



Nursery Long Term Planning 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My family/My home	Nursery Rhymes	Myself / feelings	Healthy living	Growing	Animals
Core texts	Alfie's Feet Guess how much I love you	How to catch a star The Naughty Bus Fidgety fish Christmas story	Owl Babies Kipper's birthday Peace at last Whatever Next The Colour Monster	Baby goes to market Oliver's fruit salad Oliver's vegetables	Jasper's Beanstalk Errol's Garden Lenny in the garden	Dear Zoo Mrs. Wishy Washy Brown Bear Brown Bear
<p>In Addition to the books listed above we have a bank of 50 books that children will have the opportunity to look at and listen to during their time in nursery. The children select a book to take home each week from the library. This allows families to share books at home and encourages a love of reading.</p>						
Speaking and listening and attention.	<p>Weekly Lola activities that support listening and attention skills. Welcomm is used as an intervention for those children who require extra support with their language skills.</p>					
Songs and rhymes	Baa baa Black Sheep Hickory Dockory Dock One, two, three, four, five	Twinkle twinkle little star Wheels on the bus	Here we go around the mulberry bush Doctor Foster	Rain, rain go away I can sing a rainbow I hear thunder	Mary Mary, quite contrary Round and round the garden	Down in the jungle Walking through the jungle



	How many people live in your house? Miss Polly had a dolly	One, two, three, four, five Humpty Dumpty I'm a little snowman Santa got stuck up the chimney Hop little bunny	Ten in a bed Now we've made a pattern Heads, shoulders knees and toes		There's a tiny caterpillar on a leaf Five speckled frogs	The sun has got its hat on Old McDonald had a farm The farmer's in his den.
Role Play	Baby clinic	Bakery Shop	Hairdresser's	Market	Garden Centre	Vets
Small world	Dolls House	Space	Woodland animals	Dinosaurs	Fairy Garden	Farm
Table tops	Autumn	Winter		Spring	Spring / Summer	Summer
	Self-registration daily - Children who are ready write their name on entry. Children place their picture under an emotion to show how they are feeling.					
Maths	Number- Number rhymes Counting - Say some counting words. Begins to say numbers in order. 1-5 Uses number words. Cardinality- Begin to recite numbers in sequence Pattern-	Number Say numbers in sequence. Cardinality- Beginning to count on fingers Take or give two or three objects from one group. Spatial Awareness-	Counting - Counting facial features -Cardinality (How many?) Points or touches each item, saying one number name for each item.	Capacity - Explores different capacity - full, half full, empty Shape- Responds to both informal / language and common shape names. Circle, triangle and square	Measures Length Explores differences in length. tall, taller, short and shorter. Explores different weight - Heavy Light	Counting- Begin to recognise numbers 1-10. Explores using a range of marks and signs they ascribe to mathematical meanings. Comparison- Compare two small Objects of up to 5 objects saying when



	<p>Repeated action songs. Daily routines- visual timetable</p>	<p>Positional language on top, under and next to.</p>	<p>Begins to recognise some numbers. Links numerals up to 5 . Counts up to 5 objects and says the last number. Size Using language of size, big, bigger, biggest, small, smallest and smaller. Pattern- Create their own patterns Explores and adds to simple linear patterns.</p>			<p>they are the same number of objects. Cardinality links numerals with amounts. Composition- Beginning to use understanding of numbers to solve practical problems. Beginning to recognise that each counting number is one more than the one before.</p>
<p>Understanding the World</p>	<p>Geography</p>					
	<p><u>Where do we live?</u> Looking and our own houses and building around school (local warm) <u>Weather:</u></p>	<p><u>Changes in Winter.</u> Changes in weather What do we wear in Winter?</p>	<p><u>Our homes</u> Know the features of a house - windows, doors, roof, brick</p>	<p>Changes in Spring. Changes in weather What do we wear in Spring? Nature garden - growing</p>	<p>Notices detailed features of objects in their environment. I can develop care and concern for</p>	<p>Seaside - what is a beach? Changes in Summer. Changes in weather</p>



	<p> <i>Snow</i> <i>Hail</i> <i>Thunder</i> <i>Windy days</i> <i>Heavy rain</i> (on-going throughout the year) <i>Continuous access to outdoor provision regardless of the weather.</i> <i>General discussions about the weather e.g.</i> <i>'it's raining today we need our hoods up outside'</i> <i>'Its cold today we need our hats on'</i> <i>'It's windy today we are going to take the wind flowers outside'</i> <i>'Its sunny outside we need our sun hats on'</i> </p>			<p> <i>(Physical/human features)</i> </p>	<p> living things and the environment </p>	<p> What do we wear in summer? Farm & wild animals </p>
	<p>History</p>					



	<p>Our families</p> <p>Talking about a past event.</p>	<p>Remembrance Day</p> <p>Different festivals: Bonfire Night Christmas Diwali Halloween</p>	<p>Celebrations: Birthdays Growth and chance - how have we changed since we were babies.</p> <p>Talking about a past event.</p> <p>People who help us Talking about a past event.</p>	<p>Sequence of seasons to support chronological understanding</p>		
	Science					
	<p>Social snack- Children have a healthy snack every day. We talk about the importance of washing our hands before eating. We discuss where we get milk and water from and where fruits and vegetables grow. We use our senses to describe the snack of the day and we always say please and thank you.</p> <p style="text-align: center;"> Know where apples grow Know where milk comes from Know where carrots grow Know where pears grow Know where tomatoes grow. Know I use my nose to smell Know I use my eyes to see </p>					



Know I use my mouth to taste
 Know that I wash my hands before eating
 Know that I wash my hands to get rid of germs
 Know that fruit and vegetables are healthy.
 Know how to say please and thank you.

Keywords- Crunchy, hard, soft, juicy, sweet and sour

	<p>Know I use my mouth to taste Know that I wash my hands before eating Know that I wash my hands to get rid of germs Know that fruit and vegetables are healthy. Know how to say please and thank you.</p> <p>Keywords- Crunchy, hard, soft, juicy, sweet and sour</p>					
	<p>Autumn - Nature garden - leaf collecting- Autumn display- circle time My House Exploring materials building houses (construction area) Walk to own houses</p> <p>Why do we wear Wellington boots? Investigation.</p> <p>Where do things belong in your house? Dolls house- Enhancement Alfie's Feet Why do we wear Wellington boots?</p>	<p>Winter Winter investigation Exploring ice-freezing and melting eggs, ice - Link to Incy wincy spider (snow version). Winter Table Top Exploring light and dark</p>	<p>Changes of state - bake a cake</p> <p>Living things and their habitat - Owls - Make a bird feed Looking after ourselves including hospitals Exploring light and dark</p>	<p>Spring</p> <p>Healthy eating - using our senses</p> <p>Adult and baby animals Spring Table Top</p>	<p>Plants and growing</p>	<p>Looking after animals.</p> <p>Looking after ourselves - Summer (sun cream)</p> <p>Farm and wild animals</p> <p>Summer Table Top</p>



<p>PSED</p>	<p>Sense of Self- Expressing emotion</p> <p>Self-registration - regulation board</p>	<p>Making relationships</p> <p>Sense of self</p>	<p>Cooperative play</p> <p>Feelings</p> <p>Understanding emotions</p> <p>Sense of self</p> <p>Health and self- care</p>	<p>Healthy living- Healthy and unhealthy food</p> <p>Health and selfcare Brushing teeth (Health and self- care)</p>	<p>Caring for living things</p> <p>Special Events</p> <p>Becoming more independent</p>	<p>Caring for living things</p> <p>Becoming more independent</p>
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Children should be given the opportunity to and be able to select and use activities and resources, with help when needed.
Children should be able to develop their sense of responsibility and membership of the community by being given the opportunity to do small tasks such as helping at tidy up time.

Children should be able to show more confidence in new situations and become more outgoing around unfamiliar people in the safe context of the Nursery.

Children should be given the opportunity to play with other children, extending and elaborating play ideas.

Children should be able to find solutions to conflicts.

Children should be able to remember the rules; follow them and understand why they are important.

Children should be able to talk about their feelings using words like, " happy, sad, angry and worried" and begin to understand how others might be feeling.

Children should be increasingly independent in meeting their own care needs (using the toilet, washing and drying their hands and brushing their teeth)

Children should be given the opportunity to make healthy choices about food, drink, activity and toothbrushing.



Physical Development	<p style="text-align: center;">Gross Motor This includes:</p> <ul style="list-style-type: none">- Weekly movement to music.- Daily access to the outdoor area, including climbing frames, balance beams, slides, trikes, balance bikes, pedal bikes, large construction materials, ball, bats, hoola hoops, sand and water equipment, gardening tools, a mud kitchen and mark making materials to help develop their large motor skills. <p style="text-align: center;">Fine motor</p> <p>Children take part in planned weekly fine motor activities to strengthen their fine motor skills and have access to a wide range of activities and resources in the provision to develop their fine motor skills and independence skills.</p> <p style="text-align: center;">Children take part in daily mark making activities.</p> <p style="text-align: center;">Children should be able to: -</p> <ul style="list-style-type: none">use one handed tools and equipment such as scissors and glue sticks.- Use a comfortable grip with good control when holding pens and pencils- begin to show a preference for a dominant hand. <ul style="list-style-type: none">- begin to show increasing independence as they get dressed and undressed, for example putting on coats and doing up zips.
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<p>Expressive Arts and Design</p>	<p><u>Exploring paint using a paint brush:</u></p> <ul style="list-style-type: none"> ● House ● Self portrait ● Autumn tree 	<p><u>Being Imaginative</u></p> <p><u>Technique</u> Horizontal marks (strokes - adding legs to a spider)</p> <p><u>Painting - using primary colours</u> Rangoli pattern A bus Stars in the sky</p> <p><u>Printing</u> Tire tracks (cars) Baubles to the Christmas tree (cotton buds)</p> <p><u>Drawing</u> Pastels to draw scales on a fish</p>	<p><u>Being Imaginative</u></p> <p><u>Collage</u> Use materials to make a face.</p> <p><u>Exploring natural materials</u> - Create a nest for the owls. - Make a model of their own house. - Make a rocket for a baby bear.</p> <p><u>Painting:</u> A rocket for a baby bear Colour monster Self portraits Candles on a cake (vertical lines) Self-portrait (print emotion) A family member</p>	<p><u>Being Imaginative</u></p> <p><u>Exploring materials - fixing and joining</u> Make a Spring flower.</p> <p><u>Cutting skills</u> Cut out the fruit and add it to the basket. Make a basket for the fruit. Add blossom to the Spring tree</p> <p><u>Collage</u> Decorate an Easter egg</p> <p><u>Painting: experimenting with colour mixing</u> Spring tree Easter egg</p> <p><u>Experimenting with marks</u> Fruit basket / Basic</p>	<p><u>Being Imaginative</u></p> <p><u>Dance</u> <u>Being Imaginative</u></p> <p><u>Exploring materials - joining</u> Split pin flower</p> <p><u>Painting:</u> Use your fingers to add petals to the stem. Paint Errol's garden Paint what Lenny sees in the garden. Paint a flower that is taller.</p> <p><u>Exploring different media - finger painting</u> (Petals on a flower)</p> <p><u>Printing</u> Leaves on a beanstalk</p>	<p><u>Being Imaginative</u></p> <p><u>Exploring materials</u> <u>Cage for a zoo animal</u> Make a tub for the animals to wash in.</p> <p><u>Painting:</u> Features on the puppy. Slithery snake and add the patterns on the snake. Paint your favourite animal. Paint the summer scene. Paint the patterns on the animals.</p>
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			<p>Colour pattern</p> <p><u>Drawing</u> Draw the wings on the owls.</p>	<p><u>Printing</u> Print using different fruits.</p> <p><u>Observational Drawing</u> Fruit - pastels</p>		
Music	<p>Children have access to a wide range of musical resources and activities in provision and during planned teaching time. Children should be able to: -Listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings. - Join in with the lyrics and actions to songs.</p>					
Technology	<p>Awesome Autumn garlands (Pattern seeking)</p>	<p>Summertime - colours (grouping)</p>	<p>Winter Warmers - Let's make an igloo! (logical thinking)</p>	<p>Awesome Autumn (Fruit salad) Algorithms</p>	<p>Springtime Seed sequence Algorithms & collaborating</p>	



	Summer time (create a house tangram)		<p>Awesome Autumn (Make a cake) Algorithms</p> <p>Busy bodies - parts of our bodies (Pattern seeking)</p>			
Children have access to technology in areas of learning - telephones, tills, IWB						
Educational Visits, Visitors, Experiences	Walk around local area – go to children’s homes			Walk to the local fruit and vegetable market		Shibden Park

