ST JAMES CE PRIMARY SCHOOL NURSERY LONG TERM PLAN      2023-2024 Miss Lorenzo

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| **Term** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** |
| **Theme** | Super Special Me, Settling In, Belonging | Autumn, Light & Dark | | Winter | | Spring | | Minibeasts | | | Summer, Growing And Changing |
| **Key Texts** | **KEY TEXTS:**  **HAPPY TO BE ME**  **PETE THE CAT – I LOVE MY WHITE SHOES**  **Supplementary Texts:**  **Lulu’s First Day**  **My First Body Book**  **Heads, Shoulders, Knees and Toes**  **My Mum and Dad make me Laugh**  **Maya’s Walk**  **Postman Bear**  We’re Going to the Doctors – Big Steps  o Busy Kittens – Jon Schindel  Time to Tidy Up  Time to Make Friends  Time to Share  Kipper’s Birthday  Elmer’s Colours | **KEY TEXTS:**  **TAP THE MAGIC TREE**  **WOW SAID THE OWL**  **Supplementary Texts:**  Owl Babies  Ready Rabbit  Peppa’s Pumpkin Party  The Gruffalo’s Child  Stick Man  The Little Red Hen  Rosie’s Walk  Little Robin Red Vest | | **KEY TEXTS:**  **I CAN FLY**  **BLUE PENGUIN**  **Supplementary Texts:**    First Explorers - Snowy Animals  Signs of Winter  Winter  Over in the Arctic  Winter is Here  Be Brave Little Penguin  Busy Penguins  Penguin Says Please  Are You There Little Penguin? | | **KEY TEXTS:**  **JASPER’S BEANSTALK**  **LULU LOVES FLOWERS**  **Supplementary Texts:**  Sam Plants a Sunflower  The Small, Small Seed  Seed to Sunflower  The Tiny Seed  The Very Hungry Caterpillar  Lola Plants a Garden  Jack and the Beanstalk | | **MAIN KEY TEXTS:**  **WALTER’S WONDERFUL WEB**  **SUPERWORM**  **Supplementary Texts:**  What The Ladybird Heard  Non fiction - Bugs  Mad About Minibeasts  The Very Hungry Caterpillar  Clean up | | | **MAIN KEY TEXTS:**  **COME ON DAISY**  **THE ODD EGG**  **Supplementary Texts:**  5 Little Ducks  Non fiction - Chicks    Nursery to Reception Transition Book |
| **Key Vocabulary** | **Me, special, mum, dad, brother, sister, family, grandma, grandad, auntie, uncle, cousin, pet** | **Tap, bare, magic, leaf, leaves, bud, flower, fall, drop, season, Autumn, nocturnal, wood, animal names, Farmyard, farm, farmer, around, over, under, through, over, across).**  **Celebration, Diwali, bonfire night, Remembrance Day, Christmas,**  **Nativity.** | | **Winter, flap, waddle, icy, frozen, frosty, big, little, middle-sized, Arctic, Antarctica, world, different, snowy, weather, places.** | | **Bean, sunflower, seed, sow, dig, rake, hoe, stem, root, plant, grow, flower, life cycle** | | **Spider, spin, web, triangle, square, circle, wonderful, strong** | | | **Duck, egg, crack, hatch, duckling, dragonfly, lilypad** |
| **Key Experiences** | Nurse visit – or IWB on importance of hygiene/hand washing.  Belonging - family photos to be emailed in, to be displayed in home corner and on our “Belonging Wall” alongside key vocabulary.  Black History Month | Autumn Nature Observation Walk around school outdoor area.  Hibernation  Spooky Day  Diwali Day  Guy Fawkes & Bonfires  Fire Safety  Harvest  Remembrance - Poppies  Nativity | | Winter walk, Chinese New Year, National Storytelling Week, Safer Internet Day, Pancake Day, Guided story trail – Platt Fields Park | | Children to plant seeds (broad bean and sunflowers) Grow and care for their own plant from a seed  Spring walk  Easter  New Life  Mother’s Day  World Book Day  International Language Day  World Maths Day | | Minibeasts key experience:  Minibeast hunt,  observation of mini beasts. | | | Father’s Day  Transition  Whole School Trip |
| **PSED** | Separating from the main carer with support.  Settling in  Learning classroom routines, boundaries expectations and our behaviour policy through modelled behaviour.  Manage self-help e.g. toilets, handwashing, coats on.  Making relationships with children and staff.  Manage emotions.  Develop independence. | As confidence grows, begin to form special friendships.  Learn all about a range of feelings and emotions during carpet times and circle times.  There will be a big emphasis on tidy up time, shared responsibility.  Following rules and routines. | | Continue to enjoy small jobs and responsibilities.  Continue to learn to show & handle their feelings and the feelings of others around them. Continue learning to accept the needs of others as well as own needs.  Children to understand and accept the needs of others whilst in continuous provision and through the use of activities and listening games. | | Children will be responsible for their own plant to look after.  Children to talk about their achievements with growing the plant.  Learn to talk to adults and peers as they play, both about what they are doing & own experiences at home.  Learn to ask for help and initiate play ideas with peers as they continue to develop relationships. | | To be confident around the Nursery.  To become more assertive  Play with one or more other child, extending and elaborating play ideas.  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | | | To show care and concern for living things.  Changes – transition to Reception.  Prepare children – wearing a uniform, visit new class.  Meet new teacher, moving up week. |
| **R.E** | What is harvest?  Harvest  Apple Song | How do Christians celebrate Christmas?  Christmas  Develop positive attitudes about differences between people | | Which places are special to you and why?  Friendship  Special people  People Who Help Us  Pancake Day/Shrove Tuesday | | How do Christians celebrate Easter? New life  Lent  Easter  Mother’s Day | | Who are your friends? What makes them special?  Prayer & Eid | | | How can we look after our environment?  Stories Jesus heard |
| **Communication and Language** | Throughout the year the children will:  Learn to speak with confidence during circle/carpet times.  Learn to listen, predict and respond appropriately with relevant comments, questions or actions.  To respond to instructions and directions through adult led/initiated and child led activities.  Use appropriate story language to re-enact/re-tell simple and familiar stories. Use of drama and role-play linked to stories.  Learn new vocabulary relating to topics.  Sing songs and nursery rhymes confidently. | | | | | | | | | | |
| Gathering family photos for our “Belonging Display”  Develop speaking & listening skills through stories, songs and rhymes.  Introduce small world and imaginative play including loose parts.  Introduce Nursery Rhymes Area - learn a selection of rhymes throughout the year; include use of props/puppets etc. | | Continue developing play in small world and imaginative play.  Develop & extend vocabulary through discussion of festivals & celebrations.  Develop interactions and small conversation with peers and adults.  Develop listening skills, through phonics, carpet times and change of activities. | | Role-play, turn taking and sharing.  Discuss different types of weather and understand that there are different places around the world. Understand that people and animals live in different places, for different reasons.  To communicate about their feelings and how their actions can affect others. Discuss what it means to be a good friend. | | Predict what might happen to the growing seed.  Discuss observations of the growing seed? What do we notice? | | Discuss observations from the minibeast hunt. | Discussions around what we have enjoyed learning in Nursery  What are we looking forward to in Reception? | |
| **Physical Development** | Throughout the year the children will:  Initially introduce the outdoor area, navigating the space safely and confidently.  Move confidently in a range of ways on different levels at varying speeds during our outdoor provision.  Build up confidence when balancing during outdoor provision e.g. use of balance bikes and climbing frame.  To be confident when mark making, holding tools appropriately and practising name writing and letter formation throughout the whole year.  Become independent with toileting/coats/snack time.  Develop gross and fine motor skills using different equipment and apparatus.  Gross motor skills - activity examples include - large-scale painting, climbing, bats & balls, sweep up leaves, large chalk, wheelbarrows etc.  Fine motor skills - activity examples include - threading, playdough, using small loose parts, scissors, drawing, painting, jigsaws etc. | | | | | | | | | | |
| **Literacy** | Throughout the year the children will:  Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environment.  Give meaning to marks they make/drawings and develop forming recognisable marks. To be able to communicate the meaning behind their mark makings to peers and adults.  Show an interest in a range of books, using illustrations and storytelling language to re-tell these stories.  *P1: Develop an awareness of rhyming words & alliteration*  *Continue to develop concepts about print: difference between print/pictures & words/letters; & directionality of print (left to right / top to bottom).*  *Begin to engage in conversations about the story, learning new vocabulary.*  *Begin to engage in purposeful writing / mark making.* | | | | | | | | | | |
| **Numeracy**  **(See Maths LTP for more detail)** | Colours  Matching  Sorting | | Number 1  Number 2  Pattern  Consolidation | | Number 3  Number 4  Number 5  Consolidation | | Numbers 1-5  Number 6  Height & Length  Mass  Capacity  Consolidation | | Sequencing  Positional Language  More/Fewer  2D Shapes  3D Shapes  Consolidation | Number composition  What comes after?  What comes before?  Numbers to 5  Consolidation | |
| **Understanding the World** | Past and Present to begin to make sense of our own life story and family history.  Show an interest in the lives of people known to us and in different occupations.  Getting to know classmates and develop relationships.  To continue to develop a positive attitude about the differences between people.  Harvest – bring in autumn found and appreciate natural materials. | | Diwali. Talk about celebrations and special times for themselves and their families.  Autumn environment.    Observing changes in melting ice.  Floating & sinking – design a boat for Rosie to escape from the fox – testing which materials will make the best boat.  Look at night and day, nocturnal animals – linked to Wow Said The Owl.  Outdoor treasure hunt map using photos of EYFS outdoor environment on a map. | | Customs & beliefs - Chinese New Year and Mother’s Day.  Pancake day and the start of Lent.  Different environments/places around the world – looking at comparisons. | | Customs & beliefs – Easter  To plant seeds (beans and sunflowers) and care about growing plants.  To begin to understand features of the life cycle of a plant.  Talk about what they see, using a wide vocabulary.  Begin to understand the need to respect and care for the natural environment and all living things. | | Learning about minibeasts, caring for the environment and all living things -(Walter’s Web)  Customs & beliefs – Eid Dance to Music from Pakistan.  Earth Day | To understand features of the  life cycle of an animal (Daisy’s Egg) | |
| **Expressive Arts & Design** | Self-portraits.  Family Portraits.  Henri Matisse - collage  Autumn crafts – use of natural resources. | | Barbara Hepworth - 3D art  Diwali fireworks pictures.  Mehndi hand patterns.  Acorn hand prints.  Skeleton craft.  Bonfire night craft.  Design a poppy.  Poppy transient art.  Christmas cards.  Dance to music from India. | | Drawing and painting - Perle Fine  Observe & discuss Chinese New Year writing – mark making.  Chinese New Year crafts.  Dance to music from China.  Winter art and crafts. | | Paint Artist Van Gogh Sunflowers - observational drawings of plants.  Create their own songs, or improvise a song around one they know. | | Eid – Dance to Music from Pakistan.  Observe & recreate Islamic patterns. | Print artist Orla Kiely - Decorate an odd egg  Make and decorate duck puppets (link to 5 little ducks) | |
| **Computing** | Using whiteboard in adult-led groups.  Develop use of iPad to take own photos throughout the year. | | Using whiteboard independently during continuous provision. | | Using whiteboard independently during continuous provision.  Discussion and stories around Internet Safety. | | Take photographs & record the phases of the growing bean.  Bud’s Number Garden - Topmarks | | Take photographs of the minibeasts found on the minibeast hunt. | Bee Bots journey to help Daisy to find her eggs. | |