



# NURSERY AND RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1
	ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND
POSSIBLE ENQUIRIES	<p><b>Science – All Around us</b> Autumn Materials (Linked to Geography, Recycling) <b>Geography – Where we Live</b> Around my school Where I live Recycling week (Linked to science) <b>Past and Present – Growing up</b> How their lives change Babies – Children – Adults Black History Month <b>R&amp;W - Special People</b> Similarities between themselves and class mates Being treated as a special person I am special too <b>Jigsaw - Being Me in my World</b> Self-identity Identifying talents Challenges Exercising bodies Family life Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p><b>Science – Nocturnal Animals</b> Senses Nocturnal/ diurnal animals Name parts of owl <b>Geography - Environments</b> Environment – Compare countryside with Cities <b>Past and Present - Celebrations</b> Bonfire Night Remembrance Day <b>R&amp;W - Special Times</b> Special to me. Special to lots of people – e.g. Diwali, Hannukkah, Remembrance Day, Christenings, weddings, Christmas including places of worship <b>Jigsaw - Celebrating Differences</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p><b>Science – Polar Regions</b> Changing Matters – Melting and freezing Animals – Polar regions Seasons - Winter compare to Autumn <b>Geography - Polar Regions</b> Compare Polar regions to UK Locate arctic and Antarctica on map and globe <b>Past and Present – Polar Expeditions</b> Influential Figures – Ernest Shackleton – Polar expedition <b>R&amp;W - Special Books</b> Special to me Special to school Special to lots of people Sacred Texts <b>Jigsaw - Dreams and Goals</b> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>
POSSIBLE BOOKS	<p>Autumn is Here Pumpkin Soup The life of a Little Plastic Bottle The Life of a Little Cardboard Box 3 Little Pigs Scarecrows Wedding Rosie' Hat In Every house on Every Street My First Heroes – Black History When I was a Child Super Duper you A World for me and you What makes me a me Only one you Perfectly Norman Rainbow Fish *Little Red Hen</p>	<p>Wakey Wakey Big Brown Bear Brown Bear Brown Bear What do you see? Brown Bear Brown Bear What do you hear? Exploring the 5 senses Owl Babies WOW! Said the Owl Amazing animal tales: Baby owl – Anne Rooney Night monkeys day monkey – Julia Donaldson The foggy foggy forest Spectacular city Farmer Duck Hovis the Hedgehog From my window A Day to Remember Let's Celebrate Rama and Sita Christmas Story and the Nativity How to catch a star *The 3 billy goats gruff</p>	<p>Sneezy Snowman – Maureen Wright The Emperor's egg The light that danced at night Lost and found A dot in the snow Coming Home The polar bear and the snow cloud Ridiculous! Snow Bear Stickman Little people big dreams – Ernest Shackleton The Great Explorer In my Mosque Bible Stories The Princess and the pea The blue penguin *We're going on a bear hunt *Princess and the pea</p>
ENHANCE	Autumn Walk	Walk around village Christmas Service	
	SPRING 2	SUMMER 1	SUMMER 2
	OCCUPATIONS	HOLIDAYS!	EXPLORERS
POSSIBLE ENQUIRIES	<p><b>Science - Plants</b> Changing Matters – Melting and solidifying (Link to History) Spring Plants <b>Geography – Where my Food came from</b> Farms <b>Past and Present - Occupations</b> Occupations – vets, doctors, fire service, chef <b>R&amp;W - Special Times</b> Special to me – birthdays. Special to lots of people – celebrations and festivals. Ramadan Eid and Easter including places of worship <b>Jigsaw - Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p><b>Science - Lifecycles</b> Life cycles (tadpoles and butterflies) Compare autumn, winter and spring Mini beasts <b>Geography – Holidays around the World</b> Holidays around the World <b>Past and Present - Holidays in the past</b> Holidays in the past <b>R&amp;W - Special Places</b> Special to me Special to the class and school Places of worship The world is a special place Stories from different faiths and cultures across the world <b>Jigsaw - Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p><b>Science - Forces</b> Seasons – Summer compare with autumn, spring and summer Forces – Vehicles, magnets Healthy eating week <b>Geography - Maps</b> Maps <b>Past and Present – Vehicles</b> Vehicles - how they have changed <b>R&amp;W - Special Things</b> Special to me Special to class Special artefacts and symbols linked to faiths The world is special <b>Jigsaw - Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>
POSSIBLE BOOKS	<p>Little Bears Spring –Elli Woolard Jaspers Beanstalk – Mick Inkpen and Nick Butterworth Jack and the Beanstalk The amazing life of plants The bad seed Handa's Surprise Oliver's fruit salad Milly Cow Gives Milk Farmer Duck A year on Adams Farm Where does my food come from? The cook and the King The Garden , the Curtain and the Cross All Kinds of Beliefs Real Superheroes Life Savers Mog and the Vet Let's Celebrate</p>	<p>A stroll through the seasons My Butterfly Bouquet Tad Pip and Egg Under the Ground Superworm Yucky Worms – Vivian French Hungry Caterpillar Grandads Island Sully the Seahorse My Africa Vacation Storm Whale Seaside holidays then and now Welcome to our World My world your world In my Mosque *Goldilocks and the 3 bears</p>	<p>Squirrels busy year – Martin Jenkins A stroll through the seasons Magnet Max Mrs Armitage on Wheels Little people big dreams – Emily Earhart Whatever next Around the World in 80 ways Robots robots everywhere – Sue Fliess Martha Maps it out Children's Atlas A street through time Egg drop Bears Adventure Hana's hundreds of Hijabs Hats of Faith Giraffes can't dance Gingerbread man Ruby's worries</p>
ENHANCE	Spring walk to Church Easter Service	Trip to the beach Walk to pond	Summer walk



# NURSERY AND RECEPTION LONG TERM PLAN

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND	OCCUPATIONS	HOLIDAYS!	EXPLORERS
<b>COMMUNICATION AND LANGUAGE</b>  Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, Love for Reading, vocabulary lessons, phonics, topic stories, communication friendly classroom, School productions, assemblies and weekly interventions.  <b>DAILY STORY TIME</b>	NURSERY 1			Listen to simple stories and understand what is happening with the help of pictures		Understand simple questions about who, what and where	
	NURSERY 2	Begin to follow simple instructions Begin to build up a repertoire of familiar songs and rhymes Begin to engage in conversation with peers and adults Learn some simple words to talk about families, owls and autumn. Learn to listen carefully.	Begin to understand simple questions. Continue to build up their repertoire of songs and rhymes. Begin to join in with very familiar stories. Use 4 words when talking. Continue to learn to listen carefully in both small and large group situations.	Use 4-6 words when talking. Begin to enjoy listening to stories and begin to retell them. Continue to expand vocabulary. Begin to understand why questions.	Begin to enjoy listening to longer stories and be able to retell some of them.	Show greater confidence in retelling both familiar and longer stories. Be able to start a conversation with other children and adults. Begin to be able to use talk to organise themselves and their play. Begin to understand two part instructions and questions.	Show confidence in talking about a variety of stories. Use a good range of vocabulary. Show greater confidence in understand two part instructions and questions.
	RECEPTION	<b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	<b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day.	<b>Tell me why!</b> Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	<b>Talk it through!</b> Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	<b>What happened?</b> Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	<b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.



# NURSERY AND RECEPTION LONG TERM PLAN

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND	OCCUPATIONS	HOLIDAYS!	EXPLORERS
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>  <b>MANAGING SELF</b> <b>SELF - REGULATION</b>  Self-service classroom, rules and responsibilities for resources, environment and tidying up, children encouraged to solve own conflicts/ modelling resolving issues, Quality interactions, modelling playing/ sharing/ taking turns, toilet training, links to jigsaw	NURSERY 1			Play with increasing confidence on their own and with other children	Develop friendships with other children	Be increasingly able to talk about and manage their own emotions	Begin to show 'effortless control'. For example, waiting their turn
	NURSERY 2	Begin to follow the Nursery rules and routines with support. Learn to share resources with others. Become more confident with unfamiliar people Begin to play with one other child. Begin to accept praise for things they have done.	Begin to select and use some of their own resources. Show more confidence in new situations such as performing in the Christmas play. Begin to extend play ideas when playing with another child. Show a greater understanding of the Nursery rules.	Begin to join others in their play. Begin to show an understanding of how to solve conflicts. Show greater independence in selecting own resources and activities. Begin to talk about their emotions.	Continue to develop their independence in selecting their resources and activities. Begin to accept responsibility for carrying out tasks in the setting. Begin to show more confidence with less familiar people who visit school. Develop appropriate ways of being assertive.	Increasingly follow the rules and understand why they are important. Begin to play with more than one child. Extend own play ideas. Use talk to solve conflicts.	Play in a group extending play ideas. Remember the rules without an adult needing to remind them. Show an understanding of how others are feeling.
	RECEPTION	<b>Jigsaw - PSHCE</b>  <b>Being Me in my World</b> Self-identity Identifying talents Challenges Exercising bodies Family life Bodies Understanding feelings Being in a classroom Being gentle Rights and responsibilities	<b>Jigsaw - PSHCE</b>  <b>Celebrating Differences</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself	<b>Jigsaw - PSHCE</b>  Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	<b>Jigsaw - PSHCE</b>  <b>Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<b>Jigsaw - PSHCE</b>  <b>Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<b>Jigsaw - PSHCE</b>  <b>Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations



# NURSERY AND RECEPTION LONG TERM PLAN

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND	OCCUPATIONS	HOLIDAYS!	EXPLORERS
<p style="text-align: center;"><b>PHYSICAL DEVELOPMENT</b></p> <p style="text-align: center;"><b>FINE MOTOR</b></p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities, funky fingers, dough disco, loose part play</p> <p style="text-align: center;"><b>GROSS MOTOR</b></p> <p>Weekly PE Lesson, parachute games, outdoor environment/ big playground</p>	<b>N 1</b>			Develop manipulation and control Walk, run, jump and climb		Use large and small motor skills to do things independently, for example manage buttons and zips Spin, roll, and independently use ropes and swings	
	<b>NURSERY 2</b>	Develop their gross motor skills by riding scooters. Use large muscle movements when painting. Begin to use simple one-handed tools. Be able to take off their coats and shoes with some support. Be able to say when they need the toilet. Go up steps & stairs, or climb up apparatus, using alternative feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Develop large muscle movements in order to wave scarves and make marks. Begin to use patterns of movements linked to music. Begin to use scissors safely to make snips in paper with support. Be able to take off their coats and shoes with some support. Show greater independence in care needs. Start taking part in some group activities which they make up for themselves or in a team.	Choose the resources they need to complete a task and begin to use them safely. Begin to show increased control on moving in different ways such as skipping, hopping, balancing, crawling, walking and running. Begin to be able to use one handed tool such as scissors for snipping with greater independence. Demonstrate greater control when using pencils. Be increasingly independent in their own self-care.	Explore a range of equipment for different purposes. Show confidence in putting own their own coat. Be able to use different ways of moving such as galloping, slithering etc. Be able to balance on one leg. Are able to use and remember sequences and patterns of movement which are related to music and rhyme.	Use a dominant hand when reminded. Use a tripod grip when holding pens and pencils. To be able to put on their own coat and attempt to fasten it. Continue to explore different tools and begin to choose the right tool for a purpose with support. To begin to throw and catch a large ball.	Show a preference for a dominant hand. Use a tripod grip when holding pens and pencils. Be able to put on their own shoes. Choose the right resources to carry out a task and use them safely. Be able to choose the correct physical skill to match a task.
	<b>RECEPTION</b>	<p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p> <p><b>Gross Motor</b> Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p> <p><b>PE (Youth Sport Trust)</b> Agility and Locomotion Skill of moving in different ways, e.g. crawling, rolling, stepping, walking, jogging, hopping, galloping, leaping, skipping, marching, tiptoeing, stomping, sliding, scampering, gliding in different directions, at different speeds and different levels.</p> <ul style="list-style-type: none"> <li>• Choo Choo</li> <li>• Pop the bubbles</li> <li>• Jungle Journey</li> <li>• Hide and seek</li> </ul>	<p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p><b>Gross Motor</b> Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. <b>Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards</b>, wheelbarrows, prams and carts are all good options</p> <p><b>PE (Youth Sport Trust)</b> Co-ordination and object control Skill of reaching, grasping, gripping, receiving, lifting, carrying, placing, passing from hand to hand, sending, rolling, dribbling, kicking, striking, stopping, retrieving, scrunching, picking up, steering</p> <ul style="list-style-type: none"> <li>• Hot hot hot treasure</li> <li>• Wiggle, weave and watch</li> <li>• Steering</li> <li>• Aiming High</li> </ul>	<p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Button Clothing Cutting with Scissors</p> <p><b>Gross Motor</b> Ball skills- aiming, pushing, throwing &amp; catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Balance</p> <p><b>PE (Youth Sport Trust)</b> Stability and Balance Skills are standing, lying, sitting, stopping, landing, balancing, pivoting, twisting, lunging, bending, stretching, turning.</p> <ul style="list-style-type: none"> <li>• Whatever the weather</li> <li>• Birds in trees</li> <li>• Deep blue sea</li> <li>• Pick up packets</li> </ul>	<p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: <a href="https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/">https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/</a></p> <p><b>Gross Motor</b> Balance- children moving with confidence dance related activities</p> <p><b>PE (Youth Sport Trust)</b> Healthy Eating Helping children to develop the knowledge and understanding to make informed healthy eating choices as they grow and develop</p> <ul style="list-style-type: none"> <li>• Munch and crunch 5 a day</li> <li>• Yum Yum</li> </ul> <p>We are Brilliant Oral Health Helping children develop good oral hygiene habits in the early years</p> <ul style="list-style-type: none"> <li>• Smiley Brush Brush</li> </ul> <p>Body image and body confidence</p> <ul style="list-style-type: none"> <li>• We are Brilliant</li> </ul>	<p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p> <p><b>Gross Motor</b> Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Dance / moving to music</p> <p><b>PE (Youth Sport Trust)</b> Consolidating: Using Objects Rock and roll ribbons – Helps chn think of lots of ways of doing things Ball barrier – Helps build brain power Bubble trouble – Watching a balloon helps chn with reading Target games – Helps chn get good at aiming Consolidating: Moving</p> <ul style="list-style-type: none"> <li>• Obstacle course – Helps the children talk about what they are doing</li> </ul>	<p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego</p> <p><b>Gross Motor</b> Races / team games involving gross motor movements Balance</p> <p><b>PE (Youth Sport Trust)</b> Consolidating: Balancing</p> <ul style="list-style-type: none"> <li>• Musical Statues – Strong tummy to sit up straight</li> <li>• Rolling over – Strong tummy to sit up straight</li> <li>• Walk the plank – Being able to walk through the crowd</li> <li>• My little friend – Makes children strong</li> <li>• Crab Capers – Helps with writing and drawing</li> </ul> <p>Consolidating: Moving</p> <ul style="list-style-type: none"> <li>• Jumping Jacks – Enjoyment and fun. Builds up strong muscles</li> </ul>



# NURSERY AND RECEPTION LONG TERM PLAN

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND	OCCUPATIONS	HOLIDAYS!	EXPLORERS
<b>LITERACY</b>  <b>COMPREHENSION</b> - DEVELOPING A PASSION FOR READING  Children will choose a weekly love for reading book to take home  <b>WORD</b> <b>READING</b>  Children will work as a year group following Essential Letters and Sounds	NURSERY 1			Repeat words and phrases from familiar stories	Develop play around their favourite story	Notice some print, such as the first letter of their name, door number, or familiar logo	Ask questions about the book. Make comments and share their own ideas
	NURSERY 2	<b>Comprehension</b> Begin to look at books, working front to back, turning the pages carefully. Begin to learn new vocabulary related to the books being read. <b>Word Reading</b> Begin to notice some examples of print in the environment	<b>Comprehension</b> Begin to name some parts of a book. Begin to engage in some conversations about the stories and books that they have heard. Learn some new vocabulary linked to books and topics. <b>Word Reading</b> Realise that print carries meaning. Spot and suggest rhymes.	<b>Comprehension</b> Engage in longer conversations about the stories that they have had read to them. Learn and remember some new vocabulary associated with the books that are read to them. Use some of this vocabulary in their play. <b>Word Reading</b> Begin to recognise words that begin with the same sound (orally). Begin to understand that print is read from left to right and top to bottom.	<b>Comprehension</b> Engage in longer conversations about the stories that they have had read to them. Learn and remember some new vocabulary associated with the books that are read to them. Use some of this vocabulary in their play. <b>Word Reading</b> Begin to understand that print can have different purposes. Show increasing knowledge of rhyme.	<b>Comprehension</b> Listen to and retell more complex stories. Use these more complex stories to begin to learn a wider range of vocabulary. <b>Word Reading</b> Begin to recognise some of the pictures associated with ELS Autumn 1 sounds. Begin to listen carefully when some words are said using robot arms.	<b>Comprehension</b> Listen to and retell more complex stories. Use these more complex stories to begin to learn a wider range of vocabulary. <b>Word Reading</b> Begin to recognise some of the pictures associated with ELS Autumn 1 sounds. Begin to listen carefully when some words are said using robot arms.
	RECEPTION - COMPREHENSION	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. 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 Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to ELS. Make the books available for children to share at school and at home. Don't ask children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
RECEPTION - WORD READING	<b>Phonic Sounds:</b> ELS Autumn 1  <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge  Love for Reading:	<b>Phonic Sounds:</b> ELS Autumn 2  <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	<b>Phonic Sounds:</b> ELS Spring 1  <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	<b>Phonic Sounds:</b> ELS Spring 2  <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	<b>Phonic Sounds:</b> ELS Summer 1  <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	<b>Phonic Sounds:</b> ELS Summer 2  <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff	



# NURSERY AND RECEPTION LONG TERM PLAN

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND	OCCUPATIONS	HOLIDAYS!	EXPLORERS
<p><b>WRITING</b></p> <p>TALK FOR WRITING AND TALK THROUGH STORIES USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>SEE LITERACY DIET DOCUMENTS</p>	NURSERY 1			Enjoy drawing freely		Add marks on their drawings, which have a meaning – "This is mummy", "That's my name"	
	NURSERY	Enjoy drawing pictures and making marks. Make marks on their pictures to indicate their name.	Add some marks to their pictures which represent words. Engage in pretend writing in their play.	Begin to be able to copy some of their name. Begin to be able to use anti-clockwise actions and retrace vertical lines with guidance.	Use 'writing' in their play showing an increasing awareness of where writing starts on a page. Copy some of the letters from their name using some correct formation.	Be able to write some of their name. To be able to form some letters correctly.	To be able to write their name. To form some letters correctly. To use some letters in their early writing when playing.
	RECEPTION - COMPREHENSION	<p><b>Texts as a Stimulus:</b></p> <p><b>Nursery Rhymes</b> Label characters with initial sounds</p> <p><b>The Little Red Hen</b> (Journey story) Sequence the story Label animals</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters /images.</p> <p>Silly soup.</p> <p>CVC words - Names Labels, Simple Captions, Lists</p> <p>Draw and attempt to label picture of their family</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>Owl Babies</b> (Tale of Fear) CVC words / simple sentence writing using harder to read and write words</p> <p><b>The Three Billy Goats Gruff</b> (Defeat Monster) Create a wanted poster to catch the troll</p> <p>Name writing, labelling using initial sounds.</p> <p>Continue captions (He is, she is)</p> <p>Retelling stories in writing/ reading area,</p> <p>Sequence the story</p> <p>Write simple repetitive sentences</p> <p>Christmas list for Santa to be posted</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>Lost and found</b> (Journey story) CVC words/ simple sentence writing using harder to read and write words</p> <p><b>We're Going on a Bear Hunt</b> (Journey) Labels and simple captions</p> <p>Writing some of the Harder to Read and Write Words such as I, me, my, was, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Simple repetitive sentences (I can see a...)</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>Jack and the Bean stalk</b> – retell parts of the story / repeated refrains / speech bubbles</p> <p><b>Handa's Surprise</b> (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version</p> <p><b>Bean Diary</b></p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Recount – A trip to the pond</p> <p>Character descriptions.</p> <p>Write 2 sentences</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>Superworm</b> – retell parts of the story / repeated refrains / speech bubbles. Report of the Superworm's adventure</p> <p><b>Hungry Caterpillar</b> - (Cumulative) Describe foods / adjectives Healthy Food – My Menu</p> <p><b>Mini beasts – Animal Fact File – Compare two animals</b></p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p> <p>Acrostic poems</p> <p>Labels and captions – life cycles</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>Whatever Next</b> – (Journey story)</p> <p><b>Little people big dreams – Emily Earhart</b> (Information Text) Write facts about Emily Earhart</p> <p><b>Write a postcard / diary writing</b></p> <p>My Holiday – recount</p> <p>Story writing, writing sentences using a range of Harder to Read and Spell words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Character description</p> <p>Write three sentences – B, M &amp; E.</p>



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Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
		ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND	OCCUPATIONS	HOLIDAYS!	EXPLORERS	
<b>MATHS</b>  <b>WRM</b>  Maths are inside and outside, loose part play, maths opportunities in all areas of provision (big, small, counting, tall, short, full, empty, heavy, light etc.), maths stories  <i>"WITHOUT MATHEMATICS, THERE'S NOTHING YOU CAN DO. EVERYTHING AROUND YOU IS MATHEMATICS. EVERYTHING AROUND YOU IS NUMBERS."</i> - SHAKUNTALA DEVI	NURSERY 1			Begin to use number names as they play Count 1-5 Be able to complete a simple 4 or 6 piece jigsaw puzzle Compare groups of objects, recognising more/less. Exploring patterns and begin to create patterns using available resources. Use jugs to pour, scoops, funnels etc to fill and empty containers.		Count 1-10 and beyond. Recognise some numerals, especially ones with personal significance (age, house number etc) Compare groups of objects, sorting according to size, shape, colour. Begin to explore more complicated jigsaw puzzles. Talk about full/empty, heavy/light as they fill and empty containers.		
	VOCAB			<b>Implementation</b> Provide jigsaws and shape fit puzzles. Numbers available around the classroom in all learning areas, number lines displayed. Counting everyday objects with children. Observe and match patterns in the environment, indoors and outdoors. Water and sand play				
	NURSERY	More, fewer, same Explore and build with shapes and objects Explore repeats Hear and say the number names	Begin to order number names I see 1, 2, 3 Join in with repeats Explore position and space	Show me 1, 2, 3 Move and label 1, 2, 3 Explore position and routes Explore patterns	Take and give 1, 2, 3 Match, talk, push and pull Talk about dots Compare and sort collections	Lead on own repeats Start to puzzle Making patterns together Make games and actions	Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort, compare	
	VOCAB	Numbers, give, take, count, same, different, sounds, pattern, big, small, long, short, full, empty, on, under, behind, circle, square, rectangle, triangle, heavy, light, morning, night, day.						
	POSSIBLE BOOKS	Jack the Builder Stuart J Murphy 1 moose 20 mice Stelle Blackstone 1 to 10 and back Again Nick Sharatt A Dozen Duckling Lost and Found Harriet Ziefert Which is Round? Which is Bigger? Mineko Marmada 1 is a snail, 10 is a crab April and Jeff Sayre 1 is 1 Tasha Tudor 10 on a train John O'Leary 20 Big Trucks in the Middle of the Street Mark Lee		Which One Doesn't Belong? Christopher Danielson Snail Trail a Journey Through Modern Art Jo Saxton This is the story of Alison Hubble Alan Ahlburg 2 of everything Lily Hong Double Dave Sue Hendra Double the Ducks Stuart J Murphy The Doorbell Rang Pat Hutchins Bean Thirteen Matthew McElligott One Hungry Cat Joanne Rocklin Ness the Nurser Nick Sharrett One Odd Day Doris Fisher		Pete the Cat and the Missing Cupcakes K&J Dean Under Water Counting Jerry Pallotta Mr Gumpy's Motorcar John Burningham Billy's Bucket & How many Legs? Kes Grey Mr Archimedes' Bath Pamala Allen Once upon a time Map Book B.G. Hennessey In Every House on Every Street Jess Hitchman		



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<p><b>MATHS</b></p> <p><b>WRM NCETM</b></p> <p><i>"WITHOUT MATHEMATICS, THERE'S NOTHING YOU CAN DO. EVERYTHING AROUND YOU IS MATHEMATICS. EVERYTHING AROUND YOU IS NUMBERS."</i></p> <p><i>SHAKUNTALA DEVI</i></p>	RECEPTION	<ol style="list-style-type: none"> <li>Subitising within 3</li> <li>Focus on counting skills</li> <li>Explore how all numbers are made of 1s</li> <li>Focus on composition of 3 and 4</li> <li>Subitise objects and numbers</li> <li>Comparison of sets – 'just by looking'</li> <li>Using the language of comparison: more than and fewer than</li> </ol> <p>WRM Autumn Block 5 and 5 – Circles, triangle, squares and rectangles</p>	<ol style="list-style-type: none"> <li>Focus on counting skills</li> <li>Focus on the 'five-ness of 5' using one hand and the die pattern for 5</li> <li>Comparison of sets – by matching</li> <li>Using the language of comparison: more than, less than, an equal number</li> <li>Explore the concept of 'whole' and 'part'</li> <li>Focus on the composition of 3, 4 and 5</li> <li>Practise object counting skills</li> <li>Match numerals to quantities within 10</li> <li>Verbal counting beyond 20</li> <li>WRM Spring Block 2 – Mass and capacity</li> </ol>	<ol style="list-style-type: none"> <li>Subitise within 5 focusing on die patterns</li> <li>Match numerals to quantities within 5</li> <li>Counting – focus on ordinality and the 'staircase' pattern</li> <li>See that each number is one more than the previous number</li> <li>Focus on 5</li> <li>Focus on 6 and 7 as '5 and a bit'</li> <li>Compare sets and use language of comparison: more than, fewer than, an equal number to</li> <li>Make unequal sets equal</li> </ol>	<ol style="list-style-type: none"> <li>Focus on the 'staircase' pattern and ordering numbers</li> <li>Focus on ordering of numbers to 8</li> <li>Use language of less than</li> <li>Focus on 7</li> <li>Doubles – explore how some numbers can be made with 2 equal parts</li> <li>Sorting numbers according to attributes - odd and even numbers</li> </ol>	<ol style="list-style-type: none"> <li>Counting – larger sets and things that cannot be seen</li> <li>Subitising – to 6, including in structured arrangements</li> <li>Composition – '5 and a bit'</li> <li>NCETM: Review and assess – Automatic recall of bonds to 5</li> <li>Composition of 10</li> <li>Comparison – linked to ordinality</li> <li>Play track games</li> </ol> <p>WRM Spring Block 4 – Length, height and time</p>	<ul style="list-style-type: none"> <li>WRM Summer Block 1 - To 20 and Beyond</li> <li>WRM Summer Block 3 – Manipulate, compose and decompose</li> <li>WRM Summer Block 4 – Sharing and grouping</li> <li>WRM Summer Block 5– Visualise, build and map</li> </ul>
	POSSIBLE BOOKS FROM WHITE ROSE	<p>Where's My Teddy. Jez Ahlberg</p> <p>A Bear in the Cave. Michael Rosen</p> <p>Peace at Last. Jill Murphy</p> <p>Seaweed Soup. A J Murphy</p> <p>Duck in a Truck. Jez Alhberg</p> <p>Dear Zoo. Rod Campbell</p> <p>Mr Big. Ed Vere</p> <p>1 2 3 at the Zoo. Eric Hill</p> <p>I'm Number 1. Michael Rosen</p> <p>Rosie's Walk. Pat Hutchins</p> <p>Each Peach Pear Plum.</p> <p>Janet and Alen Alhberg.</p> <p>Circle/Triangle. Mat Barnett</p> <p>Me on a Map. Joan Sweeny</p> <p>Round is a moon Cake. Jan Swand</p> <p>Pete the cat and his 4 groovy buttons. Eric Litwin.</p> <p>Witches 4 Marc Brown</p> <p>Kipper's Birthday Mick Inkpen.</p> <p>Kipper's Monster Mick Inkpen</p> <p>5 Little friends Sarah Dyer.</p> <p>The Very Hungry Caterpillar Eric Carle.</p> <p>Stella to Earth. Simon Puttock.</p> <p>Square Mac Barnet and Jon Klassen</p> <p>Bear in a Square Della Blackstone</p> <p>Fox in the Dark Alison Green</p> <p>Day Monkey, Night Monkey Julia Donaldson</p> <p>The Dark, Dark Tale. Ruth Brown</p>	<p>None the Number Oliver Jeffers</p> <p>The Blue Balloon Mick Inkpen</p> <p>Who sank the Boat Pamela Allen</p> <p>Balancing Act Ellen Stoll Walsh</p> <p>A Beach for Albert Mitsumassa Anno</p> <p>Zero is the leaveson the tree Betsy Franco</p> <p>I spy Numbers Jean Marzello</p> <p>A Squash and a Squeeze and Room on the Broom. Julia Donaldson</p> <p>Pairs! In the Garden Simriti Prasadam-Halls</p> <p>Jasper's Beanstalk and Kipper's</p> <p>Toybox Mick Inkpen</p> <p>Six dinners Sid Inga Moore</p> <p>Sidney the Silly only Eats 6 MW Penn</p> <p>Simon's Socks Sue Hendra</p> <p>Anno's Counting Book Mitsumassa Anno</p> <p>The Giraffe who got a Knot John Bush</p> <p>Tall Jez Alhborough</p> <p>Mr Wolf's week Colin Hawkins</p> <p>How do Dinosaurs count to 10? Yoleen and Teague</p> <p>One Gorilla Atsuko Morozumi</p> <p>Mouse Count and Mouse Shapes Ellen</p> <p>Stoll Walsh Nine Naughty Kittens Linda Jenny</p> <p>A Feast for 10 Cathryn Falwell</p> <p>10 Black Dots Donald Crew</p> <p>Changes Changes Pat Hutchins</p> <p>Pattern Bugs and Pattern Fish Trudy Harris</p>	<p>Jack the Builder Stuart J Murphy</p> <p>1 moose 20 mice Stelle Blackstone</p> <p>1 to 10 and back Again Nick Sharatt</p> <p>A Dozen Duckling Lost and Found Harriet Ziefert</p> <p>Which is Round? Which is Bigger? Mineko Marmada</p> <p>1 is a snail, 10 is a crab April and Jeff Sayre</p> <p>1 is 1 Tasha Tudor 10 on a train John O'Leary</p> <p>20 Big Trucks in the Middle of the Street Mark Lee</p> <p>Which One Doesn't Belong? Christopher Danielson</p> <p>Snail Trail a Journey Through Modern Art Jo Saxton</p> <p>This is the story of Alison Hubble Alan Ahlburg</p> <p>2 of everything Lily Hong Double Dave Sue Hendra</p> <p>Double the Ducks Stuart J Murphy</p> <p>The Doorbell Rang Pat Hutchins</p> <p>Bean Thirteen Matthew McElligott</p> <p>One Hungry Cat Joanne Rocklin</p> <p>Ness the Nurser Nick Sharrett</p> <p>One Odd Day Doris Fisher</p> <p>Pete the Cat and the Missing Cupcakes K&amp;J Dean</p> <p>Under Water Counting Jerry Pallotta</p> <p>Mr Gumpy's Motorcar John Burningham</p> <p>Billy's Bucket &amp; How many Legs? Kes Grey</p> <p>Mr Archimedes' Bath Pamala Allen</p> <p>Once upon a time Map Book B.G. Hennessey</p> <p>In Every House on Every Street Jess Hitchman</p>			
	VOCAB	<p>Count, subsidise, ordering, compare, forwards, backwards, one more, one less, equal to, more than, fewer than, add, altogether, number bonds, part, whole, double, ha:f, odd, even, share, equal, unequal, measure, short, long, tall, small, heavy, light, full, empty, half full, almost full, almost empty, 2D shapes, 3D shapes, triangle, circle, square, rectangle, cuboids, cubes, cone, cylinder sphere, curved, flat, over, under, between, around, through, on, below, next to, repeat, pattern.</p>					
<p><b>Implementation</b></p> <p>Mastering Number which is enhanced with activities from White Rose Maths as appropriate</p> <p><b>Further Support Material</b></p> <p>NRICH Activities</p> <p>Gavin Metcalf – I See Maths</p>							



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		ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND	OCCUPATIONS	HOLIDAYS!	EXPLORERS
UNDERSTANDING THE WORLD – THE WORLD – SCIENCE	NURSERY 1			<ul style="list-style-type: none"> <li>To identify different animals</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Begin to be aware of the effects of different weather conditions on the environment and themselves.</li> </ul>
				Animal names, rain, sun, windy, cold, warm, hot	Plants, flowers, tree, leaf/ leaves, growing change	Plants, flowers, tree, leaf/ leaves, growing change, animal names	Rain, sun, windy, cold, warm, hot
	NURSERY 2	<ul style="list-style-type: none"> <li>Explore natural materials linked with autumn/Harvest.</li> <li>Recycling - Talk about objects being made from different materials – glass, wood, plastic, soft, hard.</li> <li>Notice some simple signs of autumn.</li> </ul>	<ul style="list-style-type: none"> <li>Use all of their senses to explore natural materials.</li> <li>Explore materials using all their senses</li> <li>Name some animals that come out at night-time.</li> </ul>	<ul style="list-style-type: none"> <li>Find the North Pole and the South Pole on a globe with support.</li> <li>Begin to understand that blue shows the sea and green shows the land on a map or globe.</li> <li>Talk about the changes that happen when something melts or freezes.</li> <li>Find out about, and name, some of the animals that live in the Arctic.</li> <li>Talk about the weather in winter.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to talk about how ingredients change when baking.</li> <li>Talk about some of the changes they notice in the environment in spring.</li> <li>Plants</li> <li>Talk about the weather in spring</li> </ul>	<ul style="list-style-type: none"> <li>Understand the differences between plants and animals.</li> <li>Beginning to know about the lifecycle of a frog</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show an interest in exploring how things work and why things happen, e.g. magnets.</li> <li>Notice some simple signs of summer</li> </ul>
		Autumn, harvest, leaves, recycling, glass, wood, plastic, hard, soft	See, touch, hear, smell, taste, owl,	North pole, south pole, sea, melt, freeze, arctic, penguin, polar bear	Melt, spring, plants, flowers,	Frog, tadpole, lifecycle, plants, flowers, grow, change	Magnetic, summer, sun, clouds, hot, cold, warm, rain
	RECEPTION	<ul style="list-style-type: none"> <li>Seasons - Autumn.</li> <li>Harvest.</li> <li>Materials – Linked to Geography - Recycling week</li> </ul>	<ul style="list-style-type: none"> <li>Senses</li> <li>Nocturnal and diurnal animals.</li> </ul>	<ul style="list-style-type: none"> <li>Changing matter - melting and freezing</li> <li>Animals – Polar region</li> <li>Seasons - Winter – compare with Autumn</li> </ul>	<ul style="list-style-type: none"> <li>Seasons – Spring compare to autumn and winter</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – frog and butterflies</li> <li>Seasons - autumn, winter and spring.</li> <li>Mini beasts</li> </ul>	<ul style="list-style-type: none"> <li>Seasons – Summer compare with autumn, winter and spring</li> <li>Forces – vehicles, magnets</li> <li>Healthy week</li> </ul>
	VOCAB	Sun, rain, snow, wind, hail, spring, summer, winter, autumn, fog, lightening, cloudy, storm, rainbow Harvest, field, wheat, fruit, food names, combine harvester	Smell, taste, touch, sight, hearing Nocturnal, nocturnal animal names, ears, eyes, whiskers, prey day, night	Melt, freeze, arctic, Antarctic, snow, arctic animals, north pole, south pole, iceberg, northern lights	Melting, solidifying, plants, leaves, flower, stem, roots	Life cycles, frog, tadpole, frogspawn, butterfly, egg, caterpillar cocoon, mini beasts, spider, ant, worm, woodlice, slug	Magnetic, pull, push, attract, repel,



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UNDERSTANDING THE WORLD - PAST AND PRESENT	NURSERY 1			To talk about their family	Beginning to show an interest in different occupations (farmers, vets, doctors)	Beginning to talk about their holidays that happened in the past.	Beginning to talk about things being different in the past
				Mummy, Daddy, Brother, Sister, baby	Farmer, vet, doctor, fire fighter, police officer	Holidays, beach, past	Change, different
	NURSERY 2	Talk about photographs of their families. Sequence family members by age and name (baby, child, adult).	Talk about their own experiences of 'bonfire night'.	Find out what a polar explorer does. Begin to talk about their own life-story and family history	To talk about experiences they have had with different occupations	Begin to talk about family holidays and other events they have experienced in the past.	Begin to understand that some things were different a long time ago, eg cars
		Mummy, Daddy, Aunty, Brother, Sister, baby, boy, girl, home, family	Fireworks, bonfire, sparklers, bonfire night	Explore, discover Mummy, Daddy, Aunty, Brother, Sister, baby, boy, girl, home, family	People that help us, Farmer, vet, doctor, hospital, ambulance, fire fighter, fire, police officer	Family, holiday, hotel, caravan, tent, places they have been	Change, different, old, new,
	RECEPTION	How their lives change Babies – Children – Adults Harvest	Bonfire Night Remembrance Day Christmas	Influential Figures – Ernest Sheckleton – Polar expedition	Occupations – vets, doctors, fire service, chef	Holidays in the past	Vehicles - how they have changed
VOCAB	Babies, toddler, children, teenager, adult	Guy Fawkes, fireworks, crack, pop, bang, zoom, whoosh, watch, whiz, noisy, bonfire night, Remembrance Day, poppies, wreath, remember	Explore, discover, north pole, south pole, arctic, Antarctic, trek, discover	Different occupations and what they do	A long time ago, before I was born, In the past	A long time ago, old, new, past present,	



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UNDERSTANDING THE WORLD - PEOPLE AND COMMUNITIES - GEOGRAPHY	NURSERY 1			To identify penguins and polar bears and know they like the cold	To identify some farm animals and to recall and talk about their experiences with these animals	Recall and talk about their experiences on the beach	To talk about how we get to different places
				Penguins, polar bears, cold, ice, snow	Cow, sheep, pig, horse, chicken, goat	Seaside, beach, sand, paddling, sand castles	Transport, maps,
	NURSERY 2	Our School Bempton/ Bridlington Our Homes	To know some differences between countryside and cities	To know some differences between UK and Polar regions	To know some farm animals To know what grows on farms	To talk about their experiences on holidays and compare to others experiences	To begin to recognise some features of a map
		School, class room, hall, playground, Bempton, Bridlington, home	Countryside, city, village, town, big, small, fields	Warm, cold, quiet, ice, snow, animal names	Farm, farm, animal names, fruit, vegetables	Place names/ location, holiday, hotel, caravan, tent	Map, country, city, sea, river
	RECEPTION	Around my school Where I live Recycling week (Linked to science)	Environment – Compare countryside and city	Compare Polar regions to UK Locate arctic and Antarctica on map and globe	Environment – Farms Understand where some foods come from Red Nose Day, Africa	Holidays around the world	Maps
VOCAB	School, class room, hall, playground, Bempton, Bridlington, home, recycling, plastic, tins, bottle, paper, cardboard	Countryside, city, village, town, big, small, fields, buildings, lights, noise, busy, quiet	Similar, different, Arctic, Antarctica, map, globe,	Farm, countryside, fields, animal names, fruit, vegetables, growing, cooking,	UK, England, location names, holiday, hotel, caravan, tent, same, different	Map, country, city, sea, river, UK, England, road, beach, café, parking	



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Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND	OCCUPATIONS	HOLIDAYS!	EXPLORERS
PAST AND PRESENT – RELIGIOUS EDUCATION AND WORLDVIEWS	NURSERY 1			Share stories about how Chinese New Year is celebrated. Beginning to know that people in different countries have different celebrations.	Recall and talk about celebrations they can remember – birthdays, Christmas	Recall and talk about their special toys and belongings	Recall and talk about places that they like/ like going to
	NURSERY 1			Chinese New Year, celebrate	Celebrate, birthday, Christmas, holidays	Special, favourite, items names	Places names, special, enjoy, fun
	NURSERY 2	Notice differences between people. Make connections between their family and the families of others.	Begin to be aware of how different cultures and people celebrate special times – Bonfire Night, Diwali, and Christmas. Talk about their own experiences of celebrating Christmas.	Talk about books that are special to them and why. Begin to understand that we are all different and like different things.	Talk about their memories of birthdays and what is the same and different. Join in with Easter celebrations and activities	Begin to understand that different things are special to different people and talk about their special belongings	To talk about why they like their special place and why beginning to understand that different people like different places.
	NURSERY 2	Families, different, same,	Diwali, Christmas, celebration, Jesus, presents, Bonfire Night	Books, special, different	Birthday, special, same, different, Easter, Jesus	Different, special, belongings	Special, places names, different, same
RECEPTION	<b>Why is the word God so important to Christians?</b> Children find out about Christian beliefs that God created the heavens and the earth.  Harvest	<b>Why do Christians perform nativity plays at Christmas?</b> Children will learn the key events from the Christian Christmas story  Bonfire Night, Diwali, Christmas	<b>Being special - Where do we belong?</b> Children learn about Christianity, Hindu Dharma and Islam. Children reflect upon the things that are special to them and why they value these things Chinese New Year,	<b>Why do Christians put a cross on their Easter gardens?</b> Children learn about Christianity, Hindu Dharma and Islam. Children reflect upon the things that are special to them and why they value these things. Mother's Day, Easter	<b>Which places are special and why?</b> Children learn about special places for Muslims and Christians. They reflect upon places that are special to their own lives.  Father's Day	<b>Which stories are special and why?</b> Children encounter stories from different religious worldviews, and find out about why these might be special to a believer.	
VOCAB	Christians, God, creation, Adam, Eve, bible, parable, precious, Jesus, pearl	Incarnations, Jesus, Christmas, Mary, Joseph, shepherds, angel, star, Magi, manger	Muslims, Hindus, Christians, Jesus, baptism, Raksha Badhan, welcome, love, special, rakhi	Jesus, God, salvation, Easter, hosanna, palm, good Friday, donkey, Sunday, disciples	Christians, pilgrimage, muslims, holy, church, bible, mosque, Imam, qur'an, vicar	Christians, Bible, Muslims, Torah Believer, Text, Stories, Jews, Qur'an, special	



# NURSERY AND RECEPTION LONG TERM PLAN

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2						
		ALL ABOUT ME	LET'S CELEBRATE!	WINTER WONDERLAND	OCCUPATIONS	HOLIDAYS!	EXPLORERS						
<p style="text-align: center;"><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions</p>	<b>NURSERY 1</b>			<p>Sing songs spontaneously as they play. Name colours, anticipate which new colours they will create when mixing them. Join materials using glue, adhesive tape etc. Construct with a wide range of materials. Play with, not only alongside their peers as they engage in role play, developing narrative. Mould and create with malleable materials, with purpose and imagination. Colour names, tap, bang, shake, noisy, loud, quiet, touch, feel, soft, hard, spikey, squishy, celebrate, dress up, pretend, glue, mix, paint.</p>			<p>Learn new songs and sing them spontaneously as they play. Be able to describe shades of colours – light/dark and know a wider range of colour names beyond the prime and more familiar colours. Control sound as they use musical instruments, following instructions loud/quiet, fast/slow. Able to assist in preparation of malleable materials such as playdough and gloop, exploring the properties and the effects of combining ingredients.</p>						
	<b>NURSERY 2</b>	<p><b>Creating with materials</b> To join in singing songs To create sounds by rubbing, shaking, tapping, striking or blowing. To experiment with ways to enclose a space, create shapes and represent actions, sounds and objects. To enjoy and respond to playing with colour in a variety of ways. To begin to use 3D and 2D structures to explore materials and/or express ideas. <b>Being imaginative and expressive</b> To use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. To begin to make believe by pretending using sounds, movements, words and objects. To begin to create rhythmic sounds and movements.</p>	<p><b>Creating with materials</b> To begin to sing familiar songs. To show an interest in the way sound makers and instruments sound and experiment with ways of playing them. To develop an understanding using lines to enclose a space. To explore colour. To use 3D and 2D structures to explore materials and/or express ideas. <b>Being imaginative and expressive</b> To begin to use movements and sounds to express experiences. To experiment and create movement in response to music, stories and ideas. To create sounds and movements.</p>	<p><b>Creating with materials</b> To begin to sing familiar songs. To show an interest in the way sound makers and instruments sound and experiment with ways of playing them. To develop an understanding using lines to enclose a space. To explore colour. To use 3D and 2D structures to explore materials and/or express ideas. <b>Being imaginative and expressive</b> To begin to use movements and sounds to express experiences. To experiment and create movement in response to music, stories and ideas. To create sounds and movements.</p>	<p><b>Creating with materials</b> To sing familiar songs. To explore and learn how sounds and movements can be changed. To begin to use drawing to represent actions and objects. To continue to explore colour and how colours can be changed. To use various construction materials. <b>Being imaginative and expressive</b> To use movement and sounds to express experiences, expertise, ideas and feelings. To sing to self and makes up simple songs. To create sounds, movements and drawings to accompany stories.</p>								
	<b>RECEPTION</b>	<p><b>Creating with materials</b> Beginning to mix colour Build models using construction equipment. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Provide opportunities to work together to develop and realise creative ideas. <b>Being imaginative and expressive</b> Sing and perform nursery rhymes. Join in with role play games and use resources available for props;</p>	<p><b>Creating with materials</b> Mixing colours Collage - owls Firework pictures, Christmas decorations, Christmas cards, Divas The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories. <b>Being imaginative and expressive</b> Experiment with different instruments and their sounds. Role Play Party's and Celebrations Role Play of The Nativity</p>	<p><b>Creating with materials</b> Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Making lanterns, Chinese writing, puppet making Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. <b>Being imaginative and expressive</b> Create narratives based around stories.</p>	<p><b>Creating with materials</b> Make different textures; make patterns using different colours Symmetrical butterflies Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals Printing, patterns on Easter eggs Mother's Day crafts Easter crafts Provide a wide range of props for play which encourage imagination. <b>Being imaginative and expressive</b> Move in time to the music. Home Corner role play</p>	<p><b>Creating with materials</b> Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Salt dough fossils Father's Day Crafts Teach children different techniques for joining materials, such as how to use split pins, paperclips, treasury tags. <b>Being imaginative and expressive</b> Play an instrument following a musical pattern.</p>	<p><b>Creating with materials</b> Design and make rockets thinking about form and function. Junk modelling, houses, bridges boats and transport. Use different textures and materials to make bridges for the Three Billy Goats Provide children with a range of materials for children to construct with <b>Being imaginative and expressive</b> Invent their own narratives, stories and poems.</p>						
	<b>SINGUP</b>	<p><b>Grumpy face</b> Make up words and actions about emotions &amp; feelings. Explore sounds with voices and percussion instruments Sing with a sense of pitch, following the shape of the melody. Mark the beat of the song</p>	<p><b>Sorcerer's apprentice</b> Explore storytelling elements in the music and create a class story. Identify and describe contrasts in tempo and dynamics. Respond to music in a range of ways e.g. movement, talking, writing.</p>	<p><b>Witch witch</b> Make up a simple accompaniment using percussion instruments Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call-and-response song.</p>	<p><b>Row your boat</b> Make up new lyrics and vocal sounds for different kinds of transport. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instr.</p>	<p><b>Bird spotting</b> Explore the range and capabilities of voices through vocal play. Develop a sense of beat. Develop active listening Enjoy moving freely and expressively to music.</p>	<p><b>Shake sillies out</b> Create a sound story using instruments Sing an action song with changes in speed. Play percussion instruments Perform as a class. Listen to music and beat with actions.</p>	<p><b>Up and down</b> Make up new lyrics and accomp actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch.</p>	<p><b>5 bumble bees</b> Improvise a vocal/physical soundscape Sing in call-and-response and change voices. Play an accomp. percussion, &amp; recognise a change in tempo. Listen to a piece of classical music and respond through dance.</p>	<p><b>Under the sea</b> Composing new words &amp; movements Sing a song using a call-and-response. Play perc instruments. With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). Listen to sea-related pieces of music and respond with movement.</p>	<p><b>Oh so quiet</b> Improvise with instr follow a conductor. Compose developed through listening to Beethoven's 5th. Play instr with control Explore dynamics with voices and instr Develop listening skills, identifying dynamics</p>	<p><b>Slap clap clap</b> Compose a 3-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Play perc instruments Listen actively to music in 3/4 time. Find the beat and perform</p>	<p><b>Bow Belinda</b> Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. Listen to and talk about folk songs from North America.</p>
	<b>VOCAB</b>	<p>Pitch, high, low, call and response, beat, tempo, timbre, hard, soft, scratchy, smooth e.t.c.</p>	<p>Duration, long, short, dynamics, louder, quieter, pitch, higher, lower, tempo, faster, slower, percussion instruments</p>	<p>Pitch, high, low, call and response, phrase, tempo, strong beat, pulse, solo, together, unison, accompaniment</p>	<p>Duration, beat, pulse, rhythm, dynamics, loud, quiet, improvise</p>	<p>Beat, orchestra, interval, echo</p>	<p>Syncopation, rests, dynamics, louder, quieter, verse, chorus, tempo, faster, slower</p>	<p>Dynamics, louder, quieter, pitch, up, down, interval, scale, tempo, pulse, beat, faster, slower, glockenspiels,</p>	<p>Dotted rhythms, rest, dynamics, loud, quiet, louder, quieter, tempo, fast, slow, faster, slower, soundscape</p>	<p>Dynamics, getting louder, getting quieter, higher, lower, call and response, getting faster, getting slower, soundscape</p>	<p>Dynamics, forte, piano, crescendo, diminuendo</p>	<p>Longer/ shorter sound, waltz, 3 / 4 time</p>	<p>Dotted notes, rhythm, higher, lower, phrase, steady beat</p>



# NURSERY AND RECEPTION LONG TERM PLAN