



## NURSERY Long Term Plan 2023-2024

Curricular Goals	Autumn Term	Spring Term	Summer Term	
<b>Become a respectful learner</b>	<b>Milestone 1:</b> Children are able to separate confidently from their parents or carers at the start of the session and will build up strong, positive relationships with adults and peers in nursery.	<b>Milestone 2:</b> Children are able to play with one or more children and can extend and elaborate on their ideas with the support of other adults.	<b>Milestone 3:</b> Children are able to talk about feelings using a developing vocabulary and start to develop empathy for others, with adult support.	<b>(Composite) Goal:</b> Children are able to take care of their own belongings and those belonging to others. They can take turns, share and find ways of solving conflict. They can begin to describe and celebrate the differences between themselves and others and to understand how others might be feeling. They follow the rules of the setting and understand why they are important.
	<b>Component</b> Enter nursery independently and attend the full session, managing their emotions with support.	<b>Component</b> Spend 5 minutes or more in pretend play with another child/ren. Show some awareness of classroom rules.	<b>Component</b> Talk about their own feelings and recognise some emotions in others.	
<b>Tier 2 Vocabulary:</b> Respect, co-operate, elaborate, empathy, emotion, eventually				

<b>Create a picture</b>	<b>Milestone 1:</b> Children can explore different materials and mark making media freely in order to develop their ideas about how to use them and what to make.	<b>Milestone 2:</b> With adult support, children are able to develop their own ideas using a range of stimuli to support them.	<b>Milestone 3:</b> Children can create visual representations with increasing complexity and detail.	<b>(Composite)</b> <b>Goal:</b> Children can create their own picture, selecting their own media and materials in order to represent something familiar to them, which they can talk about when prompted.
	<b>Component</b> Explore different materials and control the movements of a tool.	<b>Component</b> With adult support, talk about their own creative work, in advance, during the making or on completion.	<b>Component</b> Create a more detailed representation.	
<b>Tier 2 Vocabulary:</b> Create, design, represent, technique, resources, stimuli				
<b>Make a model using natural materials</b>	<b>Milestone 1:</b> Children can explore collections of natural materials in the outdoor and indoor environment.	<b>Milestone 2:</b> Children develop their knowledge of the natural world through their experiences at Forest School and in the outdoors.	<b>Milestone 3:</b> Children begin to create their own representations with natural materials through repeated experiences in the outdoors.	<b>(Composite)</b> <b>Goal:</b> Using an extensive range of natural materials, children decide on the model they want to make. They choose the materials they want to use, shape materials with tools and join materials together.
	<b>Component</b> Respond to natural materials through touch and manipulation.	<b>Component</b> Know what is living and not living. Control a tool safely and change a material.	<b>Component</b> Join natural materials together and talk about what they have created.	
<b>Tier 2 Vocabulary:</b> Natural, link, design, concentration, persistent, technique, senses, representation				

<b>Tell a story</b>	<b>Milestone 1:</b> Children take part in pretend play, making up or developing an imaginative story or a story they have heard.	<b>Milestone 2:</b> Children take part in shared reading activities and respond to the features and language of the story. Children engage in nursery rhymes, number rhymes and songs with props and join in with the actions.	<b>Milestone 3:</b> Children take part in telling a story using Tales Toolkit with adult help or can create their own story of their day. They begin to become familiar of the way stories are structured.	<b>(Composite)</b> <b>Goal:</b> Children use the Tales Toolkit materials to develop the character, setting, problem and solution for their story. They tell their story to one or more people.
	<b>Component</b> Play out a simple story with toys.	<b>Component</b> Play out a story based on a book or a story they have heard.	<b>Component</b> Use the Tales Toolkit symbols and props to tell a story or narrate an event.	
<b>Tier 2 Vocabulary:</b> Resources, create, eventually, develop				
<b>Design an obstacle course</b>	<b>Milestone 1:</b> Children are able to explore movement and physical resources in a range of contexts.	<b>Milestone 2:</b> Children develop their awareness of the multi-functionality of resources (e.g. a hoop) and can describe the ways in which they are used to suit a specific purpose.	<b>Milestone 3:</b> Children can lead movement play activities with increasing confidence and independence.	<b>(Composite)</b> <b>Goal:</b> Working in a small group, children create their own obstacle course, which will challenge children's physical skills and development using both fixed and flexible resources.
	<b>Component</b> Handle different equipment. Listen and follow simple instructions.	<b>Component</b> Demonstrate different ways of using equipment and talk about this.	<b>Component</b> Respond to different stimuli through movement. Follow a simple route.	
<b>Tier 2 Vocabulary:</b> Equipment, demonstrate, navigate, challenge, achieve, similar, goals				
<b>Write the first two letters of your name</b>	<b>Milestone 1:</b> Children can use their fine motor skills to explore a range of resources and mark making tools.	<b>Milestone 2:</b> Children can recognise their name. They develop a greater level of control over their movements and are able to draw simple, familiar and recognisable shapes.	<b>Milestone 3:</b> Children can hold a pen or pencil comfortably and use their name card to support them with attempting to write some letters in their name.	<b>(Composite)</b> <b>Goal:</b> Children hold their pen or pencil with a comfortable grip. They write the first two letters of their name clearly and with correct directionality.

	<b>Component</b> Co-ordinate movements of both hands when mark making.	<b>Component</b> Use hands, fingers and tools to make lines, circles and zig-zags.	<b>Component</b> Hold a tool comfortably and with support copy some letter shapes.	
<b>Tier 2 Vocabulary:</b> Similar, technique, concentration, precise, accurate, refine, persistent				
<b>Organise a teddy bears picnic</b>	<b>Milestone 1:</b> Children can explore everyday objects in their imaginative play and stories.	<b>Milestone 2:</b> Children are able to use appropriate vocabulary to make comparisons and choices in real and imaginary contexts.	<b>Milestone 3:</b> In a small group, children are able to follow a sequence of steps to plan and prepare for a party, with adult support.	<b>(Composite)</b> <b>Goal:</b> Children plan and organise a teddy bears picnic in a small group, deciding what they need to take and what they want to eat and drink.
	<b>Component</b> Notice objects, patterns and small quantities in the environment.	<b>Component</b> Make comparisons using appropriate vocabulary.	<b>Component</b> Follow a sequence of steps, with support.	
<b>Tier 2 Vocabulary:</b> Notice, pattern, quantity, comparison, sequence, instructions, organise				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme (But not limited to...)</b>	<b>It's Good to be Me!</b>	<b>I can sing a rainbow</b>	<b>All aboard!</b>	<b>The Great Outdoors</b>	<b>All Creatures Great and Small</b>	<b>Our heroes</b>
<b>Possible lines of enquiry (These are ideas and are not limited or exhaustive – plans are flexible to support children's interests and emerging needs)</b>	<b>Settling in</b> Who am I? My family My home My fascinations Autumn	Colours Bonfire Night Diwali Christmas Remembrance Day Halloween	Vehicles Space Winter – our local weather and weather elsewhere Chinese New Year Valentine's Day Pancake Day	Plants Gardening Growing – sunflowers / potatoes Healthy food choices (including oral health) Mother's Day Easter World Book Day	Dinosaurs Farm animals Jungle animals Pets Eid	Superheroes People Who Help us Ourselves – growing and moving on to school
<b>Hook with a book!</b>	<b>What I like about me!</b> <i>Allia Zobel-Nolan</i>	<b>Elmer</b> <i>David McKee</i>	<b>Whatever Next!</b> <i>Jill Murphy</i>	<b>Ten Seeds</b> <i>Ruth Brown</i>	<b>Dear Zoo</b> <i>Rod Campbell</i>	<b>Supertato</b> <i>Sue Hendra</i>
<b>Traditional story focus</b>	<b>Goldilocks and the Three Bears</b>	<b>The Three Billy Goats Gruff</b>	<b>The Gingerbread Man</b>	<b>The Enormous Turnip</b>	<b>Jack and the Beanstalk</b>	<b>Little Red Riding Hood</b>

			<b>3 Little Pigs</b>			
<b>Key songs and rhymes</b>	Twinkle Twinkle Humpty Dumpty Head, Shoulders, Knees & Toes I've got a body Goldilocks song	Hickory Dickory Dock Incy Wincy Spider Little Peter Rabbit	Jack and Jill Baa Baa Black Sheep The wheels on the bus 5 little men in a flying saucer	Grand Old Duke of York Mary Mary Quite Contrary The seed song <a href="https://youtu.be/hCqymjSP-BE">https://youtu.be/hCqymjSP-BE</a>	Little Miss Muffet Little Bo Peep Dinosaurs BBC Teach Down in the Jungle	Doctor Foster Miss Polly had a Dolly Brush your teeth (BBC teach)
<b>Key poems</b>	Granny, Granny please comb my hair  <b>'The Puffin book of Fantastic First Poems'</b> <i>June Crebbin</i>	The day I was... (Inspiration for role play)  <b>'The Day I Was...'</b> <i>Ben Boden</i>	The Food Train  <b>Poems to Perform</b> <i>Julia Donaldson</i>	My Watering-Can  <b>'The Poem Box'</b> <i>Stanley Cook</i>	Oh dear  <b>'A great big cuddle'</b> <i>Michael Rosen</i>	Picnic  <b>'The Puffin book of Fantastic First Poems'</b> <i>June Crebbin</i>
<b>Physical Development</b>  <b>Commando Joe</b>	Tanisha Teamwork	Charlie Communication	Romeo Resilience	Sophie Self- Awareness  <b>Just Narwhal</b> <i>Rosie Greening</i>	Eddie Empathy	Elliott Excellence  Parveen Positivity
<b>Sports Xplorers</b>  <b>Character theme</b>	Exploration of resources	Exploration of resources	Fast Freddie  Travelling in different ways  Spatial awareness	Balancing Bella  Gymnastics and Dance	Handy Harry  Ball skills	Skilful Sally  Travelling with equipment
<b>Fine motor muscle development</b>	Dough gym Squiggle While You Wiggle – Up and down, circle, wiggle, hump dances Drawing Club based on stories and old TV programmes					
<b>PSED</b> Jigsaw / wellbeing	<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCES</b>	<b>DREAMS AND GOALS</b>	<b>HEALTHY ME</b>	<b>RELATIONSHIPS</b>	<b>MONEY MATTERS</b>

	<p>Who...Me?!</p> <p>How am I feeling today?</p> <p>Gentle hands</p> <p>Our rights</p> <p><b>The Colour Monster</b> <i>Anna Llenas</i></p> <p><b>What I like about me?</b> <i>Allia Zobel Nolan</i></p> <p><b>Be Gentle!</b> <i>Virginia Miller</i></p> <p><b>But why can't I?</b> <i>Sue Graves</i></p>	<p>What am I good at?</p> <p>I'm Special, I'm Me!</p> <p>Families</p> <p>Making Friends</p> <p><b>I'm the Best</b> <i>Lucy Cousins</i></p> <p><b>Barry the Fish with Fingers</b> <i>Sue Hendra</i></p> <p><b>Simon Sock</b> <i>Sue Hendra</i></p> <p><b>Exactly like me</b> <i>Stephanie Moss</i></p> <p><b>Nursery Class 'Family' book</b></p>	<p>Persevering to tackle challenges</p> <p>Not giving up</p> <p>Setting a goal &amp; working towards it</p> <p>Using kind words to encourage people</p> <p>Thinking about possible jobs</p> <p>How it feels to achieve a goal</p> <p><b>Don't worry, Hugless Douglas</b> <i>David Melling</i></p> <p><b>The Hare &amp; the Tortoise</b></p> <p><b>Sully the Seahorse</b> <i>Natalie Pritchard</i></p> <p><b>What I want to be when I grow up</b> <i>Michali Mazor</i></p>	<p>Understanding the need to be healthy</p> <p>Know how to keep healthy</p> <p>Know some foods are healthier than others</p> <p>Understand the importance of sleep</p> <p>Demonstrate good personal hygiene</p> <p><b>The Burpee Bears</b> <i>Joe Wicks</i></p> <p><b>Oliver's Vegetables</b> <i>Vivian French</i></p> <p><b>A Piece of Cake</b> <i>Jill Murphy</i></p> <p><b>Peace at Last</b> <i>Jill Murphy</i></p>	<p>Talk about my family</p> <p>Making friends when lonely</p> <p>Talk about why we like our friends</p> <p>Know to say if someone is being mean</p> <p>I can manage my feelings</p> <p>Working together with friends</p> <p><b>Stick &amp; stone</b> Beth Ferry</p> <p><b>Peanut Butter &amp; Cupcake</b> Terry Border</p>	<p>How can we pay for things?</p> <p>What does money look like?</p> <p>Where can I keep my money?</p> <p><b>The Great Pet Sale</b> <i>Mick Inkpen</i></p> <p><b>The Shopping Basket</b> <i>John Burningham</i></p>
<b>Oral hygiene</b>	<p>When do we clean our teeth?</p> <p><b>Jungle Mouth</b> <i>Lana Simkins</i></p>	<p>Promote regular tooth brushing</p> <p>Send tooth brushing chart &amp; toothpaste home</p> <p><b>The Tooth Book</b> <i>Mark Macera</i></p>	<p>Encourage the children to visit the Dentist regularly</p> <p>Visit from a Dentist</p> <p><b>We're Going to the Dentist</b> <i>Campbell Big Steps book</i></p>	<p>Understand some foods are better for our teeth than other and the effects of eating too many sweets on our teeth</p> <p><b>Maisy, Charley and the Wobbly Tooth</b> <i>Lucy Cousins</i></p> <p><b>Peppa Pig: Tooth Fairy</b></p>	<p>Egg experiment - Explore the effects of some liquids on our teeth</p> <p><b>The Selfish Crocodile</b> <i>Faustin Charles</i></p>	<p>Role play dentists</p> <p><b>Peppa Pig: Dentist Trip</b></p>
<b>Discovery RE</b>	<b>Theme:</b>					

	Special People	Christmas	Celebrations	Easter	Story time	Special places
	<b>Key question:</b>					
	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
	<b>Religions covered:</b>					
	Christianity Judaism	Christianity	Hinduism	Christianity  <b>We're going on an Easter Egg Hunt</b> <i>Laura Hughes</i>	Christianity Islam Hinduism Sikhism	Christianity Islam Judaism
<b>Understanding the World</b>	<p>What makes us unique?</p> <p>Notice differences between people.</p> <p>Show interest in the lives of people who are familiar to them.</p> <p>Remember and talk about significant events in own life.</p> <p>Explore collections of natural materials in the indoor and outdoor environments using different senses.</p> <p>Observe seasonal changes</p> <p><b>Hair Love</b> <i>Matthew Cherry</i></p> <p><b>Welcome to our World</b> <i>Moira Butterfield</i></p> <p><b>Different Just Like Me</b></p>	<p>Learn about different celebrations: Bonfire Night, Diwali, Christmas and Remembrance Day</p> <p>Know friends might celebrate different special events to ourselves.</p> <p>Remember and talk about own significant family events.</p> <p>Know that colour is important to some celebrations.</p> <p>Continue to notice some changes to the weather, trees and plants around them.</p> <p>Plant spring bulbs in pots.</p> <p><b>Leaf Man</b> <i>Lois Ehlert</i></p> <p><b>Binny's Diwali</b> <i>Thrity Umrigar</i></p>	<p>Think about long and short journeys made.</p> <p>Know some different occupations and ways of life.</p> <p>Know about similarities and differences in relation to places and vehicles.</p> <p>Talk about features of own immediate environment and how environments might vary from one another. Look at different countries.</p> <p>Become familiar with the basic scientific concept of floating and sinking.</p> <p>Explore the passing of time by looking at changes to vehicles and watching some old TV programmes (as part of Drawing Club).</p>	<p>Forest School</p> <p>Explore changes in materials.</p> <p>Identify similarities and differences in relation to places, materials and living things.</p> <p>Make observations of animals and plants. Explain why some things occur and talk about changes over time.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories and events.</p> <p>Order and sequence familiar events.</p> <p>Measures short periods of time in simple ways.</p> <p>Observe seasonal changes.</p>	<p>Identify similarities and differences in relation to living things.</p> <p>Show care and respect for all living things.</p> <p>Understand the key features of an animal lifecycle.</p> <p>Know that animals have different habitats.</p> <p>Be introduced to simple classification.</p> <p><b>The Storm Whale</b> <i>Benji Davies</i></p> <p><b>Harry and the Bucketful of Dinosaurs</b> <i>Ian Whybrow &amp; Adrian Reynolds</i></p> <p><b>Snail Trail</b> <i>Ruth Brown</i></p>	<p>Learn about some different occupations.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories and events.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p> <p>Observe and talk about changes in food during preparation for a picnic.</p> <p>Observe seasonal changes.</p> <p><b>Real Superheroes</b> Julia Seal</p> <p><b>One Hundred Steps</b> <i>David Harewood</i></p> <p><b>Super Daisy</b></p>

	<i>Lori Mitchell</i> <b>Autumn</b> <i>Allia Busby</i>		<b>Mr Gumpy's Motor Car</b> <i>John Burningham</i> <b>Naughty Bus</b> <i>Jan and Jerry Oke</i> <b>Mae Jemison</b> <b>Amelia Earheart</b> <i>Mary Nhin</i> <b>Rosie's Walk</b> <i>Pat Hutchins</i> <b>We're Going on a Picnic</b> <i>Pat Hutchins</i>	<b>The Tiny Seed</b> <i>Erick Carle</i> <b>Jasper's Beanstalk</b> <i>Mick Inkpen</i> <b>Little Sunflower</b> <i>A natural world story</i> <b>The Enormous Potato</b> <i>Aubrey Davis</i>	<b>What the Ladybird Heard</b> <i>Julia Donaldson</i> <b>Polar Bear, Polar Bear, What do you hear?</b> <i>Eric Carle</i> <b>Rumble in the Jungle</b> <i>Giles Andreae</i> <b>Monkey Puzzle</b> <i>Julia Donaldson</i> <b>Night Monkey, Day Monkey</b> <i>Julia Donaldson</i>	<i>Kes Gray &amp; Nick Sharratt</i> <b>Burglar Bill</b> <i>Janet &amp; Allan Ahlberg</i> <b>Come on! Daisy</b> <i>Jane Simmons</i>
<b>Barefoot Computing Unit Name</b>	Winter Warmers		Spring Time		Busy Bodies	
	<b>Feed the birds</b> Make bird feeders. Looking at images of steps involved and sequence so that they make sense and are in the correct order, before following their pictorial instructions. <b>Let's make an igloo</b> Make igloos using sugar cubes, marshmallows, cotton wool, or even a giant igloo from recycled milk cartons. Experiment with the materials and resources to work out how their structure will stay up. <b>Scarves for snowmen</b> Create scarves for snowmen, using pattern in their designs. Spot patterns in a sequence, and continue them by adding what comes next.		<b>Junk Scarecrows</b> Work in small groups to create a scarecrow from junk materials. <b>Rabbit Run</b> Give instructions to direct a rabbit around a grid and collect carrots. Instructions can be written down using symbols, words or numbers, which creates an algorithm, or a set of instructions. <b>Seed planting</b> Look at pictures of the steps involved in planting seeds, sequence them, then follow. Think about what plants need to grow and the best place to put newly planted seeds.		<b>Parts of our body</b> Find out about the human body from a range of sources. <b>Make a body</b> Create representations of a body by making pictures and models. <b>Look how we grow</b> Learn about growth, notice the different stages of growth and put these stages in order. <b>Movement Algorithms</b> Follow instructions (an algorithm) for a simple set of movements or dance routine. Then adapt and change to make own routine and test to see if it works.	
<b>Expressive Arts and Design</b>	Explore and use different media and materials for mark making.	Explore and use different media and materials for mark making.  Look at the artist Bridget Riley for	Talk about and give meaning to models and drawings.  Create closed shapes and begin to	Explore the work of Andy Goldsworthy and take inspiration for own art creations.	Explore the work of Henri Matisse and take inspiration for own art creations.  Talk about own and others' work.	To use a variety of objects e.g. recycled, natural and manmade materials to create representations.
	<b>The Life of a Little Plastic Bottle</b> <i>Story about reusing &amp; recycling</i>		<b>The Scarecrow's Wedding</b> <i>Julia Donaldson</i>		<b>Funnybones</b> <i>Janet &amp; Allan Ahlberg</i>	



	<p>Explore malleable media – playdoh, salt dough, sand.</p> <p>Recognise and name colours.</p> <p>Thread items to make a simple pattern.</p> <p>Create simple representations of faces.</p> <p>Uses available resources to create props to support role-play in the home corner.</p> <p>Explores the different sounds of instruments.</p> <p><b>Let's make faces</b> Hanoch Piven</p>	<p>mark-making inspiration, using lines and curves.</p> <p>Recognise and name colours.</p> <p>Explore and manipulate malleable media – clay.</p> <p>Learn to apply simple decoration.</p> <p>Uses available resources to create props to support role-play in the home corner.</p> <p>Listen and appreciate music from different cultures.</p> <p><b>The Magic Crayon</b> <i>Amy Sparks</i></p> <p><b>Brown Bear, Brown Bear What do you see?</b> <i>Eric Carle</i></p>	<p>use these to represent objects.</p> <p>Use a variety of tools to apply paint.</p> <p>Explore printing techniques.</p> <p>Use scissors to cut along lines.</p> <p>Listen to different genres of music, expressing thoughts and feelings.</p> <p><b>I Spy Transport in Art</b> <i>Lucy Micklethwait</i></p> <p><b>The Flute</b> <i>Ken Wilson Max</i></p>	<p>Use natural materials to create pictures and models.</p> <p>Explore a range of natural mark making materials.</p> <p>Explore colour mixing, using a range of resources.</p> <p>Decorate fabric in different ways.</p> <p>Make rubbings from textured surfaces.</p> <p>Make music with natural objects.</p> <p>Sing a range of Forest School songs and make up their own versions.</p> <p><b>Katie and the Sunflowers</b> <i>James Mayhew</i></p>	<p>Create representations of people and objects.</p> <p>To use drawing to represent movement and sound.</p> <p>Create simple collages by layering fabric.</p> <p>Engage in pretend play using a range of open ended resources to support them.</p> <p>Listen to music and interpret what they hear.</p> <p><b>Henri's Scissors</b> <i>Jeanette Winter</i></p> <p><b>Snail Trail</b> <i>Jo Saxton</i></p>	<p>Select and create different colours.</p> <p>Create a more detailed representation of a person or object.</p> <p>Select own media and materials to create a personalised picture.</p> <p>Perform songs and rhymes in front of an audience. (Nursery Graduation)</p> <p><b>The life of a little Cardboard Box</b> Story about reusing &amp; recycling</p>
<b>Themed days/weeks/events</b>	European Languages Day	Children in Need  Odd Socks Day- Anti bullying week	World Religion Day  NSPCC Number Day  Safer Internet Day	World Book Day  Comic Relief  Mother's Day  Easter celebrations	British Values Week	Father's Day  Sports Day  Nursery Graduation
<b>Community Home links Experiences</b>	Information from home Autumn walk around the locality – collecting favourite items	Visit St. Aidan's Church for the Christingle Service Santa visit Christmas Nativity Visit from Dr Sunkara (Diwali)	Winter Walk around the locality Walk to Burton Marina	Forest School Easter egg hunt/lamb hunt World Book Day dressing up Sunflower growing competition	Chick incubation Pet day Eid party Visit to a farm	Visit from Police Officer Fire Service Dentist Visit Mrs Taylor's garden Superhero dressing up Day

		Food from other cultures				Summer picnic
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