

# NURSERY LONG

## TERM PLAN 21-22

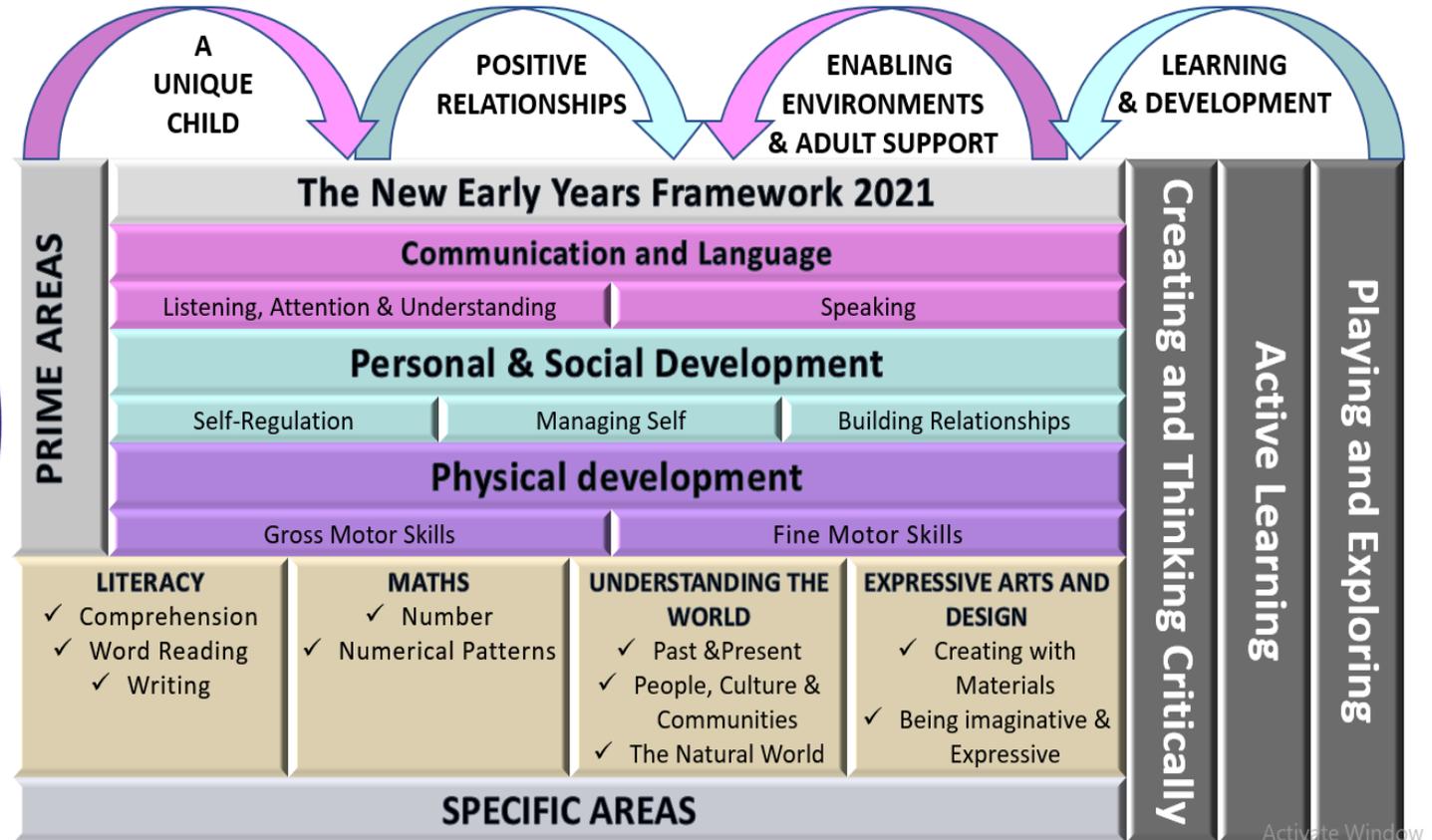
"AT MONKSDOWN, WE AIM TO 'MAKE LEARNING IRRESISTIBLE'. THIS RUNS THROUGH EVERYTHING WE DO, FROM LESSONS, OUR LEARNING ENVIRONMENT BOTH INDOORS AND OUTDOORS TO VISITS AND VISITORS. OUR NURSERY IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE PART OF IT!

CHILDREN FEEL VALUED AND LOVED IN NURSERY AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE EYFS. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER RECEPTION HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY"

THE EYFS TEAM



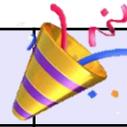
**Monksdown Primary School**  
Where Children Come First



# NURSERY LONG TERM PLAN 21-22



AUTUMN 1



AUTUMN 2



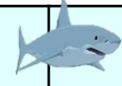
SPRING 1



SPRING 2



SUMMER 1



SUMMER 2



GENERAL THEMES

**ALL ABOUT ME!**

Starting nursery/my new class  
/ New Beginnings  
People who help us / Careers  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe

**LETS CELEBRATE!**

Bonfire night celebrations  
Ginger bread man – Harvest  
The Nativity  
Father Christmas visits  
Christmas Lists  
Letters to Father Christmas

**EXPLORERS!**

New Year,  
Arts & Design focus  
Light/Dark/Shadows  
Winter  
Pancake Day  
Chinese New Year

**GROWING!**

The great outdoors  
Plants & Flowers  
Weather / seasons  
Book Week  
Red Nose Day  
Planting beans/seeds  
Reduce, Reuse & Recycle  
Easter

**AMAZING ANIMALS!**

Life cycles  
Farm animals

**UNDER THE SEA/OUR  
COLOURFUL WORLD!**

Where in the world shall  
we go?  
Send me a postcard!  
Marine life  
Seasides in the past  
Compare: Now and then!  
Seaside art  
Reduce, Reuse & Recycle  
Fun Science / Materials

*NB: THESE THEMES MAY  
BE ADAPTED AT VARIOUS  
POINTS TO ALLOW FOR  
CHILDREN'S INTERESTS*

HIGH QUALITY  
TEXTS

Peace at last  
Ness the nurse  
Busy people – Police officer  
Mrs Vole the Vet  
Captain Tom Little People Big  
Dreams

Firefighters non fiction  
Father Christmas needs a wee  
The Gingerbread man  
Owl babies  
The Christmas Story  
Christmas Week

Jack frost  
Wow said the Owl  
Room on the broom  
I don't want to go to bed  
Chinese New Year  
The Tiger who came to  
Tea

Non-fiction books on chicks  
Jasper's Beanstalk  
The Little Yellow Chicken  
Nursery Rhymes

Down by the cool of the  
pool  
Frog life-cycle (non-fiction)  
Farmer Duck  
Pig in a Pond  
Goldilocks and the Three  
Bears

Somebody Swallowed  
Stanley  
Blue Planet David  
Attenborough Little People  
Commotion in the Ocean  
Rainbow Fish  
10 Little Pirates  
Anna's Amazing Glasses  
Mouse Paint

'WOW' MOMENTS /  
ENRICHMENT

Remembrance Day  
Diwali Day 15<sup>th</sup> October  
National Poetry Day 7<sup>th</sup>  
October

Guy Fawkes / Bonfire Night  
Remembrance day  
Baking Gingerbread men  
No pens day (Nov)  
Christmas Time/Nativity/Santa

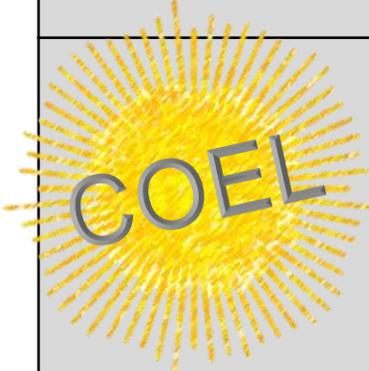
Valentines day  
Chinese New Year  
National Storytelling week  
30<sup>th</sup> Jan-6<sup>th</sup> Feb  
Visit from Fire Brigade

Weather experiments  
Mother's Day  
Food tasting – different  
cultures  
World Book Day 3rd March  
Easter bonnet parade/egg  
rolling/decorating

Caterpillars  
Growing beans

Under the Sea – singing  
songs and sea shanties  
Map work - Find the  
Treasure  
Father's Day  
Pirate Day  
Transition into full time  
school  
New children visits  
End of year Sports Day &  
family picnic

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GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	EXPLORERS!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
  	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Monksdown, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team</i></p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					

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BRITISH VALUES SHARING CIRCLES	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.  Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	Baseline data on entry Tapestry EYFS team meetings	On going assessments Tapestry Pupil progress meetings Parents evening info EYFS team meetings Tapestry	Tapestry Cluster moderation EYFS team meetings	On going assessments Tapestry Pupil progress meetings Parents evening info EYFS team meetings	Tapestry Cluster moderation EYFS team meetings	On going assessments Tapestry Pupil progress meetings Reports EYFS team meetings Exit Nursery data
PARENTAL INVOLVEMENT	New starter meetings New children visits/stay and play/twilights/home visits	Nativity Parents Evening		Tapestry Parents Evening Easter bonnet parade	Tapestry	Seesaw involvement Parents Evening End of year family Picnic New children visits/stay and play/twilights/home visits

# DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
<p>SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO LITTLE PEOPLE BIG DREAMS BOOKS</p>	<p>THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS</p>	<p>WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON</p>	<p>ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS</p>	<p>MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES</p>



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<b>COMMUNICATION AND LANGUAGE</b> Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, specific S&L support if needed.  <b>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)</b>	Rhyme of the week Settling in activities Making friends Show an interest in the lives of other people - <b>I can respond to my name and change my activity when encouraged</b> - <b>I can use everyday words to talk about people I know</b> - <b>I can follow simple instructions with visuals</b> - <b>I can listen and respond to adults and peers</b> <b>Key vocab:</b> <i>colours, nursery areas, adult names, rules &amp; routines</i>	Rhyme of the week - <b>I can follow two-step simple instructions with visuals</b> - <b>I can concentrate for slightly longer periods</b> - <b>I can join in with a small group</b> - <b>I can remember and join in with stories and rhymes</b> - <b>Key vocab:</b> <i>celebrations, describing words, food/ingredients</i>	Rhyme of the week - <b>I can speak in 2/3/4 word sentences</b> - <b>I can understand more simple questions and answer appropriately</b> - <b>I can express desires, feelings and needs</b> - <b>I can begin to hold two-way conversations with adults and peers</b> <b>Key vocab:</b> <i>seasonal language, revisit colour, light &amp; dark</i>	Rhyme of the week - <b>I can begin to understand and ask why and how questions</b> - <b>I can remember and use new words</b> - <b>I can engage in imaginary role-play sometimes building stories around objects and toys</b> <b>Key vocab:</b> <i>Chick life cycle, planting/growing, recycling</i>	Rhyme of the week - <b>I can explain my own thinking/ideas</b> - <b>I can describe the story settings and characters</b> - <b>I can join in with the repeated lines and refrains</b> - <b>I can use language as a powerful means of widening contacts and sharing feelings</b> <b>Key vocab:</b> <i>Frog life cycle, seasonal changes, animals and habitats</i>	Rhyme of the week - <b>I can communicate effectively with my peers and adults</b> - <b>I can follow three-step simple instructions, sometimes without visuals</b> - <b>I can anticipate key events in stories</b> - <b>I can take turns in small groups</b> - <b>I can ask simple questions and wait for a response</b> <b>Key vocab:</b> <i>emotions, positional language/prepositions. revisit colour.</i>



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><u><b>SCARF: Me and My Relationships</b></u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none"> <li>- I can separate from my main carer with support</li> <li>- I can distract myself when I am upset</li> <li>- I know about oral hygiene</li> </ul>	<p><u><b>SCARF: Valuing Difference</b></u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>Independence: selecting and putting back own belongings</p> <ul style="list-style-type: none"> <li>- I can express my own feelings</li> <li>- I am aware of mu own feelings and am beginning to understand that some actions and words can hurt other's feelings</li> <li>- I can demonstrate friendly behavior and form good relationships with adults and peers</li> </ul>	<p><u><b>SCARF: Keeping myself safe</b></u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>SMART rules Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none"> <li>- I can separate from my main carer with support</li> <li>- I can distract myself when I am upset</li> <li>- I can use an adult as a secure base</li> <li>- I can begin to accept the needs of others and can take turns and share resources</li> <li>- I can show confidence in asking adults for help</li> </ul>	<p><u><b>SCARF: Rights and responsibilities</b></u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p> <ul style="list-style-type: none"> <li>- I am beginning to understand about foods that are healthy and unhealthy</li> <li>- I can express my own preferences and interests</li> <li>- I can respond to a few appropriate boundaries</li> </ul>	<p><u><b>SCARF: Being my best</b></u> Bouncing back when things go wring: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p> <ul style="list-style-type: none"> <li>- I can separate from my main carer with support</li> <li>- I can distract myself when I am upset</li> <li>- I can use an adult as a secure base</li> <li>- I am confident to talk to other children hen playing</li> <li>- I can usually tolerate delay when my needs are not immediately met</li> <li>- I can seek out others to share experiences</li> <li>- I welcome value and praise for what I have done</li> </ul>	<p><u><b>SCARF: Growing and changing</b></u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p> <p>Transition into Reception School readiness</p> <ul style="list-style-type: none"> <li>- I I enjoy the responsibility of carrying out small tasks</li> <li>- I can select and use activities and resources independently</li> <li>- I can follow rules and understand why they are important</li> <li>- I understand that my wishes my not always be met</li> <li>- I am confident and outgoing with familiar people in the safe context of my setting</li> </ul>



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PHYSICAL DEVELOPMENT	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
FINE MOTOR	<ul style="list-style-type: none"> <li>-I can hold a pencil (fisted/digital pronate grip) to make marks</li> <li>-I am beginning to do up my own large buttons</li> <li>-I can turn the pages in a book</li> </ul>	<ul style="list-style-type: none"> <li>- I can fit the pieces of a puzzle together</li> <li>- -I can pick up tiny objects using a fine pincer grasp</li> <li>- I can use one-handed tools and equipment, e.g. make snips in paper with child scissors</li> </ul>	<ul style="list-style-type: none"> <li>- I can use tweezers</li> <li>- I can use tools effectively in playdough (eg: cutters/rollers)</li> <li>-I can take off and put on my own shoes (not laces)</li> <li>I am beginning to do up my own zip</li> </ul>	<ul style="list-style-type: none"> <li>-I can show increasing control over tools like pencils and crayons.</li> <li>-I can use tools for mark making with control.</li> <li>-I can grip using five fingers or preferably two fingers and thumb for control.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a 4 finger grip to hold my pencil</li> <li>- I can use pincers, tweezers and threading equipment with increasing control and confidence</li> </ul>	<ul style="list-style-type: none"> <li>- I can use scissors effectively to cut straight lines in paper</li> <li>- I am beginning to use 3 fingers (tripod grip) to hold my pencil</li> </ul>
GROSS MOTOR	<p><b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p><b>From Development Matters 2020’:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					
WEEKLY COSMIC KIDS YOGA LESSON	<p>WEEKLY COSMIC KIDS YOGA LESSON</p>					



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LITERACY	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<ul style="list-style-type: none"> <li>- I can fill in missing words from well-known rhymes</li> <li>- I can show a preference for a book or a song or a rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify myself in a story and show enjoyment for stories about familiar people</li> <li>- I can hold a book, turn the pages and indicate an understanding of pictures and print.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to be aware of the way stories are structured.</li> <li>- I show interest in illustrations and print in books and print in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe main story settings, events and principal characters.</li> <li>- I can make suggestions about what might happen next in a story</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about events and characters in a book</li> <li>- I can suggest how a story might end</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe main story settings, events and principal characters.</li> <li>- I can tell a story to friends</li> </ul>
WORD READING	<ul style="list-style-type: none"> <li>- I can join in with rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs.</li> <li>- I can notice and repeat sounds</li> </ul>	<ul style="list-style-type: none"> <li>- I can understand that print has meaning</li> <li>- I can hold a book the right way up and turn pages by myself</li> </ul>	<ul style="list-style-type: none"> <li>- I know that print can have different purposes</li> <li>- I know the names of the different parts of a book</li> </ul>	<ul style="list-style-type: none"> <li>- I know that we read English text from left to right and from top to bottom</li> <li>- I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.</li> </ul>	<ul style="list-style-type: none"> <li>- I can spot and suggest rhymes</li> <li>- count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> </ul>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	EXPLORERS!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
WRITING  TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	<ul style="list-style-type: none"><li>- I can randomly scribble on the page, sometimes with both hands.</li><li>- I can begin to balance when sitting.</li><li>- I can make connections between my actions and the marks being made.</li></ul>	<ul style="list-style-type: none"><li>- I can control the marks on the page.</li><li>- I can use a range of tools to make marks and show an interest in my own marks and others marks.</li></ul>	<ul style="list-style-type: none"><li>- I can make connections between my actions and the marks being made.</li><li>- I ascribe meaning to my marks</li></ul>	<ul style="list-style-type: none"><li>- I can distinguish between the different marks I make.</li><li>- I can tell an adult what my marks mean</li><li>- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</li><li>- I can copy shapes, letter and pictures</li></ul>	<ul style="list-style-type: none"><li>- I can identify sounds from my own name in other words.</li><li>- I can write some or all of my name.</li></ul>	<ul style="list-style-type: none"><li>- I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li><li>- I can write some letters accurately</li></ul>



# NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	EXPLORERS	GROWING	AMAZING ANIMALS	UNDER THE SEA/OUR COLOURFUL WORLD!
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p>	<ul style="list-style-type: none"> <li>- I can recite some number names in sequence</li> <li>- I can show interest in and join in with number rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- I can recite some number names past 5               <ul style="list-style-type: none"> <li>- I can have conversations about numbers</li> </ul> </li> <li>- I can say when two small groups have the same number</li> <li>- I can sort objects using one simple criteria</li> <li>- I can share play toys with a friend when asked</li> </ul>	<ul style="list-style-type: none"> <li>- I can recite some number names in sequence</li> <li>- I can show interest in and join in with number rhymes</li> <li>- I can bring one or two objects to and adult when asked</li> <li>- I can extend a simple ABABAB pattern</li> <li>- I can experiment with my own symbols, marks and numerals</li> </ul>	<ul style="list-style-type: none"> <li>- I can create a simple ABABAB pattern</li> <li>- I can use number names to ten</li> <li>- I am beginning to count small quantities accurately               <ul style="list-style-type: none"> <li>- I can show understanding of simple comparisons - more</li> </ul> </li> <li>- I can give one more object when asked</li> <li>- I can identify the shape of everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>- I can recite some number names in sequence</li> <li>- I can show interest in and join in with number rhymes</li> <li>- I can correct a simple pattern</li> <li>- I can show understanding of simple comparisons - less               <ul style="list-style-type: none"> <li>- I can take one object away when asked</li> </ul> </li> <li>- I can use informal language such as ‘stripy’ ‘pointy’ when sorting objects</li> <li>- I know that the last number reached when counting objects is how many in total</li> <li>- I have fast recognition of three objects               <ul style="list-style-type: none"> <li>- I can compare quantities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- I can say one number name for each item in order to five               <ul style="list-style-type: none"> <li>- I can link numerals and amounts</li> </ul> </li> <li>- I can show finger numbers up to five</li> <li>- I can describe a sequence of events in order               <ul style="list-style-type: none"> <li>- I can use mathematical language to describe shapes</li> </ul> </li> <li>- I can identify numerals in the environment</li> <li>- I can represent numbers using marks</li> </ul>

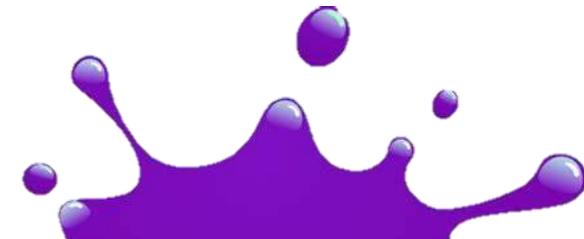


# NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	EXPLORERS!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
UNDERSTANDING THE WORLD RE/FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.  They will begin to understand and value the differences of individuals and groups within their own community.  Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<ul style="list-style-type: none"> <li>- <b>I enjoy joining in with family customs and routines</b> Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Monksdown family Which stories are special and why? Diwali</li> </ul>	<ul style="list-style-type: none"> <li>- <b>I can remember and talk about significant events in my own experience</b> What times are special and why? Which stories are special and why? Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- <b>In pretend play I can imitate everyday actions and events from my own family and cultural background</b> What times are special and why? Chinese new year</li> </ul>	<ul style="list-style-type: none"> <li>- <b>I can recognise similarities and differences</b> What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter</li> </ul>	<ul style="list-style-type: none"> <li>- <b>I know that I have similarities and differences that connect me to and distinguish me from others</b> What is special about our world? Awe and wonder: growth and change of animals</li> </ul>	<ul style="list-style-type: none"> <li>- <b>I can develop my sense of responsibility and membership of a community</b> What is special about our world? Summer Solstice</li> </ul>
	<ul style="list-style-type: none"> <li>- <b>I am interested in photographs of myself and familiar people and objects</b></li> <li>- <b>I am curious about people and show interest in stories about myself and my family</b></li> <li>- <b>I can talk about what I was like when I was a baby</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>I show interest in different occupations (Eg: fire fighters/nurse/police officers)</b></li> <li>- <b>I enjoy celebrating my birthday and that of others</b></li> <li>- <b>I can make observations about my immediate environment</b></li> <li>- <b>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>I can begin to make sense of my own life-story and family’s history</b></li> <li>- <b>I can identify where things belong in my environment Eg: where my bottle/coat/painting goes</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>I can talk about environments in stories</b></li> <li>- <b>I can talk about places I have visited (e.g.: the park/ASDA)</b></li> <li>- <b>I can follow positional language instructions</b></li> <li>- <b>I am beginning to notice changes in my environment</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>I can see my new friends have similarities and differences that connect them to, and distinguish them from, others</b></li> <li>- <b>I can talk about places in and around school</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>I can use simple positional language</b></li> <li>- <b>I am beginning to talk about and describe changes in my environment</b></li> </ul>



# NURSERY LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	EXPLORERS!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> <li>- I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</li> <li>- I can use various construction materials</li> <li>- I can manipulate play dough (roll, knead)</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)</li> <li>- I can recognise and name colours.</li> </ul>	<ul style="list-style-type: none"> <li>- I can join different materials and explore different textures.</li> <li>- I can draw identifiable pictures</li> <li>- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about what I am creating</li> <li>- I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> </ul>	<ul style="list-style-type: none"> <li>- I can draw a person with identifiable features</li> <li>- I can develop my own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>- I have been exposed to a different range of artists</li> <li>- I can show interest and describe the texture of things</li> </ul>

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*

*Work will be displayed in the classroom*

*lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*

