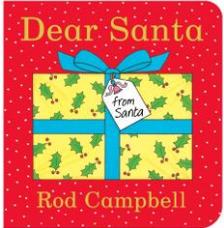
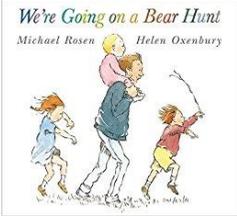
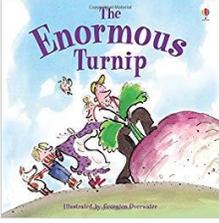
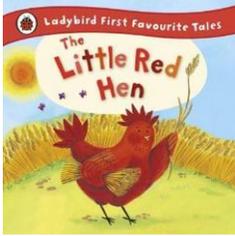
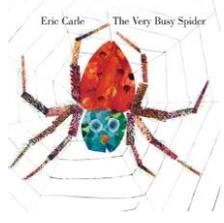


Nursery Long Term Plan 2022-2023-Set 2

Themes	Wow! Said the Owl 	Dear Santa-Celebrations 	We're Going on a Bear Hunt 	The Enormous Turnip 	The Little Red Hen 	The Very Busy Spider 	
Parent Link days		Christmas/Maths		Literacy/Phonics		Outdoors	
Possible role play ideas -Link to children's current interests	Kitchen	Post office	Cave/Forest	Fruit and Vegetable shop	Café/Bakery		
3 Prime Areas of Learning and Development	Personal, Social and Emotional Development	<p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>The Colour Monster- Happy and Sad emotions</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>The Colour Monster Feeling loved and people who are special to us.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>The Colour Monster- Angry/ worried and what to do when we feel this way</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>Understand gradually how others might be feeling.</p> <p>Benji Bear- Making friends</p>	<p>Remember rules without needing an adult to remind them</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>Understand gradually how others might be feeling.</p> <p>Continuing Benji Bear</p>

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Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Using simple tools safely Practising holding scissors.</p> <p>Drawing lines and then circles using gross motor movements.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Continue to develop pre writing shapes.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Shape formation further pre writing shapes.</p> <p>Cutting skills- continue to practise to use scissor by moving scissors through paper to cut sections.</p>	<p>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> <p>Letter formation and pencil grip</p> <p>Cutting skills- following lines.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Letter formation and pencil grip</p> <p>Cutting skills- following curved lines and cutting around shapes.</p>
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	<p>Communication and Language</p>	<p>Taking part in very small group listening activities.</p> <p>Begin to take part in adult-led, hands-on activities in a small group.</p> <p>Listening in a small group with visual and/or kinaesthetic support.</p> <p>Sorting a set of objects into two groups based on a shared, simple semantic link e.g. 'food' or 'clothes.'</p> <p>Following instructions at two-word-level in a specific order if 'order' is visually supported.</p> <p>Following instructions at three-word-level including early colour, size or position concepts.</p> <p>Following simple instructions containing 'on', 'in' and 'under.'</p>		<p>Listening as part of a medium-sized group with visual and/or kinaesthetic support.</p> <p>Listening to peers' conversations in one-to-one or small group situations.</p> <p>Playing 'odd-one-out' games and detect which object or picture from a choice of three does not share the same, simple semantic link.</p> <p>Following instructions at three-word-level in a specific order.</p> <p>To understand instructions containing the words 'behind,' 'in front' and 'next to.'</p> <p>Beginning to understand 'why' and 'how' but responses may be limited. I offer more when reasons or explanations are modelled in comments instead.</p> <p>Offering responses to 'when' questions.</p>		<p>Listening to my peers' conversations in one-to-one or small group situations even if the topic is not following my agenda.</p> <p>Listening attentively in medium-sized groups, offering actions, comments or questions.</p> <p>Play 'What am I?' games with visual support, selecting the target from a small choice of objects.</p> <p>Following instructions at four-word-level including early colour, size or position concepts.</p> <p>Following instructions at four-word-level in a specific order.</p> <p>Beginning to offer reasons and explanations in response to 'why' and 'how' questions.</p> <p>Understanding and following sequential instructions containing words such as 'before,' 'after,' 'first,' 'last' and 'later'.</p>	
		<p>Launch Pad For Literacy</p>	<p>LFL-Auditory and Gross Motor</p>	<p>LFL-Speech and Receptive Language</p>	<p>LFL-Phonological Awareness</p>	<p>LFL-Expressive Language and Vocabulary</p>	<p>LFL-Visual and Symbolic</p>

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4 Specific Areas of Learning and Development	Literacy	Recognising own name. Mark making-lines. Wow! Said the Owl Nursery Rhymes Favourite Stories Rhymes: September-5 Little Speckle frogs October-5 Little Pumpkins	Recognising own name. Mark making circles Dear Santa The Christmas Story Non-Fiction-Letters-Writing to Santa. Rhymes: November-Jack and Jill December-5 Little Elves	Using shapes to make name. Further writing shapes We're Going on a Bear Hunt Other favourite bear stories. Rhymes: January Wind the Bobbin February I'm a little teapot	Letter shapes in name The Enormous Turnip Other books on growth Non Fiction-Instructions How to plant a seed. Rhymes: March-Miss Polly had a Dolly April-5 Currant Buns	Write letter shapes in name. The Little Red Hen Non-Fiction-Facts on farm animals Rhymes: May If you're Happy and You Know It	Writing name. The Very Busy Spider Rhymes-Minibeast Non-Fiction-Minibeast Rhymes: June-Mary Had A Little Lamb July-10 Little Aeroplanes
	Phonics	Phase 1-	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
	Mathematics	Counting Rhymes. Counting aloud to 5 and then 10 1-1 correspondence when counting objects. Sorting by colour	Counting Rhymes Counting 0-10 1-1 correspondence Pattern and shape Exploring weighing	Counting Rhymes Counting 0-10 1-1 correspondence Ordering by length	Counting Rhymes Counting forwards and backwards 0-5 and then beyond 1-1 correspondence Positional language Capacity	Counting Rhymes Counting forwards and backwards 0-10 1-1 correspondence Measures-distance/length Shape 2D	Counting Rhymes Counting forwards and backwards 0-10 and then beyond Adding 2 amounts Shape Pattern

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Understanding The world	<p>Ourselves- Similarities and Differences</p> <p>Making Toys work</p> <p>Colour</p>	<p>Remote Control Cars Light and Dark- Torches</p> <p>Seasonal changes- Autumn</p> <p>Celebration Boxes</p> <p>Diwali/Bonfire Night</p>	<p>Technology in the Home</p> <p>Winter</p> <p>Chinese New Year/Holi</p>	<p>Paint Program</p> <p>Growing</p> <p>Healthy Foods</p> <p>Easter</p>	<p>E-Safety</p> <p>Animals-Farm</p> <p>Materials</p>	<p>Using Technology to video/photograph</p> <p>Growth</p> <p>Minibeasts</p>
Expressive Arts and Design	<p>Exploring and using colour.</p> <p>'Wow! Said the Owl' colour display.</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p>	<p>Autumn Art</p> <p>Salt dough lamps.</p> <p>Creating movement in response to music.</p>	<p>Beginning to be interested in and describe the texture of things.</p> <p>Textured art-We're Going on a Bear Hunt</p> <p>Imitate movement in response to music.</p>	<p>Observational drawing- Fruit/Vegetables/ flowers</p> <p>Tap out simple repeated rhythms.</p>	<p>Baking Bread</p> <p>Explore and learn how sounds can be changed.</p>	<p>Exploring what happens when we mix colours.</p> <p>Making different minibeasts.</p> <p>Making up simple rhymes and songs.</p>