



## Nursery (Age 3-4) Long Term Plan 2022/23

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/ Books	All about me <ul style="list-style-type: none"> <li>• My 5 senses</li> <li>• Funny bones</li> <li>• My mum and dad make me laugh</li> </ul>	Dinosaurs <ul style="list-style-type: none"> <li>• Harry and the dinosaurs go to school</li> <li>• Crunch Munch dinosaur lunch</li> <li>• The dinosaur</li> </ul>	Transport <ul style="list-style-type: none"> <li>• The train ride</li> <li>• Mr Gumpy's outing</li> <li>• Amazing aeroplanes</li> </ul>	The Great outdoors <ul style="list-style-type: none"> <li>• The shark in the park</li> <li>• Sam plants a sunflower</li> <li>• The very lazy ladybird</li> </ul>	Traditional tales <ul style="list-style-type: none"> <li>• The ugly duckling</li> <li>• The little red hen</li> <li>• The Ghanaian Goldilocks</li> </ul>	Travel <ul style="list-style-type: none"> <li>• The Rainbow Fish</li> <li>• Under the Sea</li> </ul>
Prime Areas						
Communication and Language						
Listening, Attention, and understandi ng  Speaking	To be able to talk about what they are doing or what they have done.  To be able to talk about themselves, their families and others.	To know about and talk about celebrations at home.  To be able to listen to and answer questions about stories based around celebrations such as	To know and be able to use language to describe and compare.  To be able to continue to learn new concepts.  To be able to ask questions and clarify	To be able to join in and perform different songs and rhymes singing words confidently and clearly.  To be able to express their point of view to debate	To be able to continue to learn new concepts.  To be able to listen attentively to traditional tales and retain new key vocabulary.	To be able to continue to learn new concepts with concept cat and word aware  To be able to follow two step instructions.

	<p>To be able to talk about how to stay safe and know the people in our communities that help us.</p> <p>To know new vocabulary introduced in relation to families and people who help us.</p> <p>To begin to be able to understand how to listen attentively and answer questions with relevant answers.</p> <p>To be able to listen and respond to simple instructions.</p> <p>To know and begin to understand and talk about the rules and routines at school.</p>	<p>Diwali, Christmas, Hanukkah.</p> <p>To be able to talk about the different ways people celebrate.</p> <p>To know new vocabulary in relation to different celebrations.</p> <p>To be able to answer questions to show understanding and recall of specific vocabulary.</p> <p>To be able to use talk in play.</p>	<p>understanding in group and one to one discussion.</p> <p>To be able to make comments about what they have heard and what has been read to them.</p> <p>To be able to talk about different characters from stories and rhymes.</p> <p>To know and use talk to organise themselves in play</p>	<p>with friends who may disagree.</p> <p>To be able to converse in conversations with an adult or peer.</p> <p>To know and use talk to organise themselves and others in play.</p> <p>To be able to talk about stories, story settings, characters and story structures.</p> <p>To know new vocabulary from texts read to them.</p>	<p>To be able to talk about settings, characters, and story structure such as the 'beginning' 'middle' and 'end'.</p> <p>To be able to use connectives to retell stories such first then and finally.</p> <p>To know and begin to use story vocabulary to retell familiar stories like 'Once upon a time' and 'the end'.</p> <p>To be able to converse in conversations with an adult or peer.</p>	<p>To be able to understand 'how' and 'why' questions.</p> <p>To be able to retell familiar and invented stories.</p> <p>To know and use language from stories in role, play activities and performances.</p> <p>To know new vocabulary from texts read to them.</p>
	<p><b><u>ELG</u></b></p> <p><b><i>Listening, Attention and Understanding:</i></b></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b><i>Speaking-</i></b> participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>					

## Personal, Social and Emotional Development

<p><b>Self-Regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b></p> <p>These have been split for extra focus but will be ongoing.</p>	<p>To be able to separate from main carer and learn 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 know that they can approach adults for help.</p> <p>To be able to talk about and begin to understand different feelings such as 'happy', 'sad' 'angry' or 'worried'.</p> <p>To follow class rules and understand why they are important.</p> <p>To be able to work and play cooperatively and take turns with others.</p>	<p>To be able to learn the daily routines and classroom rules.</p> <p>To know how rules help them to keep them to be happy and safe at school</p> <p>To know the behavioural expectations at school.</p> <p>To be able to show increasing confidence to talk to adults and peers in class.</p> <p>To be able to show an awareness of right and wrong.</p> <p>To be able to form a special friendship and know how to be a kind friend.</p>	<p>To know how to and be able to share resources and play in a group.</p> <p>To know how to take turns whilst playing, waiting patiently to have a turn.</p> <p>To be able to express own preferences and interests.</p> <p>To know and be able to adapt behaviour to different places and circumstances.</p> <p>To be able to select activities independently.</p> <p>To know and talk about different feelings in circle time.</p>	<p>To be able to show increased independence in accessing and exploring the environment.</p> <p>To be able to independently put coats on and use the toilet.</p> <p>To be able to become more outgoing with unfamiliar people.</p> <p>To be aware of the classroom setting and know how to confidently and safely access different areas.</p> <p>To know how to manage own hygiene and personal needs.</p> <p>To know some behaviour is unacceptable.</p>	<p>To be able to initiate play with peers and keep play going by offering ideas and listening to others' ideas.</p> <p>To know how to keeps play going by responding to what others are saying and doing.</p> <p>To be able to begin to regulate their behaviour consistently.</p> <p>To be able to set personal goal and work towards them.</p> <p>To be able to build resilience to keep trying and not give up.</p> <p>To be able to show sensitivity towards others and their peers.</p>	<p>To know what it means to feel proud and talk about the things they have done that make them feel proud.</p> <p>To be able to continue to build resilience to keep trying and not give up.</p> <p>To know what democracy means and begin to vote to make choices in class.</p>
	<p><b>ELG</b></p> <p><b>Self-Regulation:</b></p>					

	<p>*Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing self:</b></p> <p>*Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p><b>Building Relationship:</b></p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and other's needs.</p>
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## Physical Development

Gross Motor Skills	To be able to move their bodies in different ways. Big movements (Rolling, crawling, walking, jumping, hopping, skipping)	To know how to use high apparatus safely.	To be able to play games such as musical statues and musical bumps moving with control and co-ordination.	To be able to travel in a variety of different ways using a wide range of body parts.	To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	To know how to and be able to participate in age-appropriate sports.
Fine Motor Skills	To be able to take care of toileting needs and wash hands afterwards	To be able to experiment with wide range of equipment learning some degree of control	To be able to move around safely with some awareness of others.	To be able to use gymnastic apparatus to balance and climb to be able to link movements together when performing a small range of skills.	To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	To know and participate in different athletic races and events Combine different movements with ease.
	To be able to move around safely with some awareness of others.	To independently put on coat with some support for zips and buttons.	To be able to perform a single skills or movement with control.	To be able to work sensibly with others, taking turns and sharing whilst Comparing movements and skills with others	To know different factors that support overall health and wellbeing: regular physical activity, healthy eating, regular tooth brushing, sleep, and	To be able to build motor memory of the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r
	To independently put on coats with some support for zips and buttons.	To use one handed tools and equipment.	To know and be able to discuss some of the changes that occur during exercise	To be able to develop increased control over their bodies.		
	To know and be able to talk about	To be able to take care of toileting needs and wash hands afterwards.	To be able to use their core muscle			
		To be able to develop pre-writing skills				



# Mathematics

<p>Number</p> <p>Numerical Patterns</p>	To recite numbers.	To order numbers to 10.	To recognise numbers.	To recognise numbers.	To count objects.	To count objects.
	To recognise numbers.	To know number bonds to 5.	To understand and use greater than and equal to.	To count objects.	To say how many are in a group.	To recognise numbers.
	To count objects.	To double numbers.	To understand and use less than and equal to.	To recognise numbers.	To recognise numbers.	To make 10.
	To find more or less.	To know number bonds to 10.	To estimate quantities.	To count objects.	To identify odd and even numbers.	To recognise and create repeating patterns.
	To compare numbers.	To subtract within 5.	To complete addition to 5.	To identify odd and even numbers.	To identify quantity, using more and less.	To name 2D and 3D shapes.
	To say how many are in a set.	To share equally.	To complete word problems.	To double numbers.	To count objects.	To use and understand positional language.
					To complete addition to 5.	

**ELG**

**Number:**

- \* Have a deep understanding of numbers to 10 including the composition of each number.
- \* Subitise up to 5.
- \* Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.

### ***Numerical Patterns:***

- \*Verbally count beyond 20, recognising the pattern of the counting system.
- \*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- \*Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.

Literacy
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<p>Comprehension</p> <p>Work</p> <p>Reading</p> <p>Writing</p>	To be able to make marks independently.	To be able to begin to develop phonological awareness.	To be able to recognise initial sounds in words.	To be able to begin to blend CVC words.	To be able to make predictions about stories.	To be able to write name.
	To be able to recognise familiar logos and labels in the environment.	To begin to be able to recognise name.	To be able to access a wide range of mark making materials in class and in the outdoor provision	To begin to be able to segment CVC words.	To be able to talk about the different parts of a book.	To know some diagraphs from set 1 and be able to read some short words with diagraphs
	To know that text has meaning.	To be able to engage in extended conversations about stories.	To begin to attempt to write familiar letters using a range of materials. (Paint, WB, sand and glitter, chubby markers)	To be able to engage in extended conversations about stories.	To be able to talk about different parts of a story. (Beginning, middle, end)	To be able to engage in extended conversations about stories.
	To know a range of Nursery Rhymes.	To be able to begin to make marks independently.	To be able to talk about and retell familiar stories.	To be able to talk about characters and settings.	To be able to blend sounds in CVC words.	To learn new vocabulary from texts and topics.
	To be able to enjoy stories with adults.	To be able to begin to imitate writing in play shopping lists, parking tickets.	To be able to join in with repeated refrains in stories and rhymes.	To be able to learn new vocabulary from texts and topics.	To be able to segment sounds in CVC words.	To be able to write letters accurately
	To begin to be able to draw pictures.	To be able to draw information from pictures in books and talk about what they see.	To be able to mark make and identify marks.		To be able to demonstrate an understanding of what has been read to them by retelling stories.	To begin to be able to write some short captions, labels, with adult support.
	To be able to talk about pictures in books.					
	To begin to be able to access mark making tools independently.					
	<p><b>ELG</b></p> <p><b>Comprehension:</b></p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate (where appropriate) key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p><b>Word Reading:</b></p>					

	<p>*Say a sound for each letter of the alphabet and at least 10 diagraphs.</p> <p>*Read words consistent with their phonic knowledge by sound blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b></p> <p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>					
understanding the world						
Past and Present	To know and name different body parts.	To know that people have different beliefs and celebrate special times in different ways.	To be able explore sinking and floating with different materials. (Science investigation)	To continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.	To respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.	To be able to recognise some similarities and differences between life in this country and life in other countries.
People, Culture, and Communities	To be able to describe what they and their friends look like.	To be able to talk about some of the different ways people celebrate.	Talk about the differences between materials and changes they notice.	To be able to explore the natural world around them.	To be able to compare characters from stories, including figures from the past.	
The Natural World	To be able to name and describe people who are familiar to them.	To know about different celebrations that arise in Autumn such as Christmas, Harvest, Diwali and Hannukah.	Explore and talk about different forces they can feel.	To be able to change materials by mixing and combining when cooking. (Science investigation)	To be able to make comments on images of familiar situations in the past.	To know there are different places, animals and habitats around the world.
	To be able to talk about the past and begin to make sense of their life story and how they have grown up.	To change materials by mixing and combining when cooking treats for different celebrations.	To know how to care for the natural environment and living things in the sea.	To know what a plant needs to grow. (Science investigation)	To be able to explore and be able to talk about the different forces they feel (magnetic, water, and other materials outside and in the classroom such as wood, metal, plastic and elastic)	To know and name different animals from the ocean.
	To know some of the different people who help us to safe in the community such as the police, Dr, Nurses, fire Brigade.	To know that ice melts in the sun and to be able to talk about changes to the	To know what they can do to look after the environment and reduce single use plastic that is damaging to the oceans.	To be able to explain some concepts of growth through observation of seeds growing in class.		To be able to talk about how humans can take care of animals.
	To be able to discuss the changes observed			To know about healthy foods that grow naturally.	To know about the Muslim Celebration	To be able to explore different natural materials



	in regard to the weather.	weather in the winter and how it feels.	To know some geographical vocabulary.		Eid and know some of the ways that Muslims celebrate.	and talk about their properties.  To be able to use their senses to explore the outside world and be able to talk about what they see, hear and feel using a wide range of vocabulary.
	<p><b><u>ELG</u></b></p> <p><b><i>Past and Present:</i></b></p> <p>*Talk about the lives of people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><i>People, culture, and Communities:</i></b></p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images and maps.</p> <p>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b><i>The Natural World:</i></b></p> <p>*Explores the natural world around them making observations and drawing pictures of animals and plants.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.</p> <p>*Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>					
Expressive Arts and Design						
Creating with Materials	To be able to engage in imaginative role-play based on own	To know and join in with dancing and ring games.	To be able to learn about rhythm through dance.	To be able to achieve one or two lines from a familiar song.	To be able explore sound through singing, movement	To be able to play a short percussion piece with a rhythmic feel.

<p><b>Being Imaginative and Expressive</b></p>	<p>first-hand experiences.</p> <p>To be able to play alongside others who are engaged in the same theme.</p> <p>To name colours.</p> <p>To be able to join construction pieces together to build and balance.</p> <p>To be able to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To know and be able to join in with simple songs.</p>	<p>To be able to respond to sound with body movement.</p> <p>To begin to know, name and use percussion instruments e.g., drums, woodblocks, triangles, bells.</p> <p>To be able to perform songs and actions in concert.</p> <p>To know colours and explore how colours can be changed.</p> <p>To be interested in and able to describe the texture of things.</p>	<p>To be able to recognise rhythmic changes for skipping, marching, hopping, jumping etc.</p> <p>To be able to participate in group action songs.</p> <p>To be able to construct with a purpose in mind, using a variety of resources.</p> <p>To be able to use simple tools and techniques competently and appropriately.</p> <p>To be able to use available resources to create props to support role-play.</p>	<p>To be able to recognise different percussion instruments from listening, not seeing.</p> <p>To know and show awareness of sound being loud or soft.</p> <p>To be able to construct with a purpose in mind, using a variety of resources.</p> <p>To be able to use simple tools and techniques competently and appropriately.</p>	<p>and instrumental work.</p> <p>To know an initial repertoire of simple songs.</p> <p>To be able to manipulate materials to achieve a planned effect.</p> <p>To know how to access the environment to be able to explore a variety of materials, tools and techniques.</p> <p>To experiment with colour, design, texture, form and function.</p> <p>To be able to represent their own ideas, thoughts and feelings through role play.</p>	<p>To be able to move to music with a rhythmic feel.</p> <p>To be able to manipulate materials to achieve a planned effect.</p> <p>To know how to access the environment to be able to explore a variety of materials, tools and techniques.</p> <p>To be able to represent their own ideas, thoughts and feelings through art.</p> <p>To be able to represent their own ideas, thoughts and feelings through dance.</p>
	<p><b>ELG</b></p> <p><b>Creating with Materials:</b></p> <p>*Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories,</p> <p><b>Being Imaginative and Expressive:</b></p>					

	<ul style="list-style-type: none"><li>*Invent, adapt, and recount narratives and stories with peers and their teacher.</li><li>*Sing a range of well-known nursery rhymes and songs.</li><li>*Perform songs, rhymes, poems, and stories with others, and (when appropriate) try and move in time with Music.</li></ul>
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