Nursery Long Term Plan – St Mary and St Thomas CE Primary School						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General topics/themes	**HEAD, SHOULDERS, KNEES AND TOES!** *Starting nursery, my new class, my favourites, my family, my interests, my teachers, instruments, colour, nursery rhymes*	**ALL AROUND ME** *Outdoor environment, environmental sounds, 5 senses, animal sounds, exploration, repeated refrains*	**TRADITIONAL TALES** *Language rich, role-play, imagination, creativity, links to own experiences, retelling of story*	**WHO HELPS ME?** *Our home heroes, jobs and roles, emergency services, role-play, ambitions, healthy teeth*	**GROWING AND CHANGE** *Our own life-cycle, animal life-cycle, plant life-cycle, opportunities to grow things, observations*	**ON THE FARM** *Farm animals, young animal names, food from the farm, rhyming and alliteration, links with learning*
WOW moments/important dates	Harvest Pyjama Charity Day Black History Month Individual School Photos	Remembrance Day Bonfire Night Children in Need Anti-Bullying Week Nursery Rhyme Week Christmas Performance Enterprise Week	Chinese New Year Story-telling Week Valentine's Day Safer Internet Day Number Day Children's Mental Health Week	Mother's Day World Book Day Science Week Emergency Service visit	Earth Day Space Day Charity Walk Walk to School Week	World Environment Day Father's Day Sports Day Healthy Hearts Safer Starts Live Zoo visit Class Photo
Personal, Social and Emotional Development	Express a range of emotions. Safely explore emotions through play and stories. Begin to take turns. Establish sense of self. Play with increasing confidence.	Manage transition from parent to key person. Talk about their feelings. Learn to use the toilet independently. Grow in independence, rejecting help. Develop friendships with others.	Start to understand why they are feeling the emotion they are feeling. Increasingly follow rules. Develop sense of responsibility. Become more outgoing with familiar people in nursery.	Start to control their emotions in certain situations, with support. Follow rules and understand why they are important. Be increasingly independent in meeting own needs. Notice and ask questions	Begin to take notice of other people's emotions. Remember rules with less adult support. Select and use resources with help when needed. Play with others, beginning to resolve conflict, with	Talk about emotions during play and when listening to stories. Increasingly remember rules without being reminded. Manage own needs, using the toilet, washing and drying hands (with some reminders).

		Play with others, sharing and taking turns.	Begin to play with one or more children.	about differences. Play cooperatively with others.	support. Play with others, extending and elaborating play ideas.	Develop sense of responsibility and membership of a community. Talk with others to solve conflicts, with support. Think about the perspectives of. Others, with support. Prepare for transition to school.
Communication and Language	Start to join in with songs and rhymes. Shift attention when someone uses name and then follow an instruction. Start to develop conversational skills by listening before responding. Engage in pretend play. Identify and name a range of familiar objects and people. Make self understood by unfamiliar adults by using a range of speech sounds and	Enjoy and join in with simple stories. Listen and respond to a simple instruction and question with adult support. Start to develop pretend play. Use familiar vocabulary in play. Sing familiar songs and rhymes. Communicate needs with an adult.	Enjoy a range of stories, songs, and rhymes. Listen to others in one to one or small groups, when conversation interests. Take part in pretend play using an object to represent something else. Confidently talk to a familiar adult.	Start to listen to longer stories with interest and join in with familiar or repeating parts. Respond to a simple instruction and question. Begin to develop stories using small world equipment and during pretend play. Speak in simple sentences. Use new words learned through play and exploration.	Follow directions (if not intently focused on own choice of activity). Begin to develop more complex storylines in pretend play. Build up a repertoire of simple songs and rhymes. Initiate a conversation with friends or a grown up while playing. Use simple conjunctions to join sentences.	Talk about a story heard. Join in a conversation. Follow a simple 2 step instruction and answer questions. Express a point of view. Begin to develop more complex storylines in pretend play with peers. Speak in a full sentence of 3-6 words. Talk about things that are happening now (present day).

	starting to pronounce multisyllabic words. Use pronouns and plurals.					Initiate a conversation with friends or a grown up while playing.
Key texts	Wow said the Owl From my Head to my Toes Eyes, Nose, Fingers and Toes Kipper's Toybox Where's Spot? Each Peach, Pear and Plum	Brown Bear, Brown Bear Polar Bear, Polar Bear We're going on a Bear Hunt Peace at Last Kipper's Birthday Postman Bear Dear Santa	Goldilocks and the Three Bears The Three Billy Goats Gruff The Three Little Pigs Little Red Riding Hood My First Chinese New Year	People Who Help Us Superhero Like You Emergency! Clothesline Clues to Jobs People Do All the Nonsense in my Teeth Tiger Who Came to Tea Monkey Puzzle	Titch Dora's Eggs The Hungry Caterpillar Jasper's Beanstalk The Enormous Turnip Supertato	What the Ladybird Heard What the Ladybird Heard Next Rosie's Walk The Pig in the Pond Farmer Duck A Squash and a Squeeze
Nursery Rhymes (Nursery Rhyme Week – November)	Twinkle Twinkle Little Star I'm A Little Teapot Wind the Bobbin Up Head, Shoulders, Knees and Toes	If You're Happy and You Know It Round and Round the Garden Sleeping Bunnies Dingle Dangle Scarecrow Christmas Carols	Old Macdonald had a Farm I Hear Thunder Incy Wincy Spider Humpty Dumpty	Old Macdonald had a Farm I Hear Thunder Incy Wincy Spider Humpty Dumpty	Baa Baa Black Sheep Wheels on the Bus Ring O Roses Wiggly Woo	Baa Baa Black Sheep Wheels on the Bus Ring O Roses Wiggly Woo
Physical Development	**Gross Motor** Squat to pick up toys Use feet to scoot along on a tricycle Kick a large ball Hold a toothbrush and move the brush side to side with support **Fine Motor**	**Gross Motor** Stand on one foot Move around the environment safely, negotiating space Put on my own coat Join in with simple actions to songs Use 2 feet on the pedals to successfully pedal a tricycle	**Gross Motor** Move to music and express self Make connections between movement and the marks made Run and stop safely in a secure space Rise from a squat position to both feet	**Gross Motor** Throw a large ball Empty and fill containers using whole hands to transport Climb on apparatus safely **Fine Motor**	**Gross Motor** Catch a large ball Move freely with pleasure Take part in activities that encourage movements of different ways **Fine Motor**	**Gross Motor** Run skilfully and adjust speed/direction to avoid obstacles Lift, stack and balance larger equipment **Fine Motor**

	Use a palmer grip Mark make using horizontal and vertical lines	**Fine Motor** Explore opening and closing scissors (playdough scissors) Use variety of tools to cut playdough	Climb stairs/apparatus using one foot at a time **Fine Motor** Begin to hold mark making tools with a five finger grasp Make anti-clockwise circular marks Thread large beads Manipulate playdough between 2 fingers	Use scissors to make snips in paper Use tools such as pegs and pincers to pick up small objects Use water squirters to make marks	Copy letters from own name Use one-handed tools and equipment, e.g. make forward snips in paper with child scissors. Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.	I can hold a pencil near the point between first two fingers and thumb and use it with good control. Copy letters, numbers or create pictures that resemble their ideas
P.E. (Get Set for P.E.)	Introduction to P.E. Unit 1	Fundamental skills Unit 1	Gymnastics Unit 1	Dance Unit 1	Ball skills Unit 1	Games Unit 1
Literacy **(phase 1 phonics Autumn and Spring, RWI during Summer)**	Repeat some words of familiar songs or rhymes Recognise familiar environmental print (logos) Identify and label environmental sounds	Repeat words and phrases of familiar stories Fill in missing words from known rhymes Identify initial letter of name Hold a book the correct way and talk about pictures Identify and label percussion sounds	Recognise own name Show preference for a favourite book, song or rhyme Repeat sounds eg. A-a-alligator Talk about signs and symbols in the environment (timetable, good sitting cards, tidy-up labels etc) Make links to experiences and stories Use body sounds to accompany songs and rhymes	Explore the 5 features of print (print has meaning, has different purposes, left-right …top-bottom, different parts of a book – title, blurb, front cover, back cover, contents page) Turn the pages of a book one at a time Show increased control over mark-making tools Explore alliteration and rhyme through story	Respond to oral blending instructions through games and songs Change words to well-known rhymes and songs Make predictions of what might happen next in stories Take on character roles Write identifiable letters from own name	Join in with repeated refrains during familiar stories Talk about and retell simple familiar stories within play Talk about marks and what they represent Label sounds in own name Link sounds to objects

Maths	Rote counting to 10 Identifying 1 of something • Matching and sorting by colour • Naming big and little • Inset puzzles	• Rote counting to 10 • Identifying 1 of something • Identifying the 'same' • Animal patterns and prints • Use shapes appropriately • Simple puzzles Understand positional language	• Rote counting backwards from 5 (use nursery rhymes) • Identifying 1 or 2 • Grouping by size • Ordering size • Using fingers to represent number • Subitise 1 or 2 Continue AB patterns Begin to use positional language	• Rote counting backwards from 10 (use nursery rhymes, blast off) Rote counting beyond 10 • Point and give each object a number name to 3 • Identifying 1,2 or 3 (groups) Composition to 3 • Grouping by shape • Using 3D shapes with a purpose • Using fingers to represent number • copy AB colour pattern Continue to use positional language	• Rote counting beyond 10 • Point and give each object a number name to 5 • Identifying 1,2 or 3, 4 subitise • Using fingers and marks to represent number • Make a change to a pattern make own AB colour pattern • Compare size • Use weight language in context Give directions	• Continue counting forwards and backwards • Explore composition to 4 • Play games with a dice • Explore repeating pattern in the environment • Compare size • Use capacity language in context
Maths Meeting	Days of the week Weather chart Book tower voting	Days of the week Weather chart Book tower voting How many chn here today	Days of the week Weather chart Book tower voting How many chn here today 1 or 2?	Days of the week Weather chart Book tower voting How many chn here today In, on, under 1 or 2?	Days of the week Weather chart Book tower voting How many chn here today Counting actions 1, 2 or 3?	Days of the week Weather chart Book tower voting How many chn here today 2D shape 1, 2 or 3?
Nurturing Young Mathematicians	Week 1 -5	Week 6-10	Week 11-15	Week 16-20	Week 21-25	Week 26-31
Understanding the World – key concept Science	Name and identify simple body parts	Explore environment around us through our senses	Creating homes and bridges, exploring which materials work best	Talk about who can help to keep us healthy Identify how we keep our teeth healthy	Life-cycle of a chick Life-cycle of a butterfly Life-cycle of a plant Caring for plants	Identifying foods we like/dislike exploring how they feel, smell and taste

		Talk about what happens in the day/ at night		Experiment with ramps to move vehicles		
Understanding the World – key concept History and Geography	Talk about who lives in our homes with photos to support Familiarise self with classroom environment	Use play to explore everyday actions and events from our own family background Use first and then to sequence daily events	Understand there are different countries in the world Sequence familiar stories Explore differences between people such as celebrations (CNY) Exposure to those in power through story eg. Kings, Queens.	Talk about roles in society - people who help us in our Immediate world Use the recycling bins independently	Comment on similarities and differences in context of stories, environment and photos Comment on what we can see and hear within our school environment	Understand and use wider range of vocabulary linked to home and school Create simple representations of our own environment
Understanding the World – key concept Computing	Cause and effect (toys) Listen to rhymes/songs through technology sources	To talk about and use 'make believe' technology in play. Toys that have flaps, buttons etc.	Know that an adult needs to watch when using technology and talk about safety	Identify what technology can be used for (phone for help) Explore uses for iPad in the classroom	Creating media using technology Use the Tonie-box to listen to songs, stories and rhymes independently	Follow 2 directional instructions using prepositional language (up, down, in, on, under)
Expressive Arts and Design – Key concept Art and DT	Make and observe marks eg. Footprints, tracks Use 5 senses for hands on exploration of natural objects	Make horizontal and vertical marks using a range of mixed media	Select shapes appropriately eg. Flat surfaces for building, triangular prism for a roof. Create homes and bridges using a variety of construction toys	Talk about pattern in everyday experiences – stripy, wiggly, spotty etc.	Combine shapes to make new ones (construction area) Explore a range of connections within construction (stickle bricks, magnets, balance)	Makes controlled marks - horizontal, vertical and circular with different tools (Brushes, forks, chalks, water)
Expressive Arts and Design – Key concept Music	Enjoy moving to music	Take part in a performance - Christmas Carols Around the Tree	Fill in the missing word to a nursery rhyme	Change words to familiar songs and rhymes	Accompany songs with percussion instruments, exploring pitch and tempo	Sing favourite nursery rhymes off by heart – perform for the class

		Add appropriate actions to songs/rhymes		Identify songs/rhymes they enjoy		

Reception Long Term Plan – St Mary and St Thomas CE Primary						
	AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
	ALL ABOUT ME! *Starting school, my new class, my favourites, my family, rules and routines, what am I good at?, celebrate difference*	**INTO THE WOODS** *Woodlands, Autumn, nocturnal animals, music, celebrations, letters to FC, environmental walks, transient art*	**FAIRYTALES AND FANTASIES** *Language rich, role-play, imagination, creative, familiar authors*	**MAPS AND JOURNEYS** *Maps of familiar places, Vehicles - past and present, where have you been?, how do we travel?, forces, people who help us, road safety*	**OUR WONDERFUL WORLD** *Compare countries, culture, art and music, animals, flags, hot and cold places, looking at maps, recycling*	**HEALTHY, HAPPY ME** *Seasonal changes, safety in the sun, healthy foods, exercise, well-being, caring for ourselves and others, celebrating difference, respect*
Dates and WOW moments	Harvest Pyjama Charity Day Black History Month Individual School Photos	Remembrance Day Bonfire Night Diwali Christmas Performance Children in Need Anti-Bullying Week Theatre Visit	Chinese New Year Story-telling Week Valentine's Day Safer Internet Day Children's Mental Health Week	Mother's Day World Book Day Science Week Transport Museum	Walk to School Week Charity Walk	World Environment Day Father's Day Sports Day Healthy Hearts and Safer Starts Class Photo
Personal, Social and Emotional Development	School rules and values Responsibility Sharing interests Sharing hobbies Identifying feelings	Listening to others Making the right choices Confidence and independence Consequences Being unique	Effects of behaviour Perseverance and resilience Internet Safety Screen Time	Being kind Being a good friend Road safety Having different opinions	Healthy eating Managing feelings Calming Techniques Problem Solving Resolving Conflicts	Oral hygiene Importance of exercise Importance of sleep Being safe in the sun Setting goals Getting ready for year one
PSHE (Jigsaw)	Being Me in my World	Celebrating Differences	Relationships	Healthy Me	Changing Me	Dreams and Goals
Communication and Language	Listening and attention skills Asking and answering 'what' questions 1:1 back and forth conversations with an adult	Joining in with repeated refrains in stories Asking and answering 'who' questions' 1:1 back and forth conversations with a peer	Discussing key events in a story Asking and answering 'when' questions Small group discussions Using present tense.	Identifying main characters in a story Asking and answering 'where' questions Small group discussions	Linking events in a story to own experiences Asking and answering 'why' questions Whole class discussions Using past tense	Sequence story/real life events in detail Hot seating Whole class discussions Using connectives to join ideas

Key Texts	There's a Dragon in my School Perfectly Norman Dirty Bertie The Everywhere Bear Colour Monster	Owl Babies The Deep Dark Woods The Gruffalo The Gruffalo's Child Jesus' Christmas Party	Room on The Broom Zog Zog and the Flying Doctors Smeds and the Smoos	The Naughty Bus We All Go Travelling By Duck in a Truck You Choose Mr Gumpy's Outing	Handa's Surprise Somebody Crunched Colin Martha Maps It Out Little Red Hen	Oliver's Vegetables Paper Dolls Can I Be Your Dog? I Can Eat A Rainbow Ruby's Worry
Nursery Rhymes **Charanga (Music)**	Miss Polly Two Little Birds Tommy Thumb **Me!** Pat A Cake My name	Here We Go Round The Mulberry Bush Five Little Men Christmas songs for concert	Once I Caught A Fish Alive There Was a Princess **My Stories** Not too difficult Alphabet song Hickory Dickory Dock	Once I Caught A Fish Alive Five Little Monkeys **My Stories** Not too difficult Alphabet song Hickory Dickory Dock	Beehive Song **Our World** Row Row Row Your Boat	Big Bear Funk
Physical Development	**Gross Motor** Changing speed and direction Explore moving in different ways Move blocks, planks, crates and tyres safely **Fine Motor** Sit in the correct position for writing 'Pinch and flick' to hold mark making tools with a 5 finger grasp or pincer grip	**Gross Motor** Throwing and catching a ball Using feet to push off and move a balance bike Show increasing control over objects **Fine Motor** Have a preference for dominant hand Scissor skills Spreading with a knife Using cotton buds/paintbrushes to form mark making shapes Doing up zips	**Gross Motor** Different ways of moving Changing direction Moving in time to music Exploring different ways of moving **Fine Motor** Stacking and balancing smaller equipment Use a tripod grasp Letter formation 'around' letters Letter formation 'down' letters Develop skills through range of tools (hole punch,	**Gross Motor** Refine fundamental movement skills already required Travel with confidence under, over and through balance/climbing equipment **Fine Motor** Pattern making Letter formation 'down letters' Letter formation 'curly' letters Letter formation 'zig-zag'	**Gross Motor** Use core muscles to achieve good posture whilst sitting at a table or on the floor Progress a fluent style of moving with developed control and grace **Fine Motor** Weaving and wrapping Using small tools with competency Doing buttons	**Gross Motor** Combine different movements with ease and fluency Further develop and refine a range of ball skills (throw, catch, pass, aim) **Fine Motor** Capital letter formation Number formation Accuracy and care when drawing and writing Do shoe laces

			stapler, scissors, cutlery)	Letters Using a knife and fork to cut		
P.E. (Get Set for P.E.)	Introduction to P.E. Unit 2	Fundamental skills Unit 2	Gymnastics Unit 2	Dance Unit 2	Ball skills Unit 2	Games Unit 2
Literacy	• Ordering letters of my name • Writing my name • Identifying initial Sounds	• Tricky red words • Writing initial sounds • Writing CVC words • Drawing & labelling	• Tricky red words • Writing CVCC words • Writing captions • Writing lists	• Reading simple phrases and sentences with set 1 sounds in • Tricky red words • Writing phrases	• Writing simple instructions • Writing sentences • Writing rhymes • Talk about fiction/non-fiction	Identifying – beginning, middle and end • Talk about book features
Maths	• Counting out loud • Counting in correspondence • Matching and sorting • Comparing amounts • Ordering objects and sets • Making simple patterns	Identifying 0 • Representing numbers to 6 • Comparing numbers to 6 • Composing numbers to 6 • Identifying 2D shapes • Using positional Language • Identifying one more and one less • Explore capacity, weight and lengths.	• Comparing numbers to 10 • Composing numbers to 10 • Comparing mass • Comparing capacity • Making pairs • Combining two groups • Counting on • Grouping and sharing • Identifying 2D shapes by property	• Time • Comparing numbers to 10 • Number bonds to 10 • 3D Shapes • Repeating patterns • Doubling and halving • Exploring number patterns	Building numbers beyond 10 • Spatial reasoning • Adding more • Taking away • Shape arrangements • Money	• Doubling • Sharing and grouping • Even and odd • Positioning • Patterns • Compare volumes, capacities and weights
Maths Meeting	Days of the week Months of the year Magic number Subitising to 3 Number bonds to 3 Repeating patterns	Calendar Maths Magic number Subitising to 5 Number bonds to 5 Repeating patterns 2D shapes Positional language	Calendar Maths Magic number Subitising to 5 Number bonds to 5 Repeating patterns 2D shapes Positional language	Calendar Maths Magic number Number bonds to 10 (addition) 3D shapes Repeating patterns 2D shapes Positional language	Calendar Maths Magic number Numbers bond to 10 3D shapes Repeating patterns 2D shapes Positional language	Calendar Maths Magic number Number bonds to 10 3D shapes Repeating patterns 2D shapes Positional language Doubling facts

NCETM Mastering Number	Week 1 -5	Week 6-10	Week 11-15	Week 16-20	Week 21-25	Week 26-31
Understanding the World	• Families • Houses • Likes and interests • Taking Photos with an iPad	• Diwali • Remembrance Day •Autumn • Christmas	• Winter • Royal Family	•Floating and sinking •Transport -past and present •Sequencing •Spring	• Maps • Different cultures • Recycling	• Summer • My health – teeth, screen time, fitness
Understanding the World – key concept Science	Learn about some of the things that make them unique Use torches to explore light and dark	Learn about some animals that hibernate and animals that are nocturnal Talk about signs of Autumn	Explore and talk about what happens when water freezes and melts	Talk about signs of Spring Sort objects that float and objects that sink	Explore habitats of different animals (eg. sea creatures, safari)	Observe how seasons change over time Explore shadows
Understanding the World – key concept History and Geography	Look at baby photos and talk about how we have changed	Explore and talk about rules, rights and responsibilities	Understand we have a Royal Family and link concept to stories we are reading	Look at simple maps, where we live and our local area Talk about own house and what it looks like Compare past/present through pictures	Explore diversity through texts and comment on similarities/differences Talk about our roles in society Make choices to limit a negative impact on the world around us through exploration of texts	Visit Church Talk about stories they have heard from the Bible Make observations and question the world around them
Understanding the World – key concept Computing	Use interactive board to drag and drop	Use an iPad to take a photograph I can identify letters on a keyboard Use AI to create woodland images	Identify technology we have within the classroom and at home Understand and talk about some risks of using technology and who can help keep us safe	Talk about simple data we have collection (pictogram) Follow a simple set of instructions to complete a task Understand internet can be used to acquire information	Control a remote control car using forwards/backwards, directing it to a specific place on a mat.	Explore using a bee-bot using forward, backward, left and right

Expressive Arts and Design – Key concept Art and DT	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Manipulate and play with different materials.	Be able to identify and continue simple repeating patterns. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Explore different materials, using all their senses to investigate them.	Begin to show accuracy and care when drawing. Make simple models which express their ideas	Draw with increasing complexity and detail, such as representing a face with a circle and including details	Shows some awareness of spatial awareness when negotiating the indoor and outdoor environment. Explore, use and refine a variety of artistic effects to express their ideas and feelings
Expressive Arts and Design – Key concept Music	Copy a song sung by someone and fill in the missing words/explore alternatives	Understand that a performance is sharing music Talk about a performance I have watched	Understand that music can give you a feeling 'compose' own music representing it through marks on paper Talk about a piece of music heard	Explore pitch of a tone sung by someone else and pitch match	Perform a known song with an instrumental part	Perform a known song/nursery rhyme with actions
Expressive Arts and Design	Jackson Pollock Mark making Colours	Treasury tag joins Using glue to secure Using tape to secure	Georgia O'Keefe Colour mixing	Junk models Split pin joins	Henri Matisse Collage	Slot joins Tab joins
R.E. (Questful R.E)	EYFS 1: I am Special EYFS 2: Harvest	EYFS 11: Special Times EYFS 4: Christmas	EYFS 3: Special People EYFS 5: Stories Jesus Heard	EYFS 6: Stories Jesus Told EYFS 7: Easter	EYFS 8: Friendship	EYFS 9: Special Places