

## Long Term Yearly Plan 2023-2024 - NURSERY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>Marvellous Me</b>	<b>Outdoor Adventures</b>	<b>Superheroes</b>	<b>Growing</b>	<b>Traditional Tales</b>	<b>Amazing Animals</b>
<b>Topic focus books and songs</b>	Brown Bear Brown Bear We're going on a Leaf Hunt Hair Love by Matthew Cherry  Songs about families I can sing a rainbow with Makaton signing Nursery rhymes Weather song Days of the week song	Owl Babies Rama and Sita Diwali stories Advent stories Christmas stories Our senses  Wide eyed owl rhyme Christmas Songs	Supertato Maisie Weather story Supertato Dr. Ranj superheroes  Vegetable Song Do you like....	The Tiny Seed The Enormous Turnip  Glorious Mud Farmer Plants the Seed	The Gingerbread Man Little Red Riding Hood  Nursery Rhymes	Dear Zoo Mog the Cat Kipper Rainforest Explorers Commotion in the Ocean  Animal Sounds song Rumble in the Jungle
<b>Key vocabulary</b> <b>Pupil Voice</b>	Me Family Home House School Pinner Wood  Seasons Autumn	Outdoors Weather Daytime Puddles Senses Woodland Forest Minibeasts  Diwali Channukah Christmas Fireworks	Superheroes Heroes Powers Brave Kindness Strength Positivity  Seasons Lunar New Year	Plants Flowers Trees Beans Post box Life cycles - plants Cress Light Water  Mother's Day Ramadan/Eid	Books Stories Favourite Safe/danger Once upon a time Talking  Traditional tales Title Characters	Minibeasts Pets Rainforest Desert Zoo Habitats - water/sand Baby animals  Wild Farm Zoo Sea

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<p><b>Parental Involvement (including Showcase)</b></p>	<p>Nursery Parents invited – Tapestry/Learning Through Play</p> <p>Parents invited for Colours and Autumn showcase</p>	<p>CPA Model Parents invited to share maths work Tapestry support</p> <p>Parents invited for Christmas Performance Showcase</p>	<p>People who help us heroes visiting classes</p>	<p>Stay and Read Mother’s Day tea party</p>	<p>Sharing favourite stories from home (at home or in person)</p>	<p>Transition afternoon - (reading stories/ice lollies)</p> <p>Pet day</p>
<p><b>Stunning Start</b></p>	<p>Getting to know you: Nursery children (and staff) bring in baby photos and discuss</p>	<p>Owl visit to nursery followed by owl themed activities</p>	<p>Superhero day</p>	<p>Plant investigation centre in all areas. Growing cress/indoor plants</p>	<p>PJ day – sharing stories with another year group (buddy class)</p>	<p>Caterpillars watch the caterpillars change into butterflies.</p> <p>Insect Lore website – Nursery – ladybirds/stick insects</p> <p>Mini beast ball children to dress as a mini beast</p>
<p><b>Trips/Cultural Capital</b></p>	<p>Discovering our school – visiting garden area</p>	<p>Now press play The Christmas Story</p> <p>Visit to St Edmunds Church focus Christmas</p>	<p>Now Press Play – people who help us</p> <p>Forest School Picnic</p> <p>People who help us: Videos on Tapestry from families e.g.</p>	<p>Planting own seeds in the outdoor areas Grow own food for cooking</p> <p>Mother's Day videos/tea party and walk to the post box</p>	<p>Parents reading stories - free flow (hot chocolate in hall/Reception classes).</p> <p>Both: Perform workshop – based on</p>	<p>Visit from bee keeper</p> <p>Both: After school stories session (in quad - ice lollies, bunting, cushions). Nursery meet new teachers</p>

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			Police, Firefighter, Vets Doctor/Nurse OR a visit from local Police station	Jack and the Beanstalk Weather	a popular book different stories  Nursery Now, Press Play – Gingerbread Man	Willows Farm/Hanwell Zoo  Minibeast hunt/bug hotel
<b>Planned activities and projects</b>	Collage face - Art whole school project  Colour mixing  Black History Month art project	Firework paintings for Diwali and Bonfire night  Poppies for Remembrance Day  Owl collages  Splatter painting  Clay diva lamps  Junk modelling – Sustainability Week	Nursery  Lunar new year dragons/ songs/ learn dragon dance	Plant sunflowers or beans  Observational painting/ drawing  Nursery children look at family photos (from Autumn 1)	Earth Day	Drawing and painting farm animals/insects  Father's Day  Butterfly dance  Vets role play  3D spiders  Mini beast painting  Paper bag pet
<b>Showcase and shared outcomes</b>	Bear hunt story telling outside to show parents  Sharing facts about ourselves with parents/ How have we changed from when we were a baby	Nursery: Christmas Nativity – Follow a star to Reception and parents.  Inviting families to watch our Christmas Nativity	Forest school stay and play	Growing experiment (bean)  Observing a bean grow – plant a class bean	Talk about Fairy Tale story jars – brought in from home.  Read their friends a story using their story jars.	Linked to moving onto reception (in reception classroom)  Animal mask parade to reception

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						Bug hunt using all nursery have learnt about insects Minibeast ball and facts about minibeasts
<b>Curricular Goals</b>	1.Toileting 2.Washing hands	1. Putting on coats and wellies 2. Going out in the cold	1.Feeding ourselves Family Meals 2. Oral Health – Dentist visit (New teeth song)	1. Getting changed 2. Shoes, socks, left and right	1. TBD based on reviewing needs	1. Transition to reception - story sessions - visit class - meet teacher
<b>Communication and Language (Key questions)</b>	Tell me about your family. Why is your family special?  Enjoy listening to stories, remember what has happened	What do you see? How do you know?  Pay attention for longer periods of time Use wider range of vocabulary Sing repertoire of songs	What can superheroes do? Who is your hero?  Know many rhymes Attempt to tell a story	What can grow? What does it need to grow?  Develop pronunciation of words/sounds	What happens in the beginning, middle and end? What happens next?  Use longer sentences	What is your favourite animal? Where does it live?  Express point of view, use words and actions  Start and continue a conversation taking turns
<b>Links to Reception</b>	Engage in story times, read and share familiar stories, repetition, rhymes and songs Focusing attention and follow directions Asking and responding to how and why questions Follow instructions with several ideas – two and three part Instructions Range of books in classrooms					
<b>PP focus objectives</b>	Pay attention to more than one thing at a time Sing large repertoire of songs					

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<b>PSED</b>	Select and use activities and resources, with help when needed	Become more settled and outgoing with unfamiliar people Begin to show more confidence in new situations	Begin to show more confidence in new situations Increasingly follow rules, understand why they are important Remember rules without prompting needed	Begin to show more confidence in new situations Increasingly independent in meeting own care needs	Increasingly independent in meeting own care needs Understand how others might be feelings	Increasingly independent in meeting own care needs Talk with others to solve conflicts
<b>Links to Reception</b>	Rules and expectations Building constructive and respectful relationships Adapting to changing rules and situations Organising own activity					
<b>PP focus objectives</b>	Select and use resources Increasingly follow rules Make healthy choices					
<b>PD Complete PE</b>	<b>Locomotion - Feet</b> Explore moving with a ball using our feet Develop moving with a ball using our feet	<b>Dance</b> Moving with control Adding movements together Responding to rhythm in character Adding expression to our characters'	<b>Gymnastics – Moving</b> Explore moving and making shapes using different body parts Explore moving in different directions	<b>Dance – Ourselves</b> Moving in sequence Responding in movement to words and music	<b>Gymnastics – High, Low, Over, Under</b> Introduction to high, low, over and under	<b>Locomotion – Hands 1</b> Explore pushing Explore rolling Explore bouncing Explore bouncing into space
<b>Links to Reception</b>	Fluent style of movement, developing control and grace Develop small motor skills and use tools safety Develop body strength, coordination, balance, agility Develop foundations of handwriting style which is fast, accurate, efficient					

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<b>PP focus objectives</b>	Select and use activities and resources Show more confidence in social situations					
<b>Literacy</b>	Story maps Using actions	Story maps Story train Retelling stories Exploring non-fiction books	Exploring initial sounds Naming and labelling	Instructions Story retelling Labelling	Acting out and story maps Rhyming words	Rhyming Retelling and sequencing Innovating Repeated words and phrases
<b>Links to Reception</b>	Re-read books to build up confidence in work reading Write short sentences using sound letter correspondence Form lower case letters correctly					
<b>PP focus objectives</b>	Spot and suggest rhymes Engage in conversations Mark make (write some letters accurately)					
<b>Mathematics</b>	2D shapes matching and making pictures, sorting.  Count in everyday contexts in 1-1 correspondence  Completes puzzles  Notices pattern and arranges into patterns (notice an create AB patterns)	Notices pattern and arranges into patterns (notice an create AB patterns)  Talks about and explores 2D shapes  Combine shapes to make new ones/ selects shapes appropriately  –Time Begin to describe a sequence of events	Say one number for each item Cardinal principle (last number in a set tells you how many)  Understand position through words alone  Link numerals and amounts  Recites numbers past 5	Fast recognition of 3 objects without having to count them  Link numerals and amounts  Talk about and explore 2d shape  Understand position through words alone	Describe a familiar route  Talk about and explore 2D shapes  Link numerals and amounts – link to numicon  Fast recognition of 3 objects without having to count them	Notice errors in repeated patterns  Solve real world maths problems with numbers up to 5  Compare quantities using language like more than/ less than

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	<p>Compares amounts saying lots, more, same</p> <p>Discuss locations using words like in front of and behind</p>	<p>using "first, next, then", Size/Length Make comparisons with objects relating to size,</p> <p>Show finger numbers up to 5</p> <p>Links numerals to amounts</p> <p>Recites numbers past 5</p> <p>Makes comparisons to objects relating to weight (with post office focus)</p>	<p>Make comparisons with objects relating to size</p> <p>Compare quantities using language like more than/ less than</p> <p>Identifies patterns</p>		<p>Experiment with own symbols and marks as well as numerals</p> <p>Introduction to 3D shapes</p>	<p>Experiment with own symbols and marks as well as numerals</p> <p>Talk about and explore 2D and 3D shapes</p>
<p><b>Links to Reception</b></p>	<p>Count objects, actions, sounds</p> <p>Count beyond ten</p> <p>Compare numbers</p> <p>Explore composition of numbers to 10</p> <p>Compose and decompose shapes</p>					
<p><b>PP focus objectives</b></p>	<p>Recite numbers past 5, show up to 5 fingers</p> <p>Experiment with symbols, marks and numerals</p> <p>Talk about and explore shapes</p>					

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<p><b>Understanding the World</b></p>	<p>Marvellous Me</p> <p>Rosh Hashanah Sukkot Navarartri</p> <p><b>RE DAY 1:</b> What makes me unique/special? What makes my family unique/special? Do you celebrate any religious festivals, and what special clothes do you wear?</p>	<p>Outdoor Adventures</p> <p>Diwali Christmas Bonfire Night Remembrance Night Hanukkah</p> <p><u>7 – Affordable and Clean energy</u></p> <p><u>Learning Through Play</u></p> <p>+ Turning lights off in classroom</p> <p>+ Walking to school</p> <p>+ Linked to sustainability week</p> <p>+ Posters</p> <p><b>RE DAY 2:</b> Which places are special to you? Have you ever visited a religious building?</p>	<p>Superheroes</p> <p>Lunar New Year</p> <p><b>RE DAY 3:</b> Which people are special to you? Why are those people special? Who are you close to?</p>	<p>Growing</p> <p>Pancake Day Ramadan/Eid Mother’s Day Easter</p> <p><u>12 – Responsible consumption and production (growing)</u></p> <p><u>Learning Through Play</u></p> <p>+Growing cress and plants</p> <p>+ Plant diaries</p> <p>+ Not wasting food at snack/lunch times</p> <p>+ Eating what we grow</p> <p><b>RE DAY 4:</b> What do you celebrate? Which celebrations do you enjoy?</p>	<p>Fairy tales</p> <p>Passover</p> <p><b>RE DAY 5:</b> Do you have a religious book that you share with your family?  Do you know any special stories from that book?</p>	<p>Animals</p> <p><u>15 - Life on Land (Animals)</u></p> <p><u>Learning Through Play</u></p> <p>+Recycling bin in classroom</p> <p>+Picking up rubbish/litter in garden/quad/classrooms</p> <p>+Not leaving rubbish behind (Nursery and Rec farm trips +picnic on field)</p> <p><b>RE DAY 6:</b> Have you been to any religious places?  Which religious places have you visited?</p>
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<p><b>Forest School</b></p>	<p>Settling in</p>	<p>Senses – intro to FS Seasons – Autumn (Leaf/bark rubbing)</p>	<p>Seasons - Winter (e.g. frost/ice)  Bird watching</p>	<p>Seasons – signs of Spring (e.g. daffodils/ snowdrops)  Den building</p>	<p>Seasons – Summer Leaf identification, plants/flowers  Bug hunting  Little Red Riding Hood – retelling story</p>	<p>Consolidate learning (e.g. den building, bird watching, bug hunting, bark/leaf rubbings)</p>
<p><b>Computing</b></p>	<p>Charts using smart notebook  Introduce to QR codes in book corner  Record sounds with different resources (throughout year) Creating a chart (eye colour)</p>	<p>Sorting xmas objects to make tree and use I pads for photos  Tapestry discussion (photo video focus) - home school link</p>	<p>Now Press play</p>	<p>Shape hunt photos  Create a digital collage (IWB group) - Chatabix</p>	<p>Pupplet Edu story land character (Simple sentence about their character, record voice over)  Beebot Gingerbread man Hunt  Record a short film using a camera (storyland) -green screen and iMovie</p>	<p>Google animals (AR objects)  Chatterpix animals (more independent – puppet edu)</p>
<p><b>Links to Reception</b></p>	<p style="text-align: center;">Talk about and name immediate family Draw information from simple map Recognise different beliefs and celebrate in different ways Explore natural world around us using senses Understand effect of changing seasons on natural world</p>					
<p><b>PP focus objectives</b></p>	<p style="text-align: center;">Talk about what they see Make sense of own family history Use senses, hands on exploration of natural materials</p>					

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<b>Expressive Art and Design</b>	<p>Discovering PW outside – (sculptor/photographer) Andy Goldsworthy</p> <p>Nursery – Outdoor collage (Landscape art)</p>	<p>Diwali Art – flick painting – Jackson Pollock</p> <p>Christmas Art</p> <p><b>DT: Textiles - Making beds for bears</b></p>	<p>Roy Lichtenstein – superhero words and onomatopoeia</p>	<p>Spring flower painting (fingertips)- Claude Monet</p>	<p><b>DT: Construction, creating ramp for egg rolling (Easter)</b></p>	<p>Animal masks collage</p>
<b>Links to Reception</b>	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings</p> <p>Move and talk about music, sing in a group</p> <p>Develop storylines in pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>					
<b>PP focus objectives</b>	<p>Take part in pretend play</p> <p>Draw with more detail</p> <p>Listen with increased attention to sounds</p> <p>Remember and sing songs</p>					

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<b>Characteristics of Effective Learning</b>		
<p><u>Playing and Exploring</u></p> <p>Creating a plan before designing and making            Visual aids – visual timetable, numbers and picture cards on display            Independent choices – space, resources, organised environment            Bring in own interests to play            Non-fiction books            Science experiments – ask questions and respond            New styles of music and art            Trips to local places</p>	<p><u>Active Learning</u></p> <p>Free play and exploring – indoors and outside            Calming jar            Feeling beans linked to self-regulation            Trial and Error – keep on trying when things are difficult</p>	<p><u>Creating and Thinking Critically</u></p> <p>Routines, open ended resources, tidying aware resources            Time for children to reflect on learning            Extend on conversation – how and why            Looking at similarities and differences            Imaginative play, free play, explore, investigate – inside and outside</p>