

## Early Years Long term planning - Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	You Choose Colour Monster	Brown Bear, Brown Bear what can you see? Whatever Next Twas the night before Christmas	Owl Babies The Bumblebear Goldilock and the 3 Bears	The Very Hungry Caterpillar Jaspers Beanstalk Amazing!	We're going on a Bear Hunt The Three Little Pigs Farmyard Hullabaloo	Tiddler Shark in the Park Ten Little Pirates
Key songs / rhymes	Incy Wincy Spider Heads, Shoulders Knee and toes The Wheels on the Bus	Twinkle Twinkle little star 3 Blind Mice 1.2.3.4.5	Humpty Dumpty Hickory Dickory Dock Baa Baa	5 little monkeys Wind the bobbin	Old McDonald 3 little ducks	Row Row Row your boat The Grand old Duke
Story Immersing	Outdoor colour mixing	Rocket role play	Porridge making	Food tasting Growing a beanstalk	Making shelters / houses	Sand castles
Careers linked to texts	Artist	Astronaut	Chef	Gardener	Builder	Fisherman
Community links / trips and other key events	Harvest Festival Reading breakfast	Drop in Visit to the park Halloween Bonfire Night Remembrance Day Children in Need Nativity Christmas Fair	Reading breakfast Pancake Day Valentines Day	Drop in Easter World Book Day Comic Relief Mothers Day	Reading breakfast Careers Day Fathers Day	Drop in Summer fair Transition Days Beach Trip
Healthy Living	Hand washing Toileting routines Healthy snacks	Oral hygiene	Personal Hygiene	Oral Hygiene Importance of exercise	Sun safety	Sports Day

Communication and Language	To focus attention on one thing at a time. Follow simple instructions Use a range of vocabulary Use simple sentences	Sing a large repertoire of songs. Understand one part instructions / questions Use longer sentences of 4/6 words.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary	Understand a question or instruction that has 2 parts. Use talk to organise themselves and their play.	Understand why questions. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. May have problems saying some sounds for example r, j, th, ch, sh	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.
Personal, social and Emotional Development	Select and use activities with help when needed. Talk about their feelings using words such as happy or sad Separate from a main carer with support and encouragement.	Select and use activities with help. Show more confidence in social situations.	Become more outgoing with unfamiliar people, in the safe context of their setting. Begin to understand how others might be feeling. Increasingly follow rules, understanding why they are important.	Play with one or more other children, extending and elaborating play ideas. Talk with others to resolve conflicts. Being to understand how others might be feeling.	Develop their sense of responsibility and membership of the community. Does not always need an adult to remind them of a rule.	Develop their sense of responsibility and membership of the community. Develop appropriate ways of being assertive.
Physical Development	Run safely on their whole foot Kick a large ball Turn the page of a book, sometimes several at once Start to eat independently and learn how to use a knife and fork. To put a coat on independently.	Continue to develop their movement. Be increasingly independent in self care (dressing) Match their developing physical skills to a range of tasks.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Go up steps and stairs, or climb up apparatus, using alternate feet	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use large muscle movements to wave flags and streamers, paint and make marks. Collaborate with others to move large items.	Skip, hop, stand on one leg and pose for a game like musical statues. Use a comfortable grip with good control when holding pens and pencils. Show a preference to a dominant hand.	Use a comfortable grip with good control when holding pens and pencils. Start taking part in some group activities which they make up themselves or in teams. Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. Make healthy choices about food, drink, activity and toothbrushing.
Literacy	Identify some favourite stories, rhymes, songs or jingles	Repeat words and phrases from familiar stories	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Write some or all of their name Write some letters accurately	Write some or all of their name. Write some letters accurately.

	Distinguish between the different marks they make	Notice some print – first letter of name, door number		Use some of their print and letter knowledge in their early writing.		Understand the 5 key concepts about print.
Maths	Select a small given number of objects from a group when asked, for example, 'Please give me two' Recite some number names in sequence Make comparisons between quantities Notice simple shapes and patterns in pictures Categorise objects according to properties such as shape or size Use the language of size Talk about and explore 2d and 3d shapes	Selects shapes appropriately Combine shapes to make new ones	Show 'finger numbers' up to 5. Recite numbers past 5. Make comparisons between objects relating to size, length, weight and capacity.	Show 'finger numbers' up to 5. Make comparisons between objects relating to size, length, weight and capacity. Say one number for each item in order. know that the last number reached when counting a set of objects tells you how many there are in total. link numerals and amounts.	Fast recognition of up to 3 objects without having to count them individually (subitising) Talk about and explore 2d and 3d shapes, using informal and mathematical language. Talk about and identify patterns around them.	Use informal language like 'pointy', 'spotty', 'blobs', etc Extend and create ABAB patterns- stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional.
Knowledge and Understanding of the world	Enjoy playing with small-world models such as a farm, a garage or a train track Operate mechanical toys, e.g. turns a knob on a wind-up toy or pulls back on a friction car Have a sense of their own immediate family and relations In pretend play, imitate everyday actions and events from their own family and cultural background, e.g. making and drinking tea Have their own friends	Show interest in different occupations Explore how things work	Talk about what they see, using a wide vocabulary. Explore collections of materials with similar and/or different properties.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and animal. Talk about the differences between materials and changes they notice.	Begin to make sense of their own life story and their families history. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.	Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive art and design	Join in singing favourite songs Explore colour and colour mixing Use representation to communicate, e.g.	Create sounds by banging, shaking, tapping or blowing Play instruments with increasing control to	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Develop their own ideas and then decide which materials to use to express them. listen with increased attention to sounds,	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Create closed shapes with continuous lines and begin to use these shapes to represent objects.

	drawing a line and saying 'That's me'	express feelings and ideas.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Remember and sing entire songs.	respond to what they have heard, expressing their thoughts and feelings.	Make imaginative and complex small world with blocks and construction kits. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Show different emotions in their drawings and paintings, like happiness and sadness. Sing the melodic shape of familiar songs.
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