Nursery Long Term Plan

Nursery 2

<table>
<tr><th></th><th>Autumn Term</th><th>Spring Term</th><th>Summer Term</th></tr>
<tr><td colspan="4">Communication and Language</td></tr>
<tr><td rowspan="2">ELG: Listening, Attention and Understanding</td><td colspan="3">Understand newly introduced vocabulary
Longer stories
• listen to them
• remember what has happened
A repertoire of songs, rhymes and stories
• sing
• talk about familiar books</td></tr>
<tr><td>How to listen carefully

The way to start a conversation and continue for many turns

Words, actions to:
• express a point of view
• participate in a one-to-one discussion

Strategies to pay attention to more than one thing at a time</td><td>The correct response to:
• two-part questions
• two-part instructions
• ‘why’ questions</td><td>Embed listening skills</td></tr>
<tr><td>ELG: Speaking</td><td>The vocabulary to organise themselves and play
‘let’s go on a bus’… ‘you sit there’… ‘I’ll be the driver’
The way to start a conversation and continue for many turns

Words, actions to:
• express a point of view
• participate in a one-to-one discussion</td><td>Correct pronunciation of all sounds but may have problems saying some sounds: r, j, th, ch, and sh and multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</td><td>Correct oral use of sentences of four to six words
(difficulties with irregular tenses and plurals)</td></tr>
</table>

	Show and tell Special things Special people	**Show and tell** Special places Special events	**Show and tell** My achievements (in/out of school)

Personal, Social and Emotional Development and PSHE			

ELG: Self-Regulation
 	
ELG: Managing Self
 	
ELG: Building Relationships
	Self-regulation
	• Ways to pay attention (with reminders)
	
	• The vocabulary 'happy', 'sad', 'angry' or 'worried' to talk about own feelings and those of others
	
	Managing self
	• They can be responsible and are part of a community
	• Know how to behave (class rules)
	• Look after friends, belongings, toys
	
	Own care needs
	• Using the toilet
	• Washing and drying their hands (with increasing independence)
	• Brushing teeth
	• Taking coat on and off
	
	Building relationships
	• Ways to play with one or more other children extending and elaborating play ideas
		Self-regulation
		• Follow simple instructions involving two ideas or actions
		• To follow the classroom rules and their importance without adult support
		• How others may be feeling (gradually)
		• Strategies when meeting unfamiliar people in a safe context or when in a new social setting
		• Show confidence in a familiar environment
		
		Managing self
		• The appropriate steps to change clothes
		
		Building relationships
		Ways to contribute to the class:
		• develop their sense of responsibility and membership of a community
			Managing self
			• The activities and resources needed to achieve a goal
			
			• Healthy choices:
			  • food
			  • drink
			  • activity
			  • tooth brushing
			
			Building relationships
			• The solutions to conflicts and ways to be assertive

Physical development			
ELG: Fine Motor	**Comfortable pen and pencil grip** **Dominant hand preference** Small motor techniques to handle and use one-handed tools • scissors to make snips in paper • hand over hand • easy grip/loop scissors • safety – hold closed blade • use, thumb on top, fingers below, open (open hand) paper in, close (squeeze) to cut • paper hold – remove scissor to turn paper then restart • knife, fork, spoon	Embed fine motor skills	Embed fine motor skills
ELG: Gross Motor	**Putting coat on** **Large-muscle movements to:**	**Movements can be developed:** • balancing • riding (scooters, trikes and bikes)	**Dressing and undressing** **Doing up zip**

	• wave flags and streamers • paint and make marks **Start taking part in:** • group activities which they make up for themselves • in teams • skipping games	• ball skills • skip • hop • stand on one leg • hold a pose **Alternate feet to move:** • up steps and stairs • climb up apparatus	**Sequences and patterns of movements which are related to music and rhythm**
Literacy			
ELG: Comprehension	**Phonological awareness (Phonics Bug)** • differentiate between different environmental sounds • initial sounds and alliteration • syllables • rhyming **Concepts of print:** • print has meaning (words of different lengths, full stops, capital letters and spaces) • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Comprehension Vocabulary from known stories use it during extended conversations about stories		
ELG: Word reading	**Word reading** Sentences start with capital letters and end with full stops Comprehension Recite poetry – nursery rhymes • Incy Wincy Spider	**Apply** all reading skills Comprehension Recite poetry – nursery rhymes • Five Little Speckled Frogs	**Apply** all reading and comprehension skills Comprehension Recite poetry – 3 nursery rhymes • Old MacDonald Word reading Phonic knowledge up to phase 1

			Phonological awareness e.g. spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
	Global theme: being democratic The Class Vote The Election **Poems** Nursery rhymes Michael Rosen **Class texts** Starting school Rainbow fish Green eggs and Ham Owl Babies Snowman Book of feelings **Traditional tales:** The Three Little Pigs The Gingerbread Man **Topic texts** • fiction • non-fiction	**Global theme: being peaceful** 5 Minutes' Peace A Handful of Quiet **Poems** Nursery rhymes Julia Donaldson **Class texts** Ruby's Worry Brown Bear The Day the Crayons Came Home What Do You Like? The Very Hungry Caterpillar **Traditional tales:** Little Red Riding Hood Jack and the Beanstalk **Topic texts** • fiction • non-fiction	**Global theme: being aware of human rights** My Little Book of Big Freedoms I have the Right to be a Child **Poems** Nursery rhymes Dr. Seuss **Class texts** Going on a bear hunt I want my hat back Alfie Author study – Eric Carle **Traditional tales:** The Three Billy Goats Gruff Goldilocks and the Three Bears **Topic texts** • fiction • non-fiction
ELG: Writing	**Comfortable pen and pencil grip**	**Know the letters of some/all of their name** **Some letters written accurately**	**Ways to use some of their print and letter knowledge in their early writing**

Mathematics			
ELG: Number	**Cardinal principle**	**Numbers 0 – 5**	**Patterns**

ELG: Numerical patterns Shape, space and measure	**The order of numbers to 0-3** **Visual representations of numbers up to 3** **The order of numbers 0 – 5 and onwards**	**The language of 'more than' and 'fewer than' compare quantities up to 3** **Talk about and explore 2D and 3D shapes**	**Appropriate shape selection** **Shapes can be combined to make new ones** **Positional language** **Make comparisons between objects relating to size, length, weight and capacity**
Understanding the World			
ELG: The Natural World (Science)	**Materials** **Freezing**	**Plants**	**Animals**
ELG: Past and Present (History)	**Past and present**	**Monarchy**	**Homes from the past**
ELG: People Cultures and Communities / ELG: The Natural World (Geography)	**Local area** **Weather:** autumn	**Weather:** winter **Weather:** spring	**Weather:** summer **Places are different (animals, weather, landscape, homes)**
ELG: People Cultures and Communities (RE)	**Believing:** special people **Expressing:** special times (Christmas, Diwali, Bonfire Night)	**Expressing:** special places **Expressing:** special times (Chinese New Year, Easter)	**Living:** our special world
Computing	**Instructions (A)**	**Instructions (B)** **Creating media**	**Programming**
Expressive Arts and Design			
ELGs: Creating with Materials, Being Imaginative and Expressive (Art)	Use and explore materials, experiment with design, texture, form and function and share creations Safe use of materials: scissors, glue, tape, pencils, sharpeners, paintbrushes, paint, stapler		
	3D structures **Colour theory** **Colour mixing** **Malleable materials**	**Painting techniques** **Recycled Materials** **Printing** **Drawing**	**Drawing: line** **Drawing: composition**

ELGs: Creating with Materials, Being Imaginative and Expressive (DT)	**Recycled materials**	**Weaving Cooking (fruit kebabs)**	**Mechanisms (lift the flap)**
ELG: Being Imaginative and Expressive (Music)	**Imaginative play**		
	Nursery rhymes		
	Me! Our Stories	**Everyone Our World**	**Big Bear Funk Reflect, Rewind, Replay**
French			
	Bonjour		

Nursery 1

	Spring Term	**Summer Term**
	Communication and Language	
ELG: Listening, Attention and Understanding	Listen and respond to familiar voices and sounds. Enjoy listening to short stories, songs and rhymes. Join in with repeated phrases and actions. Understand and respond to simple questions. Single-step instructions. Begin to pay attention during carpet sessions for short periods. Understand familiar vocabulary linked to daily routines and provision.	Listen to longer stories and remember some key events. Understand more vocabulary linked to themes and experiences. Follow simple two-part instructions with support. Respond appropriately to "what?" and "who?" questions. Join conversations with familiar adults and peers. Maintain attention for increasing periods of time.
Speaking	Use 3-4 word phrases to communicate needs and interests. Name familiar people, objects and actions.	Use longer phrases and simple sentences. Talk about familiar experiences and recent events.

	Begin conversations with familiar adults. Talk about what they are doing in play. Join in with familiar rhymes and songs.	Take part in simple back-and-forth conversations. Express preferences and choices using words. Show and tell: favourite toy, favourite story, special person.
Personal, Social and Emotional Development		
ELG: Self-Regulation **ELG: Managing Self** **ELG: Building Relationships**	**Self-Regulation** Separate confidently from main carer. Begin to identify happy, sad and angry feelings. Begin to follow simple nursery routines. Wait briefly for a turn. **Managing Self** Choose resources independently. Begin to tidy away resources. Wash and dry hands with support. Use the toilet with increasing independence. **Building Relationships** Play alongside other children. Show interest in others' play.	**Self-Regulation** Talk about feelings using simple vocabulary. Follow familiar routines without constant reminders. Begin to cope with small changes in routine. **Managing Self** Put on own coat with support. Develop independence at snack and mealtimes. Begin to understand healthy choices. **Building Relationships** Play cooperatively with one or two other children. Begin to share resources and negotiate simple conflicts. Show care and concern for friends.
Physical Development		
ELG: Fine Motor	**Fine Motor** Use whole-hand grasp and	**Fine Motor** Develop stronger hand

ELG: Gross Motor	emerging tripod grip. Make marks with increasing control. Thread large beads. Manipulate playdough and malleable materials. Use one-handed tools with support. **Gross Motor** Run, stop and start safely. Climb and balance on large apparatus. Move in different ways. Ride trikes and scooters.	strength and control. Use scissors to make simple snips. Use tools with increasing accuracy. Begin to show hand preference. **Gross Motor** Balance on one foot for short periods. Jump with two feet together. Throw and catch large balls. Take part in simple movement games. Begin dressing and undressing independently.
Literacy		
ELG: Comprehension **ELG: Word reading** **ELG: Writing**	**Comprehension** Handle books carefully. Recognise favourite stories and characters. Join in with repeated phrases. Talk about pictures in books. **Word Reading** Develop Phase 1 phonological awareness. Environmental sounds. Instrumental sounds.	**Comprehension** Retell parts of familiar stories. Talk about favourite stories and texts. Continue Phase 1 phonological awareness. Initial sounds. Alliteration. Voice sounds. Oral blending and segmenting.

	Body percussion. Rhythm and rhyme. **Writing** Enjoy mark making. Give meaning to marks.	**Writing** Make intentional marks. Begin to distinguish between drawing and writing. Recognise own name. Attempt name marks.
Mathematics		
ELG: Number, Numerical patterns **Shape, space and measure**	Recognise quantities of 1, 2 and 3. Recite some numbers in order. Count actions and objects in play. Compare size using big and small. Explore shape informally. Match and sort objects. Create simple patterns.	Count up to 5 objects accurately. Recognise small quantities without counting. Compare quantities using more and fewer. Recognise numerals to 3. Continue and create patterns. Talk about position using simple vocabulary. Compare length, height and capacity through practical experiences.
Understanding the World		
ELG: The Natural World (Science)	Explore natural materials. Use senses to investigate. Notice seasonal changes. Explore water and sand.	Observe plants growing. Notice changes in the natural world. Talk about animals and habitats. Explore life cycles through first-hand experiences.
ELG: Past and Present (History)	Begin to talk about themselves and their family.	Talk about things that happened in the past.

	Recognise photographs of familiar people.	Compare baby and current photographs. Discuss change over time in their own lives.
ELG: People Cultures and Communities / ELG: The Natural World (Geography)	Explore indoor and outdoor environments. Learn the nursery environment. Weather: Spring.	Weather: Summer. Explore the school grounds. Notice similarities and differences between places and environments.
ELG: People Cultures and Communities (RE)	Special people. Special things. Special places.	Caring for our world. Special celebrations. Beginning to learn about different traditions and festivals.
Computing	Explore technology within provision. Simple cause-and-effect toys. Following simple instructions.	Use age-appropriate technology independently. Create simple digital pictures. Understand simple sequencing during play.
Expressive Arts and Design		
ELGs: Creating with Materials, Being Imaginative and Expressive (Art)	Explore colour, texture and pattern. Painting and printing. Malleable materials. Collage.	Colour mixing. Drawing from observation. Transient art. Large-scale collaborative artwork.
Expressive Arts and Design (DT)	Join materials together. Explore construction resources. Build with increasing purpose.	Recycled-material models. Simple food preparation. Exploring mechanisms through play.

ELGs: Creating with Materials, Being Imaginative and Expressive (DT)	Nursery rhymes. Action songs. Exploring instruments. Keeping a steady beat.	Singing familiar songs. Responding to music through movement. Exploring pitch and rhythm. Performing for familiar audiences.