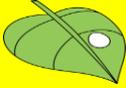


Northway Community Primary School

Nursery Long Term Plan 2022-2023



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 All about me	 Polar Regions	 The Very Hungry Caterpillar	 Rhyme and Rhythm	 Jungle Animals	 Journeys and Vehicles
<p>In this topic we explore how we are all unique and special. We look at the similarities and differences between ourselves and our friends and families. We will begin to make new friends and will learn that we have different needs and interests that make us unique.</p>	<p>In this topic we learn all about the Arctic and Antarctica. We look at the climate and how it differs from our own. We will learn about the different animals that are found on the coldest places in the world.</p>	<p>In this topic we will learn all about the things that happen around us in the season of Spring. We will explore the story 'The Very Hungry Caterpillar' by Eric Carle. We will learn how caterpillars hatch out of tiny eggs.</p>	<p>In this topic we will explore the rhythm and rhyme in stories by author Julia Donaldson.</p> <p>We will enjoy listening to nursery rhymes and inventing our own.</p> <p>We will use musical instruments and body actions to experiment with rhythm. We will explore tapping out syllables in words.</p>	<p>In this topic we will learn all about wild animals and those that live in the jungle.</p> <p>We will explore animals in their natural habitats.</p> <p>We will look at pictures of the jungle and rainforest.</p> <p>We will explore how different animals camouflage.</p>	<p>In this topic we take the children on a journey through the world of transport. We will explore the different forms of transportation that carry us on land, through the air and across the sea.</p> <p>We will talk about journeys and our personal experiences.</p>

Maths	Maths	Maths	Maths	Maths	Maths
<p>Children are given lots of opportunities through hands on experiences and play to subitise and explore quantities and objects to 2 and 3.</p> <p>They will have repeated experiences of hearing and reciting number rhymes and songs that include counting with small numbers such as <i>'Two Little Dickie Birds', 'There was Three in the Bed and the Little One Said,' and When Goldilocks Went to the House of the Bears.'</i></p> <p>They will experience reciting numbers past five in a fun and meaningful way i.e. counting their friends in the line, playing hide and seek, rocket launch count downs.</p> <p>They will start to look at shapes. They talk about and explore basic 2D shapes, such as circles, triangles, squares and rectangles use informal and mathematical language: 'sides', 'corners.' straight, 'flat' and 'round'.</p> <p>They will begin to make comparisons to objects relating to size.</p> <p>They will talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall paper and</p>	<p>Children will be given lots of opportunities to compare quantities of familiar objects and items of interest. They will begin to compare the quantities using language, 'more than' 'fewer than.'</p> <p>The children will be introduced to counting using their fingers. They will use rhymes and kinaesthetic activities to introduce showing finger numbers to five.</p> <p>They will begin to understand position through words alone - for example - <i>'The bag is under the table' with no pointing.</i></p> <p>They will begin to make comparisons to objects relating to length.</p>	<p>Children will use number rhymes to begin to understand that numbers identify how many objects are in a set and that the last number counted indicates how many things are in a set. (Cardinal principle)</p> <p>They will begin to say one number name for each item counted up to number 3. (One-to-one correspondence)</p> <p>Children are encouraged to solve real world mathematical problems with numbers up to five. For example during snack times. <i>'There are four children and we only have three crackers left, how many more do we need?</i></p> <p>They begin to make comparisons to objects relating to weight.</p> <p>They will describe a familiar route and use spatial words in their play including 'in', 'on,' 'under' 'up' 'down' 'besides' and 'between'.</p> <p>They will begin to describe a sequence of events, real or fictional, using words such as..... <i>'First,' 'then' 'after' 'before.'</i> <i>'Every day we...'</i> <i>'Every evening we...'</i></p>	<p>Children will know that numbers identify how many objects are in a set and that the last number counted is the total.</p> <p>They will say one number for each item in order up to number 5. (One-to-one correspondence)</p> <p>They will make comparisons to objects relating to capacity.</p> <p>They will begin to discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>They will begin to extend and create ABAB patterns using natural resources and music and movement patterns.</p> <p><i>'Stick, leaf, stick, leaf.'</i> <i>'Clap, stamp, clap, stamp'</i></p>	<p>Children will automatically recognise quantities of up to three objects without having to count them.</p> <p>Children begin to link numerals and amounts: For example showing the right numbers of pencils to match the number five on the pencil pot.</p> <p>Children will talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners', straight, 'flat,' 'round' sharp 'corner' 'point' 'curvy'.</p> <p>They will play freely with shapes selecting shapes appropriately: flat surfaces for building a triangular prism for a roof etc.</p> <p>They will combine shapes to make new ones - an arch, a bigger triangle etc</p>	<p>Children begin to experiment with their own symbols and marks as well as numerals. They will explore making marks or scribing numerals to represent quantities to five.</p> <p>They will make comparisons to objects relating to size, length, weight and capacity.</p> <p>They will notice and correct an error in a repeated pattern.</p>

<p>use informal language like 'pointy' 'spotty' 'blobs' etc.</p>					
<p>CLL</p> <p>Children will enjoy listening to and joining in with some of the words and actions of a few songs linked to the theme 'All About Me.' They will also learn to recite key parts from a selection of nursery rhymes.</p> <p>Children will enjoy sharing familiar books linked to the theme.</p> <p>With prompt and encouragement the children will learn to switch their attention to move than one thing at a time.</p> <p>Children will be continually exposed to new vocabulary throughout the day as well as those specific to the theme. New vocabulary will be displayed in nursery on the word wall.</p> <p>Children will begin to develop their communication and will be given ample opportunities to:</p> <p><i>*hear and use the correct pronunciation and *Use the correct tenses and plurals.</i></p>	<p>CLL</p> <p>Children will enjoy listening to and joining in with some of the words and actions of a few songs linked to the theme 'Polar Regions.' They will also learn to recite key parts from a selection of nursery rhymes.</p> <p>Children will enjoy listening to familiar books linked to the theme.</p> <p>The children will learn to pay attention to move than one thing at a time.</p> <p>Children will be continually exposed to new vocabulary throughout the day as well as those specific to the theme. New vocabulary will be displayed in nursery on the word wall.</p> <p>Children will develop their communication and will be given regular opportunities to practise using the correct pronunciation/ correct tenses and plurals.</p> <p>Children will learn how to start a conversation with the adults and their peers.</p>	<p>CLL</p> <p>Children will experience new songs linked to the theme 'The Very Hungry Caterpillar' and will recite key songs and nursery rhymes.</p> <p>Children will begin to listen and offer comments about stories linked to the theme.</p> <p>With prompt, the children will begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Children are given lots of opportunities to develop their understanding of questions or instructions that have two parts, such as, "Get your coat and wait at the door."</p> <p>Children will learn to use a wider range of vocabulary. They will begin to use this vocabulary to talk about what they have learnt.</p> <p>The children will be given daily opportunities to speak in sentences using four to six words</p> <p>Children will learn how to</p>	<p>CLL</p> <p>Children will experience new songs linked to the theme 'Rhyme and Rhythm' and will recite key songs and nursery rhymes.</p> <p>Children will begin to listen and offer comments on stories linked to the theme.</p> <p>The children will understand 'why' questions, like: "Why do you think the giant was so sad?"</p> <p>Children are given lots of opportunities to develop their understanding of questions or instructions that have two parts, such as, "Get your coat and wait at the door."</p> <p>Children will learn to use a wider range of vocabulary. They will begin to use this vocabulary to talk about what they have learnt.</p> <p>The children will be encouraged to speak in sentences using four to six words</p> <p>Children will learn how to initiate a conversation with close adults and their peers</p>	<p>CLL</p> <p>Children will become more confident with a range of songs and rhymes linked to the topic 'Jungle Animals'. They will recite favourite nursery rhymes.</p> <p>Children will enjoy listening to a variety of longer stories and will remember much of what happens in the text</p> <p>The children will begin to explore ideas on how to express a point of view effectively to others using words as well as actions.</p> <p>Children will learn to use a wider range of vocabulary. They will begin to use this vocabulary to talk about what they have learnt and to express themselves to others.</p> <p>They will explore saying - sounds such as: - r, j, th, ch and sh. - multisyllabic words such as 'Pterodactyl' 'planetarium' 'hippopotamus</p> <p>Children are exposed to Phase 1 - Aspect 5/6</p>	<p>CLL</p> <p>Children will become more confident with a range of songs and rhymes linked to the topic 'Transport'. They will recite nursery rhymes.</p> <p>Children will enjoy listening to a variety of longer stories and will remember much of what happens in the text</p> <p>The children will feel confident 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>Children will learn to use a wider range of vocabulary. They will begin to use this vocabulary to talk about what they have learnt and to express themselves to others.</p> <p>Children will be provided with play opportunities and will use talk to organise themselves and their play.</p> <p>Children are exposed to Phase 1 - Aspect 6- Oral Blending and Segmenting In addition - Children are exposed to Phase 2 - (set 1)</p>

<p>Children will learn how to start a conversation with the adults and their peers.</p> <p>Children are exposed to Phase 1 - Aspect 1 - Environmental sounds</p> <p>Children will enjoy sharing texts and will observe how print carries meaning. During story sessions they will observe the adults modelling how to read text from left to right and from top to bottom.</p> <p>Children are supported to make marks on paper to represent their name.</p>	<p>Children are exposed to Phase 1 - Aspect 2 - Instrumental Sounds</p> <p>Children will enjoy sharing texts and will observe how print carries meaning. During story sessions they will observe the adults modelling how to read text from left to right and from top to bottom.</p> <p>Children are supported to recognise their name from a selection of three.</p>	<p>initiate a conversation with close adults and their peers and to continue it for many turns.</p> <p>Children will have lots of opportunities working in small groups to engage in conversations about stories, learning new vocabulary.</p> <p>Children are exposed to Phase 1 - Aspect 3- Body Percussion</p> <p>Children will begin to appreciate the parts of a book. They will explore the front cover, the author and the page number.</p> <p>They will explore body percussion and will experiment counting or clapping syllables in a word.</p> <p>Children are supported to scribe a few letter like shapes to represent their name.</p>	<p>and to continue it for many turns.</p> <p>Children will have lots of opportunities to engage in extended conversations about stories, learning new vocabulary.</p> <p>Children are exposed to Phase 1 - Aspect 4 - Rhythm and Rhyme</p> <p>Children will begin to appreciate the parts of a book. They will explore the front cover, the author and the page number.</p> <p>Children will have lots of opportunities to explore, spot and suggest rhyme through rhyming activities and books.</p> <p>Children are supported to write some of the letters from their name</p>	<p>-Alliteration/ Voice Sounds</p> <p>Through teaching activities and play, they will begin to understand that print can have different purposes. For example, making shopping lists and exploring logos.</p> <p>Children will have lots of opportunities to explore alliteration. They will experiment with words with the same initial sounds, such as money and mother.</p> <p>Children are supported to write their first name.</p>	<p>letters s,a,t,p</p> <p>They will begin to understand that print can have different purposes For example, making shopping lists and exploring logos. They will observe how sentences start with a capital letter and end with a full stop.</p> <p>Children are supported to write their first name.</p>
<p>PD</p> <p>Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>They will have lots of opportunities outdoors to climb across the tyres, up steps, and climb up apparatus, using alternative feet.</p> <p>They will enjoy using large-muscle movements to wave streamers, paint and make</p>	<p>PD</p> <p>Choose the right resources to carry out their own plan. For example, choosing the correct wooden/plastic block to create an igloo.</p> <p>They will learn to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow bricks.</p>	<p>PD</p> <p>They will have regular opportunities to use one handed tools, such as scissors and hammers. They will learn how to make snips in paper using child scissors.</p> <p>Children will be encouraged to use a comfortable grip with good control when holding pens and pencils. They will enjoy completing mini beast tracings.</p>	<p>PD</p> <p>They will enjoy music and movement in the hall exploring how to move in a range of ways such as skipping, hopping, standing on one leg and holding a pose for a song 'Everybody Freeze'.</p> <p>They will start taking part in some group activities which they make up for themselves, or in teams.</p> <p>They will begin to use and remember sequences and</p>	<p>PD</p> <p>Show a preference for a dominate hand.</p> <p>The children will be encouraged to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. They will be shown strategies to help them.</p> <p>Children will learn about making healthy choices about food, drink, activity and tooth brushing.</p>	<p>PD</p> <p>Show a preference for a dominate hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>The children will choose the right resources to create a model of a form of transport. They will plan what they would like to make and choose the materials they require,</p>

marks.			<p>patterns of movements which are related to music and rhythm using tapping sticks and egg shakers.</p> <p>They will make an obstacle course outside and will begin to match their developing physical skills to tasks. For example, they will decide whether to crawl, walk or run across a tyres/plank, depending on its length and width.</p>		<p>boxes, paper etc. They will decide which materials they need to join the pieces together i.e. tape, glue, string etc.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p>They will start to eat and open their packed lunches independently and will learn how to use a knife and fork.</p>
<p>EAD</p> <p>Children will be introduced to the creative art and craft area. They will be shown where the basic materials/equipment is kept i.e. aprons, paper and pencils. With support they will begin to explore the different materials freely, such as paint, dough and collage materials. They will use their senses to explore the qualities of the materials and media. They will explore the paint using their hands and feet. They will explore different coloured paint freely. They will create an image of their faces using a variety of different sensory materials.</p> <p>Children will use large sheets/rolls of paper to explore mark making. They will use thick pens and paintbrushes to create closed shapes with continual lines.</p>	<p>EAD</p> <p>Children will be encouraged to independently explore the art and craft area. They will use the materials freely to create and explore in an unstructured way. They will be introduced to junk modelling using recycled materials. They will use collage materials to explore lines, form, shapes, colour and texture.</p> <p>Children will be introduced to clay. They will explore the sensory properties of clay freely. They will be supported to create a simple Christmas tree decoration.</p> <p>Children will use large sheets/rolls of paper to explore mark making. They will use thick pens and paintbrushes to create closed shapes with continual lines. They will explore drawing/painting circles and</p>	<p>EAD</p> <p>Children will explore the different materials freely, in order to develop their ideas about how to use them and what to make. They will be slowly introduced to additional art and craft resources to explore lines, form, shapes, colour and textures. They will be encouraged to independently explore the resources. Knowing where to find them and to put them away when they have finished.</p> <p>Children will be supported to develop their mark making. They will use drawing to represent ideas like movement or loud noises. They will spend time with the adults and will be encouraged to talk about their marks.</p> <p>Children explore singing the melodic shape (moving</p>	<p>EAD</p> <p>Children will explore the different materials freely, in order to develop their ideas about how to use them and what to make. They will be slowly introduced to additional art and craft resources to explore lines, form, shapes, colour and textures. They will be encouraged to independently explore the resources. Knowing where to find them and to put them away when they have finished.</p> <p>Children will be exposed to the idea of showing different emotions in their drawings, happiness, sadness, fear etc.</p> <p>They will explore singing the pitch of tone sung by another person.</p> <p>They will create their own songs, or improvise a song around one they know i.e.</p>	<p>EAD</p> <p>Children will explore the different materials freely. They will begin to feel confident to use the resources independently to create with a purpose in mind i.e. to create a jungle animal. They will know how to use different resources to create wanted effects i.e. to use the glue, duct tape, string, hole punches and stampers.</p> <p>Children will begin to draw with increasing complexity and detail, such as representing a face with a circle and including details. Or representing an animal with an oval with lines/patterns.</p> <p>Children will begin to explore colour and colour mixing using paints and chalks.</p> <p>Children will use the small and large construction</p>	<p>EAD</p> <p>Children will confidently help themselves to different art and craft materials in order to develop their ideas what to make. They will decide which materials are best for their project i.e. to use the duct tape to attach the wings for their model aeroplane or milk bottle tops to represent the wheels on their lorry.</p> <p>Children will begin to express themselves freely. They will draw with increasing complexity and detail, such as representing people. They may draw a head with legs directly attached to it or may add facial features, a trunk for the body with arms and legs.</p> <p>Children will use the small and large construction materials to make imaginary and complex small worlds</p>

<p>Children will be exposed to environmental sounds and will identify them. They will respond to what they have heard expressing their thoughts and feelings.</p> <p>They will take part in simple pretend play using an object to represent something else even though they are not similar i.e. a small wooden brick to represent the telephone.</p>	<p>lines.</p> <p>Children will explore musical instruments and experiment with instrumental sounds. They will begin to identify them. They will respond to what they have heard expressing their thoughts and feelings.</p>	<p>melody, such as up and down, down and up) of familiar songs i.e. Little Arabella Miller.</p> <p>The children will play instruments (egg shakers and tapping sticks) with increasing control to express their feelings and ideas.</p>	<p>'Twinkle Twinkle Chocolate Bar.'</p> <p>The children will play instruments (egg shakers and tapping sticks) with increasing control to express their feelings and ideas.</p> <p>They will begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p>	<p>materials to make imaginary and complex small worlds such as a safari park for the animals.</p> <p>Children will remember and sing entire songs linked to the theme i.e. 'Walking though the Jungle.</p>	<p>such as a city with different houses and vehicles.</p> <p>Children will remember and sing entire songs linked to the theme i.e. 'I had a little motor car'</p>
<p style="text-align: center;">UW</p> <p>Children will their senses in hands on exploration of natural materials</p> <p>They will explore collections of materials with similar and/or different properties, stones, gems, keys, feathers.</p> <p>They will enjoy sensory feely bags and will begin to talk about what they see using a wide vocabulary</p> <p>The children will create their own 'All About Me bags' and will begin to make sense of their own life-story and family's history. They will talk about their photographs and about past experiences i.e. trips to the park.</p> <p>Children will develop positive attitudes about the differences between people in their group.</p>	<p style="text-align: center;">UW</p> <p>The children will begin to show an interest in different occupations through stories and role play.</p> <p>They will explore how things work. They will enjoy using the technological toys, radio control cars, whisker to make cakes.</p> <p>They will enjoy exploring ice and observe how it changes from a solid to a liquid.</p> <p>Children will learn that Antarctica and the North Pole are very different to our country. They will look at similarities and differences.</p>	<p style="text-align: center;">UW</p> <p>The children will plant broad beans and observe their growth. They will help to take care of them.</p> <p>They will plants and help to grow a potted nasturtium seeds for a gift for Mothers Day.</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p style="text-align: center;">UW</p> <p>Explore how things work. Children will enjoy learning about the life cycle of a butterfly. They will help to take care of the caterpillars as they complete their cycle and become butterflies.</p>	<p style="text-align: center;">UW</p> <p>They will explore and talk about different forces they can feel i.e. using straws to blowing move polystyrene balls.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Children will continue to develop positive attitudes about the differences between people</p>	<p style="text-align: center;">UW</p> <p>They will explore and talk about different forces they can feel i.e. making cars race down elevated cardboard tubes, using wind to make boats move in the water, using magnets on a race track to push and pull toy cars</p> <p>Children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They will recall past holidays and how they travelled there. They will understand that people can travel to destinations abroad but also holiday in the UK.</p>

PSED	PSED	PSED	PSED	PSED	PSED
<p>The children will begin to 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.</p> <p>They will begin to develop their sense of responsibility and membership of a community.</p>	<p>Children will become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations. They will take part in the Christmas Production.</p> <p>They will use concrete resources and story books to talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried.'</p>	<p>They will begin to play with one or more other children, extending and elaborating play ideas.</p> <p>Adults will support the children to help them to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Children will not always need an adult to remind them of a rule</p> <p>They will begin to understand how others might be feeling. They will be taught about feeling through books and with their peers during play.</p>	<p>They will be supported to develop appropriate ways of being assertive.</p> <p>Through adult modelling, they will begin to talk with others to solve conflicts</p>	<p>They will begin to develop appropriate ways of being assertive.</p> <p>They will feel more confident to talk to others to solve conflicts</p>