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

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|  | **Autumn 1Science** | **Autumn 2** **History** | **Spring 1****Science** | **Spring 2** **Geography** | **Summer 1****Science** | **Summer 2****Creative Arts** |
| **Focus****Theme** | Humans - SensesAll About Me | Changes: My teacherPeople Who Help Us | AnimalsFarm Animals | Where we live Buildings and Vehicles | Plants and FoodIn the Garden | Modelling and cookingMonsters |
| **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
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| **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.
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| **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.
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| **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
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| **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.
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| **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.
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| **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.
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| **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
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| **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.
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| **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.
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| **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 TubmanArts 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.
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| **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 textA 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 textWhat the Ladybird Heard – CLPE textTraditional tales – The Ugly Duckling.The Three Little Pigs.Three Billy Goats Gruff.Monkey and Me. | Knuffle Bunny – CLPE textAlphonse, there’s mud on the ceiling – CLPE textCars and Trucks and Things That Go.Homes around the world. | Yucky Worms – CLPE textI will not ever never eat a tomato – CLPE textOliver’s Vegetables.Jack and the Beanstalk.The Giant Turnip.How to grow a Dinosaur.How to Spot a Dinosaur. | Bedtime for Monsters – CLPE textWe’re Going to Find the Monster – CLPE textKipper’s Moster.Love Monster.There’s a monster in your book. |