



Nursery- Long Term Plan 24/25

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Themes	<u>All about Me!</u>	<u>Our Community</u>	<u>Once Upon a Time...Traditional Tales</u>	<u>Spring has Sprung</u>	<u>Nature Detectives</u>	<u>We're all going on a Summer Holiday</u>
Wow experiences	<u>Autumn walks</u> <u>Coffee morning</u>	Bonfire night Santa Visit Christmas Party Nativity Panto	Mothers Day	Visit to the park Easter celebrations	Farm visit	Sports day
Learning to include:	Starting School Autumn Halloween Family People who help us	Diwali, Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Winter Arctic environments The world around us Journeys – local area	Spring Pancake Day Easter Special Places	Life Cycles - butterflies, beans, chicks Gardening Habitats Growing up - babies, generations Health inc. oral health	Summer Transport/ Holidays Hot countries Seaside Pollution
Literacy – key texts to choose from	Elmer The Rainbow Fish Supertato Lucy's Picture Handa's Surprise Don't wake the baby Doris! I'm thinking of a pet	Officer George Charlie the Firefighter Funny Bones A range of non-fiction books on occupations. The Christmas Story	Goldilocks and the 3 bears The three little pigs The three billy goat's gruff	Dear Zoo Penguin small Rumble in the jungle The Easter Story	The very hungry caterpillar The little red hen	To be decided

Literacy						
Reading	Engage in conversations about stories, learning new vocabulary.	Spot and suggest rhymes.	Count or clap syllables in words.	Recognise words with the same initial sound.	Recognise words with the same initial sound, such as car and cap	Recognise words with the same initial sound, such as car and cap
	Understand the five key concepts about print: 1. print has meaning	Understand the five key concepts about print: 2. The names of different parts of a book 3. page sequencing	Understand the five key concepts about print: 4. We read English text from left to right and from top to bottom.	Develop their phonological awareness, so that they can: - spot and suggest rhymes	Understand the five key concepts about print: 5. Print can have different purposes	Engage in extended conversations about stories, learning new vocabulary.
Writing	Give meaning to marks they make	Give meaning to marks they make.	Write some letters accurately	Write some or all of their name.	Write some or all of their name.	Use some of their print and letter knowledge in their early writing.
				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. Write some letters accurately	Write some letters accurately. Use some of their print and letter knowledge in their early writing.	Write some or all of their name.
Communication and Language						
Listening	.	Begin to enjoy listening to longer stories and remember much of what happens.	Pay attention to more than one thing at a time, which can be difficult.	Use a growing range of vocabulary.	Use a wider range of vocabulary.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
		Use a wider range of vocabulary. Begin to understand a question or instruction that has two parts, such as "Get your coat and wait at the door"	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".			

Speaking	Sing a growing repertoire of songs. Know many rhymes. Be able to talk about familiar books.		Use longer sentences of four to six words. Pay attention to more than one thing at a time, which can be difficult. Engage in extended conversations about stories, learning new vocabulary.	Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Start a conversation with an adult or friend and continue it for many turns.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Maths	For academic year 24-25 Nursery will be following the Master the Curriculum scheme which supports the White Rose Curriculum. From September 25 units to be taught following the progression identified in the White Rose scheme as below.					
Maths Timings are flexible to allow progression where developmentally appropriate	Comparison 1-More than,fewer than, same Shape, space and measure 1- Explore and build with shapes and objects Pattern 1 - Explore repeats Counting 1 - Hear and say number names Counting 2 - Begin to order number names Subutising 1 – I see 1,2,3 Pattern 2 – Join in with repeats Shape, space and measure 2 – Explore position and space	Subutising 2- Show me 1,2,3 Counting 3 – Move and label 1,2,3 Shape, space and measure 3 – Explore position and route Pattern 3 – Explore own first patterns Counting 4 – Take and give 1,2,3 Shape, space and measure 4 – Match, talk, push and pull Subutising3 – Talk about dots Comparison2 – Compare and sort collections	Pattern 4- Lead on own repeats Shape, space and measure 5 – Start to puzzle Patterns 5 – Making patterns together Subutising 4 – Make games and actions Counting 5 – Show me 5 Pattern 6 – My own pattern Counting 6 – Stop at 1,2,3,4,5 Comparison 3 – Match, sort compare			
PSED	Jigsaw: Being Me in my World Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Be increasingly independent in meeting	Jigsaw: Celebrating Difference 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 school community. Be increasingly	Jigsaw: Dreams and Goals Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Be increasingly independent in meeting their own care needs, e.g.	Jigsaw: Healthy Me Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and toothbrushing.	Jigsaw: Relationships Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Jigsaw: Changing Me Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

	their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	brushing teeth, using the toilet, washing and drying their hands thoroughly.			
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Physical Development

Gross Motor	Get Set for PE – Introduction to PE 1 Go up steps or climb apparatus using alternate feet.	Get Set for PE– Fundamentals 1 Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a hole. Collaborate with others to manage large items such as moving a long plank safely.	Get Set for PE– Gymnastics 1 Continue to develop their movement e.g. balancing, riding bikes and ball skills.	Get Set for PE– Ball Skills 1 Skip, hop and stand on one leg and hold the pose. Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.	Get Set for PE– Ball Skills continued Be increasingly independent as they get dressed and undress for example putting coats on and doing up zips.	Get Set for PE- Games 1 Be increasingly independent as they get dressed and undress for example putting coats on and doing up zips.
Fine Motor		Use a comfortable grip when holding mark making tools	Begin to use one-handed tools and equipment, for example, making snips in paper with scissors.		Continue to develop use one-handed tools and equipment, for example, making snips in paper with scissors.	Use one-handed tools and equipment, for example, making snips in paper with scissors.

Expressive Arts and Design

Art	Explore different materials freely, to develop their ideas about how to use them and what to make. Respond to what they have heard, expressing their thoughts and feelings	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw pictures including some detail.	Explore different materials freely, to develop their ideas about how to use them and what to make. Draw with increasing detail	Explore different materials freely, to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Design Technology	Construction: To explore using resources independently.	To join different materials and explore different textures.	To develop cutting and joining skills.	To develop cutting and joining skills.	To choose appropriate materials to build habitats for animals	To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Music	To remember and sing entire songs and nursery rhymes.	To sing the pitch of a tone sung by another person ('pitch match').	To respond to songs and music that they have heard, expressing their thoughts and feelings	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Play instruments with increasing control to express their feelings and ideas.	Create their own songs or improvise a song around one they know.
Understanding the World						
History	To know me and my family have changed since I was a baby.	To know that some special days help us to remember the past Bonfire Night Remembrance Day			Consolidate knowledge and understanding of past and present – discuss things that happened yesterday, last week, last year, when parents were young etc	Consolidate knowledge and understanding of past and present – discuss things that happened yesterday, last week, last year, when parents were young etc
Geography	To know how I get to school	To know where I live (area)				To know that there are different places in the world
Science	To use all of their senses in hands on exploration of natural materials	To use all of their senses in hands on exploration of natural materials	To use all their senses in hands-on exploration of natural materials.	To use all their senses in hands-on exploration of natural materials.	To know that a caterpillar turns into a butterfly. To know that an egg can turn into a chick	To explore and talk about the different forces they can feel.

	To talk about the differences between materials and changes they notice	To explore and respond to changes in the natural world – weather, changes to what they can see outside.	To explore and respond to changes in the natural world – weather, changes to what they can see outside. To use a wider vocabulary to describe what they see and feel, eg bendy, rough, wet...	To explore and respond to changes in the natural world – weather, changes to what they can see outside. To know that plants grow from seeds and some things they need to help them grow.		To explore and respond to changes in the natural world – weather, changes to what they can see outside.
Religious Education (Oldham agreed Syllabus)	Festivals Harvest	Festivals Diwali Christmas	Which places are special to us and why? Church and Mosque	Which times are special to us and why? Shrove Tuesday/ Easter Ramadan/ Eid	Where do we belong?	What is special about our world?