



# St. Mary's C of E School

## Long Term Planning 2023-2024

### Nursery

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	All about me	My family	Changes	Growing		Moving on
	Trips & Visits		Post letter in the post box			Grandparent visit	
	Wow days	Black History Month	Poland	China	Ireland	Pakistan	Carnivals around the world
	Leading Texts for English			<b>NELI:</b> Neon Leon Pip and Possy – The bedtime frog Don't wake tiger The Three Little Pigs Copy Cat	<b>NELI:</b> Toby and the tricky things Cinderella How to look after your dinosaur Lionel and the Lion's share Little Red Riding Hood	<b>NELI:</b> The Boy and the Bear Pip and Possy – The New Friend Dinosaur Rocket Jack and the Beanstalk Nothing can Frighten a Bear	<b>NELI:</b> Franklin Frog The knight who said "NO!" Firefly Home Look and say what you see in the countryside Stardust
Prime Areas of Learning	Personal, Social and Emotional Development	<b>Self-regulation</b> Separating from parent/carer with support Nursery rules and routines  <b>Managing Self</b> Taking care of my belongings with support Putting on coat and wellies  <b>Building Relationships</b> Playing alongside others  <b>Starting Nursery:</b> Session routines Modelling how to use resources	<b>Self-regulation</b> Select and use activities and resources, with help when needed Remember rules without adult reminders  <b>Managing Self</b> Washing hands  <b>Building Relationships</b> Playing alongside others Taking off coat  <b>Who do I live with?</b> Who is in my house? Pets What do I do with my family?	<b>Self-regulation</b> Follow rules, understanding why they are important. Taking care of resources  <b>Managing Self</b> Using the toilet independently Taking care of my own belongings independently Dental health week Putting on waterproof clothing  <b>Building Relationships</b> Playing with others  <b>Relationships:</b> Turn taking – using timers. Listening to others	<b>Self-regulation</b> Achieve a goal they have chosen, or one which is suggested to them.  <b>Managing Self</b> Learning how to express feelings Healthy foods Zip up a coat  <b>Building Relationships</b> Playing with others Start to consider the feelings of others with support  <b>Our school values:</b> Briefly explain what each value means How can we show the school values in Nursery?	<b>Self-regulation</b> Separating from parent/carer independently  <b>Managing Self</b> Express how I am feeling Increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing  <b>Building Relationships</b> Making friends Consider the feelings of others  <b>Working together:</b> Collaborative play activities Sharing	<b>Self-regulation</b> With support, find solutions to conflicts and rivalries Talk with others to solve conflicts  <b>Managing Self</b> Managing my feelings and emotions Express my feelings appropriately - using words like 'happy', 'sad', 'angry' or 'worried'  <b>Building Relationships</b> Understand how others might be feeling Making friends Learning how to co-operate Show increasing confidence in social situations  <b>Moving on:</b> What will it be like in Reception? Becoming more confident and independent.

\*Wow days to focus on countries where children's families come from (adapted yearly)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Areas of Learning	Communication and Language	<p><b><u>Listening, Attention and Understanding</u></b> With support follow simple instructions</p> <p><b><u>Speaking</u></b> Communicating with adults and peers using 2-4 word sentences Learning new vocabulary and rhymes</p>	<p><b><u>Listening, Attention and Understanding</u></b> Begin to follow instructions independently</p> <p><b><u>Speaking</u></b> Communicating with adults and peers using 2-4 word sentences Learning new vocabulary and rhymes</p>	<p><b><u>Listening, Attention and Understanding</u></b> Follow 1-step instructions</p> <p><b><u>Speaking</u></b> Communicating with adults and peers using 3-5 word sentences Learn and use new language and vocabulary linked to Neli stories. Answering questions and talking about Neli stories. Expressing opinions and needs. Learn how to communicate in two-way conversations Engage in role play and small world scenarios</p>	<p><b><u>Listening, Attention and Understanding</u></b> Begin to follow 2-step instructions Join in with group times, e.g. reciting nursery rhymes</p> <p><b><u>Speaking</u></b> Communicating with adults and peers using 3-5 word sentences Learn and use new language and vocabulary linked to Neli stories. Answering questions and talking about Neli stories. Expressing opinions and needs. Learn how to communicate in two-way conversations Engage in role play and small world scenarios</p>	<p><b><u>Listening, Attention and Understanding</u></b> Follow 2-step instructions Maintain attention and concentration to listen to a story</p> <p><b><u>Speaking</u></b> Communicating with adults and peers using 4-6 word sentences Learn and use new language and vocabulary linked to Neli stories. Join in repeated refrains in stories. Communicate using appropriate vocabulary.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Follow more complex instructions Listen to a story and answer simple questions about the text</p> <p><b><u>Speaking</u></b> Communicating with adults and peers using 4-6 word sentences Learn and use new language and vocabulary linked to Neli stories. Join in repeated refrains in stories. Communicate using appropriate vocabulary.</p>
	Physical Development (Get Set 4 PE)	<p><b><u>Gross motor</u></b> Different ways of moving: Skip Hop Stand on one leg</p> <p><b><u>Get Set 4 PE:</u></b> Introduction to PE: Unit 1 - moving safely; running; jumping; throwing; catching; following a path</p> <p><b><u>Fine motor</u></b> Hold mark making tools to make marks in preferred grip Turn pages in a book</p>	<p><b><u>Gross motor</u></b> On the move: Using low level apparatus Bikes &amp; scooters Negotiating space</p> <p><b><u>Get Set 4 PE:</u></b> Introduction to PE: Unit 2 - moving safely; running; jumping; throwing; catching; rolling</p> <p><b><u>Fine motor</u></b> Use one-handed tools Complete puzzles</p>	<p><b><u>Gross motor</u></b> Ball skills: Negotiating space Weaving in and out of cones Target practice Throwing &amp; Catching Rolling &amp; Kicking</p> <p>Move to music</p> <p><b><u>Get Set 4 PE:</u></b> Dance: Unit 1 - travelling; copying and performing actions; co-ordination</p> <p><b><u>Fine motor</u></b> Use tweezers and other tools, such as cutters and rolling pins</p>	<p><b><u>Gross motor</u></b> Core muscles: Pulling along on benches Ribbons/ scarves Large scale mark making Climb and balance with control</p> <p><b><u>Get Set 4 PE:</u></b> Ball Skills: Unit 1 - rolling a ball; stopping a rolling ball; throwing at a target; bouncing a ball; dribbling a ball with feet; kicking a ball</p> <p><b><u>Fine motor</u></b> Use writing implements with increasing control To grip mark making tools with increased control</p>	<p><b><u>Gross motor</u></b> Group challenges: Races Obstacle course Move with confidence in a variety of ways</p> <p><b>Sports Day Practice</b></p> <p><b><u>Get Set 4 PE:</u></b> Gymnastics: Unit 1 - shapes; balances; jumps; rocking; rolling</p> <p><b><u>Fine motor</u></b> Use a range of tools with increased confidence and control Use scissors to cut snips in paper</p>	<p><b><u>Gross motor</u></b> Work as a team: Parachute Follow rules in simple team games</p> <p><b>Sports Practice &amp; Sports Day</b></p> <p><b><u>Get Set 4 PE:</u></b> Games: Unit 1 - running; balancing; changing direction; striking a ball; throwing</p> <p><b><u>Fine motor</u></b> Use a range of mark making tools with increasing confidence and control Use a pincer grip when using mark making tools Use scissors to cut straight lines</p>

\*Wow days to focus on countries where children's families come from (adapted yearly)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas of learning	Literacy - Writing Reading/ RWI Phonics	<p><b>Story times/ Comprehension</b> Listen to rhymes and simple stories</p> <p><b>Word Reading</b> Look at a book independently</p> <p><b>Writing</b> Explore mark making with different media</p>	<p><b>Story times/ Comprehension</b> Join in with rhymes</p> <p><b>Word Reading</b> Hold and look at a book correctly</p> <p><b>Writing</b> Talk about the marks they have made</p>	<p><b>Story times/ Comprehension</b> Talk about the books they listen to or read.</p> <p><b>Word Reading</b> Recognise their own name</p> <p><b>Writing</b> Draw lines and circles</p>	<p><b>Story times/ Comprehension</b> Talk about what might happen next in a story.</p> <p><b>Word Reading</b> Look at a book from left to right</p> <p><b>Writing</b> Copy shapes they see in the environment, e.g. letters</p>	<p><b>Story times/ Comprehension</b> Talk about the books I listen to Answer questions about a story</p> <p><b>Word Reading</b> Identify rhyming words</p> <p><b>Writing</b> Recognise signs and symbols in the environment Emergent writing e.g. shopping list</p>	<p><b>Story times/ Comprehension</b> Talk with confidence about a familiar story Retell a simple story</p> <p><b>Word Reading</b> Begin to learn Set 1 RWI sounds (if appropriate) Fred Talk games (oral blending)</p> <p><b>Writing</b> Emergent writing, e.g. write some letters in their name.</p>
	Maths (WRM)	Colours Matching Sorting	Number 1 Number 2 & Subitising Pattern	Number 3 & Subitising Number 4 & Composition Number 5 & Composition	Number 6 Height & Length Mass Capacity <b>Vocabulary:</b> full, empty, long, tall, curved, under	Sequencing Positional Language More than/ Fewer 2D – Shape – talk about 2D shapes and their properties when building, making, playing and exploring. 3D - Shape	Number composition What comes after? What comes before? Numbers to 5  Developing understanding of composition of numbers up to 5.
Specific Areas of learning	Understanding the World (History, Geography & RE)	<p><b>History – Past &amp; Present</b> <i>My life story:</i> What can I do now?</p> <p>Black History Month (Martin Luther King, Alma Thomas)</p> <p><b>Geography – People, Culture &amp; Communities</b> <i>Maps:</i> How to get to the church</p> <p><b>RE - People, Culture &amp; Communities</b> <i>Celebrations:</i> How do we celebrate with our families?</p>	<p><b>History – Past &amp; Present</b> <i>Remembrance Day:</i> Why do people wear poppies? What is remembrance?</p> <p><b>Geography – People, Culture &amp; Communities</b> <i>Maps:</i> How to get to the post box</p> <p><b>RE - People, Culture &amp; Communities</b> <i>Christmas:</i> Letter to santa – positing a letter Visit to the church Christmas story</p>	<p><b>History – Past &amp; Present</b> <i>Past and present:</i> What did we do yesterday? Last week? At the weekend? (linked to everyday routines) What are you going to do tomorrow?</p> <p><b>Geography – People, Culture &amp; Communities</b> <i>Giving instructions:</i> Working with a partner to get from one place to another</p> <p><b>RE - People, Culture &amp; Communities</b> <i>Lunar new Year:</i> The great race story. Focus on animals from the great race story Activities themed to the animal for the lunar new year</p>	<p><b>History – Past &amp; Present</b> <i>Important events:</i> Birthdays Holidays Family events (e.g. baby sibling) Basic timeline of key life events</p> <p><b>Geography – People, Culture &amp; Communities</b> <i>Buildings:</i> Difference between a village and a town What different buildings are around us?</p> <p><b>RE - People, Culture &amp; Communities</b> <i>Easter:</i> Easter story – basic coverage Visit to the church</p>	<p><b>History – Past &amp; Present</b> <i>Family history:</i> What have I done with my family? E.g. Holidays Grandparent visit</p> <p><b>Geography – People, Culture &amp; Communities</b> <i>Habitats</i> Where different animals live?</p> <p><b>RE - People, Culture &amp; Communities</b> <i>Carnivals:</i> What is a carnival?</p>	<p><b>History – Past &amp; Present</b> <i>Modes of transport:</i> Changes in transport over time (e.g. horse and cart to car)</p> <p><b>Geography – People, Culture &amp; Communities</b> <i>Maps:</i> Creating own maps Treasure maps</p> <p><b>RE - People, Culture &amp; Communities</b> <i>How are we different?</i> Different religions Different places of worship Different ways to celebrate</p>

\*Wow days to focus on countries where children’s families come from (adapted yearly)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas of learning	<p>Understanding the World continued... (Science &amp; Computing)</p> <p>*Weekly Forest School Sessions</p>	<p><b>Science – The Natural World</b>  <u>Looking after myself:</u>            Putting on a wet suit            Washing my hands/ self-care</p> <p>Exploring ice</p> <p><b>Technology</b>            Activities linked to learning:            Using the interactive whiteboard to support learning activities</p> <p>Learning apps on school ipads.</p>	<p><b>Science – The Natural World</b>  <u>Weather:</u>            Different types of weather            Clothing for different weather.            Animals/ hibernation            What happens to the trees in autumn?            Weather in the different seasons</p> <p><b>Technology</b>            Keeping ourselves safe:            Internet safety – Chicken clicking            Appropriate amount of screen time.</p>	<p><b>Science – The Natural World</b>  <u>Changes:</u>            What happens to the trees in Spring?            How has the weather changed?            Name the 4 seasons            Talk about how trees change over the 4 seasons.            Notice changes in the natural world</p> <p><b>Technology</b>            How does it work?            To explore how things work, including those that are technology based.</p> <p>Internet safety Day:            Smartie the Penguin</p>	<p><b>Science – The Natural World</b>  <u>What’s growing?</u>            Spring flowers            Learn how to grow and take care of plants</p> <p>Dental health week – how do we brush our teeth?</p> <p><b>Technology</b>            Creating Media:            Taking photos on an iPad            Simple drawings using smart notebook or paint software.</p>	<p><b>Science – The Natural World</b>  <u>Different materials:</u>            What is it made of?            Explore combining materials e.g. junk modelling</p> <p><b>Technology</b>            The internet:            Using the internet to access learning to develop knowledge and understanding.</p>	<p><b>Science – The Natural World</b>  <u>Will it float or sink?</u>            Making boats            Exploring what resources in the classroom sink/float</p> <p>Use an increasing range of vocabulary to talk about what they see and experience in the world around them</p> <p><b>Technology</b>            Torches and walkie talkie’s</p>
	Specific Areas of learning	<p>Expressive Arts and Design (Drama &amp; Music)</p>	<p><b>Being Imaginative</b>            Singing nursery rhymes &amp; songs            Home corner Role play</p> <p><b>Music – Africa:</b>            African drumming</p>	<p><b>Being Imaginative</b>            Singing nursery rhymes &amp; songs            Listen to a range of instruments and identify similarities and differences.</p> <p><b>Music – Christmas:</b>            Singing Christmas songs as part of EYFS nativity</p>	<p><b>Being Imaginative</b>            Singing nursery rhymes &amp; songs            Tapping/ clapping to a rhythm            Shop role play</p> <p><b>Music – Action songs &amp; Nursery Rhymes:</b>            Rhythm activities            Clapping syllables</p>	<p><b>Being Imaginative</b>            Singing nursery rhymes &amp; songs            Playing instruments            Making up dances/ join in with choreographed dances            Restaurant role play</p> <p><b>Music – What’s that sound?</b>            Exploring musical instruments (tone, pitch, speed)</p>	<p><b>Being Imaginative</b>            Singing nursery rhymes &amp; songs            Explore and match different pitch tones            Use their imagination in a variety of role play scenarios</p> <p><b>Music – Carnival time:</b>            Making musical instruments            Carnival dancing</p>

\*Wow days to focus on countries where children’s families come from (adapted yearly)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas of learning	Expressive Arts and Design (Art & D&T)	<p><b>ART - Creating with Materials</b>  <b>Exploring colour:</b>            Colour mixing            Different tints by adding white            Learning colours</p>	<p><b>ART - Creating with Materials</b>  <b>Exploring an artist: Vincent Van Gogh:</b>            Starry night – using a sponge to develop texture</p>	<p><b>ART - Creating with Materials</b>  <b>Exploring an artist: Kandinsky:</b>            Circles – colouring within circle shapes</p> <p><b>Painting:</b>            Use a range of tools to apply paint</p>	<p><b>ART - Creating with Materials</b>  <b>Drawing skills:</b>            Observational drawing of daffodils linked to St. David's Day &amp; Spring</p>	<p><b>ART - Creating with Materials</b>  <b>Exploring an artist &amp; developing drawing skills</b>  <b>Vincent Van Gogh:</b>            Sunflowers – observational drawing, mixed media and collage</p>	<p><b>ART - Creating with Materials</b>  <b>Transient Art:</b>            Making their own pictures using natural objects.</p>
		<p><b>D&amp;T – Creating with materials</b>  <b>Construction:</b>            Using a range of construction materials</p> <p><b>Food technology: (measuring, mixing)</b>            Guided playdough making</p>	<p><b>D&amp;T – Creating with materials</b>  <b>Construction:</b>            Exploring joining techniques (tape, masking tape, glue)            Talk about what they are making</p> <p><b>Food technology: (measuring, mixing)</b>            Using a recipe and pictures to make playdough with adult support</p> <p><b>Design and making tasks:</b>            Solving a problem related to a story, drawing designs, e.g.3 Little Pigs houses</p>	<p><b>D&amp;T – Creating with materials</b>  <b>Food technology: (measuring, mixing)</b>            Independent playdough making</p> <p><b>Design and making tasks:</b>            Junk modelling</p>			
On-going provision		<ul style="list-style-type: none"> <li>• <b>Lola intervention</b> – Develop children's listening, attention, vocabulary, engage in two-way communication with a friend and listen and respond to others ideas</li> <li>• <b>Neli</b> (From Spring Term) – Tier 2 words linked to book of the week to develop children's language. Children are encouraged to use new vocabulary during continuous provision.</li> <li>• <b>Nursery rhyme time</b> – Children recite poems and rhymes. Learn rhymes, poems and songs. Listen and talk about stories, poems and rhymes. Children to learn number rhymes to embed mathematical learning.</li> <li>• <b>Story time</b> – Learn new vocabulary, engage in and talk about books, anticipate key events. Learn and practise new vocabulary, listen and talk about stories. Stories based on children's interests and book of the week and half termly topics.</li> <li>• <b>White Rose Maths</b> – Scheme used to support Mathematical development. Master the curriculum resources used alongside WRM to enhance and deepen learning.</li> <li>• <b>Tapestry LJ</b> – Communication with parents, record children's wow moments and progress, focus children</li> <li>• <b>Modelling &amp; extending children's talk through quality interactions</b></li> </ul>					

\*Wow days to focus on countries where children's families come from (adapted yearly)