

Early Years - Nursery Long Term Plan

Term – Autumn

Theme	All About Me	Space / Alien	Creatures from the Past!	If You go down to the Woods	Winter Wonderland
Texts	All About Families Who's in my Family?	How to Catch a Star Lighting the Lamp	The Littlest Dinosaur	Moonlight Prance	It Was a Cold Dark Night. 'Twas' the Night Before Christmas.
Traditional Tale	Goldilocks	Rapunzel	The Enormous Turnip	The Gruffalo & The Gruffalo's Child	Hansel and Gretel
Focused Activities	Painting Bears – explore colour mixing. Complete independent self-portraits Make marks using writing tools and talk about what they have done	Use kitchen roll inners for towers and wool to recreate Rapunzel's hair Create aliens in playdough Create rockets Rapunzel fine motor challenge with hair clips and hair	Vegetable printing – exploring patterns Draw dinosaurs through observational drawing Making dinosaur masks from paper plates	Explore different animal footprints, Gruffalo, mouse, fox, owl etc. Create a Gruffalo face out of a paper plate- use paints and explore colour mixing.	Use shapes to create Hansel and Gretel's house. Decorate cardboard boxes to replicate the house in the story
Continuous Provision Activities	Story telling spoons for role play. Tuff tray with bears and bowls of porridge Build furniture for Goldilocks in construction. Size matching activities	Story telling spoons for role play. Tuff tray of wool/spaghetti scissors cutting activities Build towers for Rapunzel Tuff tray funky fingers, rice and stars	Tuff tray of different vegetables and explore with magnifying glasses Dinosaur small world area	Create Gruffalo using malleable materials Story telling spoons	Create a forest in a tuff tray and find the way to the house following the path. Playdough sweet shop
Literacy	Oral retelling through stories and role play. Identify and use repetitive vocabulary. Actively join in with songs and rhymes, copying tunes and tempo. Share books with adults and peers. Understand that print has meaning and notice print in the environment.				
Letters and Sounds	Environmental sounds: To discriminate between sounds and recall sounds heard. To describe and find sounds, identify sounds and imitate the sounds.			Body Percussion: Roly Poly – to join in with words and actions, produce contrasts in rhythm, speed and loudness. Barney bear – to keep in time with the beat. Instrumental sounds: Matching sound makers Use maracas/triangles – to discriminate and reproduce loud and quiet sounds.	
Maths	Use big and small objects to compare sizes using mathematical vocabulary. Count objects up to 5 in sequence. To show an understanding of positional language- use a teddy bear to show an understanding of, on, behind, in front and next to. Sing counting songs such as; 5 little men in a flying saucer			Combine shapes to make other shapes, e.g., two triangles to make a square. Engage in number rhymes. Predicting the next number.	

<p>Understanding the world People, Culture and Communities- Geography</p>	<p><u>Exploring the Forest School</u> Children to explore the Forest School, to look for and identify features of our natural environment including, trees, plants, pond, bridges, pathways. <u>By the end of this unit</u>, children will be able to identify and name some features of their own immediate environment.</p>
<p>Understanding the World – The Natural World Science</p>	<p><u>Plant and care for bulbs.</u> Plant, water and care for an assortment of bulbs. Explore what happens when water is added to compacted soil. Talk about differences between materials and the changes. Plant Daffodil bulbs. Linked Text- Planting a Rainbow – Lois Ehlert <u>By the end of this unit</u>, children will understand that plants are living things and we must care and look after them.</p> <p><u>Materials</u> Explore materials with different properties, bark, leaves and seeds or shells and pebbles with magnifying glasses to discuss differences. <u>By the end of this unit</u> children will explore different materials and discuss how they feel and how they look and how they are similar and different.</p> <p><u>Nocturnal Animals</u> Introduce children to nocturnal animals linked to light and dark. Explore different birds and owls on the internet and in books and how they are different. Begin to understand the concept of day and night, light and dark. Use a hedgehog puppet and talk about hibernation to understand the need to respect and care for the natural environment and all living things. Linked Text- Wow! It’s Night-Time Tim Hopgood <u>By the end of this unit-</u> Children will understand that some animals are awake during the night and these animals are called nocturnal animals.</p>
<p>Understanding the World- Past and Present- History</p>	<p><u>Dinosaurs -</u> Discuss how dinosaurs lived long ago, what they ate and how they were like. Linked Text- The littlest dinosaur’s big adventure. <u>By the end of this unit</u>, children will develop an awareness of the past, knowing dinosaurs lived in the past not current day.</p> <p><u>Families and the past -</u> Using family/baby photos talk about their family and how they were a baby and have now grown. Linked Text- Usborne – All about families <u>By the end of this unit</u>, children will be able to talk about their families and their experiences in the past tense.</p>
<p>Expressive Art and Design - Creating with materials Being Imaginative and Expressive</p>	<p><u>D&T – Hibernation Box</u> - Creating with materials to join different materials and textures together to create a hedgehog habitat. <u>By the end of this unit-</u> Children will be able to manipulate and explore various materials, e.g., clay/card/fabric. Linked Text – It was a cold, dark night- Tim Hopgood.</p> <p><u>Music Unit</u> <u>Songs and rhymes to include:</u> Walking through the jungle. Barney bear is walking. Dr Foster. I hear thunder. It’s raining, it’s pouring. Mary, Mary quite contrary. When Goldilocks went to the house of the bears. <u>By the end of the unit -</u> Children will learn to move their body to music and join in with songs. Children will sing to familiar songs.</p> <p><u>Art- Creating with materials</u> Children to explore natural materials – children to create a collage with natural items collected at the forest. Links to Artist: Andy Goldsworthy. <u>By the end of this unit –</u> Children will be able to manipulate and explore various materials found in the forest to create patterns.</p>
<p>Computing (Within Continuous Provision)</p>	<p>Children are given the opportunities to explore toys and books with flaps and simple mechanisms</p>

Forest School Activities	Construct a mini dinosaur world by snapping twigs. Then explore and talk about force. (Links to UTW- Science)	Construct a hedgehog habitat to show care for living things. (Links to UTW- Science)	Use senses to collect natural materials to create a collage. (Links to EAD- Art)
PSED	Children will be supported to; Manage transition from leaving parent/carer by using a timeline displayed in setting. Engage with others through look, gestures and speech. Take turns by playing turn taking games.	Children will be supported to; Attempt to do things by themselves – such as; putting on own coat, pumps and forest suit. Follow routines and boundaries – by using a visual display of rules, use of timer for sharing and adults to model interacting calmly and sensitively.	
Physical development PE lessons	<u>PE Units:</u> Dance-Nursery Rhymes, All about families and How to catch a star <u>By the end of the unit-</u> children will be able to; To listen carefully to the Nursery Rhyme and be creative with our movements. To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed). To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension and balance and posture.	<u>PE Units;</u> Prance, Dance-Seasons, It Was a Cold Dark Night, 'Twas' the Night Before Christmas and Fundamental movement skills <u>By the end of the unit-</u> children will be able to; To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed) To use a mind map to help us move like different Seasons that we know (show different types of travel showing good timing and use of levels) To be creative in our use of travelling movements To show use of different levels in our travelling movements To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed)	
RE / Cultural study	<u>Diwali</u> – Children to explore the Hindu/Sikh festival. Create Diva lamps using clay. Linked text- Lighting a lamp <u>By the end of the unit-</u> children will know some similarities and differences of different festivals from around the world. Children will be able to manipulate malleable materials to form a shape for a purpose. (Link to DT)	<u>Christmas-</u> Children to explore the religious festivals of Christmas and Hanukkah. Create gingerbread houses/people by manipulating playdough. <u>By the end of the unit-</u> children will know some similarities and differences of different festivals from around the world. Children will use and manipulate different materials to create a desired effect Linked Text – Hanukkah – The Festival of Lights – Bonnie Badar	

Early Years-Nursery Long Term Plan

Term – Spring

Theme	Arctic	Festivals	Mini beasts	Circus/Dear zoo	Farm
Texts	Polar Bear, Polar Bear What Can You Hear?	Maisy's New Year The story of Easter Festival of Colours	Here Comes Spring	The Lion Inside.	Look Inside a Farm
Traditional Tale	Snow White	The Frog Prince	Jack and the Beanstalk	Dear Zoo	Chicken Licken
Focused Activities	Create 'Snow White' mirrors. Using the different dwarves to identify and match feelings and emotions Make polar bear faces using cotton wool and paper plates	Create a frog using paper plates Colour mixing to create different shades of green Create New Year firework pictures Create pictures of Spring animals, such as lambs and chicks using collage	Create a beanstalk and make the leaves by cutting. Draw a leaf by creating a closed shape and use continual lines Paint pebbles to create mini beasts for the outdoor area	Use a story sack to retell the story Use the animals in the story to discuss and compare big and small Observational drawing of animals	Create a picture of the sky in the story – use paints to colour mix to create different blues Create characters from the story
Continuous Provision Activities	Story telling area Arctic small word area Ice investigation area Doll area with Winter clothing for dressing	Tuff tray with frogs and their environment Create a frog habitat in the water Decorating eggs	Tuff tray to explore beans, planting and soil Leaf rubbing activity Leaf threading	Circus games- pretend tightrope walking, juggling, hoola hoops. Explore different sized parcels and guess which animal could be inside	Farm small world area Farm shop role play area Chicken Licken story sack for retelling the story
Literacy	Oral retelling through stories and role play. Identify repetitive vocabulary. Develop play around favourite stories and characters and be able to use props. To understand print has different purposes. To identify their first name in print. To be able to recognise initial sounds and identify when the initial sounds are the same. Engage in discussions based on stories read, exploring new vocabulary. Count or clap syllables of a given word. Share books with adults and peers to discuss characters and illustrations.				
Letters and Sounds	Environmental sounds: Using pictures and sound recordings of weather, children to identify and talk about the sounds. Rhythm & Rhyme: Rhyming books – to recognise that the words rhyme.		Instrumental sounds: to listen and respond as the instrument is being played. Rhythm & Rhyme: I know a word – to complete sentences using appropriate rhyming words.		
Maths	To use fingers to represent 0-5 numbers. To fill a container with a number of items to match the number of the week. Use number rhymes to predict next number, such as; 1, 2, 3, 4, 5 Once I caught a fish alive and 5 little ducks To begin to link a number to the quantity		Use assorted containers in the water tray to compare objects relating to size, weight and capacity. Identify patterns in the environment e.g. stripes and bricks Pattern - Match socks to identify patterns: stripes, spots, stars etc To count using 1:1 correspondence Combine shapes to make more complex, such as; 2 triangles to make a diamond and 2 semi-circles to make a circle		

<p>Understanding the world People, Culture and Communities- Geography</p>	<p><u>World Map Unit</u>- Use a giant map of the world for discussing natural phenomena. Linked text: Stormy weather - Debi Gliori <u>By the end of this unit</u>, children will be able to talk and comment on the world around them.</p>
<p>Understanding the World – The Natural World Science</p>	<p><u>Lifecycles Unit</u> – children will learn about the life cycle of a butterfly and the life cycle of a broad bean. <u>By the end of this unit</u>, children will learn about and understand the key features of a life cycle of a mini beast and understand the key features of a life cycle of a plant. Linked texts, Butterfly life cycle – First Explorers (brilliant bugs)</p> <p><u>Mini beast Unit</u> (linked to life cycle)- children will learn about what a butterfly is and other similar mini beasts and where they live. <u>By the end of this unit</u>, children will know: that a minibeast is a type animal, an animal without a backbone that are usually small. They will be able to recall the life cycle of a butterfly. Children will be able to name some common mini beasts and observe them in their habitats, noticing and describing their habitat/home.</p>
<p>Understanding the World Past and Present- History</p>	<p><u>Arctic Animals</u> - Discuss how Arctic animals and how some animals no longer exist. Discuss the animals that lived a long time ago such as; Woolly Mammoth. <u>By the end of this unit</u>, children will develop an awareness of the past, knowing that some animals lived in the past not current day.</p>
<p>Expressive Art and Design - Creating with materials Being Imaginative and Expressive</p>	<p><u>DT – Create a Rainbow book</u> Create a book by joining different materials together to create a textured effect. <u>By the end of this unit</u> – children will explore using different joining techniques to create texture.</p> <p><u>Music Unit</u> - Songs and rhymes to include; Head, shoulders, knees and toes, Pat-a-cake, pat-a-cake, 5 currant buns, the wheels on the bus, I’ve got a body, Hickory dickory dock, Old MacDonald had a farm, Mary had a little lamb, Baa Baa black sheep, Going on a bear hunt and Wiggly woo. <u>By the end of this unit</u> – children will join in with songs, rhymes and actions.</p> <p><u>Art Unit</u> – Daffodils inspired by the artist Henri Matisse –tearing paper and using scissors to reproduce an impression of a daffodil. (Use daffodils planted in Science unit as real-life inspiration) <u>By the end of this unit</u> children will learn to use tools for a purpose, and develops ideas through experimentation with colour.</p> <p><u>DT Unit- Recreate a zoo/farm.</u> Children to re-create a farm or zoo they have visited to use small world resources to build an imaginative zoo or farm. Begin to explore a map of a zoo. <u>By the end of this unit</u> children will use props to create imaginary play that replicates a real-life place and experience</p> <p><u>DT Unit- Beanstalk</u> – children to create a giant beanstalk using boxes. Linked text: Jack and the Beanstalk <u>By the end of this unit</u> Children will learn to create with materials and construct for a purpose.</p>
<p>Computing (Within Continuous Provision)</p>	<p>Children are given the opportunities to explore mechanical toys, torches and toys with on/off buttons.</p>

Forest School Activities	Explore the varying spaces at the forest looking for hidden zoo animals. (Link to UTW-Geography)	Place water collectors around the area monitoring and recording how much water is collected weekly, exploring writing numerals. (Link to UTW- Science)	Sprinkle wild flower seeds to plant and care for seeds. (Link to UTW-Science)
PSED	Children will be supported to; Develop friendships with other children. Select other peers to join in with an adult led activity. Express their feelings through words. Talk about what makes them happy, sad, angry or worried.		Children will be supported to; Select and use activities and resources, seeking help when needed Work towards resolving conflicts with adult support – adults tasking the children what they should do to resolve it. Learn through different opportunities to turn take and share. Begin to follow routines and boundaries and show an understanding of these boundaries within the classroom and wider school community.
Physical development PE lessons	<u>Units</u> Polar Bear, Polar Bear What Can You Hear? Jack and the Beanstalk, Here comes Spring, Mini Beasts <u>By the end of the unit-</u> children will be able to; To perform the basic skill of jumping To travel over, under and throw climbing equipment To catch with increasing accuracy. To catch a large sponge ball. To roll in a variety of ways. To catch with increasing accuracy.	<u>Units</u> The Lion inside Dance-Circus Look inside a farm, Pipa and Eddie, A day on the farm <u>By the end of the unit-</u> children will be able to; To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed). To use a mind map to help us move like different Circus characters that we know. To listen carefully to the poem and be creative with our movements. To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed). To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. To be creative in our use of travelling movements. To show use of different levels in our travelling movements. To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed).	
RE / Cultural study	<u>Chinese Near Year Unit</u> Children will create a 3D dragon to manipulate and explore various materials. Create lanterns using scissors to make snips. Chinese home corner/food tasting to identify differences in	<u>Holi – Hindu festival Unit</u> Children to explore the Hindu Festival Holi and to create a splatter painting to explore colour. Linked Text- World of festivals Holi	

	<p>countries and cultures. Chinese number painting for exploring writing numerals represented by mark making. Linked texts- Cleversticks <u>By the end of this unit</u>; children will have developed their understanding of a festival from a different culture. They will be able to talk about things associated with this e.g. clothes, food, music. Children will be able to use scissors to make small snips in paper and be able to explore how to join different materials together.</p>	<p><u>By the end of this unit</u>; children will have developed their understanding of a festival from a different culture. They will be able to talk about things associated with this e.g. clothes, food, music. They will be able to explore colour and colour mixing.</p> <p><u>Easter Unit</u>: Create a nest for a chick and chocolate mini eggs by manipulating clay. Linked texts- Easter – festivals around the world and We're going on an egg hunt. <u>By the end of this unit</u>; children will have developed their understanding of the Christian Celebration, Easter. Children will learn how to manipulate a malleable material for a particular purpose.</p>
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Early Years-Nursery Long Term Plan

Term – Summer

Theme	People who help us	Going to the shops	Transport	Holidays / seaside	School /transition
Texts	When we grow up! The most exciting Eid Rashads Ramadam and Eid Holli Conger	Llama Llama shopping Drama	The journey home from Grandpa's.	Let's explore the big outdoors.	Little Wish Mouse Starting School. Why do I have to go to school?
Traditional Tale	Elves and the Shoemaker	The Emperor's New Clothes	Aladdin	Sleeping Beauty	Cinderella
Focused Activities	Visit from people from the community Matching shoes into pairs Stitching activity	Create a shopping list Explore coins and money Explore different materials Create a crown for the Emperor	Draw a map of their bedroom Create patterns with gems and colours Dancing activity- learn a dance from the film Aladdin	Explore shells. Paint textured pictures using sand and paint.	Suitcase containing items about school to create discussion about starting school
Continuous Provision Activities	Role play Police Station Matching game- person to the vehicle Role play Doctors and Dentist	Role play in a shop 'Fuzzy Felt' clothes dressing activity Retell the story of The Emperor's New Clothes	Small world construction to provoke discussions about journeys Explore old objects such as jugs brass ornaments Funky Fingers tuff tray with gems	Create a seaside in the sand area Camping/tent role play area	School role play area Cinderella role play area and storytelling spoons
Literacy	Share books with adults and peers, discussing illustrations and recognising repetition. Repeat words and phrases from familiar stories. To understand we read English from left to right, top to bottom. To understand concepts of a book, e.g., title, author, illustrator and page sequencing. Ask questions linked to a story and share own comments and ideas. To identify rhymes. To independently make marks using writing tools and explain what they are, e.g., I have drawn Mummy. To attempt to write their own name and state the pure sounds in their name. Engage in discussions based on a story read, exploring new vocabulary. Write for a purpose, e.g., a shopping list. Begin to write letters, using the correct formation.				
Letters and Sounds	Body Percussion: Follow the sound – to copy a body percussion sound or patterns of sounds. Voice sounds: Whose voice – to recognise their own and each other's voices.		Alliteration: Our sound bag – to discriminate between the sounds and match to the objects correctly. Alliteration: Fly swat game – use a fly swat to tap the items in a tray that begin with same sound or I Spy game - to identify initial sounds of words or their own name.		
Maths	Describe the sequence of events in a story such as 'The very hungry caterpillar story' Explore simple patterns: Use caterpillars & butterflies to create a repeating pattern. Make comparisons between caterpillars relating to length.		Explore 2D and 3D shapes with shapes, blocks, shape puzzles and shape sorters. To link numeral to quantity, label the pots in the creative and writing areas with the number of items up to 5 they should contain, e.g. 5 scissors, 4 pencils, 3 rubbers, 2 sticky tape, so at tidy up time the children can check.		

		Discuss a familiar route, e.g., their walk to school or the park. Talk about their journey to and around the forest, across the grass, through the gate, past 'Elliot', up to the station, through the willow tunnel, under the pergola, down to the pond.	
Understanding the world People, Culture and Communities- Geography	<p><u>People Who Help Us Unit</u> to learn about and identify the different people within our community who help us. <u>By the end of this unit</u>, children will be able to identify and name people in the community who help us such as; Police, Fire and Doctors.</p>		
Understanding the World – The Natural World	<p><u>Ice Experiment-</u> Investigate what happens when salt is shaken onto ice and what happens when ice cubes are left out in the sun <u>By the end of this unit</u> children will be able to talk about differences between materials and the changes they notice.</p> <p><u>Volcano experiment</u> – Using bicarbonate of soda and vinegar to create a mini explosion. Linked text: DK Wow -Visual Encyclopaedia of Everything <u>By the end of this unit</u> children will learn to make observations about what they have seen and talk about differences between materials and the changes they notice.</p>		
Understanding the World Past and Present- History	<p><u>Police in the past</u> - Discuss how a Police Officer has changed and how they used to dress in the past <u>By the end of this unit</u>, children will develop an awareness of the past, knowing that the Police were different in the past such as the way they got about and their uniform and compare to the current day.</p>		
Expressive Art and Design - Creating with materials Being Imaginative and Expressive	<p><u>Art Unit - Portrait</u> - Creating with materials Paint a self-portrait and draw with increasing complexity and detail. <u>By the end of this unit</u> identify different facial features and use paint for a purpose Linked text: Who's in my family – Robie H. Harris</p> <p><u>Music Unit</u> - Songs and rhymes to include; Twinkle, Twinkle, Wind the bobbin up, Row, row, row your boat, I'm a little teapot, Miss Polly and Going to build a house boat. <u>By the end of this unit</u> – children will join in with songs, rhymes and actions.</p> <p><u>DT Unit Vehicle</u> -Creating with materials. Children to make a simple model, joining different materials and textures to create an emergency service vehicle. Linked text: Amazing machines – Flashing fire engine <u>By the end of this unit</u> – children will explore using different joining techniques to build and create a vehicle</p>		
Computing (Within Continuous Provision)	Children are given the opportunities to explore mechanical toys, and technology		
Forest School Activities	Measure themselves to sticks, branches and trees and find different length items to compare length.	Take on the role of as firefighters to rescue others stuck up trees for climbing with confidence	Investigate the pond and surrounding area for frogs.
PSED	Children will be supported to; Wait their turn, allowing others to share. Explore emotions through stories.	Children will be supported to; Show an understanding of how others are feeling. Talk about and manage their emotions.	

<p>Physical development PE lessons</p>	<p><u>Units</u> Llama Llama shopping Drama, an adventure with the emergency services The journey home from Grandpa's, Transport <u>By the end of the unit</u>- children will be able to; To travel in a variety of ways. To adjust speed and direction to avoid obstacles. To show increasing control over an object pushing it. To perform a variety of gymnastic rolls. To over arm throw for distance. To climb nursery play climbing equipment.</p>	<p><u>Units</u> Let's explore the big outdoors, Seaside Little Wish Mouse Starting School. Why do I have to go to school?, Pipa and Eddie-Fantasy Fairytale <u>By the end of the unit</u>- children will be able to; To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it. To perform a variety of gymnastic rolls. To show increasing control over an object pushing and patting it. To underarm throw with some accuracy.</p>
<p>RE / Cultural study</p>	<p><u>Eid Unit</u> – Children to explore the Muslim festival Eid Children to design patterns on a paper hand to develop drawing closed shapes. Linked text: Rashad's Ramadan & Eid al-Fitr. <u>By the end of this unit</u>; children will have developed their understanding of a festival from a different culture and they will have developed the ability to draw closed shapes</p>	<p><u>World environment day Unit</u>: Children will learn how to help the environment by planting a tree at the forest to understand the need to respect and care for the natural environment as well as the importance of recycling. Children will also sort labelled containers to develop their understanding of recycling. <u>By the end of this unit</u>; children will begin to understand the importance of caring for the world around them and they will begin to understand recycling.</p>