Nursery Long Term Planning 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal themes/Possible Themes	All about me and my family All about my Nursery – routines Being kind Autumn Halloween Nursery Rhymes	Autumn Welcome to the Woodland - Forest School Wiggle while you Squiggle begins Halloween Bonfire Night Fire Service Visit Christmas Story Father Christmas Perform and Sing	New Year – A new promise Winter Bears/Penguins/Polar Animals Snow Chinese New Year People we Love Library visits Nursery Rhymes Early words together project to begin	Easter Chicks – life cycle Pancake Day Spring – seasonal changes all around us The Local Library Bring Story Alive – Performance time! Nursery Rhymes	Spring/Summer – seasonal changes all around us Life Cycles – butterfly/frog/plant Mini Beasts Local Area – where we live Nursery Rhymes and songs Queens Jubilee	Beach Days – Rock pools, Mermaids, Pirates Thinking about our time in Nursery Celebrations
Books linked to term	Our House Ten Rules of being a Superhero	Scaredy Squirrel Pumpkin Soup The Polar Bear and the Snow Cloud The Christmas Story - Nativity	In My Heart Chinese New year – Story of the Animals	Mr Wolf's Pancakes Love Monster The Chick (Non-fiction) Monkey Puzzle	The Hungry Caterpillar The Book with No Pictures Peppa pig Meets the Queen The Queens Jubilee	

C+L	Ongoing: Staff will support children with high quality conversations throughout the day to create a language-rich environment in line with Communication Counts training. Staff will comment on what children are interested in or doing, and echo back what they say with new vocabulary added. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and providing them with extensive opportunities to use and embed new words in a range of contexts. Through conversation, story-telling and role play, children will be encouraged to share their ideas with support and modelling from their teachers. Sensitive questioning will be used to invite them to elaborate and help children to become comfortable using a rich range of vocabulary and language structures. Developing the children's listening skills and turn taking in conversation will be demonstrated during conversations with staff and group time activities Everyday Routines, Circle Time, Retelling Stories, Language group intervention, Recalling past events using the correct tenses, sequencing simple events, providing stimulus in talking tubs that will encourage children to ask questions to clarify their understanding and make comments, and share their ideas. New vocabulary will be provided that will be linked to themes, mathematical concepts, and book stimuli.		
PSED	Autumn Term: All about me – welcome posters to share; both children and staff Feelings – Feeling Box **Being me in my World (Jigsaw)** **Celebrating Differences**	Spring Term: **Dreams and Goals** **Healthy Me**	Summer Term: **Relationships** **Changing me; Growing and Changing**
Physical Development	Children will be provided opportunities to develop both Gross and Fine Motor activities; Fine Motor progression; this will be seen during group time activities, session time and wiggle while you squiggle progression, possible skills include: • Shoulder pivot • Movement through the whole arm to mark make • Gross motor movements • Palmer supinate grip (whole hand grip) Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Ongoing Gross Motor Activities to develop the key skills of core, strength, bilateral coordination, spatial awareness include (these will progress across the school year): Dancing Outdoor play: wheelbarrows, climbing, moving over different surfaces Large scale painting and cleaning Large scale sand and water play Large scale construction	Children will be provided opportunities to develop both Gross and Fine Motor activities; Fine Motor progression; this will be seen during group time activities, session time and wiggle while you squiggle progression, possible skills include: • Elbow pivot • Movement through forearm to mark make • Gross motor movements developing fine motor movements • Digital pronate grip (one finger is used to control) • Extended static tripod grip (three fingers) Ongoing Fine Motor Activities include (these will progress across the school year): Sensory play (mixing using spoons) Playdough Using tools for cooking i.e peelers, knifes, spoons, jugs Mark making Threading Posting Peg boards Using tools in Craft and woodwork Small construction: magnets, duplo, Pegs Squeezing Sponges Scissor skills Independent dressing Small sand and water	Children will be provided opportunities to develop both Gross and Fine Motor activities; Fine Motor progression; this will be seen during group time activities, session time and wiggle while you squiggle progression, possible skills include: • Wrist pivot • Finer motor movements • Triangulation grip (Pincer grip)

	Large bikes/balance bikes Parachute games Making obstacle courses Ball games **Forest School allows our children to develop physical skills across the school year – see separate Forest School progression document**		
English **Comprehension- Developing a passion for reading**	**Ongoing:** Listening and Attention activities to encourage children to look at the speaker and pay attention as they speak. The environment used for listening and activities will be set up to minimize distractions. Use of supporting texts that has age appropriate language to enable both comprehension of text and opportunities to extend vocabulary.	Explore a variety of stories, rhymes, poems and fiction (see above), share books throughout the session and during daily story time. Simple stories, songs, rhymes and listening and attention activities during group sessions, to develop the children's ability to focus on an adult in a group situation. New vocabulary explored through a variety of texts shared during daily book-reading. The meaning of unfamiliar words and concepts will be explored through the story, puppets and acting out scripts. Talking Tubs based on topics in supporting texts will be used to encourage children to talk about what is happening, ask questions and give their own ideas. Once children are familiar with supporting text and have favourite stories, they will be given special prominence in the reading area which children can access to read independently. Ongoing: story retelling activities: -Small world-based play - Story sacks -Puppet shows -Role play/Dressing up Staff will model the correct pronunciations of new vocabulary and tenses (staff to refer to training Communication Counts; Communication friendly spaces). The practical use and application of new vocabulary will be demonstrated to children by staff and teachers as the children play. Fairy tales and other stories with repeated refrains, will be used to explore, retelling stories, new vocabulary, phrases events and characters. Open questioning will encourage and promote thinking and encourage the children to problem solve as they explore the concepts and ideas in the supporting text

Phonics & Word reading	**Texts as a Stimulus:** Nursery Rhymes: Familiar Nursery rhymes: Incy Wincy Spider Humpty Dumpty Baa Baa Black Sheep Miss Polly had a Dolly Jack and Jill **Books to support acquisition of hearing environmental sounds and rhythm and rhyme:** Brown Bear Brown Bear Polar Bear, Polar Bear, Walking in the Jungle In the Witches Kitchen We're Going on a Bear Hunt Tap Tap Bang Bang Fairy Tales Vroom Vroom The Very Busy Spider Peace at Last	**Autumn Term:** Listening and attention activities Turn taking in conversation and listening Learn to listen and to speak. Be able to give eye contact to the speaker Be able to pay attention to the speaker.	**Autumn 2 to Spring 2:** Listening to and identifying familiar sounds in the environment. Exploring making sounds with musical instruments and other objects. Begin to categorise some sounds i.e. animal sounds/sounds in the home. Begin to categorise sounds made by instruments i.e. wooden instruments/metal instruments. Join in and copy actions of familiar songs. Use songs and rhymes to follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly. Use metronome as a visual aid to copy slow/fast rhythms/beats Supporting songs/rhymes: Rhythm sticks	**Spring 1 to Summer Term:** Supporting texts to develop an awareness of rhythms and sounds in words: Syllables Compound words Initial sounds	**Summer Term:** Compound words Initial sounds Oral blending/segmenting	**ONGOING:** **Retelling stories** **Talking about stories: sequence of events, predicting outcomes.** **Using puppets/small world and role play to act out familiar tales** **Using Musical instruments for singing and rhyming sessions** **Identifying sounds listening games** **Activities to develop auditory memory** **Following recipes for baking and making dough**
Writing	**Ongoing:** Supporting text: Familiar nursery rhymes, action songs (Wheels on the bus) One finger on thumb Parachute games Weekly Squiggle while you wiggle sessions pitched at the appropriate level for each group – see separate planning that demonstrate progression of skills Painting with large brushes as well as small brushes. Children have a variety of mark making materials to explore Gross motor activities to develop shoulder and arm strength such as climbing, heavy wheelbarrows, blocks Fine motor activities to develop wrist and finger strength. Activities include: sensory play, baking, washing windows and cleaning bikes, play dough, clay and plasticine Opportunities to experiment with mark making both indoors and outdoors. Staff model writing for a purpose during role play (writing cards, messages and letters) and group sessions (i.e. floorbooks), taking children shopping and making a list for baking ingredients. Encourage parents to share pictures from home on seesaw that children can use as a stimulus for storytelling. Children encouraged to draw shapes such as vertical/horizontal lines, circles, diagonals Teach the children the meaning of directional words such as down, up, around, along, wavy Children encouraged to make marks for a purpose e.g. names on work, writing in floor books within KW room and Forest School planning, meaningful resources within role-play area etc					

Maths	Shows an awareness and interest in numbers. Uses positional language. Shows an interest in shapes. Children taught to understand the cardinality of numbers. Reciting number names in sequence. Introduced to concepts such as the end value of numbers Develop an understanding of the vocabulary more/less Songs and rhymes used to look at inverse operations Subsisting to 3 Joining in with number rhymes. Recognise colours in preparation for pattern building Activities to develop spatial awareness and spatial vocabulary Staff model the use vocabulary for positional language and attributes such as length, weight and capacity	Knows how to solve everyday problems in their play E..g. how to get water from one place to another Recognizes some numbers and shows an interest in counting. Talks about everyday shapes e.g. round, flat, straight. Children continue to develop counting skills and cardinality of numbers. Subitising to 4 Sharing during snack and board games to develop an understanding of 'same' sharing items equally Songs and rhymes used to look at inverse operations Movement songs and games to develop the language of position and direction: position: 'in', 'on', 'under' direction: 'up', 'down', 'across'. Measuring activities to compare amounts of continuous quantities Introducing AB patterns: continuing and copying	Beginning to count objects in their play. Understands how different shapes fit together e.g. in their art work or block play. Will notice which has more or less e.g. who has more trains or pieces of fruit. Counts to find out how many things they have. Recognizes numbers in their environment. Knows the names of some shapes. Notices and compares size, weight and capacity in their play. Children continue to develop counting skills and cardinality of numbers. Subitising to 5/6 Sharing activities and board games to develop composition, comparing and reasoning of numbers (fair, unfair, same, more, one fewer than, one less than). Construction, pattern activities to develop an awareness of shapes and similarities between shapes. Construction, dough and craft activities to give children opportunities to compare, predict and estimate measurements Continuing to copy and develop own patterns with opportunities to spot errors in patterns
TW	All about me Staff will model the use of key vocabulary such as: before, after, yesterday, tomorrow, Children will be provided experiences that will help to develop the following skills Enquiring, Investigating, Exploring and experimenting, Observing, Sorting and grouping	Provide opportunities for the children to learn about people in the local community and physical environment – visits from important members of society such as police officers, nurses, dentist, Reverend and firefighters. Staff will model past tense language and children will be encouraged to remember past events Children will be provided experiences that will help to develop the following skills Comparing, Sequencing, Classifying, Asking/answering questions,	Exploration of the wider environment through visits include: Autumn walk to the park, visit to the library, local church, vets, shops for ingredients Stories, photographs, floor books and talking tubs used as a stimulus for talking about the past. Children will be provided experiences that will help to develop the following skills Solving problems, making decisions, Recording, Predicting and testing, Communicating, Reflecting, Evaluating, Describing

	Forest School allows our children to develop physical skills across the school year – see separate Forest School progression document **Experiences to include:** Exploration through sensory play and making dough Role play Small world Soup Making Sorting materials by their properties Picture Maps of Consett and familiar locations Dressing up Baking Seasonal walks and comparisons Feeding birds/Mud kitchen Caring for chicks and caterpillars Growing plants from seeds Growing vegetables in the allotment Cooking produce from allotment in outdoor kitchen Exploring the properties of water Large scale construction Cultural celebrations: Bonfire Night, Christmas, Chinese New Year, Easter,		**Possible Stimulus texts:** Non-fiction books to support story topics i.e. Seasons, bears, wolves, Diggers, farm animals, space, desert Nowhere box My House Olivers Vegetables Hungry Caterpillars Monkey Puzzle My Boat and I The Odd Egg Rosie's Hat Saving Mr Hoot Polly and the Bee Tidy Rosa Big Sunflower Experiment Ness the Nurse What not to do with the baby. Blue dog Dentists Above and Below
EAD	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Paint Skills: Explores texture of paint both in powder form and mixed with water. Explores making marks on a variety of surfaces and textures. Use a variety of tools to spread paint…fingers… spatulas…matchsticks and brushes. Explores mark making using a variety of tools thick brushes, foam and sponge brushes, creating	Craft Skills: **Mid-Level Join-***These joins require more advanced dexterity and a wider range of apparatus.* 1. Tape – masking tape moving to sticky tape. 2. Elastic bands 3. Folding card/paper 4. Sticky Tac 5. Paper clip (large and small) 6. Stapler Paint Skills: Creates pattern using different tools, textures and colours. 1. Uses colours and marks to express mood. 2. Represents things observed, remembered or imagined using colour/tools.	Retelling familiar stories Provide children with a range of materials for children to construct with Colour mixing – underwater pictures. Father's Day Crafts Paint Skills: 1. Introduces primary and secondary colours with the addition of black, white and other hues. 2. Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes. 3. Uses different methods, colour and a variety of tools and techniques to express mood.

	own brushes outside using natural materials. Experiments with mixing colour. Craft skills: **Basic Level Join-** *These joins require minimum dexterity, planning and imagination. They are quick and simple to achieve.* 1. Glue sticks 2. PVA…applied with finger...to brush…to plastic glue spreader/cotton bud. 3. Flour and water paste! (much trickier!) To join… a range of materials with ***flat surfaces***! Listen to music and make their own dances in response. Autumn craft Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems Role Play Party's and Celebrations Role Play of The Nativity	3. Introduces different types of tool (e.g. brush, sponge or spatula) for specific purposes. 4. Explores the effect of adding texture to paint by adding water, glue, sand, sawdust etc… Lunar New Year puppet making, Chinese music and composition Rousseau's Tiger / animal prints Designing homes for hibernating animals. Collage owls / symmetrical butterflies Make different textures; make patterns using different colours Collage-farm animals / Making houses. printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play	4. Investigates symbols, shapes, form and composition. 5. Uses techniques, colours, tools and effects to represent things seen, remembered or imagined. 6. Explores the effects of light and colour, texture and tone on natural and manufactured objects. Craft Skills: **High Level Join-** *These joins require the child to have good fine motor manipulation and also to have mastered the use of other equipment and techniques to enable to join.* 1. Hole punch (single then double) 2. Split pins 3. Treasury tags 4. Stitching – hole punch and lace/wool/string 5. Stitching- large blunt ended darning needle and embroidery thread 6. More complex folding and tearing 7. Glue gun