



## Long Term Plan 2022-2023

	Autumn		Spring		Summer	
Possible Themes/ Interests/ Topics/ Themes	All About Me Autumn Nursery Rhymes	Light and Dark Festivals and Celebrations	Fairy Tales Winter	Life Cycles Growing	People Who Help Us	Our Wonderful World
Festivals, Celebrations and Seasons	Roald Dahl Day (13.09) Macmillan Coffee Morning (30.09) Black History Month (Oct.) Harvest Festival (02.10)	Halloween (31.10) All Saints (01.11) Bonfire Night (05.11) Remembrance Day (11.11) Antibullying Week (14-18.11) Nursery Rhyme Week (14-18.11) Children in Need (18.11) Diwali (24.11) Advent (27.11-24.12) Hanukkah (18-26.12) Christmas Winter Begins (21.12)	Chinese New Year (22.01) Big Garden Bird Watch (28-10.01) Number Day (03.02) Story Telling Week (29.01-05.02) Shrove Tuesday (21.02) Valentine's Day (14.02) Lent (22.02-06.04)	Easter Spring Begins (20.03) St. David's Day (01.03) Butterfly Day (14.03) British Science Week (10-19.03) St. Patrick's Day (17.03) Mother's Day (19.03) World Book Day (02.03)	Eid (21.04) St. George's Day (23.04) Queen's Birthday (10.06) May Day (01.05) Bee Day (20.05)	World Ocean Day (08.06) Healthy Eating Week (12-16.06) Father's Day (18.06) Insect Week Summer Begins (21.06)
Visits/ Visitors	Autumn Walk	Gala Theatre Christmas Performance	Wharton Park	Farm Trip	Visits – police, fire service, nurse/doctor, postman, dentist etc.	Sea Life Centre and Beach
Communication and Language	<ul style="list-style-type: none"> <li>Adults model language and conversation and share stories and anecdotes</li> <li>Provide a language rich environment.</li> <li>Daily songs, stories and rhymes</li> <li>Speaking and listening 1-1 and in small groups</li> <li>Introduce vocabulary related to stories and nursery rhymes.</li> </ul>		<ul style="list-style-type: none"> <li>Encourage quality conversations with peers and adults</li> <li>Provide a range of texts and genres</li> <li>Daily songs, stories and rhymes</li> <li>Speaking and listening 1-1, small groups and whole class</li> <li>Provide opportunities to use and embed new words in a range of contexts.</li> </ul>		<ul style="list-style-type: none"> <li>Daily routines including circle time conversation in groups and whole class.</li> <li>Role play and small world opportunities to develop a narrative</li> <li>High quality adult interactions</li> </ul>	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Settling into nursery</li> <li>Class routines, boundaries and expectations</li> <li>Developing supportive relationships with staff</li> <li>All about 'Myself' – appearance, emotions, likes and dislikes</li> <li>Showing interest in other children and their play</li> </ul>		<ul style="list-style-type: none"> <li>Developing relationships with staff and peers</li> <li>Gaining confidence to explore and engage with provision</li> <li>Learning to follow routines and expectations with support</li> <li>Managing emotions with support</li> <li>Basic hygiene and staying healthy</li> </ul>		<ul style="list-style-type: none"> <li>Come into nursery confidently and happily.</li> <li>Begin to be able to recognise and name their emotions and talk about how they feel.</li> <li>Be independent in self-care – basic hygiene including oral hygiene, looking after belongings, putting on and taking off coats, shoes, wellies etc.</li> </ul>	



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	<ul style="list-style-type: none"> <li>Staying safe – stranger danger (incl. online)</li> </ul>		<ul style="list-style-type: none"> <li>Staying safe – road safety</li> </ul>		<ul style="list-style-type: none"> <li>Form good relationships with peers and familiar adults, beginning to show empathy, take turns and share, and resolve differences with support</li> <li>Staying safe – sun safety, fire safety</li> </ul>	
<b>Physical Development</b>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>Playdough</li> <li>Mark making opportunities</li> <li>Fine motor activities</li> <li>One handed tools and equipment</li> <li>Large piece construction – stacking, balancing</li> <li>‘Finger Songs’</li> </ul>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>Dough disco</li> <li>Drawing, colouring, writing patterns</li> <li>Fine motor activities</li> <li>Scissor skills</li> <li>Mark making</li> <li>Large piece construction with simple connections</li> <li>‘Finger Songs’</li> </ul>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>Dough disco</li> <li>Squiggle While You Wiggle</li> <li>Name writing opportunities (on pictures etc.)</li> <li>Fine motor activities</li> <li>Scissor skills</li> <li>Mark making</li> <li>Construction with smaller pieces</li> </ul>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>Dough disco</li> <li>Squiggle While You Wiggle</li> <li>Name writing opportunities (on pictures etc.)</li> <li>Fine motor activities</li> <li>Scissor skills</li> <li>Mark making</li> <li>Construction with smaller pieces and multiple connections</li> </ul>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>Dough disco</li> <li>Squiggle While You Wiggle</li> <li>Letter and numeral writing opportunities</li> <li>Fine motor activities</li> <li>Scissor skills</li> <li>Mark making</li> <li>Small scale construction</li> </ul>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>Dough disco</li> <li>Squiggle While You Wiggle</li> <li>Letter and numeral writing opportunities</li> <li>Fine motor activities</li> <li>Scissor skills</li> <li>Mark making</li> <li>Small scale construction</li> </ul>
	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>Daily physical development activity (Jump Start Jonny, Go Danny etc.)</li> <li>Explore the outdoor area</li> <li>Running, jumping, manoeuvring</li> <li>Accessing the climbing frame, slide, swing and other equipment safely</li> <li>Digging, filling, pouring</li> <li>Using balls &amp; hoops</li> </ul>	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>Daily physical development activity (Jump Start Jonny, Go Danny etc.)</li> <li>Running, jumping, manoeuvring</li> <li>Climbing, swinging, balancing</li> <li>Digging, filling, pouring</li> <li>Using balls &amp; hoops</li> <li>Using wheeled toys</li> <li>Large scale mark making – paintbrushes,</li> </ul>	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>Daily physical development activity (Jump Start Jonny, Go Danny etc.)</li> <li>Obstacle courses, lifting and carrying safely, balancing</li> <li>Throwing and catching</li> <li>Skipping, hopping, moving in different ways</li> <li>Large scale mark making – paintbrushes, sweeping, chalk, vertical surfaces</li> </ul>	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>Daily physical development activity (Jump Start Jonny, Go Danny etc.)</li> <li>Obstacle courses, lifting and carrying safely, balancing</li> <li>Throwing and catching</li> <li>Skipping, hopping, moving in different ways</li> <li>Large scale mark making – paintbrushes, sweeping, chalk, vertical surfaces</li> </ul>	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>Daily physical development activity (Jump Start Jonny, Go Danny etc.)</li> <li>Large scale construction</li> <li>Parachute games, action songs, ring games</li> <li>Group/team activities which they make up for themselves.</li> <li>Sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>Daily physical development activity (Jump Start Jonny, Go Danny etc.)</li> <li>Large scale construction</li> <li>Parachute games, action songs, ring games</li> <li>Group/team activities which they make up for themselves.</li> <li>Sequences and patterns of movements which are related to music and rhythm.</li> </ul>



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	<ul style="list-style-type: none"> <li>Using wheeled toys</li> </ul>	sweeping, chalk, vertical surfaces				
<b>Literacy Reading</b>	<ul style="list-style-type: none"> <li>Phase 1 phonics; environmental sounds, instrumental sounds, body percussion, rhythms, rhymes, alliteration, voice sounds</li> <li>Stories and songs – repetitive refrains, rhythms and rhymes, prediction, vocabulary</li> <li>Opportunities for children to access books, magazines and a range of other reading material throughout the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 phonics; initial sounds, rhyming strings, clapping syllables, onset and rime, oral blending and segmenting.</li> <li>Stories and songs – different genres, non-fiction, poems and songs</li> <li>Story structure, discuss characters, plot etc.</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Opportunities for children to access books, magazines and a range of other reading material throughout the setting.</li> <li>Story scribing.</li> </ul>	<ul style="list-style-type: none"> <li>RWI Set 1 sounds (hear, say, read, write), oral blending, visual blending games.</li> <li>Stories and songs – description, inference, vocabulary</li> <li>Opportunities for children to access books, magazines and a range of other reading material throughout the setting.</li> <li>Story scribing</li> </ul>			
<b>Literacy Writing</b>	<ul style="list-style-type: none"> <li>Provide opportunities and resources for gross motor mark making, under tables, outside, roll of paper on floor, vertical surfaces, different media – chalks, large paint brushes, crayons, pom-poms, sticks, whole body.</li> </ul>	<ul style="list-style-type: none"> <li>Letter formation of letters in name</li> <li>Colouring, writing patterns, forming different shapes (straight lines, waves, circles, spirals, zigzags, humps, arcs, obliques, squares, triangles)</li> <li>Squiggle While You Wiggle</li> <li>Story scribing.</li> </ul>	<ul style="list-style-type: none"> <li>Writing names</li> <li>RWI letter formation</li> <li>Opportunities to write labels, captions, messages, registers, lists.</li> <li>Story scribing leading to story writing.</li> </ul>			
<b>Mathematics – Number and Numerical patterns</b>	Develop a strong grounding in number, count confidently, develop a deep understanding of numbers to 5, the relationships and patterns. Provide frequent and varied opportunities to build and apply understanding, develop a secure base of knowledge and vocabulary to build a mastery of maths. Provide opportunities for children to develop spatial reasoning skills across all areas including space, shape and measure. Allow children to develop positive attitudes and interests in maths, look for patterns and relationships, spot connections, have a go, talk about what they notice and not be afraid to make mistakes.					
	<ul style="list-style-type: none"> <li>Introduce maths learning opportunities into daily routines: counting the number of children, counting school dinners and packed lunches, counting story votes, recognising ‘more’ and ‘fewer’, counting resources back into their places at tidy up time, counting seats and cutlery at lunchtime, counting play resources, counting actions and sounds, comparing amounts and sizes at snack time and lunchtime.</li> </ul> Skills to be taught during adult led activities; <ul style="list-style-type: none"> <li>Reciting numbers past 5</li> <li>counting with 1-1 correspondence to 5</li> <li>Cardinality</li> </ul>	<ul style="list-style-type: none"> <li>Continue developing understanding of number and mathematical concepts of size, shape, pattern, quantity through daily routines and quality adult interactions.</li> </ul> Skills to be taught during adult led activities; <ul style="list-style-type: none"> <li>representing numbers in different ways using concrete resources</li> <li>consolidate understanding of the ‘oneness’ of one, the ‘twoness’ of two and the ‘threeness’ of three to include time, money, shape, patterns</li> <li>Subitising up to 5 objects, starting to combine smaller groups</li> </ul>	<ul style="list-style-type: none"> <li>Continue developing understanding of number and mathematical concepts of size, shape, pattern, quantity through daily routines and quality adult interactions.</li> </ul> Skills to be taught during adult led activities; <ul style="list-style-type: none"> <li>Finding a total by counting on</li> <li>making numbers to 5 in different ways, knowing number facts up to 5</li> <li>saying 1 more/1 less than a number</li> <li>estimating</li> <li>conceptual subitising of larger amounts</li> <li>Understand position through words alone</li> <li>Describe a familiar route</li> </ul>			



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	<ul style="list-style-type: none"> <li>conservation of number</li> <li>counting out the correct number of objects from a larger group (give me one, two, three)</li> <li>perceptual subitising</li> <li>representing numbers to 5 on fingers</li> <li>using shapes to make patterns, pictures and represent objects</li> <li>comparing objects and sorting them in different ways using objects of the same type (low cognitive load)</li> </ul> <p>Introduce the numbers 1, 2 and 3 using Ten Town and Numberblocks/ NECTM resources.</p>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals</li> <li>counting out up to 6 objects from a larger group</li> <li>link numerals and amounts up to 5</li> <li>Talk about and explore 2D and 3D shapes using informal and mathematical language</li> <li>Use positional language</li> <li>Compare and sort objects of different types, introduce more variables. Understand when they are more/less/equal and ways to check this</li> </ul> <p>Consolidate understanding of 1, 2, 3 and introduce the numbers 4, 5 and 6 using Ten Town and Numberblocks/ NECTM resources.</p>	<ul style="list-style-type: none"> <li>Discuss routes and locations using words like 'in front of' and 'behind'</li> <li>Use shapes appropriately and combine them to make new ones</li> <li>Talk about and identify patterns around them.</li> <li>Extend and create ABAB patterns, noticing and correcting errors</li> <li>Begin to describe a sequence of events using 'first', 'then'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> </ul> <p>Consolidate understanding of numbers 1-5 and introduce the numbers to 10 using Ten Town and Numberblocks/ NECTM resources.</p>			
<p><b>Understanding the World</b></p>	<p>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. Ensure that resources reflect the diversity of life in modern Britain.</p>					
<p><b>Understanding the World - People, Culture and Communities</b></p>	<ul style="list-style-type: none"> <li>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</li> <li>Notice similarities and differences between themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Learn about relevant festivals and celebrations</li> <li>Celebrate and value cultural, religious and community events and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about different ways of life in places with cold climates through books and stories</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the differences in other places which the children may have visited e.g. Chester-le-Street, Durham, Newcastle</li> </ul>	<ul style="list-style-type: none"> <li>Learn about different occupations (stories, books and visitors)</li> </ul>	<ul style="list-style-type: none"> <li>Learn about places that children may have been to on holiday (UK or abroad) – seaside, forest, mountains.</li> <li>Learn about different ways of life in other parts of the world through stories and books (Africa, Asia, South America,</li> </ul>
<p><b>Understanding the World – Past and Present</b></p>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of past, present and future</li> </ul>	<ul style="list-style-type: none"> <li>Use nursery rhymes, stories and fairy tales to explore differences</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how we have grown and changed since we were babies</li> </ul>	<ul style="list-style-type: none"> <li>Look at 'artefacts' from the past and compare them with what we use today.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about our changing world – global warming, pollution</li> </ul>



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		<ul style="list-style-type: none"> <li>Talk about 'yesterday', 'today', 'tomorrow'.</li> </ul>	between the past and present			
<b>Understanding the World – The Natural World</b>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.</li> <li>Explore collections of materials with similar and/or different properties.</li> </ul>	<ul style="list-style-type: none"> <li>Notice changes in the weather and season of Autumn</li> <li>Explore light and dark</li> <li>Explore how things work</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the season of winter and notice changes in the weather and environment</li> <li>Explore ice, melting, freezing etc.</li> <li>Talk about the differences between materials and changes they notice including gloop, cloud dough, flubber, slime etc.</li> </ul>	<ul style="list-style-type: none"> <li>Show and explain the concepts of growth, change and decay with natural material</li> <li>Plant seeds and care for growing plants.</li> <li>Notice changes in weather and environment in Spring</li> <li>Learn about animal life cycles (caterpillars)</li> </ul>	<ul style="list-style-type: none"> <li>Notice changes in weather and environment in Summer</li> <li>Explore light and shadows</li> <li>Explore forces of friction, gravity, pushing and pulling</li> <li>Explore chemical reactions (mints and coca cola, vinegar and bicarb etc.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Learn about the oceans and seas and aquatic creatures</li> </ul>
<b>Religious Education</b>	Myself / Judaism	Welcome / Birthday	Celebrating / Gathering	Growing	Good News / Friends	Islam / Our World
<b>Computing /Technology</b>	Introduction to class technology Online safety – ask a grown up	Toys with moving parts Online safety – ask a grown up	Friction vehicles Online safety – ask a grown up	IWB games and activities Online safety – ask a grown up	iPads as cameras Online safety – ask a grown up	Desktop PC games Online safety – ask a grown up
<b>Expressive Arts and Design</b>	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.					
<b>Expressive Arts and Design - Creating with Materials</b>	<ul style="list-style-type: none"> <li>Explores a wide variety of materials and resources to create self-portraits and models of themselves (powder paint and ready mixed paint,</li> </ul>	<ul style="list-style-type: none"> <li>Exploring painting and colour mixing with black/white</li> <li>Draw around shadows to create pictures</li> <li>Firework pictures using different techniques and</li> </ul>	<ul style="list-style-type: none"> <li>Create props and settings for fairy tales using a variety of techniques</li> <li>Respond to fairy tales making pictures, paintings and simple models</li> </ul>	<ul style="list-style-type: none"> <li>Pictures, paintings and models to respond to life cycles and growing.</li> <li>Symmetrical butterfly paintings, collage pictures, experimenting</li> </ul>	<ul style="list-style-type: none"> <li>Use materials to create role play settings e.g. doctors, police station, fire engine.</li> <li>Create own props and costumes to support role play</li> </ul>	<ul style="list-style-type: none"> <li>Draws simple representations of people and objects and begins to add more details, be able to talk about them</li> </ul>



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	<p>coloured pencils, crayons, felt tipped pens, play dough, junk materials, glue, sticky tape)</p> <ul style="list-style-type: none"> <li>• Explore hand prints</li> <li>• Create autumn pictures (colour mixing, leaf printing)</li> <li>• Respond to their favourite nursery rhymes creating pictures and representations.</li> </ul>	<p>utensils (combs, string, cardboard tubes, washing up brushes, spattering)</p> <ul style="list-style-type: none"> <li>• Remembrance Day poppy field pictures using vegetable printing and pastels/crayons</li> <li>• Christmas craft activities, cards and calendars</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make enclosures and build with a purpose</li> <li>• Winter pictures with cold colours, colour mixing and experimenting with using colours for a purpose.</li> </ul>	<p>with joining techniques</p>	<ul style="list-style-type: none"> <li>• Use a wide range of construction resources to respond to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore changing colours and textures</li> <li>• Select colours, materials and equipment for a purpose</li> <li>• Experiment with different ways of joining materials</li> <li>• Use a range of creative resources and equipment independently</li> <li>• In block play stacks towers, builds enclosures, and begins to add more details such as roofs, towers, ramps, bridges.</li> </ul>
<p><b>Expressive Arts and Design - Being Imaginative</b></p>	<ul style="list-style-type: none"> <li>• Role play familiar scenarios (making tea, food, birthdays)</li> <li>• Begin to use objects to represent things in play e.g. using a wooden block as a phone.</li> </ul>	<ul style="list-style-type: none"> <li>• Add narrative to imaginative play</li> <li>• Uses sounds to create sound effects in play</li> <li>• Begin to use available resources in play.</li> <li>• Take on familiar roles e.g. pretending to be a Daddy and feed the baby.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-enact familiar fairy tales and stories</li> <li>• Explore the sounds of instruments as sound effects in stories</li> <li>• Enjoy singing and learning new songs</li> </ul>	<ul style="list-style-type: none"> <li>• Use dance and music to express feelings and events in stories</li> <li>• Uses small world resources to develop a narrative and re-create familiar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play e.g. pretending to be a police officer.</li> <li>• Play with other children who are engaged in the same theme.</li> <li>• Enjoys dancing and listening to different styles of music</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop storylines in pretend play</li> <li>• Begin to play collaboratively and contribute to a group narrative.</li> <li>• Explores instruments, making sounds in different ways, and recognises and names some of them.</li> <li>• Able to play instruments faster, slower, louder, quieter</li> </ul>

Nursery

## Long Term Plan 2022-2023

Mrs. Wealleans

