Nursery Long Term Plan 2023/2024

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|  | **Term 1**Good to be me | **Term 2**Celebrations (How do you celebrate?) | **Term 3**Let’s go on a Journey/ People who help us | **Term 4**Once upon a time | **Term 5**Wonderful world of animals | **Term 6**Growing |
| **Key texts** | Dear ZooBrown Bear, Brown Bear What do you see?Pip and Posy the big red balloon | Goldilocks and the Three BearsOliver’s woodDear Santa | We’re Going on a Bear HuntWhatever Next | The Ugly DucklingThe Three Little Pigs | Handa’s Surprise The Very Hungry CaterpillarPip and Posy the Friendly Snail | The Little Red HenColour Monster Goes to School |
| **Supporting Text** | Colour Monster Hands are not for hitting.Polar bear, Polar bear, What do you hear? | Pip and Posy the Birthday PartyPip and Posy the Christmas treeSanta Clause Needs a Wee | The Journey home from Grandpa’s The train ridePip and Posy the super scooter | We’re going on an Easter hunt5 Little Easter Bunnies | The very Lazy LadybirdThe Very busy Spider Aaaarrgghh! Spider! | Dragon goes to schoolHarry and his bucket full of dinosaurs first day at school.Pip and Posy the new friend |
| **8 Core Nursery Rhymes** | See saw Margery doorTwinkle, twinkle little starHey, Diddle Diddle | Row, Row, Row Your BoatIncy wincy spiderI’m a little tea pot | Mary, Mary, quite contrary,5 Little Peas |
| **Key Themes** | All about me and my body, my family, houses and homes, my heroes and superheroes BASELINES | Birthdays, special events / weekly news, Halloween, Bonfire Night, Diwali, Christmas, | Ways to travel How can we get to the moon? How does a car work?Who are the different people who help us | Story languageSimilarities and differences between the characters.Key features of a story | Where (around the world) do animals come from?Do animals all eat the same things?Can we keep animals as pets? | Summer, looking after our vegetables and plants, animals, mini-beasts (insects), ourselves, growing and moving on. |
| **Festivals and key events**  | Making soup-linked to Harvest | Diwali Bonfire Night Christmas Remembrance Children in needNursery rhyme week | New YearsChinese New YearValentine’s Day Pancake Day – pancake making | World Book Day Red nose dayMother’s Day Easter SundayHoli – Paint throwing/messy day |  | Father’s DaySports Day  |
| **Parental involvement** | I am me! – Introduce Napsack and healthy eating through food tasting | Let’s Celebrate – Nursery Christmas Concert | I like to move it, move it – Sponsored bike ride on school grounds | Maths Workshop | Share a story | Fabulous Friday – When I grow up |
| **Trips, Visitors & Workshops** | Police visit – What do they look like? How do they help me? | Fire fighter visit – What do they look like? How do they help me? | Nurse visit – What do they look like? How do they help me? |  | Bug RoadshowVeterinarian visit – What do they look like? How do they help animals? | Local trip to a bakery |
| **Key skills that will be taught to support each area of learning**  |
| **Communication and Language Development** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. All children will have extensive opportunities to engage in quality conversations with both adults and peers throughout the day in a language-rich environment. High-quality interactions between adults and children and between peers will support the development of all children’s communication and language. All children will be immersed in high quality texts where adults will read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and provide them with extensive opportunities to use and embed new words in a range of contexts.  |
| Use the Wellcomm Program  |
| Each child to complete a WellComm Assessment, finding their green zone.  | Children identified to take part two times a week in activities targeted for the WellComm section they are in.End of each term re assess key children.  |
| **Personal, Social and Emotional Development** *At GHS, we use Jigsaw to support our teaching of PSED.* | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Strong, warm and supportive relationships with the adults in the setting will enable the children to learn how to understand their own feelings and those of others. Children will be supported in managing emotions, developing a positive sense of self, setting themselves simple goals and having confidence in their own abilities. Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and managing personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform for all children so that they can achieve at school and in later life. |
| Welcome to school, CARE values, class rules, establishing routines, forming new relationships Books* Hands are not for hitting
* Pip and Posy little puddle
* Time to share
 |  **Jigsaw RHSE- Being Me!**-who is me?-How am I feeling today?-Being at nursery-Gentle hands-Our rights | **Jigsaw RHSE- Dreams and Goals**-I understand what challenge means-Never giving up-Setting a Goal-Obstacles and support-Flight to the future-Footprint rewards |  **Jigsaw RHSE-Healthy Me**- Everybody’s body- We like to move it, move it!- Food glorious food!- Sweet dreams- Keeping clean-Stranger Danger | **Jigsaw RHSE-Relationships**- My family and me- Make friends, make friends never ever break friends-part 1- Make friends, make friends never ever break friends-part 2 | **Jigsaw RHSE-Changing Me**- My body- Respecting my body- Growing up- Growth and change- Fun and fears- Celebration |
| **Physical Development**(fine motor and gross motor) | Children will take part in the “wiggle me into squiggle movements” and ‘Squiggle whilst you wiggle’ programme throughout the year to support the development of both gross and fine motor skills. All children will be immersed in opportunities to develop both their fine and gross motor skills through high quality resources and activities in our inside and outside environments.  |
| Wiggle me into Squiggle Movements | Squiggle whilst you Wiggle |
| Movement 1 -**Up** (the only way is up by Yazz)Movement 2 – **down** (the grand old duke of York)Movement 3 – **Circles** (you spin me right round by dead or alive)Movement 4 – **Wiggle it** (wriggle by Cosmo Sheldrake)Movement 5 – **Shake** (shake, shake, shake senora by Harry Belafonte)  | Movement 6 – **Hop Hoppity Hop** (hope little bunny)Movement 7 – **Jump! Jump! Jump!** (jump for my love by the pointer sisters)Movement 8 – **Turning turtles** (Firework by Katie Perry)Movement 9 – **Flip and roll**Movement 10-**Crawling**  | Up and down, Side to side – *The dragon song*In a circle, dance around like the dragon lifting your arms up and down, side to side, side to side.Wiggle and a wiggle- *9-5*Repeat as before but whilst wiggling. | Circles, Circles and Squircles- *Rolling like a river*Start with big circles and use the ‘three bear approach’ – Big, medium and smallArches and arches -*Day dream believer*Creating arches is fun to draw – squiggle bridges and rainbows but remember to use two hands. Do large full arches with both hands one way then the other. Then make each hand make an arch | In and out -*I’m walking on sunshine*This Squiggle is made by circling in wards and spiralling outwards.Reverse and turn- *the greatest love of all*This Squiggle stretches and reverses the previous ‘in and out’ spiral. | Lay down straight- *I’m so excited*It is the letter S and the number 8. For ease we need to lay it on its side for formation. The quicker the pace of the Squiggle here the easier it will be.Straight, straight Lines- *4 minutes to save the world*At the start of the song move your arms around the body like a ticking clock. Almost turn robot in this dance to simply create a line movement that eventually will end up on the page. |
| Using the White Horse Foundation ‘Getting Ready to Write’ Guidance for Nursery Practitioners, English Leads and Senior LeadersNursery Getting Reading to Write Project Document  |
| **Phonics and Early Reading** *We follow the Little Wandle Programme- Foundations for phonics: Tuning into sounds stating from term 2 to term 6.* *We will teach phonemic awareness and oral blending to build children’s focused listening and attention.* | All children will have exposure to and opportunity to learn a variety of high-quality texts, poems and songs by heart. See school reading spine. The learning environment will promote a love of reading and encourage all children to explore a range of texts through their play.  |
| Environmental SoundsInstrumental SoundsBody percussionVoice sounds | Teach children to **hear** thesame initial sound for words and names of objects.s a t p i n**Teach children to blend CVC words using oral blending and objects.** | Teach children to **identify**initial sounds of words andnames of objects.Teach children to **distinguish** different sounds.m d g o c k e**Teach children to blend a wider range of CVC words using oral blending.** | Teach children to **identify**initial sounds of words andnames of objects.Teach children to **articulate** sounds correctly – including playing with voice sounds.u r h b f l j**Teach children to blend a wider range of words using oral blending.** | Teach children to **identify**initial sounds of words and objects.v w y z qu ch**Teach children to blend a wider range of words using oral****blending.** | Teach children to **identify** the final sounds of words and objects.ck x sh th ng nk**Teach children to blend a wide range of words using oral blending when playing:** |
| **Maths** | Use WHF maths progression document |
| **Understanding the World** | Children in nursery will be given the opportunity to develop their understanding of the world around them through independent play and adult led activities. Children will begin to understand what is meant by past and present, information about the world around them and begin to understand different cultures and religions. |
| Can talk about some members of their family- Have photo albums of the children’s families.Exploring the new environment and the resources inside and outside- the children will gain a sense of belonging within their nursery environments (Showing CARE values)Explore the world around them and explore how things work.Uses a range of sensory activities and materials to explore and encourage using our senses. | Hands on exploration using senses. Looking at the changes in season (Autumn) and exploring different Autumn objects such as leaves, conkers, pumpkins and pinecones.Identify suitable clothing for different weather.Comments on recent pictures of celebrations in their own life. “This is me celebrating Diwali…”Diwali//Christmas -Knows there are differences between what believe. | Sequence family members by size and name (baby, child, adult)Explore collections of materials and identify similar and different properties- making different modes of transport.Shows an interest in different occupationsExplore the world around them and explore how things work. | Comments on fictional characters in stories.Sequence family members by size and name (baby, child, adult)Noticing changes in natural world, Talking about springtime babies (lambs, calves, foals)Celebrations of life-Easter | Can talk about any pets they may haveKnow the life cycle of a butterfly- Life cycle: growing / butterfly life cycleUnderstand the difference between plants and animals. | Understand the difference between plants and animals- Drawing plants and flowersPlant seeds and care for growing plants with support- Growing plants / flowers: sun flower, beansUnderstand the difference between plants and animals.Talking about how to keep safe in the sun eg sun cream, sunhat, drinking water. (Identify suitable clothing for different weather.) |
| **Expressive Arts and Design**  | Joins in singing songs.To enjoy and respond to playing with colour in a variety of ways such as combining colours.Children to us movement and sounds to express experiences, ideas and feelings.Use thick paint brushesThe children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials.Plays with familiar resourcesUses a range of sensory activities and materials to explore and encourage using our senses. | Creates sounds by rubbing, shaking, tapping, striking or blowing.Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.Creates their own piece of art and gives meaning.Participates in small world play related to rhymes and storiesResponds to music – verbally and using movementPrint with blocks, sponges and fruit.Use glue sticks independently and use glue spatulas with support. | Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.Begins to make believe by pretending using sounds, movements, words, objects. Beginning to describe sounds and music imaginatively, e.g. scary music.Manipulates playdough in different ways (e.g. rolls, cuts, squashes, pinches, twists etc.) Draws potato people (no neck or body) Uses own experiences to develop storylines e.g. going on a bus/ car rideBuilds walls to create enclosed spaces, beginning to add towers, roofs etc. | Develops an understanding of how to create and use sounds intentionally.Sings to self and makes up simple songs.Talks about how music makes them feel Sings in a group and tries to keep in time. Begins to work with a friend, copying ideas and developing skills togetherDevelop storylines Adds other materials to develop models (tissue paper, glitter etc.) | Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.Draw things that they observe. Adds additional textures e.g. describes as bumpy or smoothCreate and use small world set ups | Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.Uses available resources to create props or creates imaginary ones to support play.Talks about how music makes them feel Sings in a group and tries to keep in time.Plays a given instrument to a simple beatDraw simple things from memory e.g. a cat. |