## Nursery Long Term Plan 2024-25

| Term                         | Autumn 1   |   |          |                 |          |                                    |   | Autumn 2   |                   |                                   |                     |                      |                                |  |   | Spring 1            |        |                                      |               |  |  |   | Spring 2           |                         |  |   |   |  |                | Summer 1    |   |   |                             |                                   |           | Summer 2        |               |              |                                  |                  |        |  |
|------------------------------|--|---|----------|-----------------|----------|------------------------------------|---|--|-------------------|-----------------------------------|---------------------|----------------------|--------------------------------|--|---|---------------------|--------|--------------------------------------|---------------|--|--|---|--------------------|-------------------------|--|---|---|--|----------------|-------------|---|---|-----------------------------|-----------------------------------|-----------|-----------------|---------------|--------------|----------------------------------|------------------|--------|--|
| Overview                     | 1  | 2 | 3        | 4               | 5        | 6                                  | 7   | 1  | 2                 | 3                                 | 4                   | 5                    | 6                              | 7  | 8   | 1                   | 2      | 3                                    | 4             |  | 5  | 6   | 1                  |                         | 2  | 3                                       | 4   | 5  | 6              | 1           | 2   | 3   | 4                           | 5                                 | 1         | 2               | 3             | 4            | 5                                | 6                | 7      |  |
|                              | 3  | 5 | 5        | 5               | 5        | 5                                  | 5   | 3  | 5                 | 5                                 | 5                   | 5                    | 5                              | 5  | 5   | 5                   | 5      | 5                                    | 5             | !  | 5  | 5   | 5                  |                         | 5  | 5                                       | 5   | 5  | 4              | 4           | 5   | 4   | 5                           | 5                                 | 5         | 5               | 5             | 5            | 5                                | 5                | 5      |  |
| Topics                       | 1 Tou Te Happy and Tou Rilow 16.   |   |          |                 |          |                                    |   | I can see a rainbow!   |                   |                                   |                     |                      |                                |  | Run, Run as Fast as You Can!  |                     |        |                                      |               |  | Round and Round the Garden                             |   |                    |                         |  |   | The Wheels on the Bus   |  |                |             |   |   | The River's Journey         |                                   |           |                 |               |              |                                  |                  |        |  |
| English                      | Kindness makes us<br>strong/ Lulu's First  |   |          | . Peace at Last |          | If you're Happy<br>and you know it | Diwali  | Diwali<br>Brown Bear,<br>Brown Bear                                    |                   | What makes a Rainbow! Mouse Paint |                     |                      | :<br>:                         | Nativity                                   | The<br>Gingerbread<br>man<br>The Three<br>Little Pigs                               |                     |        | Goldilocks and<br>the Three<br>Bears |               | Willbee the<br>Bumblebee                   |  | Jasper's<br>Beanstalk<br>Teeny Weeny<br>Tadpole                 |                    | Going on an<br>Egg Hunt | We All go<br>Travelling By                 |   | The Big Red<br>bus  |  | The Train Ride | The River   | The Snow<br>Bears                               |   | Tree                        | Commotion in                      | the Ocean | Jakes first day |               |              |                                  |                  |        |  |
| Maths                        | Counting rhymes  |   | Number 1 | Number 2        | Number 3 | Number 4                           | Number 5  | Number recap   | All about circles | All about squares                 | All about triangles | All about rectangles | Select shapes<br>appropriately | Sorting                                    | Problem solving   | Positional language | Length | Problem solving                      | More and less | i.   | SIZE   | Weight  | All about Number 1 | All about Number 2      |  | All about Number 3                      | All about Number 4  | All about Number 5   | Pattern        | Shape recap | Positional language                             | Number formation  | Subitising                  | Sequencing/ time words            | Pattern   | Capacity        | Select shapes | Representing | Real world mathematical problems | Consolidation of | Number |  |
| PD                           | Mark making and pouring Fundamental movement   |   |          |                 |          |                                    |   | Selecting and using tools for a purpose<br>Climbing and landing safely |                   |                                   |                     |                      |                                |  | Using one handed tools<br>Spatial awareness   |                     |        |                                      |               |  | Good pencil control Exploring different ways of moving |   |                    |                         |  |   | Holding a pencil effectively to copy some letters Balance and ball skills |  |                |             | Usin  | Using lines and shapes to draw pictures of objects Negotiate space successful |                             |                                   |           |                 |               |              |                                  |                  |        |  |
| Phonics-<br>Little<br>Wandle | Phase 1 phonics- environmental sounds, identifying sounds, hearing differences in sounds |   |          |                 |          |                                    | Initial sounds- s a t p i n<br>Oral blending                            |  |                   |                                   |                     |                      |                                | Initial sounds- m d g o c<br>Oral blending |   |                     |        |                                      |               | Initial sounds- k e u r h<br>Oral blending |  |   |                    |                         | Initial sounds- b f l j v<br>Oral blending |   |   |  |                |             | Initial sounds- w y z qu recap<br>Oral blending |   |                             |                                   |           |                 |               |              |                                  |                  |        |  |
| UW                           | Environment  |   |          |                 |          |                                    | Festivals and celebrations – celebrating differences. Changing seasons. |  |                   |                                   |                     |                      |                                | Properties of materials                    |   |                     |        |                                      |               | Planting and lifecycles                    |  |   |                    |                         | Different occupations                      |   |   |  |                |             | Explore how things work                         |   |                             |                                   |           |                 |               |              |                                  |                  |        |  |
| EAD                          | Songs and rhymes   |   |          |                 |          |                                    | Colour and colour mixing  |  |                   |                                   |                     |                      |                                | Imaginative play                           |   |                     |        |                                      |               | Exploring sounds                           |  |   |                    |                         |  | Junk modelling – exploring<br>materials |   |  |                |             | Usin  | Using lines and shapes to draw pictures of objects                            |                             |                                   |           |                 |               |              |                                  |                  |        |  |
| CL                           | Feelings and emotions  |   |          |                 |          |                                    |   | Understands simple instructions  |                   |                                   |                     |                      |                                |  | Listen to simple stories and understand what is happening with the help of pictures |                     |        |                                      |               |  |  | Understanding a question or instruction that involves two parts |                    |                         |  |   |   | Be able to listen to longer stories and remember most of what happened |                |             |   |   | f U                         | Use longer sentences of 4-6 words |           |                 |               |              |                                  |                  |        |  |
| P.S.H.E.                     | Taking turn with support   |   |          |                 |          |                                    |   | Rules and routines   |                   |                                   |                     |                      |                                |  | Building Learning Powers  |                     |        |                                      |               |  | Beginning to solve conflicts with support              |   |                    |                         |  |   | Building Learning Powers  |  |                |             |   |   | Sharing and friendships     |                                   |           |                 |               |              |                                  |                  |        |  |
| Cooking                      | Playdough<br>Bird Feeders<br>Jelly   |   |          |                 |          |                                    |   | Salt dough stars<br>Toast  |                   |                                   |                     |                      |                                |  | Gingerbread men<br>Tasting porridge   |                     |        |                                      |               |  | Chocolate nests<br>Honey cakes<br>Soup/fruit salad     |   |                    |                         |  |   | Sandwiches<br>Picnic food   |  |                |             |   |   | Making mini pizzas<br>Toast |                                   |           |                 |               |              |                                  |                  |        |  |
| Diary<br>Dates/<br>Visitors  | Parents curriculum workshop<br>Owl visit   |   |          |                 |          |                                    | Christmas performance   |  |                   |                                   |                     |                      |                                |  |   |                     |        |                                      |               | World Book Day                             |  |   |                    |                         |  |   |   |  |                |             |   | Drama visitor   |                             |                                   |           |                 |               |              |                                  |                  |        |  |