

Long Term Planning Nursery

	Area Of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unique Child	Personal, Social and Emotional Development:	Making relationships	PSED is not specifically planned for across the year, however there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour					
		Self-confidence and self-awareness						
Prime Areas	Physical Development	Moving and Handling	Moving safely, in a space, in different ways, balancing, using climbing equipment, wheeled toys, changing speed & direction. Rolling, throwing, catching and kicking. Developing fine motor skills - pencil & scissor grip and control, manipulating objects, tools, construction, malleable materials. Developing independence with toileting, hand washing, dressing. Recognising danger and developing awareness of safety.					
		Health and self-care						
Positive Relationships	Communication and Language	Listening and attention	C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time, phonics, group reading and recall have a weighty focus on CLL as well as clear classroom rules and routines. Observations, next steps and parent/key worker meetings support the development of individuals.					
		Understanding						
		Speaking						
	Literacy	Reading	Phonics 'Letters and Sounds' Phase 1: Sound discrimination ' environmental, body, voice & instrumental sounds, rhythm & rhyme, alliteration, oral blending & segmenting / Phase 2: letters. Reading and writing own name. Turning pages in books, looking at illustrations & print in books & the environment. Texts include: nursery rhymes, picture stories, traditional stories, fairy stories and non-fiction.					
		Writing						
Number	Numbers	Distinguish between quantities when a group of objects is more than one. Show awareness of 1:1 correspondence through practical everyday experience. Begin to make comparisons between quantities. Use some number language such as "more" "a lot"	Appreciate that numbers can identify how many objects are in a set. Count up to 5 objects by touching each object and saying number name for each item. Know that the last number in the count is the total. Represent numbers up to 5 using fingers. Recognise groups with 1 2 or 3 objects. Match groups with the same number of objects(1 - 3)		Represent numbers up to 10 using fingers. Count reliably to 10 objects including those that cannot be moved. Count actions or sounds Count out a small number of objects (6) from a large group. Match and compare the numbers of objects in 2 sets recognising when the sets contain the same number of objects. Move around, or partition and recombine small groups up to 4 objects, and recognise that the total is still the same.			
		Shape, Space and Measure	Shape awareness, 2d shapes. Tall/short, full/empty, time - now/later, sorting objects, noticing patterns.	Shape awareness, 2d shapes, 3d shapes, follow using positional language Tall/short, heavy/ light, money awareness, hot/cold, fast/slow, sorting objects, patterns		Symmetry, 2d and 3d shapes in play, using positional language, following 2 step instructions, Tall/short, heavy/ light, buying 1 item, hot/cold, fast/slow, copying patterns when clapping,		
Enabling	Understanding the world	People and communities	Festivals including Harvest, Diwali.	Festivals including Christmas, Chinese New Year	Mothers Day. Pancakes Easter	How have we changed?	Community helpers. Recycling.	Meeting new people -new teachers, on visits etc.
		The World	Autumn, changes to environment. Night and Day -Bonfire night.	Winter, changes to environment. Freezing and melting	Spring and New Life.	Living Things -plants/ animals	Summer, changes to the environment. Explorers and maps. Materials	Visits to alternative environment - farm, coast etc. Materials
	Technology	Electronic toys, remote control toys, Beebots, IWB, digital cameras, cd players, voice						

			recording technology. Using a variety of internet and software programs including Paint program, Purple Mash, C Beebies, modelling and Roamer programs.					
Expressive arts and design:	Exploring and using media and materials	Learning new songs Simple construction	Moving to music Sounds of instruments Joining in with a wider variety of role play	Mothers Day Cards, Easter cards. Observational drawings/paintings of Spring flowers. Repeated rhythms Movement to music Learning a wider variety of songs Constructing with purpose Expression in art/drama/dance	Creating different textures Selecting a wider range of tools Explore colours and begin to differentiate between colours. Role play based on own first hand experiences.	Tap out simple repeated rhythms and make some up Explore and learn how sounds can be changed Imitate and create movement in response to music Use available resources to create props to support role play Engage in imaginative play and role play based on own first hand experiences	Sing to themselves and make up simple songs Create 3D structures Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Recognise repeated sounds and sound patterns and match movements to music	
	Being Imaginative	Using simple tools Natural materials - autumn leaves, sticks Making marks Hand & finger prints Familiar roleplay	Christmas roleplay. Christmas performance Paint colours, collage materials - bonfires, fireworks - Christmas cards Christmas songs					