

Nursery Long Term Plan 2017 - 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks	7 weeks	6 weeks	5 weeks	7 weeks
Cornerstones Topics	<p>Starting school - settling the children into new routines</p> <p>Why do you love me so much? - Emotions/feelings, uniqueness, family, what happens when we grow, senses</p> <p>Why do leaves go crispy? - Autumn, hibernation, seasonal changes</p>		<p>Will you read me a story? - Fairytales, traditional tales. Storytelling</p>		<p>Why is water wet? - water, weather, rivers and lakes, water flow.</p> <p>How many colours in a rainbow? - Colours found in our natural world, mixing colours, how artists use colours</p>	
Seasonal Topics	<p>Starting School Autumn Diwali</p> <p>(Children's interests)</p>	<p>Guy Fawkes Christmas Winter</p> <p>(Children's interests)</p>	<p>Winter - Where does snow go? Shrove Tuesday Chinese New Year</p> <p>(Children's interests)</p>	<p>Easter Spring - Are eggs alive? Mothers Day</p> <p>(Children's interests)</p>	<p>Summer</p> <p>(Children's interests)</p>	<p>Health and Fitness Week- Am I the fastest? Father's Day</p> <p>(Children's interests)</p>
Personal, Social, Emotional and Development (PSED is embedded in all activities on a daily basis)	<p>Separation from main carer with support</p>	<p>Playing alongside others and sharing</p>	<p>Managing own personal hygiene</p>	<p>Building relationships through talk</p>	<p>Expressing needs and personal feelings in appropriate ways</p>	<p>High level of involvement in self chosen activities</p>

<p>Communication, Language and Literacy</p>	<ul style="list-style-type: none"> • Initial sounds • Mark making • Familiar stories • The use of books/handling • Nursery rhymes and songs • Role Play <p>Letters and sounds activities - Phase 1: tuning into sounds, listening and remembering sounds, talking about sounds.</p>	<ul style="list-style-type: none"> • Initial sounds • Mark making • Widening language skills • Communicating with others • Nursery rhymes and songs • Role Play <p>RWI sounds - m, a, s, d, t, i, n, p Teach one sound a week alongside oral blending and segmenting.</p>	<ul style="list-style-type: none"> • Distinguishing one sound from another • Control with mark making • Questions • Speaking clearly • Rhyming activities • Stories and poems • Nursery rhymes and songs • Role Play <p>RWI sounds - g, o, c, k, u, b Teach one sound a week alongside oral blending and segmenting.</p>	<ul style="list-style-type: none"> • Distinguishing one sound from another • Control with Mark making • Nursery rhymes and songs • Role Play <p>RWI sounds - f, e, l, h, r Teach one sound a week alongside oral blending and segmenting.</p>	<ul style="list-style-type: none"> • Sound work - rhyming, alliteration • Fiction Books • Formation of letters • Print in the environment • New words • Nursery rhymes and songs • Role Play <p>RWI sounds - j, v, y, w, z, qu Teach one sound a week alongside oral blending and segmenting.</p>	<ul style="list-style-type: none"> • Sound work - rhyming, alliteration, recognition of letters • Formation of letters • New words/Sentences • Instructions • Story settings/ events /characters • Fact books • Nursery rhymes and songs • Role Play <p>RWI sounds - x, sh, ch, th, ng, nk Teach one sound a week alongside oral blending and segmenting.</p>
<p>Mathematics</p>	<p>Days of the week Counting Inset jigsaws Reciting numbers in order Quantities Organise/arrange objects Noticing simple patterns Big and small activities</p>	<p>Days of the week Counting Full and empty activities Categorise according to properties Jigsaws Simple shapes Reciting numbers in order</p>	<p>Days of the week Counting Shapes/Patterns Shape and size activities Comparing quantities Important numbers</p>	<p>Days of the week Months of the year Counting + & - number games More and less Symbols</p>	<p>Days of the week Months of the year Counting Matching number/quantity Number problems Grouping objects Positional language Similarities in shapes 'Bigger than'/'Enough' activities</p>	<p>Days of the week Months of the year Counting Grouping numbers Comparing groups Sorting/matching Shapes around us</p>

Understanding the World	Throughout the year children will be learning to/about; explore, investigate, design and make, people and communities including family and friends and the wider local community/global community, different places by looking at the environment both indoors and outdoors, the natural world and acquiring basic skills in operating and using ICT equipment.					
Physical Development	Throughout the year pupils will be: completing movement, travel, balance and space activities: learning about health and being more aware of their body and needs: using small and large equipment					
Creative Development	Throughout the year children will be learning to/about; be creative by responding to experiences, expressing and communicating ideas, exploring a variety of media, creating music and dance, singing a variety of songs including their favourite songs, explore sounds and musical instruments, use various construction materials to construct and build, make believe by pretending (i.e. through role-play) and engage in imaginative role-play.					
PSHE EYFS Assembly	Me and My School - To understand school routines and systems and be able to follow them	Me and Other People - To understand similarities and differences, likes and dislikes between people. To develop an understanding of their own culture and identity.	Me and My Relationships - To be able to form positive relationships with adults and other children	Me and My Safety - To learn about ways to keep safe	Happy and Healthy Me - To know the importance of a healthy diet To talk about ways to keep healthy and safe	Me in the World - To be self confident and aware To be ready for transition into Reception
British Values British Values are taught alongside our daily routines and topics in Nursery. We will focus on each value in more detail over each term.	Democracy: making decisions together How? - Staff will encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate	Democracy: making decisions together How? - Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.	Rule of law: understanding rules matter How? - As part of the focus on managing feelings and behaviour: Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.	Mutual respect and tolerance: treat others as you want to be treated How? - Staff should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Children should	Mutual respect and tolerance: treat others as you want to be treated How? - Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staff should promote diverse attitudes and challenge	Individual liberty: freedom for all How? - Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to

	<p>demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.</p>		<p>Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.</p>	<p>acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</p>	<p>stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>	<p>take risks on an obstacle course, mixing colours, talking about their experiences and learning.</p> <p>Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.</p>
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