

Fulwood St Peters Nursery Long Tem Plan

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Topic	Marvellous Me!	Seasons and Celebrations	Traditional stories/Winter	Growing	Minibeasts/Summer	Journeys
Mini Themes	I am special My family Places we have visited Healthy eating Getting to know Nursery and school	Autumn Bonfire Night Remembrance Diwali Christmas Light and dark/animals and their babies	Winter Goldilocks and the Three Bears Pancake Day	Growing-plants and humans Life Cycles Spring Easter The Gingerbread Man	Minibeasts Seasons-Summer	Summer Journeys-seaside/places they have visited Water Changes-going to school
Texts	    <p>Rhymes, poetry, stories and non-fiction linked to interests also</p>	   <p>Nativity stories Rhymes, poetry, stories and non-fiction linked to interests also</p>	   <p>Rhymes, poetry, stories and non-fiction linked to interests also</p>	   <p>Rhymes, poetry, stories and non-fiction linked to interests also</p>	   <p>Minibeast non-fiction Rhymes, poetry, stories and non-fiction linked to interests also</p>	   <p>Non-fiction about sea creatures Rhymes, poetry, stories and non-fiction linked to interests also</p>
CLL	<p>Begin to respond to adults and children Begin to listen to stories To talk using words or short phrases Begin to know songs and rhymes To use vocabulary linked to the above</p>	<p>Begin to respond to adults and children Begin to listen to stories To talk using words or short phrases Begin to know songs and rhymes To use vocabulary linked to the above</p>	<p>To listen to stories and adults with an increased attention. Begin to talk about things which interest them Begin to sing a range of songs and rhymes Begin to talk about familiar books</p>	<p>To listen to stories and adults with an increased attention. Begin to talk about things which interest them Begin to sing a range of songs and rhymes Begin to talk about familiar books To use vocabulary linked to the above stories and also</p>	<p>Enjoy listening to longer stories and remember much of what happens. Use a wider range of vocabulary. Understand a question or instruction with two parts</p>	<p>Enjoy listening to longer stories and remember much of what happens. Use a wider range of vocabulary. Understand a question or instruction with two parts Understand why questions Sing a large repertoire of songs. Know many rhymes. Be able to talk about familiar books. Be able to tell a long story.</p>

	stories	stories	To use vocabulary linked to the above stories and also their favourite books	their favourite books	Understand why questions Sing a large repertoire of songs. Know many rhymes. Be able to talk about familiar books. Be able to tell a long story.	
PSED (links to Ten Ten resources termly also)	-Begin to talk about who is special to them. Begin to make friends and build relationships. Begin to know and follow new routines. Begin to know about class rules. Begin to know about being healthy and safe. Begin to share and take turns Online safety-be aware of devices that can be used to communicate with others. Be aware to keep safe and tell their parents if they are worried about something	-Begin to talk about who is special to them. Begin to make friends and build relationships. Begin to know and follow new routines. Begin to know about class rules. Begin to know about being healthy and safe. Begin to share and take turns Online safety-be aware of devices that can be used to communicate with others. Be aware to keep safe and tell their parents if they are worried about something-every half term	To begin to talk about feelings, making links to The Colour Monster Story. Begin to talk about their friends and family Begin to talk about ways to be safe inside and outside. Begin to talk about class rules of Ready, Respect, Safe Online safety-be aware of devices that can be used to communicate with others. Be aware to keep safe and tell their parents if they are worried about something-every half term	To begin to talk about feelings, making links to The Colour Monster Story. Begin to talk about their friends and family Begin to talk about ways to be safe inside and outside. Begin to talk about class rules of Ready, Respect, Safe Learn about People Who Help Us Online safety-be aware of devices that can be used to communicate with others. Be aware to keep safe and tell their parents if they are worried about something-every half term	Begin to know about how to look after the world such as minibests, plants. Talk about class rules of Ready, Safe and Respect Talk about different ways to be healthy, such as exercise, food, washing Online safety-be aware of devices that can be used to communicate with others. Be aware to keep safe and tell their parents if they are worried about something-every half term	Begin to know about how to look after the world such as minibests, plants and their community. Begin to talk about feelings and changes e.g. going to school Online safety-be aware of devices that can be used to communicate with others. Be aware to keep safe and tell their parents if they are worried about something-every half term
PD We follow PE passport	Fundamental Skills Jumping Hopping Underarm throw Climbing under, over and through Using tricycles, scooters ongoing through year Runs safely on whole foot -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	Dance-Autumn theme Travelling in different ways Skip, hop, stand on one leg and hold a pose for a game like musical statues	Fundamental skills Jumping Hopping Underarm throw Climbing under, over and through	FS-The Hungry Caterpillar Travelling in different ways under, over, through balancing equipment Balance Throwing underarm rolling	Skills-Space Travelling and adjusting speed, direction to avoid obstacles Gymnastic rolls Climbing Nursery play equipment Overarm throw for distance	Skills Elmer Travelling in different ways Throwing overarm Gymnastic rolls Climbing under, over, through Mounts stairs, steps or climbing equipment using alternate feet. -Can catch, throw and kick a large ball. -Starts taking part in some group activities which they make up themselves, or in teams
Literacy	Begin to understand the five key concepts about print: print has	Begin to understand the five key concepts about	Have a better understanding of the five concepts of print	Have a better understanding of the five concepts of print Begin to talk using longer	Understand the five key concepts about print: print has	Understand the five key concepts about print: print has meaning, print can have different purposes , we read English text from left to right and from top to bottom,

	<p>meaning, 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</p> <p>Enjoy a variety of rhymes and begin to learn these</p> <p>Talk using short phrases about their own experiences and books.</p> <p>Begin to build vocabulary relating to books they have read.</p>	<p>print: print has meaning, 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</p> <p>Enjoy a variety of rhymes and begin to learn these</p> <p>Talk using short phrases about their own experiences and books.</p> <p>Begin to build vocabulary relating to books they have read.</p>	<p>Begin to talk using longer sentences.</p> <p>Build a greater repertoire of rhymes.</p> <p>Begin to recognise their name.</p> <p>Use increased vocabulary relating to books they have read.</p>	<p>sentences.</p> <p>Build a greater repertoire of rhymes.</p> <p>Begin to recognise their name.</p> <p>Use increased vocabulary relating to books they have read.</p>	<p>meaning, 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</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Begin to write some or all letters in their name</p>	<p>the names of the different parts of a book, page sequencing</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Begin to write some or all letters in their name</p>
Maths	<p>Number rhymes ongoing</p> <p>Recite past 5</p> <p>React to changes of amount in a group of up to 3 items</p> <p>Compare amounts saying lots, more, same</p> <p>Counting-like behaviour</p> <p>Select shapes appropriately-flat shapes for building and sloped shapes for roofs</p>	<p>Fast recognition of up to 3 objects.</p> <p>Counting amounts to 3 and above</p> <p>Say one number for each item in order 12345</p> <p>Know that the last number reached when counting is the total</p> <p>Shapes in the environment-beginning to talk about these-2D shapes</p> <p>Measures-Stickman story and size/length</p> <p>Number rhymes</p>	<p>Measures-weighing, length, capacity-links to Goldilocks and the three Bears</p> <p>Make comparisins between size, length, weight and capacity</p> <p>Number rhymes</p> <p>Counting in provision</p>	<p>Measures-comparing height.</p> <p>Links to story Titch and also growing</p> <p>Number rhymes</p> <p>Counting in provision</p>	<p>Minibeasts and counting-spots, legs etc</p> <p>Shapes in the environment-2D and 3D, for example sides, corners, straight, flat, round and beginning to talk about these.</p> <p>Number rhymes</p> <p>Counting in provision</p> <p>Talk about patterns around them</p>	<p>Minibeasts and counting-spots, legs etc</p> <p>Number rhymes</p> <p>Counting in provision</p> <p>Links numerals to amounts showing the right number of objects to numeral up to 5</p> <p>Experiment with own symbols as well as numeral</p> <p>Combine shapes to make new ones</p>
Understanding of the World	<p>Explore the surrounding natural environment. Explore natural objects form the surrounding environment.</p> <p>Getting to know our school.</p>	<p>Seasons-play and explore outside in all seasons and in different weather.</p> <p>To know that leaves fall off the trees in Autumn.</p> <p>Explore how</p>	<p>Light and dark-explore light sources.</p> <p>Explore battery powered devices.</p> <p>Exploring winter and changes.</p> <p>Materials changing-ice</p> <p>Pancakes for pancake</p>	<p>Life cycles-to know about the life cycle of some animals including humans. Compare adult animals and their babies.</p> <p>Observe how baby animals change over time.</p> <p>To know that plants grow.</p>	<p>Minibeasts and explore the surrounding natural environment.</p> <p>Getting to know our area looking at different features-physical and human</p>	<p>Minibeasts and explore the surrounding natural environment.</p> <p>Summer</p> <p>To know how to take care of themselves-feelings/changes</p> <p>Journeys-places they have visited</p> <p>Minibeasts and explore the surrounding natural environment.</p>

	<p>Talk about the place where they live</p> <p>To know how to take care of themselves-ongoing through year.</p> <p>To know about their senses.</p> <p>To describe what they see</p> <p>Listen to sounds.</p> <p>Make sounds.</p> <p>People who Help Us</p> <p>Seasons</p>	<p>objects are affected by forces-windy days</p> <p>Celebrations-Divali, Christmas</p> <p>To know that devices have on/off switches.</p> <p>To know that if you press buttons they make things happen-torches</p> <p>Explore how things work.</p>	<p>Tuesday-combining and mixing ingredients</p> <p>Seasons</p> <p>Physical and human features in traditional stories such as forest, house, river</p> <p>To know that devices have on/off switches.</p> <p>To know that if you press buttons they make things happen-remote vehicles</p>	<p>Spring</p> <p>Talk about people who help us</p> <p>Begin to sequence events in order. Use chronological language-next, after, yesterday, last night</p>	<p>(natural and manmade)</p> <p>To know that devices have on/off switches.</p> <p>To know that if you press buttons they make things happen-beebots</p>	<p>Summer</p> <p>To know how to take care of themselves-feelings/changes</p> <p>Journeys</p> <p>-places they have visited e.g. beach, zoo, park, shops</p> <p>Teddy Bears picnic-exploring the school grounds.</p>
EAD	<p>Begin to use a variety of tools for drawing and represent their ideas.</p> <p>Use primary colours and begin to explore mixing colours.</p> <p>Use a range of tools to make coloured marks on page.</p> <p>Explore different materials freely in order to develop ideas and how to use them and what to make.</p> <p>Threading</p> <p>Singing songs and rhymes ongoing through year.</p> <p>Creates sounds by banging, tapping, shaking or blowing.</p> <p>Play instruments with increasing control to express their thoughts, feelings and ideas.</p>	<p>Learning Christmas songs and performing.</p> <p>Construction with purpose in mind with a range of resources to create complex small worlds with blocks/construction kits</p> <p>Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>Listen with increased attention to sounds. Respond to what they have heard and express their thoughts and feelings.</p> <p>Explore joining different materials freely.</p>	<p>Making pancakes-begin to understand tools, techniques and processes in the preparation of food-stirring, mixing, pouring and blending ingredients.</p> <p>Represent their own ideas, thoughts and feelings through art.</p> <p>Show different emotions in paintings and drawings (happiness, fear etc).-the Colour Monster</p> <p>Review their own ideas, thoughts and feelings through art</p>	<p>Printing patterns-printing patterns on butterflies</p> <p>Symmetry</p> <p>Simple repeating patterns</p> <p>Threading and making a caterpillar</p>	<p>Create closed shapes with continuous lines. These shapes then represent objects. Drawing enclosed shapes and with more detail, for example ladybirds</p> <p>Barbara Hepworth-represent their own ideas, thoughts, feelings through Art.</p> <p>Manipulate rigid and malleable materials.</p>	<p>Decorate a piece of fabric and choose materials for creations-under the sea theme</p> <p>Explore textures freely</p> <p>Use drawings to represent ideas such as movements or loud noises.</p> <p>Observing and replicating a structure. Explore joining different materials.</p> <p>Build a repertoire of songs, sings a few familiar songs and singing songs making music and experimenting with changing them</p> <p>Construction with a range of resources to create small worlds</p>