

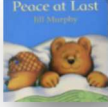


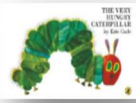














Communication
Language and Literacy

City Living

Aspirations

Diversity

NURSERY LONG TERM PLANNING Cycle 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	Settling In	Light and Dark/ All about me (Science/ PSED)	Journeys (Geography)	Growth and Change (Science/ History)	Around the World (Geography)	The Farm (Science)
Key Text						
Linked Texts	-So Much -Peace at Last -Elmer -Guess how...	-Good night moon -A Dark, dark tale -The Little Red Hen -Funny Bones -Pumpkin Soup	-Snow Bears -A little bit of Winter -Lost and Found -Little Red Riding Hood -Rosie's Walk	- Snow Bears - A little bit of Winter - Lost and Found - Little Red Riding Hood - Rosie's Walk	-Dear Zoo -Handa's Hen -Gorilla -The Tiger who came to tea	-The Great Goat Chase -Penguin -Harry and the Dinosaurs - Farmer Duck
Enrichment	Pyjama Day/ Bed Time Story (Parents)	Visit from owls	Visit a local shop Bake a cake	Grow caterpillars/ cress	Visit the market	Visit a Farm
						
Role Play	Introduce the home corner	Owl House/tent	Role Play Shop/ Bear Rescue	Pretend to be butterflies	Role Play Market	Bridge/troll
						
Mark Making/ Writing Opportunities	Playful mark making	Emergent Scribbles	Writing Lists	Writing signs and labels	Writing Lists	Writing signs and Messages (i.e. Watch out)
	Investigate use of pencils, pens, paints, etc	Mark making on the inside of the owl house. Writing messages to Mummy Owl	Writing a list of ingredients to make a cake. Writing bear messages.	Writing labels for different parts of plants and the life cycle of a butterfly.	Writing shopping lists.	Writing signs and messages from the Troll to the goats and from the goats to the Trolls (i.e. Watch out. Troll!!)
Mathematical Development	Number Rhymes	Stable Order/ One-to-one correspondence	Cardinality	Recognising Numerals	Number Stories	Consolidation/ Application
	-Children to recite numbers in order using number songs -Children to begin to count with one to one correspondence. -Explore shapes and patterns in environment.	-Children to recite numbers to 10. -Children to count saying one number name for each object. - Explore language of size when discussing owls	-Accurately count a group of 5 objects saying how many. -Children begin to recognise numbers 1-5. -Explore positional language (Bear Hunt)	-Children recognise numbers 1-5 confidently and match objects to quantity. -Separate a group of 3/4 objects knowing the total is the same. -Explore language of shape when talking about flowers.	-Children begin using 'number stories' to understand addition and subtraction -Children recognise numbers 6-10. -Investigate repeating patterns (Handa's fruit)	-To consolidate all number skills and knowledge taught in Nursery -Consolidate all shape, space and measure knowledge taught learned in Nursery.

Sense of Self (PSED)	Me and my family	Where do I live?	Where is my School?	How have I Changed?	Who are my friends?	What am I the best at?
	To say my name. To name members of my family.	To talk about their house and who lives there.	To talk about what they can see in the local area when they go on a walk.	To talk about photos of them as a baby. To talk about how they've changed.	To say the names of my friends and why I like them.	To be able to identify their strengths in discussion with an adult.
Cause and Effect/ The Natural World (Science)	Investigate explorative areas of provision	Introduction to animal 'fact file' (All About Owls)	Investigating Freezing and Melting	Naming and describing parts of plants and mini-beasts	Naming and describing wild animals	Naming and describing farm animals (comparing)
	Explore and investigate texture and space using sand, water, mud and dough.	Would you like to learn about owls? -Look like -Eat -Live -Wow Fact -Explore floating and sinking.	-Explore freezing and melting. -Explore and experimenting with forces (i.e. rolling objects on different gradients to affect speed)	Discuss and investigate how caterpillars grown and change into butterflies. Extend vocabulary by naming parts of plants and mini-beasts.	Name, describe and categorise wild animals. Investigate monkeys further by using the 'All About Monkeys' fact file.	Compare farm animals to the wild animals that we learned about in our last unit of work.
Sense of Place/ Sense of the past, present and future (Geography/ History)	My Classroom	Where do I live?	Recounting an event	Observing Change	Our Local Area	All about a farm!
	Children to learn how to navigate around their classroom environment learning where to find things and where they enjoy playing.	Talk about the house/ apartment where you live. How is it the same/ different from an owl house? Discuss the homes of different people/ animals.	Orally recount our visit to the shop. (First, next, after that, finally).	-Investigate new vocabulary as we talk about the growth of a caterpillar and as we grow cress. -Investigate concept of growth and change by looking at ourselves as babies.	Investigate the local area including where school is in comparison to the market (what did we notice on our way to the market?)	How is a farm different to Longisight? (similarities/ differences)
Art, DT and Expression	Expressing myself	Using my senses	Acting out stories	Representing what I can see	Art and music from different cultures	Animal Art
	Sing nursery rhymes. Use tools and paint to represent themselves and their family.	Learn autumn/weather songs. Explore the sounds of a forest. Combine materials to create an owl collage.	Create story spoons. Map a journey with tools. Use expressive sound and movement linked to the Bear Hunt.	Play with or create props related to the life cycle of a butterfly. Use a chosen media to represent what they know about a life cycle.	Listen and respond to African music. Fruit printing. Role play the story of Handa.	Explore the sounds and movements of farm animals. Farm animal box modelling/craft. Printing animal patterns
PE, Sport, Games	Where I am physical	Singing and moving together	Movement medley	Moving like an insect	Role play and equipment	Which farm animal am I?
	To move around the environment safely. To learn how to use the equipment and climbing frame safely.	To begin playing ring games. Move like owls.	To create an obstacle course representative of the Bear Hunt: hopping, skipping and jumping.	Re-enact life cycles by moving in different ways, changing direction and speed.	Transport fruit (bean bags and balls) by balancing, throwing, kicking and catching.	To move as a farm animal, showing some control and coordination.
RE	Who am I?		Who helps me and how do I help others?		How do I celebrate with my family?	
	Harvest	Christmas/ Divali	Chinese New Year	Easter	Ramadan	Eid Ul Fitr
Use of Technology and Computing	Technology All Around Me		Toys with Moveable Parts		Technology for a Purpose	
	Explore technology in the environment for real and role play purposes (i.e. cameras for photos/ telephone in home corner)		Explore moveable toys such as wind-up toys. Explore Bee Bots linking to positional language and 'Bear Hunt'		Children use the ipad/ camera to take photographs as a record of our visit to the market.	

