



Nursery Long Term Plan – 2022-23

	Autumn 1 All about Me	Autumn 2 Journeys	Spring 1 Dinosaurs	Spring 2 Growing and Changing	Summer 1 Animals and their Babies	Summer 2 Heroes and Adventures
Communication and Language	<p>Listen to others one on one or in small groups, for example to share photos of children as babies.</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories, e.g. during story time, circle time, small groups sharing stories in a book area.</p> <p>Respond to simple instructions, e.g. we will put on our coats as it is raining outside.</p> <p>Retell simple past events in correct order e.g. things that happened in the school day, or events from a story.</p> <p>Focus activities Listen to and identify outdoor sounds Listen to and identify indoor sounds Use drumsticks (stroke, beat, tap) to make different sounds Use voice to sing at different volumes Identify the sounds in a sounds lotto game Identify sounds made behind a screen (keys, bells) Make the correct animal noise from a set of clues Give others a set of clues to guess an animal Guess what is inside the container by the sound it makes</p>	<p>Follow directions e.g. Simon says games.</p> <p>Join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc.</p> <p>Show understanding of prepositions such as 'under, on top'.</p> <p>Use vocabulary from recently read stories in conversations e.g. names of vehicles from transport books.</p> <p>Ask questions using what, where, when and why to find out more about journeys.</p> <p>Focus activities Identify and name the instruments being played Remember and repeat a rhythm Discriminate and copy loud and quiet sounds Stop and start playing instrument at a signal Play instrument to describe an action (fairy footsteps) Perform a short instrumental piece for others Play an instrument to match the sound an animal might make</p>	<p>Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived along time ago, their names and features etc.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago, e.g. we are alive now, dinosaurs are not alive anymore, they lived a long time ago.</p> <p>Ask relevant questions Share opinions, explaining preferences e.g. My favourite dinosaur is... because...</p> <p>Focus activities Perform a song with actions Perform an action to match a musical instrument Perform actions increasing and decreasing my speed as necessary Copy a body sound Copy a sequence of body sounds Identify a body sound (snoring, eating) Suggest times when I can be noisy or quiet Use voice to make slow, fast, quiet, loud, long, short sounds Move my body in response to an instrument sound</p>	<p>Understand 'how' and 'why' questions, relating them to growing and changing e.g. planting seeds and talking about how they will grow and why we need to water them.</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' e.g. our seeds started to grow because we planted them and gave them water.</p> <p>Use newly acquired vocabulary to name and describe, and in conversations. Apply new vocabulary to explain changes noticed in plants. E.g. this plant did not grow well because the soil was too dry.</p> <p>Focus activities Join in with repetitive story phrases Perform actions to a nursery rhyme Move in time to the beat fast, slow, skipping marching Put rhyming objects in the soup Play rhyming bingo Continue a rhyming string</p>	<p>Describe a pretend object in play based situations; e.g. this is my tractor, I am ploughing my field (whilst riding a tricycle)</p> <p>Question to understand why things happen e.g. who, what, when, how.</p> <p>Use intonation and rhythm when joining in with stories and rhymes.</p> <p>Respond to questions using full sentences, e.g. I think... because...</p> <p>Focus activities Suggest a person who has a name beginning with a given letter Suggest an object that begins with the same sound as a name Suggest non-words that begin with the same sound Sort objects that begin with the same sound Suggest animals that begin with the same sound Join in with an alliterative story and make suggestions Look at an object and recognise the initial sound Think of an alliterative sentence for the names of children in my group Make the right movements with my mouth to say some sounds Select a set of objects for alliterative 'silly soup'</p>	<p>Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest</p> <p>Recall and relive past experiences; e.g. children discuss when they went on a school trip.</p> <p>Retell events in order; their school day, or a special event.</p> <p>Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently.</p> <p>Focus activities Make sounds with my voice – be a clock, tick tock Share my favourite sound with a group Talk like a robot – c-a-t 'Metal Mike' Continue a sound pattern with my voice and vary the pitch Add a target sound to a story when I hear a buzz word or character Listen to a recorded voice and identify the speaker Describe a voice sound using words like long, short, loud, high, low Use my voice to add sounds to a story by whispering, growling Listen to and sing a variety of songs</p>
Literacy	<p>Texts Core stories The Three Little Pigs The Gingerbread Man The Elves and the Shoemaker</p> <p>Referenced in UtW Plan: Gotcha Smile by Rita Phillips Mitchell (links to starting school) Ask First Monkey by Juliet Clare Bell (links to boundaries and consent) Later by Curtis Ackie The Great Big Book of Families by Mary Hoffman There's a house inside my mummy! By Giles Andreae</p>	<p>Texts Core stories The Little Red Hen The Christmas Story The Story of Diwali</p> <p>Referenced in UtW Plan: Chicken Licken We are going on a Bear Hunt by Michael Rosen Handa's Surprise by Eileen Brown Mr Gumpy's Motor Car by John Burningham Car Car Truck Jeep by Nick Sharratt Oi, Get off our Train by John Burningham, any of the Thomas the</p>	<p>Texts Core stories Hansel and Gretel The Selfish Giant Cinderella</p> <p>Referenced in UtW Plan: Harry and the Dinosaurs series by Ian Whybrow Dinosaur Roar by Henrietta Stickland Dinosaurs and all that rubbish by Michael Foreman Silly Dizzy Dinosaur by Jack Tickle Non-fiction texts about dinosaurs</p>	<p>Texts Core stories Goldilocks Three Billy Goats Gruff Jack & The Beanstalk</p> <p>Referenced in UtW Plan: The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip Baba Yaga</p>	<p>Texts Core stories Ugly Duckling Little Red Riding Hood Henny Penny</p> <p>Referenced in UtW Plan: The Ugly Duckling Owl Babies The Hungry Caterpillar Noah's Ark Non fiction texts about animals Percy the Park Keeper Dear Zoo Three Billy Goats Gruff</p>	<p>Texts Core stories Anansi the Spider The Enormous Turnip Noah's Ark</p> <p>Referenced in UtW Plan: Hello Lighthouse A Day in the Life of Bob Mog in the Fog Professor Astrocat's Solar System What's Out There? On the Moon The Snail and the Whale Non fiction texts about the world, space,</p>



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	<p>A place called home by Kate Baker, Coming to England by Floella Benjamin Real Superheroes by Julia Seal The Tree by Britta Teckentrup</p> <p>Additional suggested texts: I am too Absolutely Small for School by Lauren Child Later by Curtis Ackie Owl Babies Little Bear Lost Goldilocks and the Three Bears Where's My Teddy? Ruby's Worry by Tom Percival Peepbo by Janet and Alan Ahlberg A Great Big Cuddle (poetry) by Michael Rosen</p> <p>Retell stories using puppets, props, drawings and own imagination e.g. use owl finger puppets to retell a part of the story of Owl Babies</p> <p>Provide opportunities for mark making e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, painting with other tools such as toothbrushes, feathers, string.</p> <p>Writing and print Understand the five key concepts about print: 1. print has meaning Make marks on their picture to stand for their name.</p>	<p>Tank Engine series by Reverend Wilbert Awdry You can't take an elephant on the bus' by Patricia Cleveland-Peck Non-fiction texts about travel, journeys, transport Lost and Found by Oliver Jeffers Immi by Karin Littlewood The Polar Bear Son by Lydia Dabcovich Kamik's first Sled by Qin Leng Matilda Sulurayok</p> <p>Additional suggested texts: Rosie's Walk The Gruffalo Stick Man Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone Where the Wild Things Are The Way Back Home On Sudden Hill by Linda Sarah</p> <p>Retell stories using puppets, props, drawings and own imagination e.g. create puppets using pictures and lollysticks to retell Rosie's Walk with different characters</p> <p>Provide opportunities for mark making and emergent writing; fingers in paint, mud, glue and glitter, shaving foam, sand, rice etc in a tuff tray..</p> <p>Writing and print Understand the five key concepts about print: 2. print can have different purposes Make marks on their picture to stand for their name.</p>	<p>dinosaur names and descriptive language e.g. stomp, roar, scales, horns, plates, to discuss dinosaurs.</p> <p>Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Writing and print Understand the five key concepts about print: 3. we read English text from left to right and from top to bottom Make marks on their picture to stand for their name.</p>	<p>landed. Join in with the repeating refrains in the Enormous Turnip, anticipating what comes next.</p> <p>Provide opportunities for mark making and emergent writing e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, rubbings of leaves.</p> <p>Writing and print Understand the five key concepts about print: 4. the names of the different parts of a book Make marks on their picture to stand for their name.</p>	<p>Role play the story of the hungry caterpillar, sequencing the foods he ate and the main events such as when he had a tummy ache, when he made a cocoon, and the final transformation into a butterfly.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.</p> <p>Writing and print Understand the five key concepts about print: 5. page sequencing Make marks on their picture to stand for their name.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>STEM How to Catch a Star by Oliver Jeffers Whatever Next! By Jill Murphy</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.</p> <p>Writing and print Understand the five key concepts about print: 1. print has meaning 2. print can have different purposes 3. we read English text from left to right and from top to bottom 4. the names of the different parts of a book 5. page sequencing Make marks on their picture to stand for their name.</p>
Traditional rhymes and poetry	<p>Traditional rhymes Head shoulders knees and toes Finger family Autumn rhymes Harvest festival songs</p>	<p>Traditional rhymes Transport theme rhymes and poems Christmas songs Diwali songs Bonfire rhymes</p>	<p>Traditional rhymes Dinosaur rhymes</p>	<p>Traditional rhymes Spring theme songs</p>	<p>Traditional rhymes Animal rhymes Eid songs</p>	<p>Traditional rhymes Eid songs Summer theme songs Superhero theme songs</p>
Maths	<p>Early mathematical experiences</p> <ul style="list-style-type: none"> Sorting by colour and properties Exploring numbers through objects and noticing numbers within them. Comparing size Comparing amounts <p>Early number</p> <ul style="list-style-type: none"> Number rhymes Numbers zero to five Representing on fingers and other concrete counting Counting stamps, claps and 	<p>Early number</p> <ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Recite numbers past 5 Subitising Compare quantities <p>Maths meetings</p>	<p>Early number</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Begin to solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. 	<p>Early number</p> <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Careful counting strategies Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Building confidence showing 0-10 on fingers Identifying different shapes based on properties. <p>Position</p> <ul style="list-style-type: none"> Understand position through words alone – for example, "The bag is under the table," – with no pointing. 	<p>Early number</p> <ul style="list-style-type: none"> Using marks to represent number (tallies) then representing with unifix cubes (simple bar modelling) Strategies for counting with 1-to-1 correspondence. Model using giant counting frame. Move and count and point and count strategies. <p>Shape</p> <ul style="list-style-type: none"> Using shapes to make other shapes: Community Playthings blocks: triangular shapes can 	<p>Early number</p> <ul style="list-style-type: none"> Numberblocks (1-5) – link to NCETM materials Making number books Reinforcing counting using objects with 1-to-1 correspondence. Using marks to represent numbers. Comparing groups of objects: more, fewer, the same. <p>Pattern</p> <ul style="list-style-type: none"> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use



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	<p>jumps to 10 and beyond where appropriate</p> <p>Maths meetings</p> <ul style="list-style-type: none"> • Time • Regular referral to calendar, weather, days of the week, months of the year, shape, pattern • Number to 10 in Spanish • Counting songs • Counting on fingers 	<p>Exploring numbers within 10</p> <ul style="list-style-type: none"> • Beginning to recognise numbers 0–10 • Representing on fingers and other concrete counting (show me) • Counting 0-10 – Zero Superhero • Exploring Number formation (gross motor) with paint, with fingers in sand, with marbles running around number templates <p>Shape</p> <ul style="list-style-type: none"> • Exploring and Identifying shapes in the environment • Shapes for different tasks (block building) <p>Position</p> <p>Begin to use positional language</p>	<ul style="list-style-type: none"> • Moving on to showing numbers 0-10 on fingers. <p>Link to familiar songs: Ten Little Monkeys Once I caught a fish alive.</p> <p>Maths meetings – to include numbers to 10.</p> <p>Shape</p> <ul style="list-style-type: none"> • 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’. 	<ul style="list-style-type: none"> • Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Measure and Size</p> <ul style="list-style-type: none"> • Exploring measuring using • Relative size: small, big, biggest. <p>Shape</p> <ul style="list-style-type: none"> • Reasoning with shapes: if a triangle is upside down, is it still a triangle? <p>Pattern</p> <ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc 	<ul style="list-style-type: none"> • make a square or a rectangle. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. <p>Measure</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. 	<p>informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> <ul style="list-style-type: none"> • Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. <p>Sequence</p> <ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ <p>Measure</p> <ul style="list-style-type: none"> • Investigating capacity, weight, time.
<p>Understanding the world:</p> <p>Science</p>	<p>The season of Autumn; Leaves changing colour and falling from trees.</p> <p>Exploring Autumn treasures</p> <p>Animals begin to prepare for colder weather and hibernation e.g. squirrels bury nuts in the ground.</p> <p>Temperatures getting colder as winter approaches.</p>	<p>Weather</p> <p>Exploring Winter</p> <p>Birds:</p> <p>Exploring habitat, food and bird types</p> <p>Plan a journey to the local park, or around the school grounds what would we see? What grows in our school, what grows in the park?</p> <p>People journey around the world to see different places and environments; Ernest Shakleton and his journey to the South Pole.</p> <p>Contrasting environments; journeys to cold places, what would we need to take with us? Look at some recent memorable journeys, e.g., Perseverance landing on Mars. (Children will learn more about space in Reception)</p>	<p>Season</p> <p>Winter</p> <p>Looking for signs of spring</p> <p>Rocks</p> <p>We know about dinosaurs because people have found fossils in the ground.</p> <p>Rocks can sometimes contain fossils that palaeontologists can study.</p> <p>Animals</p> <p>The dodo is an animal that is now extinct. It could not fly and so died out because of loss of habitat and introduction of animals to its island home.</p>	<p>Spring</p> <p>New growth</p> <p>Plants</p> <p>Plants need water and light to grow (this will be built upon throughout the curriculum)</p> <p>Grow ‘beanstalks’; plant and observe plants growing e.g. sunflowers, cress etc. Talk about how the plants change.</p> <p>Lifecycles</p> <p>Frog</p> <p>Butterfly</p> <p>ladybird</p> <p>Materials</p> <p>Investigate materials to create stable structures (wheat, sticks, blocks)</p> <p>Make observations of the world around them, describe things they have seen e.g. plants, animals, natural objects and man-made objects.</p> <p>Recognise the season of Spring and notice new plants growing.</p>	<p>Spring</p> <p>Continue to observe growth and changes</p> <p>Animals</p> <p>Recognise and use the following vocabulary:</p> <p>Farm Animals: cow/calf, pig/piglet, sheep/lamb, chicken/chick, horse/foal</p> <p>Pets: dog/puppy, cat/kitten</p> <p>Wild animals: kangaroo/joey, lion/cub</p> <p>Life cycles:</p> <p>Chicken</p> <p>Frog</p> <p>Butterfly</p> <p>ladybird</p>	<p>Summer</p> <p>Explore season/weather</p> <p>States of Matter</p> <p>Ice investigation-(link to South Pole – Shackleton). Ice changes from a solid to a liquid when it melts.</p> <p>Boats in water – explore floating and sinking. How many pennies can my boat hold?</p> <p>Contrasting space with our local environment</p>



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Understanding the world: Geography	<p>All about me Where I live Where I was born Where my family live (close by or far away) People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police)</p>	<p>Transport Types of transport; walk, bus, car, bicycle, scooter, taxi, train, plane, helicopter. People; bus driver, car driver, taxi driver, train driver, pilot, astronaut. How do we travel to: school, the shops, the beach, another country, the moon? Maps help us to find out where we need to go. We can plan routes on a map.</p>	<p>Fossils Dinosaur bones have been found all around the world, particularly in North America, China and Argentina. (Locate on map of world) In England, many fossils have been found in Dorset along the Jurassic Coastline. (Locate on map of England) Understand that fossils are left over parts of animals or plants that lived a very long time ago. People who learn about and search for dinosaurs and fossils are called Palaeontologists.</p>	<p>Farming: What do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we can eat? What kinds of plants grow in other countries? Where do bananas grow? Where do oranges grow?</p>	<p>Animals in England: Farm animals, woodland animals, seaside animals. Learn that different animals live in different habitats, compare and contrast. Wild animals that live in other countries around the world: Tiger: India Mountain Gorilla: Africa Lion: Africa Rhino: Africa Panda: China Polar Bear: The Arctic The role of a zookeeper</p>	<p>Places around the world Some people live in very cold places on earth. (Link to the Inuit showing Shackleton how to survive in the cold) They use special things to help them survive, e.g. using animal hides and furs for clothing and footwear In some places around the world, not all children can go to school. Link to the UN Rights of the Child. Develop understanding that people work hard for their achievements, persevering, overcoming obstacles and pursuing their dream.</p>
Understanding the world: History	<p>Family Trees Family Trees (grand parents, great-grandparents) When I was a baby Developing sense of chronology; before I was born, before I came to nursery, when I go to school.</p>	<p>Transport in the past: Motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today. Mary and Joseph's journey to Bethlehem</p>	<p>Dinosaurs A long time ago our planet was very different, it was hotter and there were lots of volcanoes. (Contrasting environments, chronology) Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart)</p>	<p>Local Area Building on basic understanding of chronology, look at old photos of the local area and think about how it has changed. Read some fairy tales linked to growing e.g. Jack and the Beanstalk and explain they have been told for a long time. We can change stories by re-telling them. A long time ago, stories would have been told and not written down. Now we can type stories on a computer and send them anywhere in the world.</p>	<p>Animals Recap- dinosaurs lived long ago. Now they are extinct. Endangered animals; some animals we know about become extinct (dinosaurs), some animals now are endangered. Choose one of the animals studied and learn about why it is endangered.</p>	<p>Earth and Space Explorers can use ships to journey around the world. Ernest Shakleton travelled to Antarctica. (Show on map and globe). Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (Show on map and globe). We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.</p>
Expressive Arts and Design: Creating with Materials	<p>Colour Exploring paint including primary colours; red, yellow and blue Techniques and exploration Learning techniques used when creating art for example sticking, spreading, mixing, joining etc. Exploring the process of art rather than the end product. Explore different materials freely, to develop their ideas about how to use them and what to make. Autumn Using materials linked to autumn such as: Leaves Conkers Pinecones Acorns sticks</p>	<p>Materials Joining materials to make models of vehicles, focus on wheels Exploring textures Techniques and exploration Learning techniques used when creating art for example sticking, spreading, mixing, joining etc. Exploring the process of art rather than the end product. Explore different materials freely, to develop their ideas about how to use them and what to make. Winter/Christmas Using materials linked to winter: Sticks Cards Christmas themed craft resources</p>	<p>Models Make model dinosaurs from malleable materials such as clay or playdough. Use brush with control to create large scale collaborative splatter/drip paintings Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Puppets Use puppets to act out well known stories: Eg: Three Little Pigs: 'Little Pig...' and 'Not by the hair on my chinny chin chin' Spring Using materials linked to spring such as: Flowers Plants Mud Sticks Seeds Natural paintbrushes</p>	<p>Colour Colour mixing and symmetry when creating butterflies. Creating homes for animals using blocks and small world resources Junk modelling Create representations of objects, animals/interests using materials.</p>	<p>Hats Make story telling crowns- take turns to tell stories to the class or in small groups. Junk modelling Create representations of objects, animals/interests using materials. Summer Using materials linked to summer: Flowers Greenery Sand</p>



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Expressive Arts and Design: Being Imaginative and Expressive (music)	Take part in simple pretend play, using an object to represent something else even though they are not similar Exploring percussion instruments Singing (good morning songs, home time songs, seasonal songs, counting songs)	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Dance and movement showing different ways to journey across the floor Perform well known songs and rhymes in small groups	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Use technology (e.g. bloom app on ipad) to create repeating patterns of music Perform a dinosaur dance showing how different dinosaur moved	Story scribing and acting out children's own versions of traditional tales. Moving to music to show a seed growing into a plant	Music and dance sessions: link to Carnival of the Animals Songs about animals e.g. Im going to the zoo, Old MacDonald, Penguins Attention, Five Little Ducks, The Tadpole song.	Imaginary play – travelling on ships, going to the South Pole, climbing Everest, blasting off into space, working at the Space Station, landing on Mars. Listening to and responding to Holst's Planet Suite
Expressive Arts and Design: Art/Artists	Matisse's The Snail Portraits Autumnal art Art exploration Fruit and vegetable printing Leaf printing	Turner's The Fighting Temeraire (include the story of the ship) Use drawing to represent ideas like movement or loud noises. Autumnal/winter art Bonfire night art Diwali art	Number 8 by Jackson Pollock (explored in a range of ways such as splashing, paint bombs, blowing bubbles, blowing paint) Explore colour and colour mixing (prime colours introduced) Painting snow and ice exploration (winter weather) Dinosaurs	Walter Crane's Illustrations for Jack and the Beanstalk Painting flowers and plants Spring art Painting clouds Animals	Tiger in a Tropical Storm by Henri Rousseau Saint George and the Dragon by Paulo Uccello Painting with different types of ice Large scale painting Flower printing (paint, material and hammers)	Ernest Shackleton statue at Royal Geographic Society Painting clouds Animals
Physical Development: Gross Motor	Spatial awareness and multi-step instruction games Running, jumping, using tricycles outside Yoga Use large-muscle movements to wave flags and streamers, paint and make marks.	Spatial awareness and coordination games Dance to music Yoga Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Invasion games and basic movement skills Balance- standing on one leg, walking along a bench, climbing Gymnastics Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Team games and ball skills Running, jumping, hopping from foot to foot Football Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Ball Skills Running, jumping, hopping, skipping. Football 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.	Racing and obstacle courses – sports day Using a racquet to hit a ball Sports day
Physical Development: Fine Motor	Small tools; cutlery, tweezers, pipettes etc. Drawing my family, people who help me	Small tools; cutlery, tweezers, pipettes, scissors etc. Drawing maps, transport, painting with wheeled vehicles	Small tools; cutlery, tweezers, pipettes, scissors etc. Drawing and painting dinosaurs, modelling with playdough and clay, templates of dinosaurs to draw around or rub over	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals etc. Drawing, painting and modelling dough animals, pencil control Use one-handed tools and equipment, for example, making snips in paper with scissors.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough etc. Drawing, painting, weaving or simple sewing. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Drawing, painting, weaving or simple sewing. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.
Personal, Social and Emotional Development	Friendship: How to be a friend, why we come to nursery, being kind and sharing, telling an adult when there is a problem. Explaining my feelings and those of others. Explain the classroom and school	Success: Always trying my best, winning and losing, learning and making progress, practising. Explaining how I feel when I win or lose. Explaining how others feel when they win or lose. Work cooperatively and	Perseverance: Being determined, not giving up, not letting go, strength, trying when something is hard. Working towards goals and working with others to achieve a goal. Try new things and be confident to 'have a go'.	Wisdom: Why knowing things can help us to learn more, how remembering things helps us to learn. Making good choices, what do wise people do? Controlling impulses and learning to adjust behaviour for different situations e.g, the playground and the classroom.	Laughter: Enjoying nursery, making people laugh, making people smile, cheering ourselves and other people up, feeling happy. Thinking about what makes us laugh, how to tell jokes. Play together with one another, cooperating and sharing.	Kindness: Caring for our nursery, our local environment and the world. Being kind to our friends and adults. Caring for living things; plants and animals. What to do if we have a worry. How to be sensitive to the needs of



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	<p>rules.</p> <p>Form friendships within my class.</p> <p>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.</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Explore emotions and identify them</p>	<p>take turns.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Identify different emotions</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk about own emotions and how we can calm ourselves.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Understand gradually how others might be feeling</p>	<p>others, know when to help others.</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>Make healthy choices about food, drink, activity and tooth brushing.</p>
RE	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Fireworks/Bonfire Night Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukkah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mother's Day St Patrick's Day Easter Baisakhi	St George's Day May Day Eid	Father's Day Ramadan Eid ul Fitr

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