Nursery Long term plan Cycle 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Theme	**All About Me**	**People Who Help Us**	**Space**	**Julia Donaldson Stories and Rhymes**	**Growing**	**Travel**
Literacy-Focus story text	Leaf Man The Colour Monster Owl Babies	The dog and the dolphin Forget me knot beautiful buttercup	Whatever Next Bringing down the Moon Aliens Love Underpants The Magic Paintbrush The Emperor's Egg One Snowy Night	The Gruffalo What the ladybird heard A squash and a squeeze The smartest giant in town The singing mermaid The Everywhere Bear	Jack and the Beanstalk. Oliver's Vegetables Jasper's beanstalk The Tiny Seed The Hungry Caterpillar The Ugly Duckling Flat Stanley	The Train Ride The Journey Home from Grandpas Handas Surprise Dear Zoo Rumble in the Jungle What the Ladybird heard at the seaside Sharing a Shell Commotion in the Ocean
Songs	Head, shoulders, knees and toes One finger one thumb I've got a body Miss Polly had a dolly Rockabye baby	This is the way we lay bricks One man went to mow I'm a baker man London's burning	5 Little Men in their flying saucers Zoom, Zoom, Zoom, we're going to the Moon I'm a little snowman Twinkle, Twinkle Little Star Countdown to blastoff	5 Little Speckled Frogs The Wheels on the Bus 5 Hot Cross Buns in the Bakers Shop Little Peter Rabbit 5 Little leaves so bright a guy Ring a roses	Jack be nibble, Jack be quick There's a tiny caterpillar on the leaf Mary, Mary Quite Contrary One potato, Two potato, Three potato, four	Row, row, row your boat Down in the Jungle The wheels on the bus When I was one! (pirate song) Nathan Evans ~ Wellerman (sea shanty)
Phonics	Letters and sounds-ASPECT 1 and 2 General sound discrimination – environmental sounds and instrumental sounds	Letters and sounds-ASPECT 3 General sound discrimination – body percussion	Letters and sounds-ASPECT 4 - Rhythm and rhyme	Letters and sounds-ASPECT 5 AND 6 Alliteration and voice sounds.	Letters and sounds-ASPECT 7 Oral blending and segmenting	Letters and sounds-ASPECT 7 Oral blending and segmenting
Maths	Develop an awareness of number names through rhymes and songs Relate their experience to numbers Show some understanding that things exist, even when out of sight Begin to organise and categorise objects Randomly say some counting words		Select a small number of objects from a group when asked – eg."Please give me 2" Recite some number names in sequence Create and experiment with symbols and marks representing the idea of number Begin to make comparisons between quantities Use some language of quantities – eg. more, a lot Know that a group of things change in quantity when something is added or taken away Use some number names accurately in play Recite numbers in order to 10		Sometimes match numeral and quantity correctly Begin to represent numbers using fingers, marks on paper or pictures Realise that anything can be counted, not only objects Use some number names and number language Know that numbers identify how many objects are in a set Separate a group of 3 or 4 objects in different ways –recognise the total is the same Compare two groups of objects – say when they have the same total Show an interest in numerals in the environment and in representing numbers Use number names to 10 Sometimes count accurately	

Science	Senses	How fast can a vehicle go? Slopes and cars	Rocket Science	Bug Hunt	Growing area (seeds, plants, minibeasts)	Sink and float
History	Talk about past and present events in their own lives and in the lives of family members Talk about how they change	Know about similarities and differences between themselves and others Ask and answer questions	Explore their own lives as they grow and develop, Talk about what is happening today, yesterday, tomorrow	Understand morning, afternoon, evening, night time and share what they do during each.	Explore their own lives as they grow and develop, Talk about how they change	Describe artefacts
Geography	Show curiosity about people Show interest in stories about themselves and their family.	Begin to realise that an understanding of people, culture and communities lies in early attachment and other relationships. Have a growing awareness of living things around them Know that birds fly and animals like cows and sheep spend time in fields Know that some animals, like cats and dogs, live with people.	Notice detailed features of objects in their environment.	Learn that they have similarities and differences that connect them to, and distinguish them from, other people Talk about why things happen and how things work.	Talk about similarities and differences in relation to themselves, friends and family Talk about some of the things they have observed – eg. plants, animals, natural objects. Begin to develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment	Comment and ask questions about aspects of their familiar world, such as the place where they live.
RE	Why is Christmas special for Christians?		Why is Easter special for Christians?		Being special: where do we belong?	
PE	Introduction to PE Unit 1	Dance Unit 1	Gymnastics Unit 1	Ball Skills Unit 1	Games Unit 1	Fundamentals Unit 1
Art	NA	Threaded Snowflakes	Petal Mandala Suncatcher	NA	Salt Dough Decorations	NA
Design Technology	Hibernation Boxes	NA	NA	Hanging Egg Decorations	NA	Fruit Salad
Music	Identify and match sounds. Make sounds with bodies. Name and play instruments. Make loud and quiet sounds.	Stop and start playing an instrument on signal. Copy sequences. Move in time to the beat.	Identify sounds. Remember and repeat a rhythm. Perform a short instrumental piece for others	Move in time to the beat fast, low, skipping, marching Identify a high pitch and a low pitch	Listen to & sing a variety of songs. Listen to a recorded voice and identify the speaker	Identify and name instruments Perform a short instrumental piece for others. Use a microphone to make sounds with voices Make own instruments

Computing	Using technology safely Use different equipment: BeeBots, iPads, Laptops, Interactive Whiteboard, Online safety Mini-Mash					
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Famous Historical People		Antonio Vivaldi	Mae Jemison		Van Gogh	
Trips/events	Harvest festival	Ellenden Farm Christmas production Panto Together Day-Christmas Gunpowder plot	Together Day-Chinese New Year	Sandfield Farm Easter Service Together Day-Easter	Church Visit	Warwick Play Village/All Things Wild Teddy Bears Picnic-together day

Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	NA	Snowflake, pipe cleaner, thread, scissors, beads, ribbon, string, cross branch	Pattern, mandala, paper plate, frame, sticky back plastic, petals, leaves, hole punch, loop	NA	Mix, knead, salt dough, ball, roll, squash, cut, press, decorate, bake	NA
Computing	Beebots mouse app laptop internet					
Design Technology	Hibernate, hibernation, temperature, weather, seasons, habitat, design, create, resources, junk	NA	NA	easter egg, felt pens, crayons, tissue paper, card cotton wool, foil, beads, sequins, stick, glue, tape hole punch	NA	different fruits , design, label, knife, blade, cut, bowl, chopping board, taste, texture
Geography	family, home Harvington, similar, different	farm, field, animals similar, different	earth, planet similar, different, unique	similar, different unique, special	cold, hot, warm, snow rain, wind	Harvington, Evesham home, under, over forwards, backwards
History	long time ago past/present family grow/change similar / same now / then old / new young / old before / after	long time ago past/present different/similar / same now / then old / new before / after	different family grow/change yesterday / today / tomorrow similar / same now / then old / new long ago before / after	morning/afternoon evening / night time past/present different family old / new before / after yesterday / today / tomorrow	past/present different family grow/change similar / same now / then old / new long time ago young/old before / after	past/present change similar / same now / then old / new long time ago
Music	high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments
PE	run, space, skip, path, follow, copy, jump, throw, gallop, lead, rule,	move, copy, shape, over, space, rocks,	move, copy, shape, over, space, rocks,	run, stop, roll, throw, team, kick, space, catch	roll, catch, skip, hop, run, stop	run, stop, space, jump, balance, skip

	listen, go, safe, forwards, backwards, travel, direction, stop, shape, hope, freeze, balance, sidewards, roll, tag, partner, catch, bounce, push.	safely, sideways, travel, forwards, backwards	safely, sideways, travel, forwards, backwards			
RE	Christian, beliefs, respect, Christmas, God Jesus, religion, Bible, Church, celebration worship		Christian, beliefs, cultures, respect, Easter God, Jesus, religion, Bible, cross, Church celebration, worship		Christian, beliefs, cultures, respect, God Jesus, religion, special, unique, Bible promises, cross, Church, celebration worship	
Science	adult/parent, baby	object, material,	object, material,	lifecycle: egg, caterpillar, chrysalis, butterfly. birds (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider,	British autumn fruits and vegetables (e.g. apples, pears, beetroot, carrots, potatoes, butternut squash, sweetcorn, cauliflower). lifecycle: roots, shoots, stem, leaves, buds, flower water, light, warmth, temperature, soil, compost	object, material,

YN	Autumn	Spring	Summer
Communication and Language	**Listening, attention and understanding** Begin to understand simple sentences Move their body to enjoyable sounds, such as music Show a strong exploratory impulse Concentrate on an object, or activity, they like for a short period Pay attention to dominant stimuli, but may be distracted by other noises around them Begin to follow the body language of others – eg. pointing, gestures Develop an understanding of single words in context – eg. milk, cup, mummy Respond to different things when said in a familiar context – eg. 'where is your mouth?', 'where is daddy?' **Speaking** Use single words Frequently imitate words and sounds Use sounds in play – eg. 'brrrrum' for a car Use sounds and words to communicate a range of purposes eg. no, more, teddy, bye Copy familiar expressions – eg. 'all gone', 'oh dear' Use different types of everyday words – eg. hot, banana, go sleep	**Listening, attention and understanding** Recognise and respond to many familiar sounds Show an interest in playing with sounds, songs and rhymes Enjoy rhymes and demonstrate listening by trying to join in with actions or sounds Listen to and enjoy rhythmic patterns in stories and rhymes Understand more complex sentences Select familiar objects by name Go and find objects when asked Identify objects from a group Understand simple questions – eg. 'who's that?', 'what's that?', 'where is…?' Have single-channelled attention – shift to a different task if attention is fully obtained – eg. using the child's name **Speaking** Use a variety of questions – eg. who, what, where Begin to ask simple questions Use simple sentences Begin to put two words together – eg. more milk, want ball Use language to widen contacts, share feelings, experiences and thoughts Begin to use word endings – eg. cats, going Start a conversation with an adult or a friend Hold a conversation, jumping from topic to topic Begin to talk about things and people that are not present	**Listening, attention and understanding** Listen to others – one to one or in small groups – when a conversation interests them Look at someone when they are speaking Focus attention – continue to listen or do – but can shift attention Follow instructions (if not intently focussed on their own choice of activity) Show an understanding of prepositions by carrying out an action or selecting the correct picture – eg. under, on top, behind Use prepositions when following instructions Respond to simple instructions and follow directions – eg. get, put away Understand the use and purpose of objects – eg. scissors Ask and respond to 'why' and 'how' questions **Speaking** Begin to use sentences with four to six words Continue a conversation, taking turns to speak Use a range of tenses – but may not be accurate Use intonation, rhythm and phrasing to make meaning clear to others Use vocabulary for objects and people of importance to them Build up vocabulary that reflects the breadth of their experiences Retell a simple past even in correct order Use more complex sentences to link thoughts – eg. and, because Use talk to explain ideas, what is happening and anticipate what might happen next Use talk to recall past experiences
PSED	**Self-Regulation** Enjoy naming games – eg. finding their nose, eyes or tummy Begin to learn that their own voice and actions have effects on others Engage another person to help achieve a goal – eg. to get an object which fis out of reach **Managing Self** Share feelings with a familiar adult – eg. excitement, pleasure Use a familiar adult for 'emotional refuelling' – eg. When feeling tired, stressed or frustrated Have a growing ability to soother themselves – may use a comfort object Cooperate with care-giving experiences – eg. Getting dressed Begin to understand 'yes', 'no' and some boundaries Have a growing sense of how will and determination may result in feelings of anger and frustration which are difficult to handle – eg. may have tantrums	**Self-Regulation** Separate from their main carer with support and encouragement from a familiar adult Explore new toys and environments but 'check in' with a familiar adult when needed Gradually engage in pretend play with toys Demonstrate a sense of self as an individual Want to do things independently **Managing Self** Be aware of other people's feelings – eg. look concerned if they hear crying, look excited if they hear a happy, familiar voice Express their own feelings – eg. sad, happy, cross, worried, scared Respond to a few appropriate boundaries with encouragement and support Begin to know that some things are theirs, some things are shared and some things belong to other people Seek comfort from familiar adults when needed Having a growing ability to distract themselves when upset – eg. engage in a new activity	**Self-Regulation** Select activities with help Use resources with help Welcome and value praise for what they have done Enjoy the responsibility of carrying out small tasks Be more outgoing towards unfamiliar people Be more confident in new social situations Confidently talk to other children when playing Communicate freely about home and the community Show confidence in asking adults for help Express their own preferences and interests **Managing Self** Respond to the feelings and wishes of others Try to help or give comfort when others are distressed Be aware of their own feelings Know that some actions and words can hurt others' feelings Begin to accept the needs of others – take turns and share resources – sometimes with support from others

	Building Relationships Seek to gain attention in a variety of ways Draw others into social interaction Build relationships with special people Be wary of unfamiliar people Interact with others when supported by a familiar person Explore new situations when supported by a familiar person Show an interest in the activities of others Respond differently to children and adults – eg. may pay more attention when children talk to them	Be aware that some actions can hurt or harm others **Building Relationships** Play alongside others Use a familiar adult as a secure base from which to explore independently in new environments Return to a familiar adult for reassurance if anxious Play cooperatively with a familiar adult – eg. rolling a ball back and forth	Show an understanding of, and cooperate with, some boundaries and routines Inhibit their own actions and behaviours – eg. Stop themselves from doing something they shouldn't do Tolerate delay when their needs are not met immediately Understand that wishes may not always be met Adapt behaviour to different events, social situations and changes in routines **Building Relationships** Seek out others to share experiences Play in a group, extending and elaborating play ideas – eg. building up a role-play with other children Initiate play, offering cues to peers to join them Keep play going by responding to what others are saying or doing Show an interest in others' play and start to join in Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Sometimes form a special friendship with another child Show affection and concern for people who are special to them
Physical	**Gross Motor** Sit unsupported on the floor Lean forward from a sitting position to pick up small toys Pull up to a standing position, holding onto furniture or a person for support Walk around furniture lifting one foot and stepping sideways Walk with one, or both hands, held by an adult Walk up steps holding an adult's hand Make connections between their movements and the marks they make Come down steps backwards or on their knees (crawling) **Fine Motor** Pass toys from one hand to another Hold an object in each hand, bringing them together in the middle – eg. hold two blocks and bang them together Pick up small objects between their thumb and fingers Hold a pen or crayon using a whole hand (palmar) grasp Make random marks with different strokes	**Gross Motor** Begin to balance blocks to build a small tower Squat with readiness to rest or play with an object on the ground Climb confidently and begin to pull themselves up on nursery play climbing equipment Kick a large ball Run safely on whole foot Walk up and down steps holding onto a rail, two feet onto each step **Fine Motor** Turn the pages in a book, sometimes several at once Show control in holding and using jugs to pour Show control in holding and using hammers Show control in holding and using books Show control in holding and using mark-making tools Begin to use three fingers to hold writing tools (tripod grip) Show a growing maturity in holding pencils and using their dominant hand Know which is their dominant hand Begin to recognise the correct way in which pencils, pens and paintbrushes should be held	**Gross Motor** Skip, hop and stand on one leg – hold a position for a few seconds Balance while riding a bike or scooter Go up stairs or steps using alternative feet Respond to music – show appropriate movement and rhythm Catch a large ball Run skilfully and negotiate space successfully, adjusting speed and direction to avoid obstacles Move freely, with pleasure and confidence, in a range of ways – eg. rolling, crawling, shuffling, slithering, walking, running, sliding and hopping **Fine Motor** Begin to show a preference for a dominant hand Use a comfortable grip with good control when holding a pencil, pen or paintbrush Use one-handed tools and equipment – eg. child scissors Make small snips and cuts in paper with child scissors Make simple models using small pieces – eg. Lego Pick up tiny objects using a pincer grasp Hold a pencil near the point between the first two fingers and thumb Use a pencil with good control

YN	Autumn	Spring	Summer
Literacy	**Word Reading** Handle books and printed materials with interest **Comprehension** Show interest in books and rhymes Possibly have favourite books or rhymes **Writing** Make marks, but do not always ascribe meaning to the marks	**Word Reading** Begin to notice when words have the start sound at the beginning Repeat words or phrases from familiar stories and rhymes Have an awareness that signs and symbols in the environment have meaning **Comprehension** Complete the missing word or phrase in a known story, game or rhyme – eg. Humpty Dumpty sat on a … Have some favourite stories, songs, rhymes or poems **Writing** Distinguish between the different marks that they make Sometimes give meaning to marks as they draw and paint	**Word Reading** Know that English is read left to right and top to bottom Hold books the correct way up and turn pages Recognise familiar words and signs – eg. own name, logos in adverts Show an interest in illustrations Show an interest in print in books and the environment Look at books independently **Comprehension** Show an awareness that print carries meaning Listen to and join in with stories and poems, one to one and in small groups Describe the main story settings, events and characters Show awareness of, and enjoy, rhyme and alliteration Join in with repeated refrains, anticipate key events and phrases in rhymes and stories Begin to be aware of the way stories are structured Listen to stories with increased attention Recall events in stories Suggest how a story might end **Writing** Tell an adult what they have drawn or painted Recognise a capital letter at the start of their name Identify sounds from their name in other words Start to write identifiable shapes and letters Draw lines and circles in the air, on the floor or on large sheets of paper Use tools, with control, for mark making Grip using five fingers, or preferably with two fingers and thumb, for control Copy shapes, letters and pictures
Maths	**Number and Numerical Patterns** Develop an awareness of number names through rhymes and songs Relate their experience to numbers Show some understanding that things exist, even when out of sight Begin to organise and categorise objects Randomly say some counting words **Shape, Space and Measure*** Begin to know and enjoy daily routines – eg. getting up, mealtimes, nappy time, bedtime Enjoy filling and emptying containers	**Number and Numerical Patterns** Select a small number of objects from a group when asked –eg."Please give me 2" Recite some number names in sequence Create and experiment with symbols and marks representing the idea of number Begin to make comparisons between quantities Use some language of quantities – eg. more, a lot Know that a group of things change in quantity when something is added or taken away Use some number names accurately in play Recite numbers in order to 10 **Shape, Space and Measure*** Associate a sequence of actions with daily routines Begin to understand that things might happen 'now' Use blocks to create their own simple structures and arrangements Attempt, sometimes successfully, to fit shapes into spaces – eg. inset boards, jigsaw puzzles Begin to use the language of size Anticipate specific time-based events – eg. mealtimes, home time Notice simple shapes and patterns in pictures Begin to categorise objects according to properties, such as shape or size	**Number and Numerical Patterns** Sometimes match numeral and quantity correctly Begin to represent numbers using fingers, marks on paper or pictures Realise that anything can be counted, not only objects Use some number names and number language Know that numbers identify how many objects are in a set Separate a group of 3 or 4 objects in different ways –recognise the total is the same Compare two groups of objects – say when they have the same total Show an interest in numerals in the environment and in representing numbers Use number names to 10 Sometimes count accurately **Shape, Space and Measure*** Begin to talk about the shapes of everyday objects – eg. round, tall Use positional language Show an interest in shape and space by playing with shapes or making arrangements with objects Show an awareness of similarities of shapes in the environment

YN	Autumn	Spring	Summer
Understanding the world	**Past and Present** N/A **People, Cultures and Communities** Begin to realise that an understanding of people, culture and communities lies in early attachment and other relationships Show curiosity about people Show interest in stories about themselves and their family **The Natural World** Observe closely what plants and animals do	**Past and Present** Begin to show an awareness of new and old, though they may confuse something being new to them and something being brand new Show an awareness that parents and grandparents are older than them Show understanding of yesterday and tomorrow Recognise that there are children older and younger than they are **People, Cultures and Communities** Have a sense of their own immediate family and relations Enjoy photographs and stories about themselves, their families and other people During pretend play, imitate everyday actions and events from their own family and cultural background – eg. Making and drinking tea Begin to have their own friends Learn that they have similarities and differences that connect them to, and distinguish them from, other people **The Natural World** Have a growing awareness of living things around them Know that birds fly and animals like cows and sheep spend time in fields Know that some animals, like cats and dogs, live with people Enjoy playing with small-world models – eg. a farm, train track or garage Notice detailed features of objects in their environment	**Past and Present** Appreciate that they might have siblings that are older than them or that they may be older than a younger sibling Have an awareness that they can do more for themselves now compared to when they were babies Come across photographs of grandparents and great grandparents when they were young Begin to have an understanding of terms such as 'yesterday', 'last week', 'last year' Appreciate that certain artefacts and resources are old and have been used before Be familiar with terms like 'new' and 'old' **People, Cultures and Communities** Show interest in the lives of people who are familiar to them Remember, and talk about, significant events in their own experience Recognise and describe special times or events for family and friends Show interest in different occupations and ways of life Know some of the ways which make them unique Talk about similarities and differences in relation to themselves, friends and family **The Natural World** Comment and ask questions about aspects of their familiar world, such as the place where they live Talk about some of the things they have observed – eg. plants, animals, natural objects Begin to develop an understanding of growth, decay and changes over time Show care and concern for living things and the environment Talk about why things happen and how things work
Expressive Arts & Design	**Creating with Materials** N/A **Being Imaginative and Expressive** Explore the world and develop a range of ways to communicate before expressing own ideas Move their whole body to sounds they enjoy, for example, a regular beat or music Imitate and improvise actions they have observed, eg. waving or clapping Begin to move to music Listen to, or join in, rhymes or songs	**Creating with Materials** Explore and experiment with a range of media through sensory exploration using the whole body Notice and show interest in the effects of making movements which leave marks Experiment with blocks, colours and marks **Being Imaginative and Expressive** Express themselves through physical actions and sound Pretend that one object represents another, especially when objects have characteristics in common Begin to use representation to communicate, for example, drawing a line and saying "that's you" Begin to pretend and make-believe Join in singing favourite songs Create sounds by banging, tapping, shaking or blowing Show an interest in the way musical instruments sound	**Creating with Materials** Explore colour and how colours can be changed Understand that they can use lines to enclose a space, and begin to use these shapes to represent objects Use various construction materials Begin to construct, by stacking blocks vertically and horizontally, making enclosures and creating spaces Join construction pieces together to build and balance Show interest in, and describe, the texture of different things **Being Imaginative and Expressive** Enjoy joining in with dancing circle games Sing a few familiar songs Begin to move rhythmically Imitate movement in response to music Tap out simple, repeated rhythms Explore, and learn, how sounds can be changed Sing to themselves and make up simple songs, including rhythms Notice what adults do, imitate what is observed and then do it when the adult is not there Engage in imaginative role-play, based on first-hand experiences and building stories around toys Create props to support role-play using available resources Develop forms of expression preferences