

Spittal Community First School
Early Years: Nursery Long Term Plan 2023-24



	Autumn Term 1 Nursery Rhymes	Autumn Term 2 Twelve Days of Christmas	Spring Term 1 Once Upon A Time....	Spring Term 2 On The Farm	Summer Term 1 In The Jungle	Summer Term 2 Pirates
Communication and Language	<p>Enjoy listening to longer stories.</p> <p>Pay attention to more than one thing at a time.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Listening to others in small groups.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a growing repertoire of songs.</p> <p>Know an increasing number of rhymes.</p>	<p>Develop their communication skills and begin to use more complex sentences to link thoughts.</p> <p>Use a wider range of vocabulary linked to our topic.</p> <p>Develop their pronunciation of words.</p>	<p>Use longer sentences of four to six words.</p> <p>Talk about familiar books, and be able to tell a long story.</p> <p>Follow simple directions how to plant a seed.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</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>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 a wider range of vocabulary.</p>



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<p>Personal, Social and Emotional Development</p>	<p>Settling in – building relationships with peers and with staff.</p> <p>Learning to manage own feelings when separating from care givers.</p> <p>Learning and following boundaries and nursery/school rules.</p> <p>Select and use activities and resources, with help when needed</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Develop the class charter and ensure children understand what it means.</p> <p>Building self confidence in their nursery setting.</p> <p>Big emphasis on tidy up time- using songs to encourage this.</p>	<p>Become more outgoing with unfamiliar people in the safe context of nursery.</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>How to be a kind friend-begin to find solutions to conflicts.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them</p> <p>Talk with others to solve conflicts</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Preparing for change and the transition to school</p> <p>Understand gradually how others might be feeling.</p>
<p>Physical Development</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 one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to draw lines and circles and make marks.</p> <p>Using scissors and tools safely</p> <p>Start eating independently and learning how to use</p>	<p>Start taking part in some group or team activities.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</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>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to</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>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use a comfortable grip with good</p>



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		a knife and fork.		Make healthy choices about food, drink, activity and tooth brushing.	crawl, walk or run across a plank, depending on its length and width.	control when holding pens and pencils.
Literacy	<p>Understand that print has meaning.</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>Begin to engage in conversation about stories.</p>	<p>Understand that we read English text from left to right and from top to bottom</p> <p>Sensory mark marking</p> <p>Recognise their own name</p>	<p>Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc.</p> <p>Develop their phonological awareness so they can clap the syllables in words.</p> <p>Begin to write some of their name.</p>	<p>Identify and name the different parts of a book, e.g. front cover, pages, etc.</p> <p>Develop their phonological awareness to recognise words with the same initial sound, such as money and mother.</p> <p>Write some or all of their name.</p>	<p>Understand page sequencing.</p> <p>Recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some letters accurately.</p>
Mathematics	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subsidising').</p> <p>Recite numbers past 5.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</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>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world Mathematical problems with numbers up to 5.</p> <p>Understand position through words alone – for example, "The bag is under</p>	<p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Discuss locations using words like 'in front of' and 'behind'.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>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 and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Consolidate prior learning and revisit areas as needed.</p>



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		and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.	the table," –with no pointing. Describe a familiar route.			
Understanding the World	Families – who is in my family? Body parts – head shoulders knees and toes. Talk about what they see, using a wide vocabulary.	Use all their senses in hands-on exploration of natural materials. Explore light and dark. Show interest in different occupations. Begin to make sense of their own life-story and family's history.	Show interest in different occupations. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Explore the features of spring.	Observe and care for growing animals (caterpillars and ducklings.) Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen.
Expressive Arts and Design	Creating sounds using instruments. Take part in simple pretend play, using an objects to represent different things Begin to remember and sing entire songs. Enjoy dancing and joining in with ring games	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Play instruments with increasing control to express their feelings and ideas. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the pitch of a tone sung by another person ('pitch match').	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Play instruments with increasing control to express their feelings and ideas.	Show different emotions in their drawings – happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs, or improvise a song around one they know.



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<p style="text-align: center;">PSHE (follow Jigsaw Scheme)</p>	<p>Being Me in My World Self-identity Being in a classroom Rights and responsibilities</p>	<p>Celebrating Difference Identifying talents Being special Making friends</p>	<p>Dreams and Goals Seeking help Jobs Achieving goals</p>	<p>Healthy Me Exercising bodies Physical activity Healthy food</p>	<p>Relationships Family life Friendship[s] Being a good friend</p>	<p>Changing Me Consider routines and patterns of a typical day Understand some areas in which the children can look after themselves e.g dressing and undressing</p>
<p style="text-align: center;">RE Northumberland Agreed Syllabus</p>	<p>Being Special: where do I belong?</p>	<p>Why is Christmas special for Christians?</p>	<p>Why is the word 'God' so important to Christians?</p>	<p>Why is Easter special to Christians?</p>	<p>What places are special and why?</p>	<p>What times/stories are special and why?</p>

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