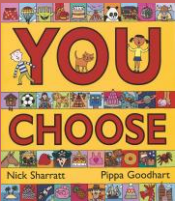
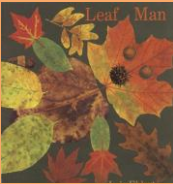
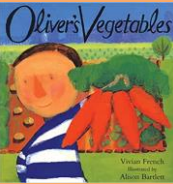
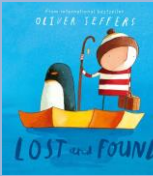
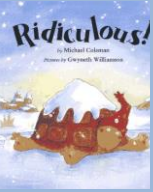
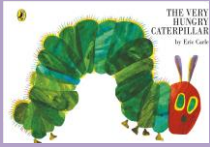
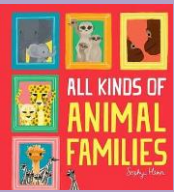
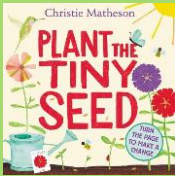
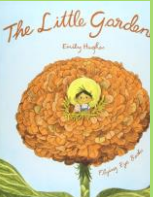
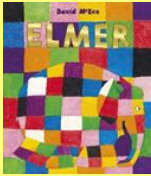



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	ALL ABOUT ME <i>Myself, my family, the community</i>	AUTUMNAL DELIGHTS <i>Seasonal change, weather, harvest</i>	WONDERS OF WINTER <i>Seasonal change, weather, changes to materials</i>	AMAZING ANIMALS <i>Seasonal change, weather animals, habitats, nature, mini beasts, lifecycles</i>	COME OUTSIDE <i>Planting, growth, nature</i>	WHO I AM <i>Individuality, the community, personal growth, transition</i>
Key texts	You Choose by Nick Sharratt 	Leaf Man by Lois Ehlert  Oliver's Vegetables by Vivian French 	Lost and Found by Oliver Jeffers  Ridiculous by Michael Coleman 	The Very Hungry Caterpillar by Eric Carle  All Kinds of Animal Families by Sophy Henn 	Plant the Tiny Seed by Christie Matheson  The Little Gardener by Emily Hughes 	Elmer by David McKee  When a Dragon Goes to School by Carly Hart 
Personal, Social & Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Make healthy choices about food, drink, activity and tooth brushing.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Communication & Language	Enjoy listening to longer stories.	Listening to others in small groups.	Develop their communication skills and begin to use more complex	Be able to talk about familiar books, and be able to tell a long story.	Start a conversation with an adult or a friend and continue it for many turns.	Be able to express a point of view and to debate when they disagree with an adult

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	<p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a growing repertoire of songs.</p> <p>Know an increasing number of rhymes.</p>	<p>sentences to link thoughts.</p> <p>Use a wider range of vocabulary linked to our topic.</p> <p>Develop their pronunciation of words.</p>	<p>Use longer sentences of four to six words.</p>	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>or a friend, using words as well as actions.</p>
Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to draw lines and circles and make marks.</p> <p>Using scissors and tools safely.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Start eating independently and learning how to use a knife and fork.</p>	<p>Start taking part in some group or team activities.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
Literacy	<p>Understand that print has meaning.</p> <p>Develop their phonological awareness so they can spot and suggest rhymes.</p> <p>Begin to engage in conversation about stories.</p>	<p>Understand that we read English text from left to right and from top to bottom.</p> <p>Sensory mark marking.</p> <p>Recognise their own name.</p>	<p>Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc.</p> <p>Develop their phonological awareness so they can clap or count syllables in words.</p> <p>Begin to write some of their name.</p>	<p>Identify and name the different parts of a book, e.g. front cover, pages, etc.</p> <p>Develop their phonological awareness to recognise words with the same initial sound, such as money and mother.</p> <p>Write some or all of their name.</p>	<p>Understand page sequencing.</p> <p>Recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some letters accurately.</p>
Maths	<p>Develop fast recognition of up to 3 objects, without having to count them</p>	<p>Know that the last number reached when counting a small set of objects tells you</p>	<p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof</p>	<p>Begin to describe a sequence of events, real or fictional, using words such</p>

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	<p>individually (subitising). Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p>	<p>how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Understand position through words alone – for example, “The bag is under the table,” –with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>as ‘first’, ‘then...’</p> <p>Consolidate all prior learning.</p> <p>Begin to explore number to 10.</p>
Understanding the World	<p>Begin to make sense of their own life-story and family’s history.</p> <p>Show interest in different occupations.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Plant seeds and care for growing plants.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Expressive Art & Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Join different materials and explore different textures.</p> <p>Listen with increased attention to sounds.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Remember and sing entire songs.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

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