## **Mayespark Primary School: Long Term Plan – Nursery**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic**  | All about me!  | Stories and Rhymes  | Fairy tales  | Colours  | Growing and Food  | Adventures  |
| **Texts**  | -Find Spot at nursery- Eric Hill -It is ok to be different by *Todd Parr*-What I like about me *by Allia Zobel Nolan*-My Hair *by Hannah Lee* | -Elmer *by David Mckee* -The Hungary Caterpillar *by Eric Carle*-The big book of Nursery Rhymes *(poetry)*- So Much *by Trish Cooke* | -The Three Little pigs - Goldilocks and the Three Bears - Little Red Riding Hood - The Ginger bread man -The Three Billy Goats Gruff | -Rainbow Fish by Marcus Pfister &J.Alison James-Planting a Rainbow by Lois Elhert -Little blue, Little Yellow by Leo Lionni  | -Jack and the beanstalk-The enormous Turnip by Ireane Yates -Never use a knife and fork by Nick Sharrat - Oliver’s vegetables by Vivian French  | -We are going on a bear hunt by Michael Rosen -The snail and the whale by Julia Donaldson -Town is by the sea by Joanne Schwartz -Rosie’s walk by Pat Hutchins |
| **Communication and Language**  | -Listen to simple stories and understand what is happening, with the help of pictures-Listen to other people’s talk with interest - Start to develop a simple conversation | -Understand simple instructions-Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ -Develop pretend play language ‘putting baby to sleep’ or ‘driving the car to the shop’ | -Enjoy listening to longer stories and can remember much of what happens-Use longer sentences of four to six words- Understand simple questions about ‘who’, ‘what’, and ‘where’ | -Have a large repertoire of songs.-Identify familiar objects for the adult when they are described for example ‘Katie’s coat’, ‘blue car.’ **-**Pay attention to more than one thing at a time | - To talk about a familiar book**-** Use wider range of vocabulary**-**Understand a question that has two parts such as ‘Get your coat and wait at the door’ | -Use talk to organise themselves and their play:’ let’s go on a bus…you sit there…I’ll be the driver.’-Understand ‘why’ questions, like ‘why do you think the fox is following Rosie the hen.’  |
| **Personal, Emotional and Social development** | -Be able to manage the transition from parent to nursery staff-Express preferences and make decisions | -Play with other children with increasing confidence-Ask questions about differences such as skin colour, types of hair and gender | -Develop friendships with other children -Be able to talk about and manage their emotions | -Select and use activities and resources with help when needed-Talk about their feelings in more elaborated way: ‘I’m sad because….’ | - Show more confidence in new situations-Find solutions to conflicts for example, not everyone can be Spiderman in the game- Follow rules understanding why they are important | - Play with one or more children extending their play ideas -Understand how others might be feeling |
| **Physical Development**  | -Enjoy starting to kick, throw and catch balls.- Develop control and make marks on paper for example use a paint brush or colouring pencils - Learn to use a toilet with help and then independently | -Use large and small motor skills to do things independently for example manage buttons, zips and pour a drink- Walk, jump and climb stairs independently | -Skip, hop, stand on one leg and hold a pose for a game like musical statues-Use large muscle movements to wave flags, paint and make marks- Start eating independently and learn how to use a knife and fork | -Show preference for a dominant hand-Use one handed tools for example make snips in paper with scissors-Work with others to manage large items such as moving large hollow blocks | -Be increasingly independent in meeting their own care needs, e.g. brushing teeth washing and drying their hands thoroughly- Use a comfortable grip with good control when holding a pen or pencil | -Be increasingly independent as they get dressed for example putting on a coat and doing up zips- Make healthy choices about food, drink, activity and toothbrushing |
| **Literacy**  | -Enjoy sharing books with an adult -Sing songs and say rhymes independently-Pay attention and respond to the pictures or words | -Repeat words and phrases from familiar stories- Ask questions about the book- Make comments and share their own ideas-Notice some print, such as the first letter of their name such as a familiar logo | -Enjoy drawing freely-Add some marks to their drawings and give meaning to them for example, ‘That’s my mummy’-Develop play around their favourite stories using props | - Make marks on their picture-Understand that print has meaning and is used for different purposes | - Use some of their print knowledge in their early writing. For example: writing a pretend shopping list, starting at the top of the page.-Recognise words with the same initial sound, such as money and mother | -Write some or all of their name- Engage in extended conversations about stories and learning new vocabulary |
| **Maths**  | - Take part in finger rhymes with numbers-Compare amounts, saying ‘lots’, ‘more’ or ‘same’ | -Count in everyday contexts sometimes skipping numbers -1-2-3-5- Build with a range of resources, lego, plastic bricks- Compare sizes weights using gesture and language – bigger/little/smaller, high/ low, ‘tall’, ‘heavy’ | -Complete inset puzzles-Notice patterns and arrange things in patterns.-Say one number for each item in order:1,2,3,4,5 | -Develop fast recognition of up to three objects without having to count them individually-Recite numbers past 5.- Show ‘finger numbers’ up to 5 | -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5- Experiment with their own symbols and marks as well as numerals-Compare quantities using language: ‘more than’, ‘fewer than’ | -Understand position through words alone- for example ‘the bag is under the table’-Extend and create simple patterns – stick- leaf - stick - leaf - solve real world mathematical problems with numbers up to five.Talk about 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) |
| **Understanding of the World**  | -Explore materials with different properties for example wood, plastic, soft and hard- Notice the difference between people | -Use all their senses in hands on exploration of natural material- Talk about what they see, using a wide vocabulary | -Make connections between the features of their family and other families-Show an interest in different occupations such as plumber, vet, and farmer | - Explore how things workPlant seeds and care for growing plants | -Understand key features of the life cycle of a plant and an animal for example, a butterfly/frog-Explore and talk about different forces they can feel | -Continue developing positive attitudes about the differences between people-Talk about the differences between materials and changes they notice |
| **Expressive Arts and Design** | -Join in with songs and rhymes, making some sounds- Express ideas and feelings through marks they make and give meaning to those marks | -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools- Make simple models which express their ideas | -Take part in simple pretend play, using an object to represent something else even though are not similar  | -Join different materials and explore different textures-Make imaginative and complex ’small worlds’ with blocks and construction kits | -Drawing with increasing detail such as representing a face with a circle-Explore colour and colour mixing-Remember and sing entire songs | - Show different emotions in their drawings- happiness, sadness, fear etc-Play instruments with increasing control to express their feelings and ideas |