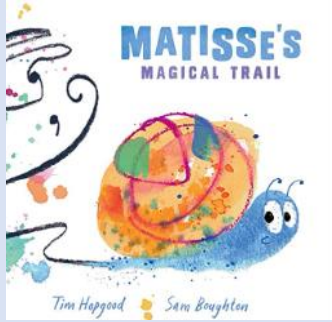


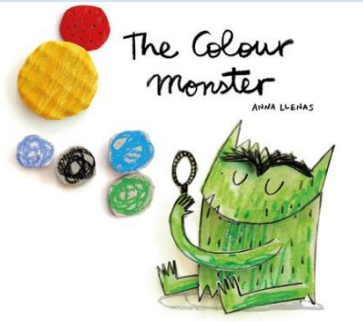

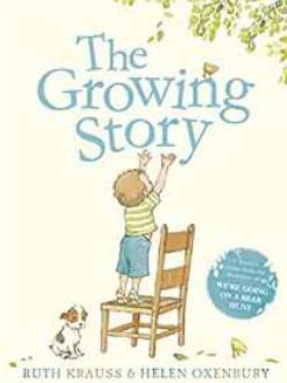


## Nursery Long Term Plan

\* “Young children’s learning is often driven by their interests. Plans need to be flexible.” - Development Matters

Cycle B: 2023-24						
Nursery	Autumn 1 – Where can we find patterns in nature?	Autumn 2 - How big do pumpkins grow?	Spring 1 – Can we make a journey using all of our senses?	Spring 2 – How do you feel?	Summer 1 – Caring for our environment	Summer 2 – How tall can my sunflower grow?
<b>Key Text</b>	<b>Matisse’s Magical Trail</b> 	<b>Pumpkin Soup</b> 	<b>We’re Going on a Bear Hunt</b> 	<b>The Colour Monster</b> 	<b>The Odd Fish</b> 	<b>The Growing Story</b> 
<b>Learning Behaviour</b>	Playing & Exploring		Active Learning		Creative & Critical Thinking	
<b>School Values</b>	Faith		Hope		Love	
<b>PSED</b>	DM: Play with one or more other children extending and elaborating play ideas.  CG: Instigate	DM: Show more confidence in new social situations.  CG: Identify	DM: Develop their sense of responsibility and membership of a community.  CG: Identify	DM: Find solutions to conflicts and rivalries  DM: Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  CG: Reflect	DM: Understand gradually how others might be feeling.  DM: Increasingly follow rules, understanding why they are important.  CG: Identify	DM: Remember rules without needing an adult to remind them.  CG: Lead
<b>Physical Development</b>	DM: Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	DM: Use one-handed tools and equipment  CG: Make	DM: Start taking part in some group activities which they make up for themselves, or in teams.  CG: Instigate	DM: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  CG: Make	DM: Collaborate with others to manage large items  CG: Instigate	DM: Use a comfortable grip with good control when holding pens and pencils  CG: Sew
<b>Communication &amp; Language</b>	DM: Understand how to listen carefully and why listening is important.	DG: Ask questions to find out more and to check they understand what has been said to them	DM: Connect one idea or action to another using a range of connectives.	DM: Start a conversation with an adult or a friend and continue it for many turns.	DM: Understand ‘why’ questions  CG: Identify	DM: Understand simple questions about ‘who’, ‘what’ and ‘where’

		CG: Present	CG: Make up	CG: Instigate		CG: Present
Literacy	DM: Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and hear/suggest rhymes</li> <li>count or clap syllables in a word</li> </ul>	DM: Engage in extended conversations about stories, learning new vocabulary  CG: Make up	DM: Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  CG: Make up	DM: Concepts about print – print for different purpose  CG: Make up	DM: Use some of their print and letter knowledge in their early writing.  CG: Make up	DM: Use some of their print and letter knowledge in their early writing  CG: Make up
Mathematics	DM: Extend and create A B A B patterns. Talk about and identify the patterns around them. Notice and correct an error in a repeating pattern.  CG: Make	DM: Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  DM: Make comparisons between objects relating to size, length, weight and capacity  CG: Create	DM: Describe a familiar route and discuss routes and locations using words like in front of and behind.  CG: Present	DM: Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	DM: Make comparisons between objects relating to size, length, weight and capacity.	DM: Experiment with their own symbols and marks as well as numerals  DM: Talk about and explore 2D and 3D shapes
Understanding the World	DM: Explore collections of materials with similar and/or different properties  CG: Create	DM: Use all their senses in hands on exploration of natural materials.  DM: Talk about the differences between materials and the changes they notice.  CG: Present	DM: Understand that some places are special to members of their community.  CG: Identify	DM: Compare and contrast characters from stories, including figures from the past  CG: Reflect	DM: Begin to understand the need to respect and care for the natural environment and all living things.  CG: Identify	DM: Continue developing positive attitudes about the differences between people.  CG: Reflect
Expressive Arts & Design	DM: Explore colour and colour mixing.  CG: Make	Create collaboratively, sharing ideas, resources and skills.  CG: Instigate	DM: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  CG: Identify	DM: Show different emotions in their drawings – happiness, sadness, fear, etc.  CG: Reflect	DM: Listen attentively, move to and talk about music, expressing their feelings and responses.  CG: Make up	DM: Remember and sing entire songs  CG: Lead  DM: Create their own songs  CG: Make up
People & Places	Harvest Festival (church visit) Rev. Wendy	Christmas Bonfire Night Fire Service visit	Farm visit	Easter Chicks	Recycling bin wagon visit	Museum visit
Theme	Patterning	Autumn & Bonfire Night	Our local community	Emotions	Reduce, Reuse, Recycle	Our past
Core Experiences	Police visit	Cooking	Ducks		Litter picking	