

## Long Term Planning for Nursery - Year A

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The Big Question!</b>	What's my favourite?	Can you sing a nursery rhyme?	Why do Polar Bears have thick fur?	What does a farmer do?	How do we get around?	What is it like to be under the sea?
<b>Key Texts</b>	Things I like I love you blue kangaroo Eat your peas, Daisy I like Books All are Welcome Colour and Me!	Each Peach Pear Plum Humpty Dumpty Hickory Dickory Dock Incy wincy Spider Jack & Jill Twinkle Twinkle	Polar Bear, Polar Bear Lost & Found The Emperor's Egg And Tango makes three Big Bear Little Bear Poles apart 5 little penguins	The Enormous Turnip Farmer Duck The Little Red Hen Rosie's Walk Farmyard Hullabaloo! A squash and a squeeze	Mr Gumpy's Motor Car Mr Gumpy's Outing You can't take an elephant on the bus/The Big Red Bus Dig Dig Digging Emma Jane's Aeroplane The Train Ride	Tiddler Sharing a shell Commotion in the Ocean The snail & the whale Rainbow Fish Sea: A World Beneath the Waves
<b>Communication and Language</b>	Starting to use talk with familiar adults and peers creating sentences in their play  Following instructions  Answering questions (what, who, where, when)  Sharing ideas about themselves and their preferences	Use short sentences to explain  Listen to rhymes and songs with interest and engagement  Using a wide range of words appropriately and in context	Joining in with familiar stories and rhymes  Join in and recall stories with repetition  Starting to show understanding of 'why' questions	Respond appropriately when questioned  Pose my own simple questions to find out more  Develop vocabulary  Using different vocabulary including scientific and linked to stories	Take turns to speak in a conversation  Explore the use of conjunctions to connect ideas  Use language to explain, retell, describe	Respond to a range of question types- particularly link to 'why' questions  Express a point of view  Develop a wide ranging vocabulary- scientific and descriptive

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<p><b>Personal, Social and Emotional Development</b></p>	<p>Rules and responsibilities linked to feelings</p> <p>Healthy lifestyles (inc teeth, food, exercise)</p>	<p>Friendships</p> <p>Working together and building play</p> <p>Developing sense of community</p>	<p>Building independence</p> <p>Select and use resources</p> <p>Showing more confidence in new social situations</p>	<p>Feelings</p> <p>Managing hygiene in terms of hand washing, toileting etc.</p>	<p>Develop understanding of others feelings</p> <p>Understand and follow rules</p>	<p>Maintaining relationships</p> <p>Developing ways to solve conflicts and rivalries</p>
<p><b>SCARF</b></p>	<p>Me and My Relationships</p> <p>Marvellous me!</p> <p>I'm special</p> <p>People who are special to me</p>	<p>Valuing Difference</p> <p>Me and my friends</p> <p>Friends and family</p> <p>Including everyone</p>	<p>Keeping Safe</p> <p>People who help me and keep me safe</p> <p>Safety Indoors and Outdoors</p> <p>What's safe to go into my body</p>	<p>Rights and Respect</p> <p>Looking after myself</p> <p>Looking after others</p> <p>Looking after my environment</p>	<p>Being my Best</p> <p>What does my body need?</p> <p>I can keep trying</p> <p>I can do it!</p>	<p>Growing and Changing</p> <p>Growing and changing in nature</p> <p>When I was a baby</p> <p>Girls, boys and families</p>
<p><b>Physical Development</b></p>	<p>Revise and use fundamental movement skills e.g. run, jump hop</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>Develop dominant hand for pencil control</p>	<p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</p>	<p>Negotiate space and obstacles safely</p> <p>Use different movement styles to match situations e.g. crawling through tunnels etc.</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>Demonstrate different ways of moving</p> <p>Use of large scale movements and balancing</p> <p>Using one handed tools and equipment</p>	<p>Use a range of small tools effectively- drawing with accuracy</p> <p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Developing a comfortable pencil grip</p>
<p><b>PE</b></p>	<p>An adventure with the emergency services</p>	<p>Fantasy Fairy Tale</p>	<p>A visit to the zoo</p>	<p>A day on the farm</p>	<p>An encounter with pirates</p>	<p>Under the sea</p>

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<b>Literacy</b>	<p>Phase 1 Phonics</p> <p>Developing mark making skills through gross motor movements</p> <p>Developing print knowledge</p>	<p>Phase 1 Phonics</p> <p>Developing play linked to stories and retelling</p> <p>Join in with stories, rhymes and songs</p>	<p>Phase 1 Phonics</p> <p>Development of fine motor skills</p> <p>Starting to show interest in letters of their name and familiar others e.g. m for mum</p> <p>Sequencing and retelling stories</p>	<p>Phase 1 Phonics</p> <p>Using story vocabulary in play</p> <p>Writing letters from name (not all)</p> <p>Fine Motor Skills linked to mark making</p>	<p>Phase 1- strong focus on segmenting and blending orally</p> <p>Initial sounds</p> <p>Rhyming</p> <p>Developing emergent writing</p> <p>Acquiring and using new vocabulary</p>	<p>Phase 1- strong focus on segmenting and blending orally</p> <p>Initial sounds</p> <p>Rhyming</p> <p>Developing emergent writing</p> <p>Sequence and retell events and stories</p> <p>Write own name</p>
<b>RWI</b>					<p>RWI Nursery program</p> <p>Introduce the pictures</p> <p>Begin Set 1</p>	

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<b>Maths</b>	<p>Subitise up to 2</p> <p>Recite numbers past 5</p> <p>Make comparisons between objects- size, length, weight and capacity</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>Experiment with their own symbols and marks</p> <p>Link numerals and amounts to 3</p> <p>Count to 3</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Describe familiar routes</p> <p>Discuss routes and locations- positional language</p>	<p>Make comparisons between objects related to size, height and length</p> <p>Capacity</p> <p>Make comparisons between quantities</p> <p>Say one number name for each item</p> <p>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p>	<p>Patterns- use patterned story The Train Ride- easy retelling</p> <p>Patterns Create and extend ABAB patterns</p> <p>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p>	<p>Count, order, recognise and use numbers to 5</p> <p>Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Solve real world problems</p> <p>More and fewer</p> <p>Experiment with own symbols and marks</p> <p>Identify, explain, continue and create patterns</p> <p>Sequence events using time language e.g. first, next, then</p>
	Use Master the Curriculum as a structure with adaptations as necessary					
<b>Understanding the World</b>	<p>Seasonal Change</p> <p>Understanding of community, cultures and people through diverse books and stories</p>					

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<p><b>Science</b> <b>History</b> <b>Geography</b></p>	<p>Begin to make sense of life story- focus on toys and changes of preferences</p> <p>Toys from the past e.g. parents</p> <p>Talk about what they see using a wide vocabulary- favourite places link</p>	<p>Continue to develop positive attitudes about the differences between people</p>	<p>Know that there are different countries in the world and talk about photos or their experiences</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Understand the key features of the life cycle of an animal</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Explore how things work</p> <p>Explore forces such as pushes and pulls</p>	<p>Begin to understand the need to respect and care for the natural environment</p> <p>Know that there are different countries in the world and talk about photos or their experiences</p>
<p><b>Barefoot Computing</b></p>	<p>People who help us</p>	<p>Autumn/Winter</p>	<p>Internet Safety</p>	<p>Spring</p>	<p>Summer</p>	<p>Super Space</p>
<p><b>Expressive Arts and Design</b></p> <p><b>Art and Design based Skills</b></p>	<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p> <p>Colour identification Colour mixing</p>	<p>Remember and sing entire songs</p> <p>Perform songs and stories and pitch match songs</p> <p>Primary colours Colour mixing with intent</p>	<p>Develop own designs and select materials</p> <p>Create and adapt designs</p> <p>Drawing with accuracy Selecting tools for a purpose</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Invent and adapt stories through their role play and small world play</p> <p>Joining materials together</p>	<p>Perform and create poems, songs and stories and play instruments</p> <p>Invent and adapt stories through their role play and small world play</p> <p>Exploring the use of textures</p>	<p>Explore the use of a range of tools</p> <p>Have preferences for forms of expression and explain my use of materials and design</p> <p>Develop pencil and tool control to create complex and detailed picture</p> <p>Consolidation and depth</p>

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<b>Access Art</b>	Prop making for toys/Collecting arranging, drawing	Night time collage/Autumn Floor Textiles	Modroc Plasterboard	Movement Maps	Finding Circles	Imaginary Landscapes
<b>Charanga</b>	Musical Activities, within these activities is a range of learning designed to develop both musical and general skills. The activities are grouped and colour-coded into categories: <ul style="list-style-type: none"><li>• Listening</li><li>• Music Games</li><li>• Sing &amp; Play</li></ul>					