**Nursery 2023-2024 – Long term plan**

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|  | **Autumn 1 Science** | **Autumn 2**  **History** | **Spring 1**  **Science** | **Spring 2**  **Geography** | **Summer 1**  **Science** | **Summer 2**  **Creative Arts** |
| **Focus**  **Theme** | Humans - Senses  All About Me | Changes: My teacher  People Who Help Us | Animals  Farm Animals | Where we live  Buildings and Vehicles | Plants and Food  In the Garden | Modelling and cooking  Monsters |
| **Science** | Opportunities to learn about their senses:   * Exploring the natural environment with their senses * Exploring objects using their senses e.g. smelling pots, feely bags, listening pots, food tasting. * Sorting collections of natural objects using their senses e.g. bark, pebbles, feathers, seeds, cones, leaves, sticks * Looking closely at natural objects using a magnifying glass or app on a tablet * Going on a sound walk * Playing guessing games where children pick an object and either describe it or are asked questions in order to identify it * Playing listening games | * Looking at photographs of the nursery adults as babies, to understand that adults were once babies. * Sharing books about how to look after a baby. * Talking to nursery adults about photographs of them at different ages and stages of their lives. * Identifying pictures of babies, toddlers, children, adults and old people in magazines or other media. | Opportunities to learn about the life cycles of animals:   * + Looking at and matching pictures of animals and their young   + Watching videos of animals and their young and how they change over time.   + Playing matching or describing games for animals and their young   + Playing with small world animals, matching adults to their young   + Talking about the sounds adult and young animals make and comparing them.   + Comparing adult animals to their young. | Opportunities to explore how objects/materials are affected by forces when making models of cars and buildings:   * Pushing, pulling, twisting and bending malleable (e.g. modelling clay, playdough, springs, pipe cleaners, elastics, sponges etc.) and non-malleable objects/materials * Cutting and joining objects/materials e.g. wood, building kits with nuts and bolts etc. | Opportunities to grow plants:   * Gathering seeds and digging up bulbs from the surrounding natural environment * Gathering seeds from fruit * Observing collections of seeds and bulbs using a magnifying glass or an app on a tablet * Planting and caring for plants, seeds and bulbs * Growing vegetable tops * Observing and photographing/drawing how plants grow and die * Observing and photographing/drawing what happens when fruit, vegetables and flowers are left to decay * Using what they grow to make food to eat | Opportunities to change materials:   * Making smoothies * Mixing ingredients to make playdough, cakes, biscuits, bread, jelly etc. * Melting chocolate for decorating bakes/biscuits or to combine with other ingredients e.g. refrigerator cake, chocolate crispy cakes * Comparing cooked and uncooked pasta, noodles, rice or potatoes * Cooking cakes, biscuits, bread etc. * Making ice lollies * Removing toys from ice * Adding baking soda and fizzy bath bombs to water * Adding coloured sweets to water * Adding currants to fizzy water/ lemonade * Adding bicarbonate of soda to vinegar to make a bubbling potion |
| **History** | * Opportunities to talk about what we did before starting nursery. | * Sequence the life events of shared, known adults (teachers and teaching assistants). * Compare their school adult’s life events and history to the history of adults at home. * Matching adults to their baby photos. * To know and use time vocabulary correctly – past, year, yesterday, young, old. * Talk about themselves as a baby in the past and create a timeline of own life events. | * Opportunities to talk about previous experiences of farms. * Retrieval of knowledge about how we looked as babies and discuss if we look like our parents and if it would be easy to match us to our parent. | * Recall times that they have visited different buildings, these may not be in the local area, or family members houses. | * Opportunities to talk about foods we have tried in the past and our experiences of gardens and plants. * Retrieval of experiences of tasting food at school – such as, during our science work on senses, baking and eating biscuits for a parent event, cooking and tasting pancakes of pancake day, tasting the bread we baked for a love of reading text. | * Opportunities to recall previous experiences of modelling, cooking and monsters. * Opportunities to talk about immediate family members and family history. |
| **Geography** | * Where did the object come from that we are exploring? (shells/ sand/ sticks) | * Opportunities to talk about where our nursery adults grew up and the countries that their photographs were taken in. * Opportunities to talk about any holidays the children might have taken as parts of their history timeline. | * As misconceptions of animals that live on farms arise, e.g. bears, find where they live in the world using the class world map. * Find some of the countries that traditionally have celebrated Lunar New Year. | * Walk around the school grounds naming the buildings and the vehicles we can see. * Read information books about homes. * Create a map of the journey the character from our story makes. * Create a map of the grounds of our school. * Create a floor map of our own homes. * Identify where our country is on the world map and where the main character from our story is from, New York. * Look at photographs of buildings in New York. * Family walk to the local park to make comparisons to Central Park in New York. | * Investigate where our fruit for snack comes from in the world. Where and how does it grow? | * Where is the story set? Comparing different environments to identify the setting of driver texts – home and habitats. * Create directions, journeys and maps to retell our stories and interact with our story characters. |
| **Art** | * Exploring paint and naming colours. * Use loose parts to create portraits. * Arts week – self-portraits with loose parts, appreciating the work of Andy Goldsworthy. | * Drawing humans at different ages. * Painting people who help us. | * Drawing adult animals and their young. * Painting pictures of farm animals, using correct colours. | * Draw vehicles and buildings. * Using the colours of paint and similar pictures to those used by the characters in our focus text. * Arts week – landscape with colour mixing to make field of sunflowers, appreciating the work of Vincent van Gogh. | * Printing with vegetables. * Make a paint brush using materials from the garden, e.g. sticking leaves to a stick. * Drawing seeds and bulbs. | * Draw and paint monsters. * Make monster footprints, print with toy animals feet and compare their footprints, explore changing footprints with different shoes and shoe covers. * Arts week – observational drawings of animals whilst capturing their movement, appreciating the work of Henri Rousseau |
| **Design Technology** | * Make binoculars to explore our sense of sight. | * Make tools to be used in character as a person who helps us – hose pipes, police hat, name tag/ work badge. | * Build houses for the three little pigs. * Build a bridge for the goats. | * Junk model buildings to make our own town – drive small world vehicles around our town. | * Use clay to collect examples of the different textures that can be found in the garden. | * Use a variety of media and techniques to represent and make own monsters. * Create a monster den or cave. * Make monster masks. |
| **Music/**  **Dance** | * Sing body part rhymes – heads, shoulders, knees and toes. Peter Rabbit had a fly upon… Eyes, nose, cheeky, cheeky chin. * Explore the different sounds that can be made with our instruments. | * Sing - Rock-a-bye Baby. Twinkle, twinkle. Are you sleeping? There were ten in the bed. * Use the large drum to explore volume. | * Sing rhymes about farm animals – five little ducks. Hickory dickory dock. Old Macdonald. Baa, baa black sheep. Hey Diddle Diddle. Sleepy Little Bunnies. * Use percussion instruments to hold a steady rhythm. | * Sing - The Grand Old Duke of York. Wind the Bobbin up. Row, Row, Row your boat. The wheels on the bus. * Use percussion instruments to play the syllables in words. | * Sing - I’m a little tea pot. Incy Wincy Spider. Pat-a-cake. Five Current Buns. Ten Fat Sausages Sizzling in the Pan. * What music can we make in the garden? Create a pots and pans music stage for the children to perform songs and make music at. | * Sing - If you’re Happy and you know it. Five Little Monkeys Jumping on the Bed. Five Little Speckled Frogs. Shake my Sillies Out. This old man. * Make our own instruments using junk modelling. |
| **Computing** | * Information Technology – recording voices and making them faster and slower | * Computer Science - Using Mr Potato Head to develop understanding of algorithms. | * Computer Science, Algorithms and programming – Play What’s the time Mr Wolf. * Program the Beebots to reach a point on a floor map. | * Computer Science, Algorithms and programming – Understanding direction, can you sit next to… * Information Technology – use the ipads to take photos of our school surroundings. | * Information technology – use touchscreen to create a picture, take turns on a device and find an app. | * Digital literacy - Project evolve, staying safe when using devices and make a set of rules to follow when using a device. |
| **Religious Education** | Which People are special and why?   * Celebrate Diwali * Celebrate Christmas | | Which times of the year are special and why?   * Celebrate Lunar New Year * Celebrate Ramadan and Eid. | | Where do we belong?   * Celebrate Eid | |
| **Physical Education** | Agility, balance and coordination | Gymnastics | Orienteering | Basketball/ invasion games | Striking and fielding | Net and wall.  Sports Day. |
| **PSHE** | SCARF – Me and My Relationships | SCARF – Valuing Differences | SCARF – Keeping Safe | SCARF – Rights and Respect | SCARF – Being my Best | SCARF – Growing and Changing |
| **Character Development:**  **Key Qualities/**  **Skills** | * Resilience * Ability to self-sooth and self-regulate. | * Motivation. * Self-belief. | * A sense of justice. * Generosity. | * Confidence. * Dedication. * Sense of belonging. | * Dedication. * Motivation. | * Honesty. * Generosity. |
| **Opportunities for outdoor learning/ Forest School** | * Talk about what they can see, feel, hear and smell outdoors. * Hunt for and create patterns using natural resources. * Use large muscle movements for ribbons, kites and flags. * Visit the school farm. | * Transfer water in buckets and use the hose pipe to ‘put out fires’. * Ride bikes and trikes as emergency vehicles. * Visit the school farm. | * Respect and care for living things. * Visit the school farm. | * Walk around the school grounds; naming buildings and vehicles, that can be seen from our school. * Ride bikes and trikes along the road path, reading traffic lights and other road signs. * Family walk to the local park. * Visit the school farm. | * Respect and care for the natural environment. * Planting seeds, eating the crops we have been planting throughout the year. * Cooking in the mud kitchen using herbs. * Visit the school farm. | * Visit the various field settings around the school to compare the different areas and explore story settings. * Walk to the woods in the local park. * Visit the school farm. |
| **Community Links:**  **Opportunities/ Experiences/**  **Visits/ Visitors** | Parents stay and play at the end of the day throughout the last week of the half term – children to showcase how well they have settled. | Parent event – children to make biscuits, serve them to parents along with a ‘cup of tea’ (juice from a tea pot), sing songs we know and tell them a story we have been learning. | School farm. | Family walk to our local park with a checklist of things to look out for. | Dinosaurs and jungles in the immersive classroom. | Monster Hunt/ Party – family event. |
| **Cultural Links** | Health care.  Person of significance – Harriet Tubman  Arts week – portraits, studying the work of Andy Goldsworthy. | Caring for others.  Person of significance – Malala Yousafzai | Zoo’s and farms.  Person of significance – Steve Irwin | Arts week – studying the work of Vincent Van Gogh.  Travel opportunities.  Person of significance – Iris Apfel | Growing our own fruits, vegetables and herbs.  Person of significance – Hedy Lamarr | Arts week – studying the work of Jenny Berry.  Planning an event for the community.  Person of significance – Wilma Rudolph |
| **STEM Links/ Career Links** | Hospital, Doctor or Nurse.  Optician. | Teacher.  Fire Fighter.  Police Officer | Farmer.  Vet. | Builder.  Mechanic. | Gardener.  Shop keeper. | Chef.  Waiter.  Athlete. |
| **Oracy** | * Talk about themselves and what they can see and hear. * Listen and respond to what they hear (sounds or what other people say) | * Name people who we can ask for help. * Talk about what job they would like to have in the future and why. * Share ideas and reasons with others - in group, class and play situations. * Talk about own family, life events and experiences. | * Using repetitive language from our focus text within play - retelling, repeating and sequencing. * Retelling traditional tales. * Making animal noises. * Using and following directional and positional language. | * Talking about own journeys and knowledge of buildings and vehicles in their local area. * Talking about the similarities and differences noticed between two different places in the world. | * Sharing foods we like and dislike and giving reasons. * Explain to others how to care for the plants in our garden. * Sharing observations made on plants and food. | * Talking about the features and colours of the monsters created. * Talking about the character that we imagine our created monster to have. * Map play and creating journeys and adventures to find monsters and other animals. |
| **Quality texts** | I like Trains – CLPE text.  Happy Birthday Maisie – CLPE text.  My mum and Dad make me laugh.  I want my potty! | We’re going on Bear Hunt – CLPE text  A Brave Bear – CLPE text.  You can’t call an Elephant in an Emergency.  When you’re fast asleep – who works at night-time? | Hungry Hen – CLPE text  What the Ladybird Heard – CLPE text  Traditional tales –  The Ugly Duckling.  The Three Little Pigs.  Three Billy Goats Gruff.  Monkey and Me. | Knuffle Bunny – CLPE text  Alphonse, there’s mud on the ceiling – CLPE text  Cars and Trucks and Things That Go.  Homes around the world. | Yucky Worms – CLPE text  I will not ever never eat a tomato – CLPE text  Oliver’s Vegetables.  Jack and the Beanstalk.  The Giant Turnip.  How to grow a Dinosaur.  How to Spot a Dinosaur. | Bedtime for Monsters – CLPE text  We’re Going to Find the Monster – CLPE text  Kipper’s Moster.  Love Monster.  There’s a monster in your book. |