



Nursery (Age 2-3) Long Term Plan 2021/22

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS BOOKS	Bears *We are going on a bear hunt. *Polar bear, polar bear, what do you see? *Goldilocks and the three bears	Traditional tales *Jack and the beanstalk *The Gingerbread man *The 3 Billy goats gruff	Food glorious food *The very hungry caterpillar *Pass the jam, Jim *Kitchen Disco	All about me *My 5 senses *Funny bones *My mum and dad make me laugh	Animals *Dear Zoo *Rumble in the jungle *Walking through the jungle	Under the sea *The Rainbow Fish *Tiddler - The story telling fish *Fidgety fish
Prime Areas						
Communication and Language						
Listening, Attention, and Understanding Speaking	To be able to enjoy singing, music and toys that make sounds. To be able to listen and respond to a simple instruction To be able to begin to understand simple instructions like	To be able to begin to talk about people and things that are not present. To be able to begin to put 2/3 words together. To be able to begin to start to say how they are feeling, using words as well as	To begin to know some rhymes. To be able to generally, focus on an activity of their own choice To be able to begin to start to develop conversation To be able to develop pretend play: 'putting the baby to sleep' or	To be able to begin to talk about familiar books. To be able to channel attention singularly and shift to a different task if attention is fully obtained - using child's name to fully focus child.	To begin to be able to talk about familiar books. To begin to be able to listen to familiar stories with increasing attention and recall. To begin to be able to develop understanding of	To be able to understand and act on longer sentences like make teddy jump or find your coat. To be able to understand and use simple questions about 'who', 'what' and 'where'

	<p>"give to mummy" or "stop"</p> <p>To be able to copy gestures and words.</p> <p>To be able to understand single words in context - 'cup', 'milk', 'daddy'.</p> <p>To be able to understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>To be able to uses single words during play.</p>	<p>actions (Begin to express themselves).</p> <p>To be able to begin to enjoy laughing and being playful with others.</p> <p>To be able to listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>To be able to begin to ask simple questions. (Where's mummy?)</p>	<p>'driving the car to the shops.</p> <p>To be able to confidently put 2/3 words together.</p> <p>To be able to frequently ask questions.</p> <p>To be able to listens with interest to the noises adults make when they read stories.</p> <p>To be able to identifies action words by following simple instructions e.g., show me jumping</p>	<p>To know and use language to share feelings, experiences, and thoughts.</p> <p>To begin to be able to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>To begin to be able to develop understanding of simple concepts, fast/slow good/bad.</p>	<p>simple concepts, fast /slow good/bad.</p> <p>To know and understand the use of objects. - what do we use to cut.</p> <p>To be able to use a wider range of vocabulary based on their own experiences.</p> <p>To begin to be able to begin to understand more complex sentences, e.g., put your toys and sit on the carpet.</p>	<p>To be able to listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>To be able to identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'</p>
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Personal, Social and Emotional Development

<p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>To be able to separate from main carer and begin to adapt to the new school environment.</p> <p>To know that they can be comforted by adults in class and at school.</p>	<p>To be able to separate from main carer with support and encouragement from a familiar adult.</p> <p>To be able to begin to express preferences and decisions and be able to try new things and start</p>	<p>To begin to know what is right and wrong and be able to follow the school rules.</p> <p>To be able to develop play with other children.</p> <p>To begin to be able to show 'effortful</p>	<p>To be able to notice differences and similarities between themselves and their peers.</p> <p>To begin to understand different emotions and talk about them through stories and play</p>	<p>To be able to show awareness of the boundaries set, and of behavioural expectations at school.</p> <p>To be able to inhibit own actions/behaviours e.g., stop themselves</p>	<p>To be able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt other feelings.</p>
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These have been split for extra focus but will be ongoing.	To know that they can approach adults for help.	establishing their autonomy.	control'. For example, waiting for a turn and resisting the strong impulses to grab or push.	To be able to shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions	from doing something they shouldn't do.	To be able to talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
	To begin to be able to find ways of managing transitions smoothly, for example from their parent to their key person.	To be able to begin to feel confident when taken out of their classroom and enjoy exploring new places with their key person.	To be able to recognise that some actions can hurt or harm others and begins to be able to stop themselves from doing something they shouldn't.	To be able to begin to show a growing ability to distract self when upset, e.g. by engaging in a new play activity.	To know and be aware of own feelings and know that some actions and words can hurt others' feelings.	To be able to develop independence to try to do things by themselves.
	To be able to begin to show a desire to be independent to access the classroom environment.	To be able to play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	To begin to know and understand the golden rules: for example, 'kind hands',	To begin to feel strong enough to express a range of emotions	To be able to express needs and feelings in appropriate way.	To be able to express own preferences and interests.
To be able to begin to be aware of school routines, rules and boundaries.					To know they can seek comfort from familiar adults when needed.	

Physical Development

Gross Motor Skills	To begin to be able to move their bodies in different ways.	To be able to climb balance and jump on small structures.	To be able to play games such as musical statues and musical bumps moving with control and coordination.	To be able to travel in a variety of different ways using a wide range of body parts.	To be able to hop on one leg without assistance.	To know and participate in different athletic races and events
	Big movements (Rolling, crawling, walking, jumping, hopping, skipping)	To be able to clap and stamp to music.		To be able to use gymnastic apparatus to balance and climb.	To be able to kicks a stationary ball with either foot.	Combine different movements with ease.
Fine Motor Skills	To know how and be able to move around safely with some awareness of others	To be able to fit themselves into spaces, like tunnels, dens and large	To be able to move around safely with some awareness of others.	To be able to link some movements together	To be able to throw a ball with increasing control.	To be able to compete in different races and

	<p>and some degree of control.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: fingers, paint brushes, pencils for drawing, scissors, knives, forks, and spoon.</p> <p>To be able to develop Pre-writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles).</p>	<p>boxes, and move around in them.</p> <p>To be able to begin toilet training at home and at school</p> <p>To be able to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>To be able experiment to with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p>	<p>To be able to perform a single skills or movement with control.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To begin to show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>To be able to develop pre-writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles).</p>	<p>when performing a small range of skills.</p> <p>To be able to use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks.</p> <p>To be able to develop increased control over their bodies and a desire to communicate through mark making and a recognition of pattern.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p>	<p>To be able to begin to catch a large by using two hands and their chest to trap it.</p> <p>To be able to develop pre-writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p>	<p>build resilience when not winning,</p> <p>To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently</p>
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Specific Areas

Mathematics

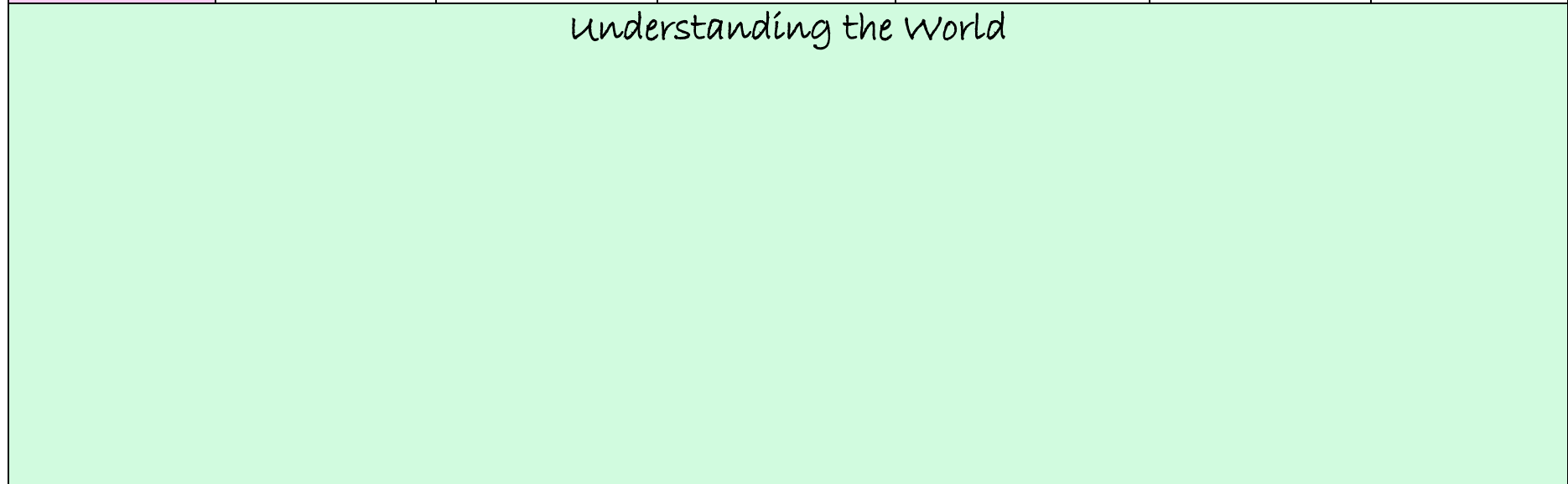
<p>Number</p> <p>Numerical Patterns</p>	To recite numbers.	To recite numbers.	To recognise numbers.	To recite numbers.	To recite numbers.	To recite numbers.
	<p>To recognise numbers.</p> <p>To count objects.</p> <p>To say how many are in a set.</p>	<p>To recognise numbers.</p> <p>To count objects.</p> <p>To order numbers to 5.</p>	<p>To understand and use greater than and equal to.</p> <p>To understand and use less than and equal to.</p> <p>To estimate quantities.</p> <p>To complete addition to 5.</p>	<p>To recognise numbers.</p> <p>To count objects.</p>	<p>To recognise numbers.</p> <p>To count objects.</p> <p>To order numbers to 5.</p> <p>To say how many are in a set.</p>	<p>To recognise numbers.</p> <p>To count objects.</p> <p>To say how many are in a set.</p> <p>To identify and explore shape.</p> <p>To use size vocabulary</p>

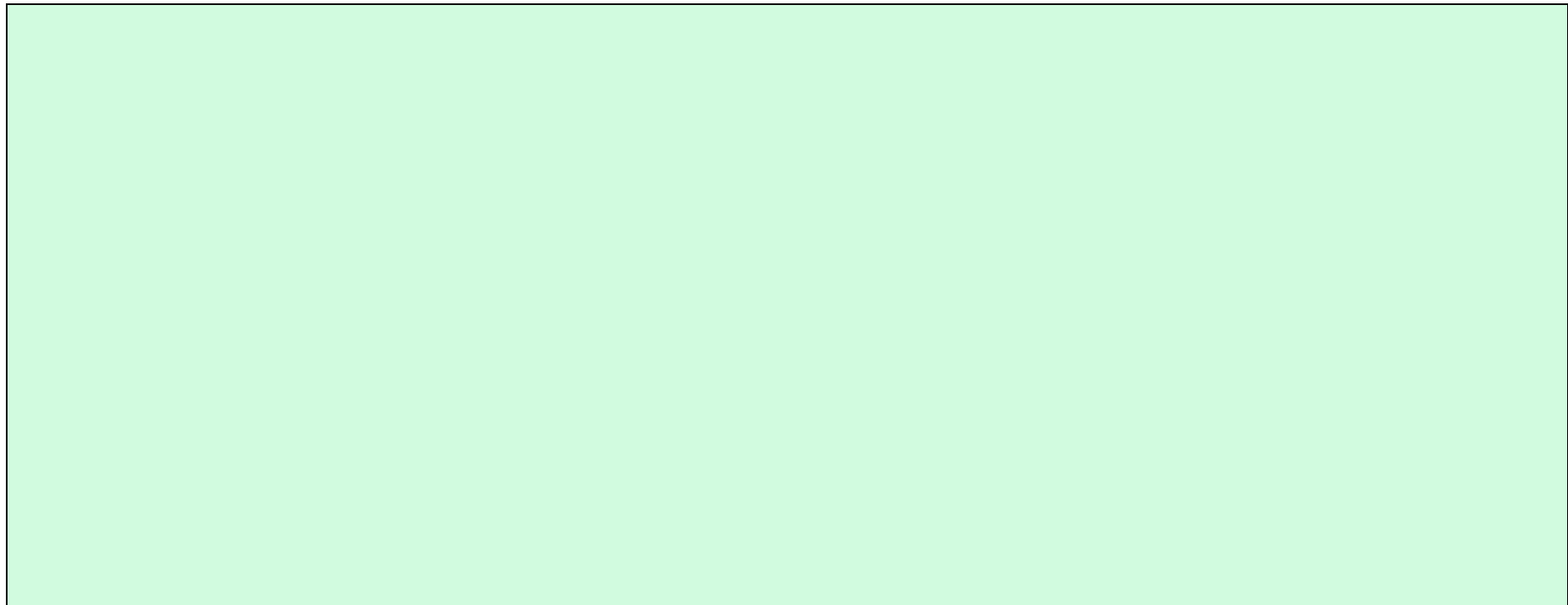
Literacy

<p>Comprehension</p> <p>Work Reading</p> <p>Writing</p>	To be able to join in with songs and rhymes about themselves and their body parts copying sounds, rhythms, tunes and tempo.	To begin to enjoy sharing books with an adult.	To know and have favourite books and seek them out, to share with an adult.	To be able to join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.	To be able to develop play around favourite stories using props.	To be able to notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)
	<p>To be able to copy finger movements and other gestures.</p> <p>To be able to enjoys songs and rhymes tuning in and paying attention.</p>	<p>To be able to begin to enjoy painting and drawing freely and completing activities from different celebrations.</p> <p>To be able to enjoy rhythmic and musical activity with percussion,</p>	<p>To be able to repeat words and phrases from familiar stories.</p> <p>To be able to enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough</p>	<p>To be able to add some marks to their drawings, which they give meaning to. For example: That says mummy.</p>	<p>To be able to begin to join in with conversations about stories and learn new vocabulary.</p> <p>To be able to pay attention and responds to the</p>	<p>To be able to sing songs and say rhymes independently,</p>

	<p>To be able to pay attention and responds to the pictures or words in stories and activities about themselves and their family.</p>	<p>songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes from around the world.</p> <p>To be able to sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>and through using touch-screen technology.</p> <p>Say some of the words in songs and rhymes.</p> <p>To begin to engage phase 1 activities, sound discrimination rhythm, rhyme and alliteration</p>	<p>To be able to develop play around favourite stories using props.</p> <p>To be able to ask questions about the book. Makes comments and shares their own ideas.</p> <p>To be able to enjoy drawing freely.</p>	<p>pictures or the words from stories.</p> <p>To be able to repeat words and phrases from familiar stories.</p>	<p>for example, singing whilst playing.</p> <p>To know and have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>To be able to make marks on their picture to stand for their name (recognise important prints to me)</p>
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Understanding the World





<p>Past and Present</p> <p>People, Culture, and Communities</p> <p>The Natural World</p>	<p>To be able to notice difference between themselves and others</p> <p>To be able to repeat actions that have an effect. (Exploring how things work)</p> <p>To be able to explore materials with different properties.</p> <p>To be able to begin to explore natural</p>	<p>To be able to notice differences between people.</p> <p>To know some of the ways different people celebrate.</p> <p>To be able to join in with art and music activities for different celebrations that occur in Autumn.</p>	<p>To be able to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices)</p> <p>To be able show respect for the natural world</p>	<p>To be able to make connections between the features of their family and other families.</p> <p>To be able to Notice and celebrate differences between people.</p> <p>To be able to show interest in different occupations through role play i.e., doctors, postman, refuse collectors.</p>	<p>To be able to plant seeds and care for growing plants.</p> <p>To be able to talk about how they have grown as they have got older.</p> <p>To be able to talk about some life cycles of farm animals. (Chicks, ducklings etc)</p> <p>To be able to explore how things work.</p>	<p>To be able to explore and respond to different natural phenomena in their setting and on trips</p>
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	materials, indoors and outside. (Curiosity, loose parts natural thinkers)	To be able to talk about the differences between materials and changes they notice. (Snow, ice melting)			(Problem solving & science experiments)	
					To be able to talk about what they see, using a wide vocabulary.	

Expressive Arts and Design

<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	To be able to join in with dancing and ring games.	To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.	To be able to begin to make simple models which express their ideas.	To be able to manipulate and play with different materials using various tools like scissors, cutters, hammers.	To know an initial repertoire of simple songs.	To be able to explore a range of sound-makers and instruments and play them in different ways
	<p>To be able to respond to sound with body movement.</p> <p>To be able to show attention to sounds and music.</p> <p>To be able to explore different materials, using all their senses to investigate them. (Cornflour, shaving foam for example)</p> <p>To be able to explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>To be able to begin to build an awareness of sound being loud or soft.</p> <p>To be able to explore their voices and enjoy making sounds.</p> <p>To be able to begin to build an awareness of sound being loud or soft.</p> <p>To be able to explore their voices and enjoy making sounds.</p>	<p>To be able to make marks intentionally. (in flour, sand, pens, crayons, paint etc)</p> <p>To be able to freely explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>To be able to achieve one or two lines from a familiar song.</p> <p>To be able to recognise rhythmic changes for skipping, marching, hopping, jumping.</p>	<p>To be able to begin to build up and act out a repertoire of different role play experiences e.g., shop, vet, doctors.</p> <p>To be able to begin to use representation to communicate, e.g., drawing a line and saying, 'That's me'.</p> <p>To be able to s sounds by banging, shaking, tapping or blowing.</p> <p>To be able to explore sound through singing, movement and instrumental work.</p>	<p>To be able to play a short percussion piece with a rhythmic feel.</p> <p>To be able to move to music with a rhythmic feel.</p> <p>To be able to use their imagination as they consider what they can do with different materials.</p> <p>To be able to make simple models which express their ideas.</p> <p>To be able to start to develop pretend play, pretending that one</p>	<p>To be able to express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>To be able to make simple models which express their ideas. i.e. junk modelling, loose parts.</p>

		<p>To be able to copy adult movements in response to music. To be able to begin to make-believe by recreating experiences that are familiar to them. E.g. Home corner</p>	<p>To be able to participate in group action songs.</p>		<p>object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p>To be able to explore colour and colour-mixing</p> <p>To be able to use small world objects in make, believe play.</p>
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