

Nursery Long Term Plan Overview 2017-2018

	Autumn 1 6/9 – 19/10 6 ½ weeks	Autumn 2 30/10 – 19/12 7 weeks	Spring 1 4/1 – 9/2 5 ½ weeks	Spring 2 19/2 – 28/3 5 ½ weeks	Summer 1 16/4 – 25/5 6 weeks	Summer 2 4/6 – 24/7 7 ½ weeks
School topic	Express Yourself		Eureka		Our Amazing Planet	
Diary & Events	Settling in Harvest	Bonfire Night Christmas	Chinese New Year	Easter	Growing and Planting Caterpillars Reports	Sports & Water Days Assessments Transition
Queen's Hill RE Curriculum	Consult Discover RE framework Value, care & respect Little Princess Value	Stories that raise puzzling questions Christmas Story	Religious artefacts & symbols Chinese New Year Pancake Day	Recognise aspects of own life/feelings in religious stories/celebrations Easter Story Holi	Religions & beliefs that reflect the pupils	Visitors and visits. Moments of reflection.
C&L: LA	Listen to noises in stories, recognise familiar sounds, show interest in sounds, songs & rhymes.	Listen to stories with increasing attention & recall, join in with key phrases. Listen to people in a group.	Follow directions (mazes).	Maintain attention, concentrate and sit quietly during an activity.	Two channelled attention – listen and do for a short span.	Focus attention and persist with an activity.
C&L: S	Speak to unfamiliar people – begin to form new friendships. Hold a conversation. Telling a simple story.	Ask simple questions, use simple sentences.	Retell a simple past event in the correct order. Use talk to connect ideas, explain what is happening anticipate, recall & relive experiences.	Ask questions, link thoughts. Use a range of tenses. Use vocabulary that reflects knowledge & experiences.	Use language to imagine and recreate roles & experiences in play. Develop a narrative. Use talk to organise, sequence & clarify thinking.	Link statements & stick to a main theme. Extend vocabulary – grouping & naming, exploring the meaning & sound of new words.
C&L: U	Use and understand verbs, follow instructions, answer simple questions, understand simple concepts eg, big/little.	Show an understanding of prepositions, follow simple instructions.	Understand 'how' and 'why' questions. Listen to ideas expressed by others.	Understand humour (sharing and telling funny stories), respond to two part instructions.	Follow a story without pictures or props.	Follow a story without pictures or props.
PSED: MR	Golden Rules, initiate play, demonstrate friendly behaviour. Playing in small groups. N-Time, PATHS compliments	Playing in small groups. Extend play, initiate conversations. N-Time, PATHS compliments	Take steps to resolve conflicts, explain knowledge & understanding. N-Time, PATHS compliments, Growth Mindset: Teamwork, Have-a-go	Ask questions, take into account other people's ideas. N-Time, PATHS compliments, Growth Mindset: perseverance, challenge	Show sensitivity to others' needs & feelings. N-Time, PATHS compliments, Growth Mindset: imagination, curiosity	Form positive relationships with children and adults. N-Time, PATHS compliments, Growth Mindset: reflection, concentration
PSED: SCSA	Ask for help, try new things, talk about home, use resources independently. N-Time, PATHS compliments	Talk about community, value praise N-Time, PATHS compliments	Talk about self in positive terms, answer questions about opinions, needs, wants, interests. N-Time, PATHS compliments	Talk about abilities, share opinions, ideas, interests with peers. N-Time, PATHS compliments	Ask for help when needed. Show and tell, circle time. N-Time, PATHS compliments	N-Time, PATHS compliments Show and tell, circle time
PSED: MFB	Understand wishes may not always be met, think about others. Golden Rules	Share feelings, understand how actions affect others, adapt to changes in routine.	Negotiate & solve problems, be aware of behavioural expectations.	Understand how actions affect others.	Adapt behaviour to different situations and changes in routine.	Preparation for transition, changes & higher expectations.
PD: MH	Kick balls, turn pages in books, use tools.	Move in different ways, negotiate space successfully, draw lines and circles. Funky Fingers	Copy shapes and letters eg, from name. Funky Fingers	Travel with confidence in different ways. Funky Fingers	Begin to form recognisable letters, move around and change direction. Write Dance – dominant hand	Show increasing control over an object. Write Dance
PD: HSC	Drink without spilling, communicates need for toilet, ask for help when needed. Become aware of dangers.	Use equipment & tools in a safe manner, attend to toileting needs themselves.	Observe the effect of activity on their body, dress themselves.	Talk about needs, e.g., hunger, transport equipment safely.	Practice safety measures without supervision, manage risks, understand about healthy eating.	Understand good practices with regards to exercise, eating, sleeping & hygiene.
L: R	Join in with rhymes and songs.	Handle books carefully, hold books the correct way up, listen with increasing attention and recall.	Describe story settings, events & principle characters, show interest in print in book & environment, join in with stories.	Anticipate key events and phrases in books, recognise familiar words & signs, know that English is read from left to right, top to bottom, suggest story endings.	Enjoy rhyming activities, use vocabulary and forms of speech influenced by books, enjoy a range of books, know information can be retrieved from books/computers.	Hear initial sound in words, identify letters and corresponding sounds, continue a rhyming string.

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L: W	Make meaningful marks.	Make meaningful marks.	Ascribe meanings to marks they see in different places.	Give meaning to their own marks. Make distinguished shapes when drawing.	Begin to form recognisable letters. RWI	Begin to form recognisable letters, write own name. RWI
Possible Talk for Writing Texts	3 Little Pigs	Mr Wiggle, Mr Waggle	Enormous Turnip	Come on Daisy	Rosie's Walk	We're Going on a Bear Hunt
Genres Focus on oral skills, storytelling	Self-portraits, all about me Books: You choose	Recount	Instructions	Recounts, science experiments	Post cards/letters	Facts
M: N	Daily counting and numeral recognition. Say number names in sequence (0-10). Use number names in play. Show interest in numbers in the environment. Know numbers represent how many are in a set. Number problem.	Daily counting and numeral recognition. Match numbers to a set. Understand anything can be counted. Count with fingers. Compare quantities. Solve a number problem.	Daily counting and numeral recognition. Represent numbers using fingers/meaningful marks. Solve a number problem.	Daily counting and numeral recognition. Compare groups of objects saying when they are the same. Separate groups of objects in 3 or 4 different ways beginning to notice the total is the same. Solve a number problem.	Daily counting and numeral recognition. Splat square. Solve a number problem. Counting out a total from a larger group, match total and numeral.	Daily counting and numeral recognition. Splat square. Problem solving. Identify 1 more/less. <i>Consolidation/Prep for Reception.</i>
M: SSM	Play with shapes. Repeating patterns, puzzles.	2D shapes - name. Group and categorise objects. Talk about past, present and future.	Describe 2D shapes.	Show awareness of similarities of shape in the environment. Everyday language for time.	Positional language. Length, weight, capacity, explore and order.	Use shapes appropriately for task. Show interest in shape by sustained construction activity/talking about shapes. Order familiar events.
UW: PC	Have sense of family & relations, make believe in role play, learn there are similarities & differences between peers.	Know things that make them unique, describe special times in life.	Show interest in different occupations & ways of life.	Enjoy joining in with family customs & routines, traditions.	Learn about different communities.	Talk about special times, events, traditions and people.
UW: W	Enjoy playing with small world, notice detailed features of objects in their environment.	Develop an understanding of changes over time, comment/ask questions about aspects of their familiar world.	Develop and understanding of growth & decay, talk about things they have observed.	Show care & concern for living things and the environment, talk about why things happen and how things work.	Look closely at similarities, patterns and change.	Respond to open-ended questions about things they have observed.
UW: T	Operate mechanical toys.	Seeks to acquire basic skills in turning on & operating some ICT equipment.	Show skill in making toys work by pressing parts of lifting flaps to achieve effects such as sound/movement/new images.	Know that information can be retrieved from computers. Know how to operate equipment.	Complete a simple programme on a computer.	Use ICT hardware to interact with age appropriate computer software.
EAD: EUMM	Join in with songs, create sounds by banging, shaking, tapping or blowing, experiment with blocks.	Show an interest in the way musical instruments sound, experiment with colours and marks.	Join construction pieces together to build and balance, realise tools can be used for a purpose, sing familiar songs & join in with dancing/ring games.	Imitate movement in response to music, tap out simple repeated rhythms, explore & learn how sounds can be changed, draw shapes to represent things.	Explore colours & how they can be changed, explore textures, use various construction materials, construct with enclosures and spaces, move rhythmically.	Combine different media, experiment with textures, manipulate materials to achieve planned effect, use tools & techniques competently, select resources and adapt work.
EAD: BI	Use representation to communicate, make believe by pretending.	Add narratives to role play, use a range of media, create movement in response to music.	Use props to develop role play, sing to self & make up songs.	Use movement to express feelings, ideas & experiences, create simple representations of events, people & objects.	Combine movement & gesture to express & respond to feelings, play in a group to develop a narrative.	Choose colours for purpose. Include storylines in play.