



## Nursery (Age 3-4) Long Term Plan 2021/22

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	People who help us	Space and superheroes	Pirates	Food glorious food	Traditional tales	Animals
<b>Prime Areas</b>						
<b>Communication and Language</b>						
Listening, Attention, and Understanding  Speaking	<p>To be able to talk about what they are doing or what they have done.</p> <p>To be able to talk about themselves, their families and others.</p> <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</p>	<p>To know about and talk about celebrations at home.</p> <p>To be able to listen to and answer questions about stories based around celebrations such as Diwali, Christmas, Hanukkah.</p> <p>To be able to talk about the different ways people celebrate.</p> <p>To know new vocabulary in</p>	<p>To know and be able to use language to describe and compare.</p> <p>To be able to continue to learn new concepts.</p> <p>To be able to ask questions and clarify 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 join in and perform different songs and rhymes singing words confidently and clearly.</p> <p>To be able to express their point of view to debate 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 continue to learn new concepts.</p> <p>To be able to listen attentively to traditional tales and retain new key vocabulary.</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</p>	<p>To be able to continue to learn new concepts with concept cat and word aware</p> <p>To be able to follow two step instructions.</p> <p>To be able to understand 'how' and 'why' questions.</p> <p>To be able to retell familiar and invented stories.</p>

	<p>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>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>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>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>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 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>ELG</b>  <b>Listening, Attention and Understanding:</b>          *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.  <b>Speaking-</b> participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>					
<p><b>Personal, Social and Emotional Development</b></p>						
<p>Self-Regulation</p> <p>Managing Self</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</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 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 show increased independence in accessing and exploring the environment.</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 what it means to feel proud and talk about the things they have done that make them feel proud.</p>

<p><b>Building Relationships</b></p> <p>These have been split for extra focus but will be ongoing.</p>	<p>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 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 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 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 know how to keep 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 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> <ul style="list-style-type: none"> <li>*Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>*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.</li> </ul> <p><b>Managing self:</b></p> <ul style="list-style-type: none"> <li>*Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</li> </ul> <p><b>Building Relationship:</b></p> <ul style="list-style-type: none"> <li>*Work and play cooperatively and take turns with others.</li> <li>*Form positive attachments to adults and friendships with peers.</li> <li>*Show sensitivity to their own and other's needs.</li> </ul>					

## Physical Development

<p><b>Gross Motor Skills</b></p>	<p>To be able to move their bodies in different ways. Big movements (Rolling, crawling, walking, jumping, hopping, skipping)</p>	<p>To know how to use high apparatus safely.</p>	<p>To be able to play games such as musical statues and musical bumps moving with control and co-ordination.</p>	<p>To be able to travel in a variety of different ways using a wide range of body parts.</p>	<p>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>To know how to and be able to participate in age-appropriate sports.</p>
<p><b>Fine Motor Skills</b></p>	<p>To be able to take care of toileting needs and wash hands afterwards</p> <p>To be able to move around safely with some awareness of others.</p> <p>To independently put on coats with some support for zips and buttons.</p> <p>To know and be able to talk about different factors that support their overall health; regular physical activity, healthy eating, teeth brushing.</p> <p>To know and be able to talk about</p>	<p>To be able to experiment with wide range of equipment learning some degree of control</p> <p>To independently put on coat with some support for zips and buttons.</p> <p>To use one handed tools and equipment.</p> <p>To be able to take care of toileting needs and wash hands afterwards.</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 move around safely with some awareness of others.</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 be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger</p>	<p>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.</p> <p>To be able to work sensibly with others, taking turns and sharing whilst Comparing movements and skills with others</p> <p>To be able to develop increased control over their bodies.</p> <p>To be able to communicate through mark making and a recognition of pattern.</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>	<p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To know different factors that support overall health and wellbeing: regular physical activity, healthy eating, regular tooth brushing, sleep, and sensible amounts of screen time</p> <p>To be able to experiment with wide range of small and large apparatus.</p> <p>To be able to develop pre-writing skills</p>	<p>To know and participate in different athletic races and events Combine different movements with ease.</p> <p>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</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>

	different factors that support their overall wellbeing; sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.		strength and hand and eye co-ordination.		through mark making (spontaneous scribbles, vertical, horizontal lines and circles)  To be able to respond with marks to the language of letter formation and to talk about shapes and movements.	To develop overall body-strength, balance, co-ordination, and agility.  To develop fine motor skills- holding pencil correctly, using scissors etc.
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	<p><b>ELG</b></p> <p><b>Gross Motor Skills:</b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p><b>Fine Motor Skills:</b></p> <p>*Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>					
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**Specific Areas**

**Mathematics**

Number	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.
Numerical Patterns	To count objects.	To double numbers.		To recognise numbers.	To recognise numbers.	To make 10.
	To find more or less.			To count objects.		

	<p>To compare numbers.</p> <p>To say how many are in a set.</p>	<p>To know number bonds to 10.</p> <p>To subtract within 5.</p> <p>To share equally.</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 complete word problems.</p>	<p>To identify odd and even numbers.</p> <p>To double numbers.</p>	<p>To identify quantity, using more and less.</p> <p>To count objects.</p> <p>To complete addition to 5.</p>	<p>To recognise and create repeating patterns.</p> <p>To name 2D and 3D shapes.</p> <p>To use and understand positional language.</p>
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	<p><b>ELG</b></p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>*Have a deep understanding of numbers to 10 including the composition of each number.</li> <li>*Subitise up to 5.</li> <li>*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.</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>*verbally count beyond 20, recognising the pattern of the counting system.</li> <li>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>*Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.</li> </ul>					
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**Literacy**

<p>Comprehension</p> <p>Work Reading</p>	<p>To be able to make marks independently.</p>	<p>To be able to begin to develop phonological awareness.</p>	<p>To be able to recognise initial sounds in words.</p>	<p>To be able to begin to blend CVC words.</p>	<p>To be able to make predictions about stories.</p>	<p>To be able to write name.</p>
	<p>To be able to recognise familiar logos and labels in the environment.</p>	<p>To begin to be able to recognise name.</p>	<p>To be able to access a wide range of mark making materials in</p>	<p>To begin to be able to segment CVC words.</p> <p>To be able to write name.</p>	<p>To be able to talk about the different parts of a book.</p>	<p>To know some diagraphs from set 1 and be able to</p>

<p>Writing</p>	<p>To know that text has meaning.</p> <p>To know a range of Nursery Rhymes.</p> <p>To be able to enjoy stories with adults.</p> <p>To begin to be able to draw pictures.</p> <p>To be able to talk about pictures in books.</p> <p>To begin to be able to access mark making tools independently.</p>	<p>To be able to engage in extended conversations about stories.</p> <p>To be able to begin to make marks independently.</p> <p>To be able to begin to imitate writing in play shopping lists, parking tickets.</p> <p>To be able to draw information from pictures in books and talk about what they see.</p>	<p>class and in the outdoor provision</p> <p>To begin to attempt to write familiar letters using a range of materials. (Paint, WB, sand and glitter, chubby markers)</p> <p>To be able to talk about and retell familiar stories.</p> <p>To be able to join in with repeated refrains in stories and rhymes.</p> <p>To be able mark make and identify marks.</p>	<p>To be able to engage in extended conversations about stories.</p> <p>To be able to talk about characters and settings.</p> <p>To be able to learn new vocabulary from texts and topics.</p>	<p>To be able to talk about different parts of a story. (Beginning, middle, end)</p> <p>To be able to blend sounds in CVC words.</p> <p>To be able to segment sounds in CVC words.</p> <p>To be able to demonstrate an understanding of what has been read to them by retelling stories.</p>	<p>read some short words with diagraphs</p> <p>To be able to engage in extended conversations about stories.</p> <p>To learn new vocabulary from texts and topics.</p> <p>To be able to write letters accurately</p> <p>To begin to be able to write some short captions, labels, with adult support.</p>
	<p><b>ELG</b></p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>*Anticipate (where appropriate) key events in stories.</li> <li>*Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>*Say a sound for each letter of the alphabet and at least 10 diagraphs.</li> <li>*Read words consistent with their phonic knowledge by sound blending.</li> <li>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>*Write recognisable letters, most of which are correctly formed.</li> <li>*Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</li> <li>*Write simple phrases and sentences that can be read by others.</li> </ul>					

## Understanding the World

<p>Past and Present</p> <p>People, Culture, and Communities</p> <p>The Natural World</p>	<p>To know and name different body parts.</p> <p>To be able to describe what they and their friends look like.</p> <p>To be able to name and describe people who are familiar to them.</p> <p>To be able to talk about the past and begin to make sense of their life story and how they have grown up.</p> <p>To know some of the different people who help us to safe in the community such as the police, Dr, Nurses, fire Brigade.</p> <p>To be able to discuss the changes observed in regard to the weather.</p>	<p>To know that people have different beliefs and celebrate special times in different ways.</p> <p>To be able to talk about some of the different ways people celebrate.</p> <p>To know about different celebrations that arise in Autumn such as Christmas, Harvest, Diwali and Hannukah.</p> <p>To change materials by mixing and combining when cooking treats for different celebrations.</p> <p>To know that ice melts in the sun and to be able to talk about changes to the weather in the winter and how it feels.</p>	<p>To be able explore sinking and floating with different materials. <i>(Science investigation)</i></p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p> <p>To know how to care for the natural environment and living things in the sea.</p> <p>To know what they can do to look after the environment and reduce single use plastic that is damaging to the oceans.</p> <p>To know some geographical vocabulary.</p>	<p>To continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.</p> <p>To be able to explore the natural world around them.</p> <p>To be able to change materials by mixing and combining when cooking. <i>(Science investigation)</i></p> <p>To know what a plant needs to grow. <i>(Science investigation)</i></p> <p>To be able to explain some concepts of growth through observation of seeds growing in class.</p> <p>To know about healthy foods that grow naturally.</p>	<p>To respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.</p> <p>To be able to compare characters from stories, including figures from the past.</p> <p>To be able to make comments on images of familiar situations in the past.</p> <p>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)</p> <p>To know about the Muslim Celebration Eid and know some of the ways that Muslims celebrate.</p>	<p>To be able to recognise some similarities and differences between life in this country and life in other countries.</p> <p>To know there are different places, animals and habitats around the world.</p> <p>To know and name different animals from the ocean.</p> <p>To be able to talk about how humans can take care of animals.</p> <p>To be able to explore different natural materials and talk about their properties.</p> <p>To be able to use their senses to explore the outside world and be able to talk about what they see, hear and</p>
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						feel using a wide range of vocabulary.
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	<p><b>ELG</b></p> <p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>*Talk about the lives of people around them and their roles in society.</li> <li>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, culture, and Communities:</b></p> <ul style="list-style-type: none"> <li>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images and maps.</li> <li>*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.</li> <li>*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.</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>*Explores the natural world around them making observations and drawing pictures of animals and plants.</li> <li>*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.</li> <li>*Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</li> </ul>					
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## Expressive Arts and Design

<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	To be able to engage in imaginative role-play based on own first-hand experiences.	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 and instrumental work.	To be able to play a short percussion piece with a rhythmic feel.
	To be able to play alongside others who are engaged in the same theme.	To be able to respond to sound with body movement.	To be able to recognise rhythmic changes for skipping, marching, hopping, jumping etc.	To be able to recognise different percussion instruments from listening, not seeing.	To know an initial repertoire of simple songs.	To be able to move to music with a rhythmic feel.
	To name colours.	To begin to know, name and use percussion instruments e.g.,	To be able to participate in group action songs.	To know and show awareness of sound being loud or soft.	To be able to manipulate	To be able to manipulate materials to

	<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>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 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 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>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>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> <ul style="list-style-type: none"> <li>*Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</li> <li>*Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories,</li> </ul> <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>					