary ball with either foot Uses wheeled toys with increasing skills, holding handlebars, sitting astride and pushing or peddling with feet. Mounts vehicle independently and travels with direction and control	Uses ribbons and scarves to make large controlled movements Moves in response to rhythms or music played on instruments Jumps up into the air with both feet leaving the ground and can jump forward a small distance Gains independence in toileting routine, including taking, cleaning and re-dressing themselves.	Kicks or throws a ball with increasing force and accuracy and starts to catch a large ball by using 2 hands and their chest to trap it Go upstairs on alternate feet or across climbing equipment Gross motor movements are becoming more confident and controlled	Maintains balance and using hands and body to stabilise Can grasp and release with 2 hands to throw and catch a large ball, beanbag or an object Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Choose to move in a range of ways Able to carry an object up a slope or up and down a few steps	Explore different ways of moving, running, jumping, hopping etc Runs with special awareness, negotiates space, adjusting speed or direction to avoid obstacles Becoming more confident with self- care- taking themselves to the toilet although they may need some support with fastenings etc Washing hands independently



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Literacy - Reading						
It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
<p>Comprehension- Developing a passion for reading</p> <p>Story of the week will be read daily in addition to other stories Children will visit the school library weekly</p> <p>Word Reading Phonics is taught through listening games and adults modelling how to tune in to a range of environmental, musical and spoken sounds.</p> <p>Little Wandle activities and resources are used throughout the year to introduce new concepts and consolidate learning. By the end of the year, children should be able to identify rhymes, hear initial sounds and begin to blend and segment orally.</p>	<p>Enjoys rhythmic and musical activities with percussions instruments, action rhymes and songs and clapping along with the beat and joining in with familiar songs or nursery rhymes.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Pay attention and respond to the pictures or the words in a shared story.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Listens and joins in with stories when reading 1:1 or in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Looks closely at and enjoys print and digital books, turning pages independently.</p> <p>Identifies name card with reference to their photo and/or first letter.</p>	<p>Repeats words and familiar phrases from stories when reading or during their play.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Is usually able to find their name.</p>	<p>Begins to understand some print concept awareness skills- knows that print carries meaning and in English, is read from left to right</p> <p>Name the basic parts of a book eg front cover, pages etc</p> <p>Makes up stories, play scenarios using resources and based on experiences or familiar stories.</p> <p>Makes connections between letters in the environment and other familiar words or print. E.g. m for McDonalds or a letter from their name.</p>	<p>Looks at a range of books both fiction and non-fiction and chats to an adult or a peer about what is happening.</p> <p>Begins to make simple predictions about what they think might happen next based on their previous experiences.</p> <p>Develops print concept awareness skills Knows that print can carry different meaning Noticing numbers on the page.</p>	<p>Engage in extended conversations about stories, learning new vocabulary and beginning to use some in their learning.</p> <p>Makes links with other books they have read.</p> <p>Talks about events and the main characters in stories and suggest how the story might end.</p> <p>Begins to sequence familiar stories using pictures.</p> <p>Enjoys looking at books.</p>
	<p>Phonics- Begins to develop phonological and phonemic awareness. Identifies environmental sounds around them Fills in the missing word from a familiar rhyme. Sing songs and say rhymes independently, e.g. singing whilst playing, using props. Hear initial sounds in familiar objects.</p>	<p>Phonics- Shows an awareness of rhyme and alliteration in stories and songs. Children investigate the sounds made by a range of instruments and body percussion, linking these to familiar objects or actions in stories. Identify initial sounds and distinguish different sounds.</p>	<p>Phonics- Spots and suggest rhymes. May be able to recognise their name on their peg or familiar text in the environment. May recognise some letters that are in their name and point them out to adults. Joins in with clapping or tapping patterns. Identify initial sounds and articulate sounds correctly.</p>	<p>Phonics- Claps or taps the syllables in words during sound play. Begin to distinguish between different voice sounds- listens to adults modelling oral blending and segmenting</p> <p>Follow instructions involving blending heard sound-talk. e.g. touch your h-ea-d.</p>	<p>Phonics- Introduction of phase 2 - Oral blending games. Introduction single sounds approximately 3 a week- build on oral blending and segmenting skills.</p> <p>Making links between sounds and those in their names and the environment.</p>	<p>Phonics- phase 2 sounds Consolidation of oral blending and segmenting skills. Listening carefully and identifying the beginning, middle and final sound in words.</p> <p>Identify final sounds in words.</p>



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Little Wandle phonics overview for Nursery:

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of sounds	s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
Use these Reception picture cards:	snake astronaut tiger penguin iguana net	mouse duck goat octopus cat kite elephant	umbrella rainbow helicopter bear flamingo lollipop jellyfish	volcano wave yo-yo zebra queen cherries	sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end)
Phonemic awareness focus	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
Play these games:	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> What's in the box? – with objects that start with different sounds <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* <p>Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/.</p> <p>Then teach children to distinguish other sounds at the end of words.</p>

*A list of suggested objects for 'What's in the box?' for each sound can be found in the Weekly lesson content: Foundations for phonics area of the website. Alternatively, use the photos in the 'Foundations for phonics: Images for What's in the box?' downloads for each half term.



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Literacy - Writing

Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing). In Nursery we give meaning to our mark making, especially drawings and paintings, and begin to form some letters in our names, and some numbers of significance.

Writing	Texts to be used as a stimulus	Texts to be used as a stimulus	Texts to be used as a stimulus	Texts to be used as a stimulus	Texts to be used as a stimulus	Texts to be used as a stimulus
<p>A range of writing/mark making opportunities available both inside and outdoors</p> <p>High quality texts will be used as a stimulus</p> <p>Focus in Nursery will be on enjoying the process of mark making, and giving meaning to marks in a range of contexts.</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Children to go on a walk around school in small groups and look for signs in the environment- discuss what they can see and what it might mean.</p> <p>Drawing a picture of themselves or their family. Add some marks to their drawings, which they give meaning to. For example: "That says mummy or these are her eyes."</p> <p>Making marks both horizontally and vertically using a variety of resources, chalk, writing materials, water and large brushes etc</p>	<p>Enjoys drawing freely.</p> <p>Includes early mark making and writing into their play e.g. shopping lists, recipes</p> <p>Distinguishes between the different marks they make.</p> <p>Enjoys drawing or writing on a range of different surfaces and using a range of different resources.</p>	<p>Ascribes meaning to signs, symbols and words they see in different places, including those they make themselves.</p> <p>Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>Shows an interest in the letters on a keyboard and pretends to write. Narrates what they are writing or typing as they play.</p>	<p>Seeks out opportunities to write and proudly shows them to an adult.</p> <p>Pencil grip is more developed- palmer</p> <p>Adds more detail to their pictures and shapes are more defined.</p> <p>Begins to make letter type shapes to represent the initial sound of their name and other familiar words.</p>	<p>Shows a preference for one hand.</p> <p>Attempts to write their name or other words using combinations of lines, circles, curves or letter type shapes.</p>	<p>Uses dominant hand or tripod grip</p> <p>Copies patterns using a range of materials e.g. in sand or paint</p> <p>Giving meaning to marks or patterns on paper - explaining to an adult what they have written</p>



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Mathematics

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks to excel mathematically**. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between them** and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children develop **positive attitudes and interests** in mathematics, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults and peers** about what they notice and not be afraid to make mistakes.

Number and Numerical Patterns Children will visit the indoor Numberland once a week to learn new skills and consolidate knowledge. The maths challenge table will provide additional opportunities to develop curiosity around mathematics	Building relationships with the children, exploring the setting and resources. Opportunities for counting, sorting, comparing sizes and positional language	Number Joins in with number rhymes and knows some number names. Comparison - shows an interest when adults count using their fingers or pointing to objects. Use the words big/small, bigger and smaller to compare objects. Introduce using non-standard units of measure Shows an interest in size or weight during play- big, heavy.	Number Recites numbers 1-5 by rote either as part of their play or when joining in with a rhyme Comparison - Begins to compare and recognise changes in numbers of objects, using words like more, or lots Spatial awareness link - Begins to remember their way around familiar environments. Respond to some spatial and positional language Recognise and talk about some patterns around them e.g. spots or stripes Points to objects 1:1 as they count them, with adult support.	Number Experiment with their own symbols and marks as well as numerals. Uses fingers to represent amounts to 5. Solve real world mathematical problems with numbers up to 5. Recognises some numbers 1-5 and those seen in the environment or with personal meaning, Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are the total ('cardinal principle').	Number Develop fast recognition of a group of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5 and beginning to use number names to 10 in songs and as part of their play. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall/short', 'heavy/light'.	Number Counts by rote 1-10 and recognises some numbers and can match correct amount. Beginning to recognise that each counting number is one more than the number before. Recognise some simple 2d shapes - circle, square, triangle. Beginning to understand position through words alone - for example, "The bag is under the table," - with no pointing.
	Number Joins in with number rhymes and reciting some numbers in order as part of a group. Matching Matching patterns or objects that are the same, recognising that they are the same. Patterns Using bricks, coloured resources or shapes to build. Selects specific shapes for a specific space. Completes an inset puzzle. Becoming familiar with patterns in daily routines. Begins to arrange resources into patterns.	Explores capacity by selecting, filling and emptying containers e.g. fitting toys in a pram, water play.	Recognises some numbers 1-5 and those seen in the environment or with personal meaning, Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are the total ('cardinal principle').	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall/short', 'heavy/light'.	Recognise some simple 2d shapes - circle, square, triangle. Beginning to understand position through words alone - for example, "The bag is under the table," - with no pointing.	



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Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<p>Science RE/Festivals History/Geography</p> <p>Curriculum enables the children to develop a positive sense of themselves and others and learn how to form positive relationships</p> <p>They will begin to understand and value the differences of individuals and groups within their own community</p> <p>Children will have the opportunity to develop their emerging moral and cultural awareness</p> <p>Children will have the opportunity to develop awareness of different technologies through class teaching and CIL</p>	<p>Has a sense of own immediate family and relations and pets- talks about immediate family members.</p> <p>In pretend play, imitates everyday actions and events from their own family and cultural background, e.g., making food, washing babies.</p> <p>Become familiar with the classroom and outdoor areas, including where to hang their coat or go to the toilet.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Sing Autumn song exploring the changes we see around us.</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from others.</p> <p>Explore and respond to different natural phenomena in their setting e.g. splashing in puddles, collecting leaves.</p> <p>Beginning to interact more confidently with their peers when playing.</p> <p>Shows skill in making toys work by lifting flaps to achieve effects such as sound or movement.</p>	<p>Make connections between the features of their family and other families.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Beginning to ask questions about how things work.</p> <p>Shows an interest in technological toys with knobs or real objects such as cameras.</p>	<p>Notices detailed features of objects in their environment.</p> <p>Enjoys playing with small world reconstructions building on first hand experiences e.g. farm, train tracks etc.</p> <p>Recognises and describes special times and events for family or friends.</p> <p>Knows how to operate simple equipment e.g. turns on CD player, can navigate touch- capable technology with support.</p>	<p>Knows some of the things that make them unique</p> <p>Can talk about some of the things they have observed such as plants and animals.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel</p> <p>Plays with a range of materials to learn cause and effect, for example makes a puppet.</p> <p>Knows that information can be retrieved from digital devices and the internet.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Show interest in different occupations and ways of life both indoors and outside.</p> <p>Comments and asks questions about aspects of their familiar world such as they place where they live or the natural world.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Completes a simple program with support.</p>
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NURSERY LONG TERM PLAN 2024-2025

General themes	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	MARVELLOUS ME!	CELEBRATIONS	AMAZING ANIMALS	TERRIFIC TALES	GET SET, GROW!	THE WORLD AROUND ME

Expressive Arts and Design

The development of children's **artistic and cultural awareness supports their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide **range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p>Painting, 3D modelling, messy/sensory play, clay models, cutting, drama, role play, threading, moving to music, following musical patterns, singing songs, nursery rhymes, songs linked to topics, making instruments and percussion work.</p> <p>Children will have the opportunity to learn and perform songs, nursery rhymes and poetry linked to their work and interests</p> <p>Role play area linked to children's interests, topics and to recreate scenes from children's own experiences</p>	<p>Enjoys and takes part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Begins to experiment with ways to enclose a space, create shapes and represent actions, sounds and objects.</p> <p>Explores creating sounds by rubbing, shaking, tapping, striking or blowing.</p> <p>Explores paint, using whole hands, fingers, brushes and other tools.</p> <p>Starts to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p>Enjoys joining in with moving, dancing and ring games.</p> <p>Expresses ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Makes simple models which express their ideas.</p> <p>Takes part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Explores and learns how sounds and movements can be changed.</p> <p>Continue to create for a purpose</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Enjoys and responds to playing with colour in a variety of ways, e.g. mixing colours, matching colours and making links</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Discovers how to create and use sounds intentionally.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures</p> <p>Continue to explore colour and how colours can be changed.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Remember and sing entire songs.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Join in with songs and rhymes. Sing call and response songs so that children can echo phrases of songs that adults sing.</p> <p>Exploring sounds and how they can be changed, tapping out simple rhythms</p> <p>Join in with role play games and use resources available for props building on prior experiences, introduce vocabulary to support learning</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Self-portraits using a range of media including natural materials</p> <p>Provide opportunities for children to work together to develop and realise creative ideas</p>
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NURSERY LONG TERM PLAN 2024-2025

END OF YEAR EXPECTATIONS

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> Listen and respond to a simple instructions Can focus on an activity of their own choice Say how they are feeling, using words as well as actions Ask a trusted adult for help Follow simple stories with and without pictures Talk about familiar books and characters within them. Understand and respond to questions about "who", "what" and "where" Recall key events in familiar stories e.g. What did Goldilocks eat? What happened next? Use a wider range of vocabulary, linked to their experiences Beginning to understand 'why?' questions Joins in with familiar songs and nursery rhymes. Listen to others and respond to other children and adults; keeps a conversation going Use talk to take on a role and act out a narrative in a role play game e.g., "I will make you a cup of tea..." 	<p>SENSE OF SELF</p> <ul style="list-style-type: none"> Can follow routines and boundaries and show an understanding of them within the setting Select and use activities and resources, seeking help when needed Can say what I like and what I am good at Attempt to do things myself e.g. put on coat Work towards resolving conflicts with adult support. Shows an understanding of taking turns and sharing <p>MAKING RELATIONSHIPS</p> <ul style="list-style-type: none"> Develop positive relationships with adults and other children Expand friendships by asking others to join in my play and share ideas Play with confidence independently, alongside peers and as part of a group <p>UNDERSTANDING EMOTIONS</p> <ul style="list-style-type: none"> Notice how I am feeling and name the emotion Usually manage my emotions by recognising how I feel and what I need Elaborate about emotions, e.g. "I am feeling sad because..." Begin to show an understanding of how others are feeling 	<p>GROSS MOTOR</p> <ul style="list-style-type: none"> Move by body to music - in various forms, e.g., clap, stamp, jump Kick, throw, roll and attempt to catch balls. Walk, run and climb independently, with confidence Can attempt to dress and undress independently Independently use the toilet and wash my hands Use stairs and climbing apparatus, using alternate feet. Skip, hop, and stand on one leg through games, e.g., Simon says... Walk confidently along limiting structures, e.g., a plank. <p>FINE MOTOR</p> <ul style="list-style-type: none"> Construct, using various resources, e.g. blocks, boxes, junk modelling. Manipulate and control resources, such as tearing paper or pinching toys Manipulate malleable resources, e.g., clay and play dough with purpose Attempts to pour drinks without spilling and use cutlery appropriately Use scissors appropriately to make snips in paper Begin to hold writing tools with a comfortable grip (ideally tripod) 	<p>READING</p> <ul style="list-style-type: none"> Join in with songs and rhymes Identify rhymes. Share books with adults and peers, discussing illustrations, recognising repetition and taking in new vocabulary Ask questions linked to a story and share my own comments and ideas. Find my name and identify some letters Understand print has meaning. Recognise familiar features in a book, e.g. title, page numbers. Sometimes blends sounds to make a word e.g. "p-e-g, that says peg!" <p>WRITING</p> <ul style="list-style-type: none"> Notice print in the environment, bus stop, signs, logos I can count or clap syllables of a given word. Independently make marks using writing tools and explain what they are e.g. I have drawn Mummy. I recognise initial sounds that are the same e.g. "Mouth, mum, mud - they all start with 'mmm!'" Attempt to write my name Write for a purpose, e.g., a shopping list. Can sound talk some simple, familiar words, e.g. "c-a-t", "l-e-g". 	<ul style="list-style-type: none"> Count in sequence to 10 Engage in number rhymes, predicting the next number Compare quantities using the word 'more', 'less', 'same'. Compare sizes using the words 'smaller', 'bigger' Touch count saying one number for 1 item (1:1 correspondence) Understand the last number said when counting is the total of the group (cardinal principle) Can show a quantity on my fingers, up to 5 then 10. Link numeral to quantity, up to 5 then 10. Explore representing quantities through mark making. Explore 2d and 3d shapes using mathematical language e.g. sides and corners. Show an understanding of position e.g. teddy is on the chair. Use shapes to construct, making pictures, or combining to make other shapes e.g. two triangles to make a square Identify patterns in my environment, and use patterns in my play, e.g. lines, spots, stripes and repeating patterns Self-correct a mistake in a repeating pattern 	<ul style="list-style-type: none"> Use all of my senses to explore materials, both indoors and outdoors. Explore materials with different properties e.g. smooth/hard, extending my vocabulary. Talk about how materials change and what I can see Identify differences between contrasting environments: landscapes, weather, features, or animals through my own experiences or using pictures. Plant and care for seeds and bulbs. Understand the key features of the life cycle of a plant and an animal. Beginning to understand the need to respect and care for the natural environment and all living things. Recognise and talk about differences between people, e.g. gender, hair colour, differences between families Recognise different roles within my community and their purpose. Re-enact roles adults play, e.g. talking on the phone, going shopping, booking a hair appointment Developing positive attitudes about the differences between people. 	<p>BEING IMAGINATIVE AND EXPRESSIVE</p> <ul style="list-style-type: none"> Move my body to music. Join in with songs, rhymes and actions, anticipating the next words or verse Explore and copy rhythms Explore a range of musical instruments and discuss the differences in sound and materials. Create my own songs, improvising a familiar song using my own words. Use small world resources to build imaginative and complex story settings, e.g. a little town with shop and park etc... Begin to develop my drawing through creating closed shapes with continuous lines. <p>CREATING WITH MATERIALS</p> <ul style="list-style-type: none"> Manipulate and explore various materials, e.g. clay, card, fabric, blocks Know different ways of joining materials. Make simple models with a purpose. Talk about what I made and how I made it To draw with increasing complexity and detail, such as representing a face through a circle. Explore colour and colour-mixing.