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 Me  Recovery Curriculum / Settling In, Belonging | Autumn | Winter | Spring | | Minibeasts | | Growing And Changing |
| Key Texts | **KEY TEXTS:**  **OWL BABIES**  **PEACE AT LAST**    **Supplementary Texts:**  My  Mummy & Me  Guess How Much I Love You?  Time to Tidy Up  Time to Make Friends  Time to Share  Kipper’s Birthday  Elmer’s Colours | **KEY TEXTS:**  **PUMPKIN SOUP**  **THE GRUFFALO**    **Supplementary Texts:**    Peppa’s Pumpkin Party  The Gruffalo’s Child  Tap A Tree  Stick Man  The Little Red Hen  Rosie’s Walk  Little Robin Red Vest | **KEY TEXTS:**  **I CAN FLY**  **BLUE PENGUIN**    **Supplementary Texts:**    First Explorers - Snowy Animals  Signs of Winter  Winter  Snowy 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 Heard  Non fiction - Bugs  Mad About Minibeasts  The 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.  Hibernation  Spooky Day  Diwali Day  Guy Fawkes & Bonfires  Wellyphant Fire Safety  Harvest  Remembrance - Poppies  Nativity | Chinese New Year  Pancake Day | Children to  plant seeds. Grow and care for their own plant from a seed.  Easter  New Life  Mother’s Day | | Minibeasts key experience:  Minibeast hunt,  observation of mini beasts. | | Father’s Day  Transition  Whole School Trip |
| PSED | Separating from main carer with support.  Settling in  Learning 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 plant  Learn 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 assertive  Play 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 | Harvest  Apple Song | Christmas  Develop positive attitudes about differences between people | Friendship  Special people  People Who Help Us | Lent  Pancake Day  Easter | | 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 actions  To respond to instructions and directions through adult led/initiated and child led activities  Use appropriate story language to re-enact/re-tell simple and familiar stories, drama  Learn new vocabulary relating to topics  Sing 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 Nursery  What 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 provision  Build up confidence when balancing during outdoor provision  To be confident when mark making, holding tools appropriately and practising name writing throughout the whole year.  Become independent with toileting/coats/snack time  Initially 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 environment  Give meaning to marks they make/drawings and develop forming recognisable marks  Show 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 numbers  in order using a range of  number 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 10  Children to begin to count objects  Children to use the language of everyday shapes – big/small/tall  Children 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 & 4  Children 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 1-5  To 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 history  Show an interest in the lives of people known to us and in different occupations.  Getting to know classmates  To continue to develop a positive attitude about the differences between people  Harvest – bring in autumn found natural materials | Diwali. Talk about celebrations and special times for themselves and their families  Autumn 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 boat  Outdoor 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 portraits  Family Portraits | Diwali lamps – make pinch pots and decorate.  Mehndi hand patterns  Bonfire night paintings  Design a poppy.  Poppy transient art.  Christmas cards.  Dance to music from India | Observe & discuss Chinese New Year writing – mark making  Dance 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 groups  Develop 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. | |