

Long Term Planning CYCLE 2 Nursery 2024-25

Area/Ongoing	AUTUMN		SPRING		SUMMER	
	TOPIC: Marvellous me! 	TOPIC: Warm in winter 	TOPIC: Once upon a time... 	TOPIC: Giants 	TOPIC: Bear Tales 	TOPIC: Under The Sea 
CELEBRATIONS (RE taught weekly alongside)	none this ½ term	Christmas/ Christingle Diwali, Eid	Chinese New Year Easter	Eid (will fall within this term)		none this ½ term
CORE TEXTS (2 PER TOPIC)	Blue Balloon Incredible Me	A dot in the snow Lost and Found	Little Red Riding Hood The gingerbread man	Jack and the Beanstalk Smartest Giant in Town	Whatever next! Bear Hunt	The Very Fidgety Fish The Bravest Fish
Nursery Rhymes	5 Little Ducks Heads, Shoulders, Knees and Toes	The Bear Went Over the Mountain 5 Little Speckled Frogs	Twinkle Twinkle Little Star Hickory Dickory Dock	If You're Happy and you Know It The Big Ship Sails	5 Little Monkeys Incy Wincy Spider	1,2,3,4,5 Once I Caught a Fish Alive Wheels on the Bus
HOOK (In the first week of the new topic to capture chn's interest)	Magic mirror in the classroom	Fake snow sensory activity	Forest school's trip	Giant footprints in the classroom	Park trip	Sea monkeys/class fish
OUTCOME (final 'showpiece' to complete the topic)	Self-portraits to be displayed on the wall, using a range of creative materials.	Cosy Christmas party	Baking gingerbread men for snack	Planting their own beanstalk	Teddy bear's breakfast	Water themed day which the children have planned – big water activities, a rock pool, art and crafts etc
Experiences	EYFS emergency services vehicles	Reverend Tim Thomas – Christmas workshop	Forest school Baking workshop	'Big activities' on the school field	Park trip	Pond dipping
STAY & PLAY FOCUS (one per ½ term)	50 things to do before you're 5 launch #8 bubbles #47 baking: bonfire/ winter themed crispy buns/ cookie decoration etc. #4 make your mark: large scale art trail using autumnal nature (conkers, acorns etc)		TBC		tbc	

Personal, Social and Emotional Development	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 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.	Increasingly follow rules, understanding why they are important. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them Develop appropriate ways of being assertive. Talk with others to solve conflicts. Develop their sense of responsibility and membership of a community.
Communication and Language	Use longer sentences of four to six words. Focus is likely to be on consolidation of skills within birth – 3 years.	Use a wider range of vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 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.
Physical Development	These skills should be ongoing throughout the year: learning, consolidating and refining skills. GMS: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. FMS: Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. SELF-CARE: Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.		
Literacy	Begin using busy books. Continue throughout the year. Focus is likely to be on consolidation of skills within birth – 3 years.	Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name.	Begin RWInc teaching for rising Reception cohort. Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page;

						writing 'm' for mummy. Write some letters accurately.
Maths	Just like me and 1, 2, 3 Introduce number blocks FOCUS: pattern, numbers 1-3		Alive in 5 FOCUS: numbers 1-5, consolidation and re-visiting Autumn skills		On the Move! FOCUS: shape, space and measures , consolidation and re-visiting Autumn and Spring skills	
Understanding of the World	Begin to make sense of their own life-story and family's history. Show interest in different occupations. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about what they see, using a wide vocabulary.	Revisit during all celebrations: Continue developing positive attitudes about the differences between people. Continue developing positive attitudes about the differences between people.	Revisit during all celebrations: Continue developing positive attitudes about the differences between people. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice.	Revisit during all celebrations: Continue developing positive attitudes about the differences between people. Explore how things work e.g. wind up toys. Explore and talk about different forces they can feel e.g. magnets, stretchy elastic.	Revisit during all celebrations: Continue developing positive attitudes about the differences between people. Begin to understand the need to respect and care for the natural environment and all living things.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
POSSIBLE ACTIVITIES TO CAPTURE CHN'S INTERESTS	Circle times daily talking about us and our families. "I wonder what your name is." Building relationships and finding out more about one another.	Diwali celebrations – inviting someone in that celebrates. Tasting foods Making a Diwa lamp Decorating Christmas tree	Mother's Day plants and encourage documentation on Tapestry.	Giant mark making and water experiences indoor and outdoor, using giant mark making kit. Working together in groups to build on a large scale, encouraging team building skills.	Sensory bear hunt activity for bare feet.	Making own rock pools using sand pits, exploring different shells and rocks. Encouraging conversations about what may live in there. Can they role play fishing using small world animals?
Expressive Arts and Design	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds.		Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.		Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	

					Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	
POSSIBLE ACTIVITIES TO CAPTURE CHN'S INTERESTS	Making self-portraits, handprints, pictures of their families using a range of creative materials. Weekly music lessons and nursery rhymes	Making snowflakes with glitter, using cotton wool to make snow. Weekly music lessons and nursery rhymes	Making a wolf for little red riding hood. Weekly music lessons and nursery rhymes	Collage plants Weekly music lessons and nursery rhymes	Create sounds/effects linked to Bear Hunt story and actions within it. Weekly music lessons and nursery rhymes	Weekly music lessons and nursery rhymes