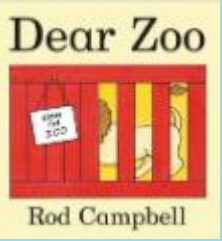
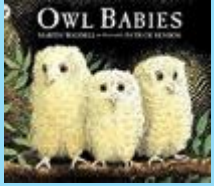
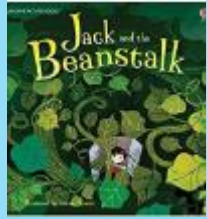
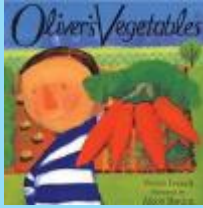




Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Talk 4 Writing Cycle A	Fiction: Goldilocks and the Three Bears  Narrative: Traditional Tale Non-Fiction: Bears Facts Poem/Rhyme: When Goldilocks went to the House of the Bears EYFS theme: Bears/animals	Fiction: <u>Each Peach Pear Plum</u>  Narrative: Rhyming book Non-Fiction: Letter writing Poem/rhyme: Traditional Nursery rhymes EYFS theme: Nursery rhyme Characters	Fiction: <u>Were going on a Bear Hunt</u>  Narrative: Journey Story Non-fiction: Maps Poem/rhyme: We all go Travelling by EYFS theme: Young Explorers	Fiction: <u>The Gingerbread Man</u>  Narrative: Traditional Tale Non-fiction: Recipes Song: Jesus is My Best Friend EYFS theme: Friendship and Trust	Fiction: <u>The Very Hungry Caterpillar</u>  Narrative: Classic Story Non-Fiction: Lifecycles Poem/rhyme: Incy Wincy Caterpillar EYFS theme: Growing and Changing	Fiction: The 3 Billy Goats Gruff  Narrative: A Traditional Story Non-Fiction: Instructions Song: This is the Way we Make Friends EYFS theme: Growing
Cycle B	Fiction: Dear Zoo  Narrative: Repetitive Tale Non-fiction: How to Look after a Pet instructions Poem/Rhyme: Sleeping Bunnies EYFS theme: Animals/Pets	Fiction: <u>Owl babies</u>  Narrative: Modern classic Non-fiction: Lists Poem/Rhyme: Rock a bye Baby EYFS theme: Babies	Fiction: <u>Night Pirates</u>  Narrative: Adventure Story Non-fiction: Pirate Job Application Song: Over the Deep Blue Sea EYFS theme: Pirates	Fiction: <u>Jack and the Beanstalk</u>  Narrative: Traditional Tale Non-fiction: Wanted Poster Poem: Jack and the Tinstalk – Michael Rosen EYFS theme: Planting and Growing	Fiction: <u>Oliver's vegetables</u>  Narrative: Wellbeing Non-Fiction: Instructions Song: Apples and Bananas EYFS theme: Healthy Eating	Fiction: <u>The Little Red Hen</u>  Narrative: Fable Non-Fiction: Recipe Rhyme: Old McDonald had a Farm EYFS theme: Teamwork and perseverance
Phonics  	Phase 1: Tuning into sounds Aspects 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds	Phase 1: Listening and Remembering Sounds Aspect 3: General sound discrimination – body percussion	Phase 1: Talking about sounds (developing vocabulary and language comprehension) Aspects 4: Rhythm and rhyme	Phase 1: Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension) Aspects 5: Alliteration Aspect 6: voice sounds	Phase 1: Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension) Aspect 7: oral blending and segmenting	Phase 1: Listening and remembering sounds (auditory memory and sequencing) <u>Pre-school</u> Read Write Inc Set 1

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

Maths 	More than, fewer than, same Explore and build with shapes and objects. Explore repeats Hear and say numbers	Begin to order number names I see 1,2,3 Join in with repeats Explore position and shape	Show me 1,2,3 Move and label 1,2,3 Explore position and routes Explore patterns	Take and give 1,2,3 March, talk push and pull Talk about dots Compare and sort collections	Lead on own repeats Start to puzzle Making patterns together Make games and actions	Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort compare																																				
RE 	EYFS 1 Why are we all different and special? <table><tr><td>Th</td><td>Why do Christians believe that God made us?</td></tr><tr><td>Ph</td><td>Why are names important?</td></tr><tr><td>HSS</td><td>What makes us all different, special and unique?</td></tr></table> Progressive study: Christianity Encounter: Non-religious worldviews Values thread: Friendship; respect	Th	Why do Christians believe that God made us?	Ph	Why are names important?	HSS	What makes us all different, special and unique?	EYFS 3 How do Christians celebrate Jesus’ birthday? <table><tr><td>Th</td><td>Why do some people believe that Jesus was a very special baby?</td></tr><tr><td>Ph</td><td>Why are birthdays important to some people and not to others?</td></tr><tr><td>HSS</td><td>Does everyone celebrate Jesus’ birthday in the same way?</td></tr></table> Progressive study: Christianity Encounter: Non-religious worldviews Values thread: Joy	Th	Why do some people believe that Jesus was a very special baby?	Ph	Why are birthdays important to some people and not to others?	HSS	Does everyone celebrate Jesus’ birthday in the same way?	EYFS 4 Which stories did Jesus hear when he was a child? <table><tr><td>Th</td><td>Where can we find the stories Jesus heard as a child?</td></tr><tr><td>Ph</td><td>Do you like listening to stories? Why?</td></tr><tr><td>HSS</td><td>What was it like to grow up when Jesus was a child?</td></tr></table> Progressive study: Christianity Encounter: Judaism Values thread: Respect	Th	Where can we find the stories Jesus heard as a child?	Ph	Do you like listening to stories? Why?	HSS	What was it like to grow up when Jesus was a child?	EYFS 6 Why do Christians believe that Easter is all about love? <table><tr><td>Th</td><td>Why do Christians believe that Jesus’ death on the cross is so important?</td></tr><tr><td>Ph</td><td>Can love be measured?</td></tr><tr><td>HSS</td><td>How do Christians celebrate Easter?</td></tr></table> Progressive study: Christianity Encounter: Non-religious worldviews Values thread: Forgiveness; compassion	Th	Why do Christians believe that Jesus’ death on the cross is so important?	Ph	Can love be measured?	HSS	How do Christians celebrate Easter?	EYFS 11 Why do people of faith have times of special celebration? <table><tr><td>Th</td><td>What are the stories connected to the celebrations?</td></tr><tr><td>Ph</td><td>What matters most at special times?</td></tr><tr><td>HSS</td><td>How are special times celebrated?</td></tr></table> Progressive study: Christianity Encounter: Hindu Dharma; Islam Values thread: Joy; respect	Th	What are the stories connected to the celebrations?	Ph	What matters most at special times?	HSS	How are special times celebrated?	EYFS 7 Who are the special people in our lives? <table><tr><td>Th</td><td>Why do Christians believe Jesus is special?</td></tr><tr><td>Ph</td><td>Is being important the same as being special?</td></tr><tr><td>HSS</td><td>Who are the people considered important by people of faith and no faith?</td></tr></table> Progressive study: Christianity Encounter: Hindu Dharma; Islam; Non-religious worldviews Values thread: Friendship; courage	Th	Why do Christians believe Jesus is special?	Ph	Is being important the same as being special?	HSS	Who are the people considered important by people of faith and no faith?
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UTW 	All About Me Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	Animal adventures Children learn about different animals and their habitats through stories, role play and exploration. They discover how animals live, what they eat and where they can be found.	Animal Adventures Children learn about different animals and their habitats through stories, role play and exploration. They discover how animals live, what they eat and where they can be found.	I Am a Scientist Children explore simple science through hands-on experiments during Science Week. They investigate, predict, observe and talk about what happens, developing curiosity and a love of discovery.	Life Cycles Children learn about life cycles through <i>The Very Hungry Caterpillar</i> . They explore how caterpillars grow and change into butterflies, talking about the different stages of growth and change.	Our Beautiful Planet Children explore their local environment through walks and simple fieldwork activities. They observe features of the local area, discover plants and wildlife, and learn how to care for the placespaces around them.																																				
EAD 	Art and Design- Marvellous Marks – Making marks with different materials and beginning to explore drawing faces. DT – Creating Structures - animal homes, dens and enclosures. Music- Tuning into sounds. Environmental sounds. Instrumental sounds, listening and remembering sounds, body percussion, Christmas performance. Nursery rhymes.		Art and Design- Painting and Mixed Media- fingerpainting, outdoor painting, painting to music and collage DT- Making messy maps on a large scale, food technology. Music- Talking about sounds (developing vocabulary and language comprehension), rhythm and rhyme.		Art and Design- Let’s Get Crafty – cutting, threading and seasonal crafts. DT- Baking bread. Basic food hygiene, measuring, Music – singing and performing																																					
PD	Fundamental Movement Skills Children develop their fundamental movement skills through active play and PE sessions. They practise running, jumping, balancing, throwing, catching and moving in different ways, helping to build coordination, confidence and control			Dance Children move to music and stories, developing confidence, coordination and creativity through dance and imaginative movement.	Gymnastics Children develop balance, coordination and control through climbing, jumping, rolling and travelling in different ways.	Athletics Children develop running, jumping and throwing skills through active games and challenges. They they take part in Sports Day activities.																																				
PSHE 	Self-regulation: My feelings Naming feelings; noticing emotions in ourselves and	Building relationships: Special relationships Exploring special people, families and friendships;	Managing self: Taking on challenges Perseverance, communication, rules and simple	Self-regulation: Listening and following instructions Listening carefully,	Building relationships: My family and friends Sharing, turn-taking, kind words, teamwork and the qualities	Managing self: My wellbeing Exercise, balanced diet, mental wellbeing and safe																																				

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

	others; practicing positive ways to manage strong feelings. Values: Joy; Courage	sharing fairly and recognising individual strengths. Values: Friendship; Compassion	coping strategies when things feel difficult. Values: Courage; Respect	communicating clearly and noticing how information can change or rumours can spread. Values: Respect; Courage	of a good friend. Values: Friendship; Compassion	pedestrian choices. Values: Joy; Respect
CL	Expressing Feelings Children explore emotions through pictures and mirrors, using words and facial expressions to talk about how they feel. Developing Conversation Children share ideas during story time, taking turns to talk with adults and friends, often moving between topics. Pretend Play Children use the role-play area to act out familiar experiences, such as caring for a baby or going shopping.	Listening to Stories Children listen to simple stories and use the pictures to help them talk about what is happening. Understanding Descriptions Children play matching games, finding familiar objects when described, such as a blue car or shiny apple. Following Instructions and Answering Questions Children follow simple two-step instructions during play and answer simple ‘who’, ‘what’ and ‘where’ questions about stories and activities.	Listening and Attention Children listen to longer stories and recall key events, talking about what happened during group discussions. Understanding and Vocabulary Children learn new words through stories, conversations and themed activities, using a wider range of vocabulary in their play. Following Instructions and Answering Questions Children follow two-part instructions during routines and activities, such as collecting their coat and lining up, and answer simple ‘why’ questions about stories and events.	Songs and Rhymes Children join in with a range of familiar songs and rhymes, singing independently and with others during group times. Stories and Books Children talk about familiar books, recall key events and characters, and share longer stories during play and discussions. Communication and Language Children use an increasing range of vocabulary to express their ideas, while developing their understanding and use of grammar through everyday conversations.	Pronunciation Children join in with songs, rhymes and conversations, practising new words and developing clearer speech sounds. Speaking in Sentences Children are encouraged to use longer sentences of four to six words to share their ideas, needs and experiences during play and daily routines.	Expressing Views Children are encouraged to share their opinions and explain their ideas during group activities, using words to express agreement or disagreement. Conversations Children take part in extended conversations with adults and friends, listening and responding to keep the discussion going. Organising Play Children use talk to plan and organise their play, assigning roles and giving instructions, such as deciding who will be the driver or passenger in a pretend bus journey.
WELLCOMM	Assessment and Interventions	Interventions	Assessment and Interventions	Interventions	Assessment and Interventions	Interventions
Trips and Experiences	Imagine That Science Trip Christmas Nativity and Stay and Play Nature Walk		Cathedral Trip Reading Stay and Play		Sports Day Sefton Park National Fieldwork Fortnight	