
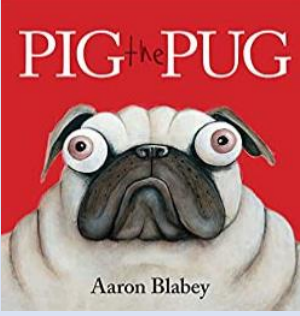


Nursery Long Term Plan

* “Young children’s learning is often driven by their interests. Plans need to be flexible.” - Development Matters

2024-2025						
Nursery	Autumn 1 – Where can we find patterns in nature?	Autumn 2 - How big do pumpkins grow?	Spring 1 – How do we care for chicks?	Spring 2 – What different types of pets are there?	Summer 1 – Reuse & Recycle!	Summer 2 – What was our Grandparent’s favourite toy when they were at school?
Key Text	Matisse’s Magical Trail  Vocabulary: Anchor words: Scary Shy Goldilocks words: Trail Magical Shell Avoiding Empty Under Noticed Joy Magical Step on words: Pity Moonlit Artistic Astonished	Pumpkin Soup  Vocabulary: Anchor words: Garden Smell Cat Duck Goldilocks words: Pumpkin Soup Woods Cabin Squirrel Slices Stirs Scoop Slurp Reached Trotted Barrow (wheelbarrow) Wandered Feared Squeaked Measure Step on words:	Rosie’s Walk  Vocabulary: Anchor words: Walk Hen Dinner Goldilocks words: Across Yard Around Pond Past Through Under Beehives Step on words: Haycock Mill	Pig the Pug  Vocabulary: Anchor words: Pig Toys Fun Share Goldilocks words: Pug Greedy Selfish Flat Sausage dog Grumble Howled Gather Wobbling Step on words: Flipped his wig On the mend	Somebody Swallowed Stanley  Vocabulary: Anchor words: Stripes Coughed Sharp Yellow Beach Goldilocks words: Swallowed Swept Jellyfish Straight Floated Ordinary Hummed Rough Brave Creature Slimy Whale Snapped Nipped Pecked Seagull	Lost in the Toy Museum  Vocabulary: Anchor words: Toy Lost Slowly Goldilocks words: Museum Bounced Squeaking Giddy Seams Unusual Railway Mysterious Adventure Step on words: Assemble Chinese Investigating Theatre Message in a bottle

		Bagpiping Banjo Pipkin Stitched Embroidered Murmured Squabble			Torn Terrible Gasped Ocean Kite Step on words: Tentacles Barnacles Vast Spluttered Sea floor Flippers Shore Footsteps	
Learning Behaviour	Playing & Exploring		Active Learning		Creative & Critical Thinking	
School Values	Faith		Hope		Love	
PSED	DM: Play with one or more other children extending and elaborating play ideas. CG: Instigate	DM: Show more confidence in new social situations. CG: Identify	DM: Develop their sense of responsibility and membership of a community. CG: Identify	DM: Find solutions to conflicts and rivalries DM: Talk about their feelings. CG: Reflect	DM: Understand gradually how others might be feeling. DM: Increasingly follow rules, understanding why they are important. CG: Identify	DM: Remember rules without needing an adult to remind them. CG: Lead
Physical Development	DM: Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	DM: Use one-handed tools and equipment CG: Make	DM: Start taking part in some group activities which they make up for themselves, or in teams. CG: Instigate	DM: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. CG: Make	DM: Collaborate with others to manage large items CG: Instigate	DM: Use a comfortable grip with good control when holding pens and pencils CG: Sew
Communication & Language	DM: Understand how to listen carefully and why listening is important.	DG: Ask questions to find out more and to check they understand what has been said to them CG: Present	DM: Connect one idea or action to another using a range of connectives. CG: Make up	DM: Start a conversation with an adult or a friend and continue it for many turns. CG: Instigate	DM: Understand 'why' questions CG: Identify	DM: Understand simple questions about 'who', 'what' and 'where' CG: Present
Literacy	DM: Develop their phonological awareness, so that they can: • spot and hear/suggest rhymes • count or clap syllables in a word	DM: Engage in extended conversations about stories, learning new vocabulary CG: Make up	DM: Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. CG: Make up	DM: Concepts about print – print for different purpose CG: Make up	DM: Use some of their print and letter knowledge in their early writing. CG: Make up	DM: Use some of their print and letter knowledge in their early writing CG: Make up
Mathematics	DM: Extend and create A B A B patterns. Talk about and identify the patterns around them. Notice and correct an error in a repeating pattern.	DM: Link numerals and amounts: for example, showing the right number of	DM: Describe a familiar route and discuss routes and locations using words like in front of and behind. CG: Present	DM: Know that the last number reached when counting a small set of objects	DM: Make comparisons between objects relating to size, length, weight and capacity.	DM: Experiment with their own symbols and marks as well as numerals

Commented [JW1]: Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.

Commented [JW2R1]: Chopping fruit, washing glasses

Commented [JW3]: Understanding it is time to be quiet and still (in a range of contexts)

Commented [JW4]: Pattern awareness

Commented [JW5]: Labeling recycling bins etc. and materials

	CG: Make	objects to match the numeral, up to 5. DM: Make comparisons between objects relating to size, length, weight and capacity CG: Create		tells you how many there are in total ('cardinal principle')		DM: Talk about and explore 2D and 3D shapes
Understanding the World	DM: Explore collections of materials with similar and/or different properties CG: Create	DM: Use all their senses in hands on exploration of natural materials. DM: Talk about the differences between materials and the changes they notice. CG: Present	DM: Understand that some places are special to members of their community. CG: Identify	DM: Compare and contrast characters from stories, including figures from the past CG: Reflect	DM: Begin to understand the need to respect and care for the natural environment and all living things. CG: Identify	DM: Continue developing positive attitudes about the differences between people. CG: Reflect
Expressive Arts & Design	DM: Explore colour and colour mixing. CG: Make	Create collaboratively, sharing ideas, resources and skills. CG: Instigate	DM: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. CG: Identify	DM: Show different emotions in their drawings – happiness, sadness, fear, etc. CG: Reflect	DM: Listen attentively, move to and talk about music, expressing their feelings and responses. CG: Make up	DM: Remember and sing entire songs CG: Lead DM: Create their own songs CG: Make up
People & Places	Harvest Festival Rev. Wendy	Christmas Bonfire Night Fire Service visit	Farm visit	Easter Chicks	Recycling bin wagon visit	Museum visit
Theme	Patterning	Autumn & Bonfire Night	Our local community	Emotions	Reduce, Reuse, Recycle	Our past
Core Experiences	Police visit	Cooking	Chicks		Litter picking	

Commented [JW6]: Linking numerals and amounts in the context of recipes

Commented [JW7]: Memorial garden mapping

Commented [JW8]: Building small world Micklefield school, small world Micklefield village - community links