

Nursery Long Term Plan

This long term plan provides an overview and insight into children’s learning experiences throughout their Nursery year at Moorside Primary School. As is with the ethos of the EYFS, their learning opportunities will continue to be enhanced over the year as they build upon their own unique experiences and share their ideas with staff and their peers. A lot of their learning experiences will be through play, investigation and active involvement within a stimulating environment with a range of continuous provision and enhancements. This approach, we believe, helps children to become more independent active learners. We encourage quality discussions and inquisitive questioning to extend their knowledge, skills and understanding. Children are supported in their learning through planned and spontaneous play opportunities which build on their interests as well as specific adult led activities carefully supported through a range of high quality resources.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and My Family	Me and My Friends - Kindness and Handa’s Surprise	Stories from long ago - Tell us a Tale	Building and constructing - What can we build?	Exploring - Mini beasts	Time to Rhyme
Focus	Spend time settling children in and supporting them and exploring expectations and learning how to use and care for the environment together.	Focus on kindness to our friends and to each other. Thinking about the things that their friends like and bringing that friend some joy. Start here and then consider the ways we can be kind to our wider community.	Focus on what a tale is and introduce the idea of a traditional tale. Share simple versions of different traditional tales. Talk about the simple messages within the stories from a long time ago.	Focus on children’s observational skills and the different features they notice about buildings and vehicles. From this encourage them to create buildings and models.	Focus on developing children’s understanding of the world and observing small insects in the environment. Looking at the smallest of creatures within the environment and exploring their habitat and how they move.	Focus on rhyme to teach children about the patterns and structures of both spoken language. Use rhymes to support the use of counting, and other maths words. Awareness of rhyme and the ability to sing songs and rhymes positively should be used to

						support children's language development and early literacy and reading skills.
Texts/books Fiction	Peace at Last Alfie gets in First My Family and Me Our Smiling Grandma	Handa's Surprise. Bet you Can't All My Friends	The Three Billy Goats Gruff Simple versions of other Traditional Tales such as The Three Little Pigs The Little Red Hen You Choose Fairy Tales	Whatever Next? You Choose In Space	The Hungry Caterpillar and CD Mad about mini-beasts What the ladybird heard	Room on the Broom Poems Around the World
Texts/books Non-fiction	You choose Non-fiction books relating to family life and experiences, books and pictures linked to looking after yourself – staying safe. Taking Care of Your Teeth	Non-fiction books relating to sharing and friendship.	Books and pictures linked to staying safe	Books linked to buildings, machines, rockets, etc	Books linked to insects and mini beasts	Books linked to rhyme with actions to support this.
Focused questions	What do you like to do? What is a family? Who is in your family? Who do you live with? Do you have other family who	What makes a good friend? Who is your friend? What is a friend? What do you like? What is a surprise?	Who/what can you see? What happened? Where are they? Who are the main characters?	What can you make? How can you make it? What do/can you use? How can you join it? Can you make it stronger/higher?	What type of insect is this? How does it move? What noise does it make? Where does it live?	Does it rhyme? What comes next? What does it sound like? Can you think of a rhyming word to go with...?

	do not live with you?		Is there a good and a bad character and who are they?			
Key vocabulary	Family, home, mum, dad, sister, brother, baby, words related to wider family, house, flat, friend	Friend, surprise, gift, present, share, like, take turns, kind, kindness,	Once upon a time, happily ever after, story, book, problem, end, good, bad, character, what can we learn from this?	Build, fix, strong, big, small, join, machines, spaceship, rocket, various buildings – house, castle, tower,	Insect, fly, bug, spider, home, live, move, mini-beast, earth, stone, legs, wings,	Poem, rhyme, action, picture, listen, sounds, same, different,
Rhymes To be learnt by heart Songs Riddles Action and number rhymes Poems	Humpty Dumpty Three Blind Mice Head Shoulders Knees and Toes Polly Put the Kettle on One finger one thumb Bags of Poems - Family Album	Two Little Dickie Birds Miss Polly Had a Dolly Five little monkeys First rhymes	When Goldilocks went to the house of the bears The bear went over the mountain Five currant buns	Jack and Jill went up a Hill The big ship sails on the ally ally o Five little speckled frogs	Ladybird, Ladybird fly away Home Down in the jungle Row row row your boat	I'm a little teapot Various rhyme and poetry books such as If you're Happy and You Know it.
<u>Characteristics of Effective Learning</u>						
Playing and exploring: engagement: Finding out and exploring. Playing with what they know.						
Being willing to have a go: Active learning motivation, being involved and concentrating, keep trying. Enjoying achieving what they set out to do.						
Creating and thinking critically thinking: Having their own ideas. Making links. Choosing to do things.						
<u>Communication and language</u>	All aspects of developing Communication and language are focussed on throughout all daily classroom practice, continuous provision, as well as “talking partners” and clear classroom rules and routines. Observations next steps and target setting support the development of individuals					
	Listening, Attention and Understanding - What can we talk about today? Children will learn to: <ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens; • pay attention to more than one thing at a time, which can be difficult; • use a wider range of vocabulary; 					

	<ul style="list-style-type: none"> • understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”; • understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Speaking Children will learn to:</p> <ul style="list-style-type: none"> • sing a large repertoire of songs; • know many rhymes; • be able to talk about familiar books • be able to tell a long story • develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’; • develop their pronunciation but may have problems saying some sounds (r, j, th, ch, and sh) and multi-syllabic words (such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’) • use longer sentences of four to six words; • 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; • start a conversation with an adult or a friend and continue it for many turns; • use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”. <p>Children will also ...</p> <ul style="list-style-type: none"> • learn rhymes, poems and songs; • engage in non-fiction books; • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<p><u>British Values</u></p>	<p>Democracy – Everyone has an equal right to speak and be listened to. Children have the right to ask questions. Rules of Law – Listen carefully to others and take turns when playing together. Individual Liberty – Children have the freedom of choice to choose their own activity and talk about what they like and don’t like. Respect and Tolerance – Accept and value what others choose to make or play with.</p>
<p><u>Personal, social and emotion development</u></p>	<p>The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered throughout provision. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</p> <p>Self-Regulation Children will learn to...</p> <ul style="list-style-type: none"> • select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them; • develop their sense of responsibility and membership of a community;

	<ul style="list-style-type: none"> • 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; • increasingly follow rules, understanding why they are important; • do not always need an adult to remind them of a rule. <p>Managing Self Children will learn to...</p> <ul style="list-style-type: none"> • show more confidence in new social situations. <p>Building Relationships - What should respect look like? Children will learn to...</p> <ul style="list-style-type: none"> • become more outgoing with unfamiliar people, in the safe context of their setting; • play with one or more other children, extending and elaborating play ideas; • begin to understand how others might be feeling; • does the child take part in other pretend play with different roles – being the Gruffalo, for example? • can the child generally negotiate solutions to conflicts in their play? <p>Children will also learn to manage their own needs and personal hygiene and know and talk about the different factors that support their overall health and wellbeing.</p>
<p>British Values</p>	<p>Democracy – The children’s views are important and they can decide if they need help or don’t. Rules of Law – Play co-operatively by taking turns alongside others knowing what is unacceptable or not. Individual Liberty – engage in activities to promote confidence and a positive wellbeing. Respect and Tolerance – Respond positively to what others may say and do.</p>
<p>Physical Development</p>	<p>Gross Motor Skills - continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Children will learn to:</p> <ul style="list-style-type: none"> • go up steps and stairs, or climb up apparatus, using alternate feet; • skip, hop, stand on one leg and hold a pose for a game like musical statues; • use large-muscle movements to wave flags and streamers, paint and make marks; • start taking part in some group activities which they make up for themselves, or in teams; • increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm; • match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width; • choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel; • collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>Fine Motor Skills -</p>

	<p>Children will learn to:</p> <ul style="list-style-type: none"> • use one-handed tools and equipment, for example, making snips in paper with scissors; • use a comfortable grip with good control when holding pens and pencils; • show a preference for a dominant hand; • be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 				
<p>PE Focus Separate plans linked to specific website</p>	<p>Explore spatial awareness and listening to and following adult instructions linked to moving in different directions.</p>	<p>This will take place during the second half term of autumn Yogabugs – Can't you sleep Little Bear then colours followed by Lapland https://yogabugsvirtual.com/year-groups/nursery</p>	<p>Explore spatial awareness and listening to and following adult instructions linked to moving in different directions and introduce different ways of moving.</p>	<p>Yogabugs – Three Billy Goats Gruff then quick stretch routines and Space Adventure https://yogabugsvirtual.com/year-groups/nursery</p>	<p>Develop ball skills – rolling, throwing, catching and moving around with growing control. Yogabugs – https://yogabugsvirtual.com/year-groups/nursery The very Hungry Caterpillar Room on the Broom</p>
<p>British Values</p>	<p>Democracy – Children to have the opportunity to make decisions in selecting their activity and the tools they use. Rules of Law – Follow rules to use tools safely and select appropriately. Individual Liberty – Allow children opportunities to take risks maintaining safety. Respect and Tolerance – Value other children's abilities and skills.</p>				
<p>Literacy Sharing reading with home through Home reading and use of reading folders</p>	<p>Comprehension Children will learn to:</p> <ul style="list-style-type: none"> • engage in extended conversations about stories, learning new vocabulary. <p>Word Reading Children will learn to:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • 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 • Develop their phonological awareness, so that they can: 				

	<ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Writing – Reinforce use of PenPals Children will learn to:</p> <ul style="list-style-type: none"> • 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; • writing ‘m’ for mummy; • write some or all of their name; • write some letters accurately.
<p>British Values</p>	<p>Democracy – Among others children make choices through a show of hands for such things as a book at story time. Rules of Law – Careful and appropriate handling of books in the environment. Individual Liberty – Children have a choice of books/other means of print in the environment to select from. Respect and Tolerance – Traditional and multicultural stories emphasise acceptance of all.</p>
<p>Mathematics</p> <p>Separate plans and progression steps with this</p>	<p>Number Children will learn to:</p> <ul style="list-style-type: none"> • develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’); • recite numbers past 5; • say one number for each item in order: 1,2,3,4,5; • know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’); • show ‘finger numbers’ up to 5; • link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <p>Numerical Patterns Children will learn to:</p> <ul style="list-style-type: none"> • experiment with their own symbols and marks as well as numerals; • solve real world mathematical problems with numbers up to 5; • compare quantities using language: ‘more than’, ‘fewer than’; • talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’; • understand position through words alone – for example, “The bag is under the table,” – with no pointing; • describe a familiar route; • discuss routes and locations, using words like ‘in front of’ and ‘behind’; • make comparisons between objects relating to size, length, weight and capacity; • select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc;

	<ul style="list-style-type: none"> • combine shapes to make new ones – an arch, a bigger triangle, etc; • talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper; • use informal language like 'pointy', 'spotty', 'blobs', etc; • extend and create ABAB patterns – stick, leaf, stick, leaf; • notice and correct an error in a repeating pattern; • begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		
British Values	<p>Democracy – Using a variety of means to arrive at a solution. Rules of Law – Share resources and taking turns in activities and games. Individual Liberty – Freedom to choose their own resources such as teddies or counters when counting. Respect and Tolerance – Understand there are different ways of approaching, dealing with, attempting an activity/challenge.</p>		
Understanding of the world	<p>Past and Present Children will learn to:</p> <ul style="list-style-type: none"> • begin to make sense of their own life-story and family's history. <p>People, Culture and Communities Children will learn to:</p> <ul style="list-style-type: none"> • show interest in different occupations; • continue developing positive attitudes about the differences between people; • know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>The Natural World Children will learn to:</p> <ul style="list-style-type: none"> • use all their senses in hands-on exploration of natural materials; • explore collections of materials with similar and/or different properties; • talk about what they see, using a wide vocabulary; • explore how things work; • plant seeds and care for growing plants; • understand the key features of the life cycle of a plant and an animal; • begin to understand the need to respect and care for the natural environment and all living things; • explore and talk about different forces they can feel; • talk about the differences between materials and changes they notice. 		
Ongoing focuses throughout the	Explore Celebrations such as birthdays our own and each other's.	The roles people play in our lives, ourselves and our family. Celebrations such as birthdays our own and each other's. Explore difference and	The roles people play in our lives, ourselves and our family. Celebrations such as birthdays our own and each other's. Explore

year though not in depth	Use the various texts and agreed books to reinforce this learning		similarities linked to ourselves, family and friends celebrating diversity within our setting.		difference and similarities linked to ourselves, family and friends celebrating diversity within our setting.	
	Where appropriate explore briefly celebrations linked to Diwali and Christmas		Where appropriate explore briefly celebrations linked to celebrations Chinese New Year, Pancake Day (Shrove Tuesday) World book day,		Where appropriate explore briefly celebrations linked to celebrations – Eid al-Adha, Eid al Fitr,	
	General weather on day to day basis. How to stay safe and healthy, celebrations such as birthdays our own and each other's.	General weather on day to day basis. How to stay safe and healthy, celebrations such as birthdays our own and each other's.	General weather on day to day basis. How to stay safe and healthy, celebrations such as birthdays our own and each other's.	General weather on day to day basis. How to stay safe and healthy, celebrations such as birthdays our own and each other's.	General weather on day to day basis. How to stay safe and healthy, celebrations such as birthdays our own and each other's.	General weather on day to day basis. How to stay safe and healthy, celebrations such as birthdays our own and each other's.
British Values	<p>Democracy – Children are given opportunities to be curious about what they see, hear and experience allowing their own observations to be valued.</p> <p>Rules of Law – Promoting values and rules with the individual child's family and home.</p> <p>Individual Liberty – Children are actively encouraged to make choices and share opinions in an accepting environment.</p> <p>Respect and Tolerance – Children are aware of the diversity within their school and local community</p>					
Expressive arts and design	<p>Creating with Materials</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • explore different materials freely, to develop their ideas about how to use them and what to make; • develop their own ideas and then decide which materials to use to express them; • join different materials and explore different textures; • 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; • use drawing to represent ideas like movement or loud noises; • show different emotions in their drawings and paintings, like happiness, sadness, fear, etc; • explore colour and colour mixing; • show different emotions in their drawings – happiness, sadness, fear, etc; • listen with increased attention to sounds; 					

	<ul style="list-style-type: none"> respond to what they have heard, expressing their thoughts and feelings. <p>Being Imaginative and Expressive Children will learn to:</p> <ul style="list-style-type: none"> take part in simple pretend play, using an object to represent something else even though they are not similar; begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc; make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park; remember and sing entire songs; sing the pitch of a tone sung by another person ('pitch match'); sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs; create their own songs or improvise a song around one they know; play instruments with increasing control to express their feelings and ideas. 		
Specific focus	Develop independence in accessing resources and materials with a growing understanding how to use them with confidence and success.	Support children in using resources with a purpose to enable them to select correct colours and materials for specific learning task.	Explore using various media to introduce observational work.
Music	Focus on nursery rhymes and build on children's vocabulary alongside developing children's listening skills.	Focus on rhymes and actions and encourage children to use the various actions to support their singing. Look at specific circle songs and number rhymes.	Explore rhythm and rhyme alongside poetry and encourage children to listen to sounds and words carefully.
RE	Focus on developing daily routines and expectations within the Nursery with staff role modelling how to use resources and materials. Develop children's understanding of how to care for their environment and resources.	Focus on developing children's understanding of each other through planned experiences and stories as well as pictures and non-fiction books.	Work towards developing positive attitudes about the differences between each other and with people in general and our wider school community.
British Values	<p>Democracy – Children make their own choices in representation and interpretation in terms of media, instruments and role play they use. Recognise others may select different things and is accepted.</p> <p>Rules of Law – Use tools and equipment safely by following clear guidelines and rules.</p> <p>Individual Liberty – Children have freedom of choice to express their personal creativity without be challenged. .</p> <p>Respect and Tolerance – Resources and experiences to promote understanding and tolerance of the multicultural society in which we live</p>		