

## LONG-TERM PLAN - NURSERY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Possible themes, interests, lines of enquiry	<i>All About Me</i>	<i>Autumn and Winter</i>	<i>Moving - people, animals, transport</i>		<i>The Farm</i>	<i>Under the Sea</i>	<b>CHECKPOINTS</b>	<b>LINKS TO RECEPTION</b>
Celebrations & experiences		Halloween Rama & Sita Fireworks Poppies Children in Need Christmas Tree Festival Nativity Play Pantomime	Lunar New Year (Dragon) 10.2.24 Valentine's Day	World Book Day 7.3.24 Mother's Day 10.3.24 Comic Relief 17.3.24 Easter 31.3.24	Farm Trip	Father's Day 16.6.24 Sports Day  Beach Trip		

PRIME	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	CHECKPOINTS	LINKS TO RECEPTION
	All About Me	Autumn and Winter	Moving		The Farm	Under the Sea		
<b>Communication and Language</b>  • Red Books • Stories • Non-fiction • Rhymes	Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”  Sing a large repertoire of songs	Enjoy listening to longer stories and can remember much of what happens.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Use a wider range of vocabulary  Sing a large repertoire of songs  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Use a wider range of vocabulary  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Sing a large repertoire of songs  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Use longer sentences of four to six words  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Start a conversation with an adult or a friend and continue it for many turns.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary  Sing a large repertoire of songs	Enjoy listening to longer stories and can remember much of what happens.  Use a wider range of vocabulary  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Sing a large repertoire of songs  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Use longer sentences of four to six words	<b>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</b>  <b>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?</b>	Use new vocabulary through the day  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Engage in storytimes.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound  Learn rhymes, poems and songs.  Engage in non-fiction books	

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	<i>All About Me</i>	<i>Autumn and Winter</i>	<i>Moving</i>		<i>The Farm</i>	<i>Under the Sea</i>		
<b>Personal social and emotional</b> <ul style="list-style-type: none"> <li><b>Think Equal Level 1</b></li> <li><b>Learning Muscles</b></li> </ul>	<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>Become more outgoing with unfamiliar people, in the safe context of their setting</p>	<p>Develop their sense of responsibility and membership of a community.</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>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</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>Play with one or more other children, extending and elaborating play ideas</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</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>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Increasingly follow rules, understanding why they are important.</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>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>Around the age of 3</b> Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?</p> <p><b>Around the age of 4</b> Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>

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	<i>All About Me</i>	<i>Autumn and Winter</i>	<i>Moving</i>		<i>The Farm</i>	<i>Under the Sea</i>	
<b>Physical Development</b>  <b>See PE Passport for specific lessons</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</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>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</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>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</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>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</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>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully</p>	

SPECIFIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINKS TO RECEPTION
	<i>All About Me</i>	<i>Autumn and Winter</i>	<i>Moving</i>		<i>The Farm</i>	<i>Under the Sea</i>	
Literacy	See separate progression						
Mathematics	See separate progression						
Understanding the world	Begin to make sense of their own life-story and family's history.	Use all their senses in hands-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials.	Show interest in different occupations	Use all their senses in hands-on exploration of natural materials.	Talk about members of their immediate family and community.	
	Continue developing positive attitudes about the differences between people	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Explore and talk about different forces they can feel	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Name and describe people who are familiar to them	
		Talk about what they see, using a wide vocabulary.	Show interest in different occupations	Talk about the differences between materials and changes they notice.	Begin to understand the need to respect and care for the natural environment and all living things	Comment on images of familiar situations in the past.	
		Continue developing positive attitudes about the differences between people	Plant seeds and care for growing plants.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Understand that some places are special to members of their community	
			Understand the key features of the life cycle of a plant and an animal.			Recognise that people have different beliefs and celebrate special times in different ways.	
						Recognise some similarities and differences between life in this country and life in other countries.	
						Explore the natural world around them.	
						Describe what they see, hear and feel whilst outside	
						Recognise some environments that are different from the one in which they live	
						Understand the effect of changing seasons on the natural world around them.	

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<b>Expressive Arts and Design</b>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour mixing.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>		<p>Explore different materials freely, to develop their ideas about how to use them and what to make</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>Use drawing to represent ideas like movement or loud noises.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make</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>Explore colour and colour mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>