

Year Group: Nursery

Nursery Long Term Planning Topics 2023-2024

<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<p><u>Main Theme</u> Me and My World- I'm very special</p> <p>L1</p>	<p><u>Main Theme</u> Me and My World - Festivals and Celebrations</p> <p>L1</p>	<p><u>Main Theme</u> The Natural World - Seasons and Weather</p> <p>L1</p>	<p><u>Main Theme</u> The Natural World - Life cycle of a frog</p> <p>L1</p>	<p><u>Main Theme</u> Once Upon a Time - Materials (People who help us)</p> <p>L1</p>	<p><u>Main Theme</u> Once Upon a Time - Storytelling</p> <p>L1</p>
<p><u>Book Focus</u> Owl Babies - Martin Wadell Mum - Anthony Browne Dad- Anthony Browne So Much - Trish Cooke Love makes a family - Sophie Beer Assortment of stories chosen daily - encourage children to follow carpet rules and partake in story time. SE1</p>	<p><u>Book Focus</u> Autumn Topic books - Wirral Library Service Farmer Duck - Martin Waddell Kipper's Birthday - Mick Inkpen Diwali - Celebrate the World The First Christmas Assortment of Festive stories. Percy the Park Keeper - The Great Storm SE1</p>	<p><u>Book Focus</u> Shark in the Park on a Windy Day- Nick Sharrat Zippity Zebra and the Windy Day - Claire Henley Snowball - Sue Hendra Snow Bears - Martin Waddell Noah's Ark - Bible Story SE1</p>	<p><u>Book Focus</u> The Ugly Duckling - Traditional Tale Jack and the Beanstalk - Traditional Tale The Little Red Hen - Traditional Tale Jaspers Beanstalk - NickButterworth Easter Story - Bible Story SE1</p>	<p><u>Book Focus</u> The Three Little Pigs - Traditional Tale Goldilocks and the Three Bears - Traditional Tale The Three Billy Goats Gruff - Traditional Tale Noah's Ark - Bible Story Eric Carle - The Hungry Caterpillar Joesphs Coat - Bible Story SE1</p>	<p><u>Book Focus</u> We're Going on a Bear Hunt - Michael Rosen The Runaway Pea - Kjartan Poskitt The Gruffalo - Julia Donaldson Octopants - Suzie Senior The Boy who cried Wolf - Traditional Tale Percy the Park Keeper - Stories SE1</p>
<p><u>Cultural Theme</u> RE: Respect and Friendship/ Thankfulness SE1 Harvest Aut A / Christmas Aut B C4</p>		<p><u>Cultural Theme</u> RE: Perseverance / Forgiveness SE1/2 Noah's Perseverance Spring A / Easter Spring B C2</p>		<p><u>Cultural Theme</u> RE: Trust / Honesty SE1/2 Josephs Coat Summer A / Boy Who Cried Wolf Summer B L2</p>	

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<p><u>PSED: Jigsaw</u></p> <p>Being in My World See additional file P2</p>	<p><u>PSED: Jigsaw</u></p> <p>Celebrating Differences P2 See additional File</p>	<p><u>PSED: Jigsaw</u></p> <p>Dreams and Goals P2</p>	<p><u>PSED: Jigsaw</u></p> <p>Healthy Me L2</p>	<p><u>PSED: Jigsaw</u></p> <p>Relationships SE1/2</p>	<p><u>PSED: Jigsaw</u></p> <p>Changing Me L2</p>
<p><u>PSED</u></p> <p>Over the term children will become more independent selecting and using activities and resources, with help when needed. Children will be encouraged to develop their social aspect of learning. Staff will support children to increasingly follow our rules. Staff will support children in understanding their feelings. Children will be increasingly encouraged to become independent in meeting their own care needs. C4</p>		<p><u>PSED</u></p> <p>Over the term we will develop children's sense of responsibility and membership of a community. We will work on solutions to conflicts. We will continue to remember rules without needing an adult to remind them. Continue to talk about their feelings. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, toileting and healthy choices. C4</p>		<p><u>PSED</u></p> <p>Develop appropriate ways of resolving conflict. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, Recap previous terms objectives where needed. C4/SE1</p>	
<p><u>PE</u></p> <p>Dance</p> <p>Develop and be able to use and remember sequences of patterns of movement, which are related to music and rhythm. Children to work on their gross motor movements and body control. P1/SE1</p>		<p><u>PE</u></p> <p>Gymnastics</p> <p>In gymnastics children will develop pleasure and confidence by moving freely in a range of ways. Sessions will also provide children the time to become increasingly independent as they get dressed and undressed for sessions. Children will work on their core strength and gross motor movements. L1</p>		<p><u>PE</u></p> <p>Fundamental Skills: Ball skills/ Games</p> <p>Some games adult led and some games child led. We will develop teamwork and pair children to develop skills. Sessions will also provide children the time to become increasingly independent as they get dressed and undressed for sessions. L2</p>	

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<p style="text-align: center;"><u>Physical Development</u></p> <p>Children will develop large-muscle movements Daily opportunities will be available for children to use one-handed tools and equipment. Children to develop their dominant hand and pencil grip. Children will develop their core strength. Children in daily routines will become increasingly Children to revise and refine the fundamental movement skills they have already acquired.</p> <p>SE1/SE2</p>	<p style="text-align: center;"><u>Physical Development</u></p> <p>Continue to develop their movement, balancing, and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Collaborate with others to manage large items. Match their developing physical skills to tasks and activities in the setting. Continue to develop core strength, large motor movements, fine motor and hand-eye co-ordination.</p> <p>SE1/SE2</p>	<p style="text-align: center;"><u>Physical Development</u></p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Continue to develop their movement, balancing, and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Collaborate with others to manage large items. Match their developing physical skills to tasks and activities in the setting. Continue to develop core strength, large motor movements, fine motor and hand-eye co-ordination.</p> <p>SE1/SE2</p>
<p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;">Baseline Assessment-</p> <p>We will develop a fast recognition of up to 3 objects ('subitising'). We will recite numbers to 5. We will learn to say one number for each item in order: 1,2,3,4,5. ('cardinal principle'). We will develop children showing 'finger numbers' up to 5. We will begin to talk about and explore 2D Within play children will be encouraged to understand position through words and pointing. Identify the patterns around them. With a variety of materials we will extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>C2</p> <p>Number Rhymes - 5 Little Monkeys Jumping on the Bed, 5 Little Ducks, 5 Rosie Apples, John</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p>Recite numbers past 5. Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Make comparisons between objects. Begin to describe a sequence of events. Extend and create ABAB patterns - stick - Notice and correct an error in a repeating pattern. Talk about and identify the patterns around them. Talk about and explore 2D and 3D shapes.</p> <p>L2/C2</p> <p>Number Rhymes - Dream English 1-10, 5 Little Monkeys, 5 Little ducks, 1,2,3,4,5, Five elephants</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than' Recite numbers to 10. Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Notice and correct an error in a repeating pattern. Select shapes appropriately: Combine shapes to make new ones - Shape language</p> <p>L2/C2</p> <p>Number Rhymes - 1,2,3,4,5, Five Elephants went out to play, Ten Green Bottles, one 2 Buckle my Shoe, 10 Fat Sausages. P1</p>

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<p>Brown had a little Teddy Bear - Dream English 1-10 YouTube. P1</p>	<p>went out to play, ten green bottles, one 2 buckle my shoe, 10 Fat sausages. P1</p>	
<p style="text-align: center;"><u>Literacy</u></p> <p>Understand the key concepts about print: • print has meaning • print can have different purposes. Rhyming • Count and clap syllables in a word • recognise words with the same initial sound. Listening and attentive skills. Talking about sounds, recalling sounds, making sounds and discussing our likes and dislikes. Adult's will endeavour to engage in extended conversations about stories, learning new vocabulary. Children will begin to write letters and will be taught formation from Aut B.</p> <p>SE1/ P2/C3</p> <p style="text-align: center;">Nursery Rhymes/Songs /Poetry - Tommy Thumb - Head Shoulders, Knees and Toes - Polly put the Kettle on - Autumn Poetry - Mrs Hopkinson's Leaf poem - Harvest Song - Under the Moon / Thank You God for the Harvest, Big Red Combine Harvester. Birthday song - Will you come to my party. Christmas Songs - Traditional songs - Performance Songs. P1</p>	<p style="text-align: center;"><u>Literacy</u></p> <p>Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of the book. Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: • spot and suggest rhymes • Count and clap syllables in a word • Recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. Write some or all of their name Write some letters accurately.</p> <p>SE1/L1/L2</p> <p style="text-align: center;">Nursery Rhymes / Songs and poetry - Roots and stem leaf and flower Rain Rain go away Rainbow song Weather Poetry texts tbc 5 Rosie Apples Tiny Caterpillar on leaf. P1</p>	<p style="text-align: center;"><u>Literacy</u></p> <p>Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p> <p>SE1/L1/L2</p> <p style="text-align: center;">Nursery Rhymes/ Songs and Poetry - Songs linked to stories. Poetry Linked to traditional tales. Gonna build a house. London Bridge is Falling Down. P1</p>

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<p style="text-align: center;"><u>EAD</u></p> <p>Opportunities will be available for children to take part in simple pretend play.</p> <p>In the creative and construction areas children will begin to join different materials and explore different textures.</p> <p>Daily we will draw with children encouraging them to increase complexity and detail.</p> <p>We will begin to use drawing to represent ideas.</p> <p>Over the term we will sing a selection of songs repeating them weekly to assisting children remembering and singing entire songs.</p> <p>Artist - Wassily Kandinsky - Colour and shape (Calendar work)</p> <p>P1/P2</p>	<p style="text-align: center;"><u>EAD</u></p> <p>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p>Show different emotions in their drawings and paintings. Explore colour and colour mixing. Show different emotions in their drawings.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Artist - Georges Seurat - Pointillism - Making representational images using dots.</p> <p>L1/L2</p>	<p style="text-align: center;"><u>EAD</u></p> <p>Begin to develop complex stories and settings using small world equipment. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p>Artist - Justin Bateman - Pebble, rock and stone art. Children to use natural materials to make a picture.</p> <p>C1/C2/C3</p>
<p style="text-align: center;"><u>UW</u></p> <p>Children will use all their senses.</p> <p>Children will begin to make sense of their own life-story and family's history.</p> <p>We will begin to look closely at differing occupations</p> <p>We continue developing positive attitudes about the differences between people.</p> <p>Autumn, Harvest, Bonfire, Remembrance Day & Christmas</p>	<p style="text-align: center;"><u>UW</u></p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a cress seed and an amphibian - frog</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Holi celebration, Chinese New Year celebration- look closely at dragons, lanterns and culture. Focus</p>	<p style="text-align: center;"><u>UW</u></p> <p>Explore how things work</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>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Bug Lure Visit into school</p>

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P2/C4		on The Great Wall of China. Mother's Day and Easter. L1/C2/L2/P2		Look closely at differing occupations. (Police Visit) L1/C1/C2/C3/C4	
<p>Events:</p> <p>International Deaf Week - 19th-25th Sep World Heart Day - 29th Sep Grandparents Day - 3rd Oct Poetry Day - 6th Oct Black History Month - Oct National Handwashing Day - 15th Oct Diwali - 24th Oct Harvest Festival Bonfire Night - 5th Nov Book Week- 7th-13th Nov Armistice Day - 11th Nov Nursery Rhyme Week - 14th - 20th Nov Christmas</p>		<p>Events:</p> <p>Tu Bishvat - 16th-17th Jan Penguin Awareness Day - 20th Jan Chinese New Year - 22nd Jan Time to Talk Day - 3rd Feb Children's Mental Health Week- 7th-13th Feb Valentine's Day- 14th Feb Pancake Day - 21st Feb World Book Day -2nd March Science Week - 11th 20th March World Poetry Day - 21st March Red Nose Day - 17th -18th March Easter</p>		<p>Events:</p> <p>Local History Month - All of May Deaf Awareness Week - 2nd-8th may Eurovision - May 14th Outdoor Classroom Day - May 19th World Bee Day - May 20th Children's Art Week - From 29th May Healthy Eating Week - 13th June Insect Week - 20th - 26th June Sports Day - TBC World Snake Day - 16th July World Emoji Day - 17th July</p>	
<p><u>Parent Partnership opportunities</u></p> <p>Stay and play visits (New Starters) Parents to complete the 'All about me' paperwork for display. Dojo - Participation with weekly updates. Parent consultation meetings.</p>	<p><u>Parent Partnership opportunities</u></p> <p>-TBC Read, write, Inc introduction (Inspire) -Homework ideas linked to the natural world - Adults to respond through Dojo -Continued participation with Dojo -Christmas Performance</p>	<p><u>Parent Partnership opportunities</u></p> <p>Stay and play visits (New Starters) Parents to complete the 'All about me' paperwork for display. Dojo - Participation with weekly updates. Parent consultation meetings.</p>	<p><u>Parent Partnership opportunities</u></p> <p>Dojo - Participation with weekly updates Mother's Day Assembly Easter Bonnet Parade</p>	<p><u>Parent Partnership opportunities</u></p> <p>Stay and play visits (New Starters) Parents to complete the 'All about me' paperwork for display. Dojo - Participation with weekly updates. Parent consultation meetings. Visit from Bug Lure - TBC</p>	<p><u>Parent Partnership opportunities</u></p> <p>Dojo - Participation with weekly updates Celebration Picnic Trip to the Park</p>

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