



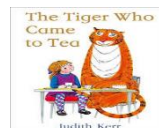





Abbey CofE Infant and Nursery School - Nursery Long Term Plan

Love, Laugh, Learn – Walking with Jesus to life in all its fullness John 10,10

AUTUMN TERM		SPRING TERM		SUMMER TERM	
Autumn 1 All about me Autumn 	Autumn 2 Celebrations Food 	Spring 1 Winter People who help us 	Spring 2 New Life 	Summer 1 We love Reading 	Summer 2 The Seaside Summer 
Christian Value: Thankfulness	Christian Value: Respect and Forgiveness	Christian Value: Perseverance	Christian Value: Hope	Christian Value: Friendship and Love	Christian Value: Courage
<u>Reading enrichment</u> <ul style="list-style-type: none"> • From head to toe • Owl babies • All about me • Colour Monster • Peace at Last • Little Red Hen 	<u>Reading enrichment</u> <ul style="list-style-type: none"> • Bonfire Night • Dipal's Diwali • Oliver's Fruit Salad • Supertato • The Gingerbread man • The First Christmas • Stick Man 	<u>Reading enrichment</u> <ul style="list-style-type: none"> • Winter • Lost and Found • One Snowy Night • People who help us • Superhero like you 	<u>Reading enrichment</u> <ul style="list-style-type: none"> • Jack and the Beanstalk • The ugly duckling • Lifecycle of a chick • Mad about minibeast • Caterpillar to butterfly. • The Easter Story 	<u>Reading enrichment</u> <ul style="list-style-type: none"> • Three Little pigs. • Goldilocks and the Three Bears • The Gruffalo • Tiger who came to tea • We're going on a bear hunt 	<u>Reading enrichment</u> <ul style="list-style-type: none"> • Commotion in the Ocean • Sharing a Shell • Lucy and Tom at the Seaside • Under the Sea • Summer • What the Ladybird Heard at the Seaside • Winnie at the Seaside

<u>Little Wandle Text</u> <ul style="list-style-type: none"> Kindness makes us stronger. Hello Friend 	<u>Little Wandle Text</u> <ul style="list-style-type: none"> Monster clothes Car, Car, truck, Jeep. 	<u>Little Wandle Text</u> <ul style="list-style-type: none"> All through the Night Would you rather? 	<u>Little Wandle Text</u> <ul style="list-style-type: none"> Errol's Garden 	<u>Little Wandle Text</u> <ul style="list-style-type: none"> Lulu loves the library Amazing 	<u>Little Wandle Text</u> <ul style="list-style-type: none"> Where's Lenny?
Characteristics of Effective Learning and over arching principles.	<p>Playing and exploring – engagement: Finding out and exploring. Playing with what they know. Being willing to have a go.</p> <p>Active learning – motivation: Being involved and concentrating. Keeping trying. Enjoying achieving what they set out to do.</p> <p>Creating and thinking critically –thinking: Having their own ideas. Making links. Choosing to do things.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & 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>Enabling environments: 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>Learning and Development: 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>				
Which people are special and why?		What times are special and why?		Being special: Where do we belong?	
RE Which people are special to us and why?	RE Special people in the Christmas story.	RE Learn about the special occasions that people celebrate in our community.	RE How do Christians celebrate Easter?	RE Learn about where we belong including school, home, clubs.	RE Talk about where we belong now and are going to next- our next class.
PSED Jigsaw Being me in my World	PSED Jigsaw Celebrating difference.	PSED Jigsaw Dreams and Goals.	PSED Jigsaw Healthy me	PSED Jigsaw Relationships.	PSED Jigsaw Changing me.
PSED- throughout the year <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting 					

<p>other ideas.</p> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. 					
<p>PD</p> <ul style="list-style-type: none"> Travel in the outdoor area- running, jumping, climbing, balancing. Healthy movers programme 	<p>PD</p> <ul style="list-style-type: none"> Enjoy dancing- Indian dancing and Christmas dancing. Make a fruit salad Healthy movers programme. 	<p>PD</p> <ul style="list-style-type: none"> Play team games such as the parachute. Healthy movers programme 	<p>PD</p> <ul style="list-style-type: none"> Scissor control activities. Zip coat up challenge. Healthy movers programme 	<p>PD</p> <ul style="list-style-type: none"> Hold a pencil correctly, forming some letters from name. Healthy movers programme 	<p>PD</p> <ul style="list-style-type: none"> Form recognisable letters. Healthy movers programme
<p>Communication and Language- throughout the year</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Use longer sentences of four to six words. 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 					
<p>Literacy</p> <p>Write stuff Little Wandle</p> <p>Understand the five key concepts about print:</p>	<p>Literacy</p> <p>Write stuff. Little Wandle</p> <p>Understand the five key concepts about print:</p>	<p>Literacy</p> <p>Write stuff. Little Wandle</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Literacy</p> <p>Write stuff. Little Wandle</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Literacy</p> <p>Write stuff. Little Wandle</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p>	<p>Literacy</p> <p>Write stuff. Little Wandle</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p>

<ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom 			<ul style="list-style-type: none"> - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately.
<p>Maths</p> <p>Number rhymes Eg. 1,2,3,4,5 once I caught a fish alive.</p> <p>Counting to five using fingers.</p> <p>Recite numbers to 10.</p> <p>Introduce cardinal principle.</p> <p>Introduce and focus on numbers 0, 1 and 2.</p> <p>Subitising objects for the amounts of 0,1 and 2.</p>	<p>Maths</p> <p>Continue number rhymes.</p> <p>Recite numbers to 10.</p> <p>Introduce and focus on numbers 3 and 4.</p> <p>Subitising objects for the amounts of 0,1,2, 3 and 4.</p> <p>2d and 3d shapes – link with Christmas shapes eg. Triangles, baubles.</p> <p>Introduce positional language in, on – link with cooking.</p>	<p>Maths</p> <p>Recite numbers to 10 (and beyond).</p> <p>Introduce and focus on number 5.</p> <p>Subitising objects for the amounts of 0,1,2,3,4 and 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Introduce positional language under, beside, between – link to traditional tales – eg. put the troll under the bridge.</p>	<p>Maths</p> <p>Recite numbers to 10 (and beyond).</p> <p>Matching numerals to amounts 0-5.</p> <p>Subitising objects for the amounts of 0,1,2,3,4 and 5.</p> <p>Make comparisons between objects relating to length – caterpillars.</p> <p>Repeating patterns.</p> <p>Begin to describe a sequence of events, real or fictional, using words</p>	<p>Maths</p> <p>Matching numerals to amounts 0-5. (use resources in environment eg. 5 pencils in pot).</p> <p>2d and 3d shapes – link with construction and building blocks.</p> <p>Obstacle courses – link with journeys. Describe the route using key vocab eg. Under.</p> <p>Read stories about journeys and recap what happened and the routes taken.</p>	<p>Maths</p> <p>Recite numbers to 10 (and beyond).</p> <p>Matching numerals to amounts 0-5. (use resources in environment eg. 5 pencils in pot).</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to capacity.</p> <p>Describe a sequence of events, real or fictional, using words such as 'first', 'then...' - link with stories.</p>

Introduce positional language up and down – active songs/ movement.	Recognising patterns – link with celebrations and decorations.	Make comparisons between objects relating to size.	such as ‘first’, ‘then...’ – life cycles.	Make comparisons between objects relating to weight. Experiment with their own symbols and marks as well as numerals.	Experiment with their own symbols and marks as well as numerals.
UTW <ul style="list-style-type: none"> Look at a map to show where children’s families originate from. Create map in classroom. Label parts of our bodies. Autumn. 	UTW <ul style="list-style-type: none"> Celebrations around the World- Diwali. Learn about healthy food. Make a smoothie. 	UTW <ul style="list-style-type: none"> Talk about how old we all are and birthdays in the past we have celebrated. Look at Polar habitats. Walk around the community to see People who help us. E.g. hairdressers, shop keepers etc. Look at different weathers. 	UTW <ul style="list-style-type: none"> Learn about the season of Spring. Look at photos from when we were a baby. What can we do that babies can’t? Visit from a baby/ parent. Look at baby animals. Plant a bean. Learn about the Easter story, reference to historical events. 	UTW <ul style="list-style-type: none"> Create maps from traditional tale stories. Explore different materials to build houses. 	UTW <ul style="list-style-type: none"> Learn about Summer and features of the seaside. Talk about own experiences in past visits to the beach. Reflect on the year. Under the sea- look at sea creatures. Explore materials that float and sink.
EAD <ul style="list-style-type: none"> Paint a face and draw on facial features. Autumn clay art work Construct houses using different construction. Nursery rhymes. 	EAD <ul style="list-style-type: none"> Create a Christmas collage. Threading for a Christmas decoration. Christmas songs. 	EAD <ul style="list-style-type: none"> Create a Winter themed landscape Listen to different music and clap hands to the pulse. 	EAD <ul style="list-style-type: none"> Easter cards Explore musical instruments. Create a textured butterfly. 	EAD <ul style="list-style-type: none"> Draw minibeasts. Use construction materials to build houses from the three little pigs. Make loud and quiet sounds using instruments. 	EAD <ul style="list-style-type: none"> Paint a seaside landscape. Create a textured sea creature. Play instruments to our favourite rhymes.

Harvest festival	Diwali (1st Nov) Bonfire night (5 th Nov) Christmas (25 th Dec)	Chinese New Year (29 th January) Shrove Tuesday (4 th March) Valentine's day- (14th Feb) People who help us trips/ visitors.	Mother's Day (30 th March) Easter (20 th April) Caterpillar Hatching	Library Visit	Sports day Transition
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