

Long Term Plan 2024- 2025 – Nursery

	Autumn 1 <b>Look at Me</b>	Autumn 2 <b>Special Days</b>	Spring 1 <b>Toys</b>	Spring 2 <b>Food Glorious Food</b>	Summer 1 <b>Once upon a time (2)</b>	Summer 2 <b>All Creatures Great and Small (2)</b>
Communication & Language	<p align="center"><b>Bears</b></p> <ul style="list-style-type: none"> <li>Be able to talk about familiar books:</li> <li>-Sit and listen to a story</li> <li>-Answer simple question about what they have heard</li> <li>Develop their communication:</li> <li>-Speak in simple sentences</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Develop their communication but may continue to have problems with irregular tenses and plurals.</li> <li>Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Use talk to organise themselves and their play.</li> <li>Use longer sentences of four to six words.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their communication, to talk about a past event but may continue to have problems with irregular tenses</li> <li>Use a wider range of vocabulary.</li> <li>Be able to talk about familiar books and be able to tell a long story.</li> <li>Use talk to organise themselves and their play.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Understand 'why' questions.</li> <li>Be able to tell a long story.</li> <li>Use longer sentences of four to six words.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can start a conversation with an adult or a friend and continue it for many turns.</li> <li></li> </ul>
Personal Social Emotional	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Begin to understand how others might be feeling.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Show more confidence in new social situations.</li> <li>Begin to understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries.</li> <li>Show more confidence in new social situations.</li> <li>Begin to understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop appropriate ways of being assertive.</li> <li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources to help them to achieve a goal.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Begin to understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Develop appropriate ways of being assertive.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people.</li> <li>Show more confidence in new social situations.</li> <li>Help to find solutions to conflicts and rivalries.</li> <li></li> </ul>

Physical	<ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use one-handed tools.</li> <li>Show a preference for a dominant hand.</li> </ul> <ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> <li>Choose the right resources to carry out their own plan. Collaborate with others to manage large items.</li> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed</li> <li>Be increasingly independent in meeting their own care needs.</li> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Start to eat independently and learning how to use a knife and fork.</li> <li>Show a preference for a dominant hand.</li> <li>Make healthy choices about food.</li> </ul>	<ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> <li>Choose the right resources to carry out their own plan. Collaborate with others to manage large items.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils</li> <li>Continue to develop their movement, balancing, riding and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li></li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing.</li> <li>-tell an adult about the marks they make</li> <li>Develop their phonological awareness:</li> <li>-Join in with nursery rhymes</li> <li>-Sing some nursery rhymes independently</li> <li>Discriminate between environmental sounds</li> </ul> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print:</li> <li>print has meaning</li> <li>the names of the different parts of a book</li> <li>Use some of their print and letter knowledge in their early writing.</li> <li>Write some or all of their name.</li> <li>Develop their phonological awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.</li> <li>Understand the five key concepts about print:</li> <li>print has meaning</li> <li>the names of the different parts of a book</li> <li>print can have different purposes</li> <li>Use some of their print and letter knowledge in their early writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing.</li> <li>Develop their phonological awareness, so that they can:</li> <li>-Distinguish between environmental sounds., exploring speech sounds, spot and suggest rhymes, recognise words with the same initial sound.</li> <li>Understand the key concepts about print. (directionality of text)</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print.</li> <li>Engage in extended conversations about stories, learning new vocabulary:</li> <li>Use some of their print and letter knowledge in their early writing.</li> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> <li>Understand the five key concepts about print:</li> <li>Develop their phonological awareness</li> <li></li> </ul>

Maths	<p><b>Match and Sort:</b></p> <ul style="list-style-type: none"> <li>Begin to sort objects according to colour, size or shape.</li> </ul> <p><b>Link numerals and amounts/ Counting:</b></p> <ul style="list-style-type: none"> <li>Showing the right number of objects to match the numeral for 1 and 2.</li> <li>Subitise small groups of objects.</li> <li>Recite numbers to 5</li> <li>Begin to show 'finger numbers' up to 5 when joining number songs and rhymes</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size and length.</li> </ul> <p><b>Link numerals and amounts/ Counting:</b></p> <ul style="list-style-type: none"> <li>Recite numbers to 5</li> <li>Show 'finger numbers' up to 5 when joining number songs and rhymes</li> <li>Showing the right number of objects to match the numeral for 1 and 2.</li> <li>Subitise small groups of objects.</li> </ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Notice and talk about shapes in the environment.</li> </ul> <p><b>Positional Language:</b></p> <ul style="list-style-type: none"> <li>Understand position through words alone</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size.</li> </ul>	<p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul> <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> </ul> <p><b>Counting:</b></p> <ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Recite numbers beyond 5</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<p><b>Counting:</b></p> <ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> </ul> <p><b>Linking numerals and amounts:</b></p> <ul style="list-style-type: none"> <li>Showing the right number of objects to match the numeral to 4.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul> <p><b>Position and Direction:</b></p> <ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 3D shapes</li> </ul>	<p><b>Sorting and Matching:</b></p> <ul style="list-style-type: none"> <li>Find and match objects which are the same.</li> <li>Sort the same set of objects according to different criteria.</li> </ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul> <p><b>Link numerals and amounts/ Counting:</b></p> <ul style="list-style-type: none"> <li>Show 'finger numbers' up to 5 when joining number songs and rhymes</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects: size, length, weight and capacity.</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them.</li> <li>Compare quantities using language: 'more than', 'fewer than'</li> <li>Solve real world mathematical problems with numbers up to 5</li> <li>Showing the right number of objects to match the numeral, up to 5</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to weight and capacity.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> <p><b>Position and Direction:</b></p> <ul style="list-style-type: none"> <li>Describe a familiar route using spatial words.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Understand and use positional language through words alone.</li> </ul>	<p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>Notice and correct an error in a repeating pattern.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Talk about and identifies the patterns around them.</li> </ul> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Showing the right number of objects to match the numeral up to 5</li> <li>Begin to show 'finger numbers' up to 5</li> <li>Compare quantities using language: 'more than', 'fewer than'</li> <li>Solve real world mathematical problems with numbers up to 5</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>
Knowledge & Understanding of the World	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Continue to develop positive attitudes about the differences between people</li> </ul> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and talk about different forces they can feel.</li> <li>Explore how things work.</li> <li>Explore collections of materials with similar and/or different properties</li> <li>Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycles.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Show interest in different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Take part in simple pretend play.

- Explore different materials freely.
- Develop their own ideas and then decide which materials to use to express them.
- Explore different textures.
- Begin to develop stories using small world equipment.
- Make imaginative and complex 'small worlds.'

- Take part in simple pretend play.
- Remember and sing songs.
- Sing the pitch of a tone sung by another person.
- Sing the melodic shape Explore colour-mixing.
- Develop their own ideas and then decide which materials to use to express them.

- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Respond to what they have heard, expressing their thoughts and feelings.

- Explore colour and colour-mixing.
- Begin to develop complex stories using small world.
- Make imaginative and complex 'small worlds' with blocks.
- Explore different materials freely.
- Develop their own ideas and then decide which materials to use to express them.

- Use drawing to represent ideas like movement or noise.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and use these shapes to represent objects.
- Draw with increasing complexity and detail.

- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Draw with increasing complexity and detail.
- Create closed shapes with continuous lines