



Springdale Nursery Long Term Plan 2021-2022

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Possible Themes/ Interests	<p><u>Who am I?</u> Settling in to Nursery and baselining Looking at family/home photographs Emotions and feelings Likes/dislikes Using senses</p> <p>Emotions (2 weeks) Autumn (2 weeks) Halloween (1 week)</p>	<p><u>Can anyone be a hero?</u> People Who Help us Meet real life superheroes. Paw Patrol links to real life heroes</p> <p>Bonfire Night Diwali Remembrance Day Anti - Bullying Children in Need Nursery rhyme week Christmas</p>	<p><u>Where in the World?</u> Weather in countries around the world Our planet The solar system Sustainability Looking after our world - recycling</p> <p>Winter Chinese New Year</p>	<p><u>How will it grow?</u> Planting vegetables and flowers Looking at signs of spring Observing caterpillars changing into butterflies Caring for chicks hatching</p> <p>Spring Pancake Day Easter</p>	<p><u>Are we there yet?</u> Bring your bike to nursery Junk modelling vehicles Paying for car wash/bus tickets/items at supermarket</p> <p>May Day Queen's Jubilee</p>	<p><u>What comes next?</u> Transitions to reception What I will be when I grow up Facing new challenges Meeting new friends</p> <p>Sports Day, Transitions Summer</p>
Possible Texts	<p>Colour monster Conker the chameleon What makes me a me?</p>	<p>Charlie the firefighter(Twinkl) PC Polly Trip to the hospital Dentist</p>	<p>The Gruffalo's Child Jack frost Chinese NY story</p>	<p>Chicken Licken Mr Wolf's pancakes When will it be spring? Jaspers Beanstalk</p>	<p>The Naughty Bus Whatever Next The train ride Little boat The journey home from Grandpas</p>	<p>The colour monster goes to school Topsy and Tim Go To School The Worrysaurus</p>



	<p>Brown Bear, Brown Bear The Paper Dolls The Large family books Owl babies The little old lady who was not afraid of anything</p>	<p>Lollipop lady Thomas the tank The Nativity Santa needs a Wee</p>		<p>Crunching Munching Caterpillar Very Hungry Caterpillar A tiny seed The very busy spider</p>	<p>The hundred decker bus You can't take an elephant on a bus</p>	<p>Ruby's Worry We Can Get Dressed</p>
<p>General skills progression</p>	<p>Dough disco Gross motor (mark making and dance moves) Number nursery rhymes Recognising name Name and explore 2D shapes Sorting objects</p>	<p>Phase 1 phonics Building letters in name Making marks for name Gross motor More/fewer quantities Counting to 3</p>	<p>Phase 1 phonics Writing letters in first name Count 1-5 Recognise numbers 0 and 1 Continue ABAB pattern</p>	<p>Orally blending/segmenting Writing letters in first name with prompts Count 1-5 Recognise numbers 2, 3 Create ABAB pattern</p>	<p>RWI sounds Write name from memory Recognise numbers 1-5 Write numbers Positional language</p>	<p>RWI sounds Write name from memory Count and know numbers 1-5 Talk about 2D and 3D shapes Spot errors in patterns</p>
<p>Personal, social and Emotional Development (Self-Regulation, Managing self, Building Relationships)</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p>			<p>Begin to understand how others might be feeling.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	



	<p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk with others to solve conflicts.</p>	<p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Show more confidence in new social situations.</p>
<p>Communication and Language</p> <p>(Listening, attention and Understanding and Speaking)</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use longer sentences of four to six words.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>



	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use longer sentences of four to six words.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>
<p>Physical Development (Fine Motor Skills and Gross Motor Skills)</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Show a preference for a dominant hand.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>



	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Start to eat independently and learning how to use a knife and fork.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>
<p>Literacy (Writing, Word Reading and Comprehension)</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - page sequencing - we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word 	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list</p>



		<p>list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
<p>Mathematics (Number and Numerical Pattern)</p>	<p>Recite numbers past 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal</p>



	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<p>Understanding the World (The Natural World, People, Culture and Communities, Past and Present)</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Show interest in different occupations.</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>



	<p>Explore how things work.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</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 the differences they have experienced or seen in photos</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Explore and talk about different forces they can feel.</p>
<p>Expressive Arts and Design (Creating with Materials and Being Imaginative)</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Explore colour and colour-mixing</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Listen with increased attention to sounds.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p>



		<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>
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