

# Knebworth Primary and Nursery School

## Nursery Long Term Plan Overview

The long-term plan is underpinned by the schools 3 values, Respect, Responsibility and Resilience.						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes and Interests</b>	Autumn Halloween Family Our school World Mental Health Day	Autumn/Winter Diwali Bonfire Night Remembrance Day Nursery Rhyme Week Children in Need Advent Hanukkah- Christmas	Winter New Year Lunar New Year Dark and Light Looking back, moving forward	Winter/ Spring Pancake Day British Science Week- Red Nose Day Mother's Day- Easter Being Healthy Ramadan Life cycles-Frogs	Spring Life cycles-butterflies and plants Special Places in the community Eid-Al Fitre Earth Day Children's Gardening Week	Summer Father's Day Holidays Transition
<b>Possible Texts</b>	Goat goes to Pre-School All about friends We're going on a leaf hunt The Witch's Kitchen Colour Monster The Best Diwali ever	The Witch's Kitchen Where the Poppies Now Grow The big book of Nursery Rhymes The Perfect Fit All about Christmas Pick a Pine Tree	All about Chinese New Year Cleversticks We're Going on a Bear Hunt Florence Frizzball Look Up Mixed	Tadpoles and Frogs The listening Walk Paper Dolls My senses Oliver's Vegetables We're going on an egg hunt	Titch Jasper's Beanstalk The Proudest Blue Mummy's special day The Hungry Caterpillar Under the Ramadan Moon	Sulwe The Everywhere Bear Guess How much I love you Hair Love And then summer comes Mouse's Big Day
<b>Communication and Language</b>	Enjoys books and stories. Responds to simple questions and instructions. Asks for help when needed.	Can fill in the missing words and phrases of rhymes and stories. Understands simple questions. Speaks in simple sentences.	Has some favourite stories, rhymes, songs, poems and jingles. Can stop an activity to listen to an adult. Talks to others when playing to organise play.	Repeats and uses actions, words, or phrases from familiar stories. Listens when in a group with other children. Begins to use longer sentences in talk with others.	Begins to be aware of how stories are structured. Shows an understanding pf preposition whilst carrying out an action or instruction. Uses more complex sentences to link thoughts and ideas.	Engage in conversations whilst learning new vocabulary. Listens and responds in small groups. Starts conversations with familiar people.
Using newly acquired vocabulary in everyday play WellComm Screening Learn new rhymes, poems, and songs Explore fiction and non- fiction books						
<b>Personal, Social, and Emotional Development</b>	Being me in my world (Jigsaw)  Becomes confident to separate from carer, whilst beginning to form a relationship with a trusted adult.  Explores the setting and resources with support.	Celebrating Difference (Jigsaw)  Begins to form relationships with peers.  Begins to follow daily routine.  Begins to follow simple instructions given directly or in a group.	Dreams and Goals (Jigsaw)  Begins to interact with peers.  Becomes more independent with personal care.  Begins to take turns and share resources with support.	Healthy Me (Jigsaw)  Seeks out others to join in with play.  Begins to try new activities and challenges, occasionally needing support.  Begin to use strategies to support self-regulation.	Relationships (Jigsaw)  Can mostly take turns and share resources with support.  Starts to show resilience and perseverance when facing challenges and obstacles.  Works with others during a small group session.	Changing Me (Jigsaw)  Plays in small group, sometimes with support from an adult.  Manages own basic hygiene.  Shows understanding of expectations and rules in the nursery setting.



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						Talks about how others may be feeling and respond accordingly.
<i>NB. We use the Zones Of Regulation to support children in identifying their own feelings, to begin to recognise and regulate their responses to these.</i>						
<b>Physical Development</b>	Introduction to PE 1	Introduction to PE 2	Ball Skills 1	Ball Skills 2	Dance 1	Dance 2
	<p>Moves around the environment in a range of ways, demonstrating good special awareness, control, and coordination.</p> <p>Climbs and steps and moves using alternate feet whilst maintaining balance using hands and body to stabilise.</p> <p>Develop fine motor skills to use accurately a range of tools.</p>					
<b>Literacy</b>	Sometimes give meaning to marks they draw and paint. Enjoys sharing books with adults. Recognises the difference between words and pictures.	Enjoys mark making and distinguishes the between the different marks they make. Recognises familiar logos. Fills in the missing word or phrase in familiar rhymes songs or stories.	Includes mark making in their play including closed shapes. Knows information can be relayed through signs and symbols. Looks at books independently.	Imitates adult writing by directional scribble. Recognises familiar letters or words. Listen and joins in with stories and poems.	Uses some print and letter knowledge in their early writing. Know that print carries meaning. Recalls and talks about familiar stories.	Enjoys mark making for a range of purposes. Begins to understand the 5 key concepts of print. Extends in extended conversations about stories.
<b>Phonics</b>	<b>Phase 1 Activities</b>	<b>Phase 1 Activities</b>	<b>Phase 1 Activities</b>	<b>Phase 1 Activities</b>	<b>Phase 1 Activities</b>	<b>Phase 1 Activities</b>
<b>Mathematics</b>	Notices who has more or less in play. Uses mathematical language in play, using some number names and number language.	Shows an interest in the pattern of everyday routines. Recognises some numbers and begins to count on fingers.	Joins in with simple patterns in sounds, actions, dancing, and movement. Enjoys counting verbally.	Recalls a sequence of events in everyday life and in stories. Shows finger numbers up to 5.	Uses some spatial and positional language in everyday talk. Begins to recognise numerals up to 10.	Uses objects to fit a space or to create a shape. Solve real world mathematical problems with numbers up to 5.
<b>Understanding the World</b>	Using senses to explore the world around them. Has a sense of own immediate family. Shares family photos and objects that are important to them.	Talks about things they have observed and explores how things work. Listens with interest to books and stories of different countries, cultures, families, religious festivals and celebrations. Shares own memories.	Notices in detail the objects in the environment and their properties. Begins to understand the need to respect and care for all living things. Joins in family customs and routines. Shares books and stories chosen to develop an understanding of the past.	Begin using a wider vocabulary when talking about the world around them. Talks about differences between materials and noticeable changes. Talks about significant events.	Notices the relationship of change with living things including life cycles. Shows an interest in wider community and ways of life. Begins to organise events using basic chronology, in relation to themselves.	Comments and begins to ask questions about the world around them. Begins to understand the effect of their behaviour can have on the environment. Knows that somethings make them unique and can talk about similarities and differences in relations to family and friends.
<b>Expressive Arts and Design</b>	Explores available resources. Begin to use small world resources.	Enjoys joining in with moving, dancing and ring games. Explores the world around them by using materials, Takes part in simple pretend play.	Sings familiar songs. Uses materials to explore colour in a variety of ways. Plays alongside others who are engaged in the same theme.	Explores moving in a variety of ways. Uses tools for a purpose. Begins to develop stories using small world resources.	Taps out simple rhythms. Draws with increasing complexity and detail, experimenting in ways to enclose a space and to use shape to represent objects and ideas.	Sings songs in their entirety and begins to create their own songs. Uses various construction materials to make enclosures and to create spaces. Makes imaginative and complex 'small world' creations.