ST JAMES CE PRIMARY SCHOOL NURSERY LONG TERM PLAN      2020-2021  Mrs O’Donnell and Mrs Afzal

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| Term | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Theme | Super Special MeRecovery Curriculum / Settling In, Belonging  | Autumn | Winter  | Spring    | Minibeasts | Growing And Changing    |
| Key Texts | **KEY TEXTS:****OWL BABIES****PEACE AT LAST****Supplementary Texts:**My  Mummy & MeGuess How Much I Love You?Time to Tidy UpTime to Make FriendsTime to ShareKipper’s BirthdayElmer’s Colours | **KEY TEXTS:****PUMPKIN SOUP****THE GRUFFALO****Supplementary Texts:** Peppa’s Pumpkin PartyThe Gruffalo’s ChildTap A TreeStick ManThe Little Red HenRosie’s WalkLittle Robin Red Vest  | **KEY TEXTS:****I CAN FLY****BLUE PENGUIN****Supplementary Texts:** First Explorers - Snowy AnimalsSigns of WinterWinterSnowy Animals \_Snowy Animals     | **KEY TEXTS:****JASPER’S BEANSTALK****LULU LOVES FLOWERS****Supplementary Texts:**Sam Plants a Sunflower The Small, Small Seed.Seed to Sunflower.The Tiny Seed | **MAIN KEY TEXTS:****WALTER’S WONDERFUL WEB****THE VERY LONELY FIREFLY****Supplementary Texts:**What The Ladybird HeardNon fiction - BugsMad About MinibeastsThe Very Hungry Caterpillar    | **MAIN KEY TEXTS:****COME ON DAISY****THE ODD EGG****Supplementary****`Texts:**5 Little Ducks Non fiction - Chicks       Nursery to Reception Transition Book |
| Key Vocabulary | **Mum, dad, family, grandma, grandad, auntie, uncle, cousin.** | **Wood, animal names, Farmyard, farm, farmer, (Rosie’s Walk positional language - around, over, under, through, over, across).****Celebration.****Nativity.** | **Waddle flap.****Winter, icy, frozen, frosty.****Big, little, middle-sized** | **Bean, seed, sow, dig, rake, hoe, stem, root, plant, grow.** | **Spider, spin, web, triangle, square, circle, wonderful, strong** | **Duck, egg, crack, hatch, duckling, dragonfly, lilypad** |
| Key Experiences | Nurse visit – or IWB Importance of hygiene/hand washing.Belonging - family photos to be emailed in, by parents, to teachers to display in home corner and on our “Belonging Wall” alongside key vocabulary.Black History Month | “Leaf Peepers” Autumn Nature Observation Walk around school outdoor area.HibernationSpooky DayDiwali DayGuy Fawkes & BonfiresWellyphant Fire Safety HarvestRemembrance - PoppiesNativity | Chinese New Year Pancake Day  | Children to plant seeds. Grow and care for their own plant from a seed.EasterNew LifeMother’s Day |  Minibeasts key experience: Minibeast hunt,observation of mini beasts. | Father’s DayTransitionWhole School Trip |
| PSED | Separating from main carer with support.Settling inLearning classroom routines, boundaries expectations and our behaviour policy through modelled behaviour.Manage self help e.g. toilets, handwashing, coats on.Making relationships with children and staff.Manage emotions.Develop independence. | As confidence grows, begin to form special friendships.Learn all about a range of feelings and emotions  during carpet times and circle times – use “Feelings Freddy –Our Class Teddy) to teach these.There will be a big emphasis on tidy up time. | Continue to enjoy small jobs and responsibilities.Continue to learn to show & handle their feelings and the feelings of others around them. Continue learning to accept the needs of others as well as own needs.Children to understand and accept the needs of others whilst in continuous provision and through the use of activities and listening games. | Children will be responsible for their own plant to look after.Children to talk about their achievements with growing the plantLearn to talk to adults and peers as they play, both about what they are doing & own experiences at home. Learn to ask for help and initiate play ideas with peers as they continue to develop relationships. | To be confident around the Nursery.To become more assertivePlay with one or more other child, 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 other ideas. | To show care and concern for living things. Changes – transition to Reception.Prepare children – wearing a uniform, visit new class.Meet new teacher, moving up week.  |
| R.E | HarvestApple Song | ChristmasDevelop positive attitudes about differences between people | FriendshipSpecial peoplePeople Who Help Us | LentPancake DayEaster | Prayer & Eid | Stories Jesus heard |
| Communication and Language  | Throughout the year the children will:Learn to speak with confidence during circle/carpet times.Learn to listen, predict and respond appropriately with relevant comments, questions or actionsTo respond to instructions and directions through adult led/initiated and child led activitiesUse appropriate story language to re-enact/re-tell simple and familiar stories, dramaLearn new vocabulary relating to topicsSing songs and nursery rhymes  |
| Gathering family photos for our “Belonging Display”Develop speaking & listening skills through stories, songs and rhymes.Introduce small world and imaginative play including loose parts.Introduce Nursery Rhymes Area - learn a selection of rhymes throughout the year,  include use of props/puppets etc. | Continue developing play in small world and imaginative play.Develop & extend vocabulary through discussion of festivals & celebrations  | Role play turn taking and sharing. | Predict what might happen to the growing seed.Discuss observations of the growing seed? What do we notice? | Discuss observations from the minibeast hunt. | Discussions around what we have enjoyed learning in NurseryWhat are we looking forward to in Reception? |
| Physical Development | Throughout the year the children will: Move confidently in a range of ways on different levels at varying speeds during our outdoor provisionBuild up confidence when balancing during outdoor provisionTo be confident when mark making, holding tools appropriately and practising name writing throughout the whole year.Become independent with toileting/coats/snack timeInitially introduce the outdoor area. Use it safely. Develop gross and fine motor skills.Gross motor skills -  activity examples include large scale painting, climbing, bats & balls, sweep up leaves, large chalk, wheelbarrows, etc.Fine motor skills activity examples include - threading, playdough, using small loose parts, scissors, drawing, painting, jigsaws. (Continued all year)   |
| Literacy |  Throughout the year the children will:Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environmentGive meaning to marks they make/drawings and develop forming recognisable marksShow an interest in a range of books, using illustrations and storytelling language to re-tell these stories. *P1: Develop an awareness of rhyming words & alliteration* *Continue to develop concepts about print: difference between print/pictures & words/letters; & directionality of print (left to right / top to bottom)**Begin to engage in conversations about the story, learning new vocabulary**Begin to engage in purposeful writing / mark-making.* |
| Numeracy | Children to recite numbersin order using a range ofnumber songs and rhymes.To show an interest in numbers in the environment.To show an interest in shapes in the environment and use these during their play.Subitise 1 | Children to recite numbers to 10Children to begin to count objectsChildren to use the language of everyday shapes – big/small/tallChildren to begin to learn names of shapes during focused activities. Subitise 1 and 2 | To begin to recognise numbers 1-5 and practise these regularly.Subitise 1, 2, and 3   | To recognise numbers 1-5 confidently and begin to match objects to quantity.Subitise  3 & 4Children to begin to notice similarities and difference in the shape of a flower.Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5.  Use the term “more” begin to understand the term “less”. | To begin to recognise numbers 1-5To be secure in numbers 1-5 To recognise 2D shapes e.g. circle, square, rectangle, triangle.Subitise 4 | To recognise numbers 1-5 confidently and match quantity of objects.Begin to represent number using fingers, marks on paper or pictures. Subitise 4 & 5• Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • 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. |
| Understanding the World | Past and Present to begin to make sense of our own life story and family historyShow an interest in the lives of people known to us and in different occupations.Getting to know classmatesTo continue to develop a positive attitude about the differences between peopleHarvest – bring in autumn found natural materials | Diwali. Talk about celebrations and special times for themselves and their familiesAutumn environment Observing changes in melting ice.Floating & sinking – design a boat for Rosie to escape from the fox – testing which materials will make the best boatOutdoor treasure hunt map using photos of EYFS outdoor environment on a map. | Customs & beliefs - Chinese New Year and Mother’s Day | Customs & beliefs –Easter To plant beans and seeds and care about growing plants.To understand features of the life cycle of a plant. | Learning about minibeasts, caring for the environment and all living things -(Walter’s Web)Customs & beliefs – Eid Dance to Music from Pakistan.  | To understand features of the life cycle of an animal (Daisy’s Egg) |
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| Expressive Arts & Design | Self portraitsFamily Portraits  | Diwali lamps – make pinch pots and decorate.Mehndi hand patternsBonfire night paintingsDesign a poppy.Poppy transient art.Christmas cards.Dance to music from India | Observe & discuss Chinese New Year writing – mark makingDance to music from China | Paint Artist Van Gogh Sunflowers - observational drawings of plants.  | Eid – Dance to Music from Pakistan.Observe & recreate Islamic patterns.  |  Make and decorate duck puppets (link to 5 little ducks) |
| ICT | Using whiteboard in adult-led groupsDevelop use of iPad to take own photos throughout the year | Using whiteboard independently during continuous provision  | Using whiteboard independently during continuous provision | Take photographs & record the phases of the growing bean.Bud’s Number Garden Topmarks  | Take photographs of the minibeasts found on the minibeast hunt. | Bee Bots journey to help Daisy to find her eggs.  |