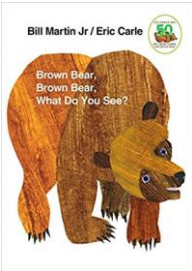
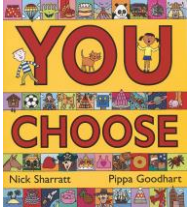
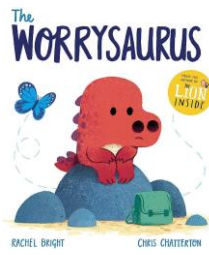
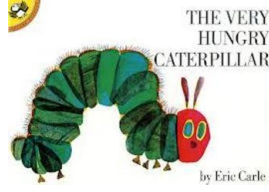
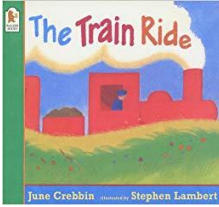


Nursery Long Term Plan 2023-2024

| Themes  |  | <p><b>Brown Bear</b><br/>Brown bear</p>    | <p><b>You Choose</b></p>   | <p><b>The Worrysaurus</b></p>    | <p><b>The Hungry Caterpillar</b></p>    | <p><b>The Three Billy Goats Gruff</b></p>   | <p><b>The Train Ride</b></p>    |
|---|--|---|---|--|--|--|--|
| Trips   |  | Fire Fighters   | Magic Andrew  |  | Live caterpillars  | Farm animals   |  |
| Parent Link days  |  |   |   |  |  |  | Sports   |
| Possible role play ideas<br>-Link to children's current interests |  | Home corner(Kitchen)<br>Shop  | Home corner (addition of bedroom)<br>Post office  | Dinosaur land<br>Cave  | Home corner<br>Cafe/restaurant   | Ambulance/hospital/Fire station  | Train  |
| 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<br/>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.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>The Colour Monster-<br/>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>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> |

Nursery Long Term Plan 2023-2024

|  |                                    |   |  |  |  |   |  |
|--|------------------------------------|---|--|--|--|---|--|
|  | <p><b>Physical Development</b></p> | <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.</p> <p>Using simple tools safely<br/>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> |
|--|------------------------------------|---|--|--|--|---|--|

### Nursery Long Term Plan 2023-2024

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|--|--|-----------------------------------|---|--|---|------------------------------|
| <b>Communication and Language</b><br><br><b>Launch Pad links</b> | <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.<br/><i>Offering responses to 'when' questions.</i></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> |                              |
|  | LFL-Auditory and Gross Motor   | LFL-Speech and Receptive Language | LFL-Phonological Awareness  | LFL-Expressive Language and Vocabulary | LFL-Visual and Symbolic   | LFL-Pragmatic and Fine Motor |

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| <b>4 Specific Areas of Learning and Development</b> | <b>Literacy</b>    | Recognising own name.<br>Brown Bear   | Recognising own name.<br>You Choose  | Using shapes to make name.<br>Dinosaur Roar   | Write letter shapes in name.<br>The Hungry Caterpillar   | Write letter shapes in name.<br>Three Billy Goats Gruff   | Write name,<br>The Train Ride   |
|   |                    | Children to talk about themselves<br>Nursery Rhymes<br>Favourite Stories<br>Mark making-lines<br>Rhymes -<br>September -5 Little Speckled Frogs | The Christmas Story<br>Non-Fiction-Letters-Writing to Santa.<br>Mark making circles<br>Rhymes -<br>November- Jack and Jill went up the hill. (Commando Joe's activity) | Rhymes-<br>January Wind the Bobbin<br>February I'm a little teapot                              | Other books on growth<br>Non fiction- Instructions How to plant a seed<br>Rhymes-<br>March Miss Polly had a dolly<br>April 5 Currant Buns<br>(Incy Wincy Spider - Commando Joe's activity) | Rhymes-<br>Non-Fiction-Facts on farm animals<br>Rhymes-<br>May If you're happy and you know it. (Commando Joe,s activity)               | Rhymes<br>Non-Fiction-Sea<br>Rhymes-<br>June -Mary Had a Little Lamb<br>July 10 Little Aeroplanes     |
|   | <b>Phonics</b>     | October -5 Little Pumpkins  | December -5 Little Elves   |   |  |   |   |
|   |                    | Phase 1-Aspect 1/2  | Phase1 Aspect 3  | Phase 1 Aspect 4  | Phase 1 Aspect 5   | Phase 1 Aspect 6  | Phase 1 Aspect 7<br>Phase 2   |
|   | <b>Mathematics</b> | Counting rhymes.<br>Counting aloud to 5 and then 10<br>1-1 correspondence when counting objects.<br>Sorting by colour                           | Counting rhymes<br>Counting 0-10<br>1-1 correspondence<br>Subitizing 1-3<br>Pattern and shape<br>Exploring weighing  | Counting rhymes<br>Counting 0-10<br>1-1 correspondence<br>Subitizing to 5<br>Ordering by length | Counting rhymes<br>Counting forwards and backwards 0-5 and then beyond<br>1-1 correspondence<br>Positional language<br>Capacity  | Counting rhymes<br>Counting forwards and backwards 0-10<br>1-1 correspondence<br>Measures-distance/length<br>Shape<br>Repeating pattern | Counting rhymes<br>Counting forwards and backwards 0-10 and then beyond<br>Shape<br>Repeating pattern |

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|  | <b>Understanding of the world</b> | Ourselves similarities and differences<br><br>Family             | Celebration boxes<br><br>Divali  | Chinese New Year<br><br>Holi<br><br>Mother's day | Minibeasts<br>Growing<br><br>Healthy foods | E Safety<br><br>Animals-Farm                       | Vehicles Past and Present<br><br>Using technology to video/photograph<br><br>Father's day |
|  | <b>Expressive Arts and Design</b> | Drawing of themselves<br><br>Exploring sounds making instruments | Exploring colour-through festivals<br><br>Christmas singing<br><br>Role play<br>Autumn collage | Colour mixing<br><br>Role Play                   | Observational drawings<br><br>Role Play    | Looking at structures<br>Den Building<br>Role Play | Model making<br><br>Graduation performance.   |