



## Long Term Plan

### Nursery

| Autumn Term  | Spring Term   | Summer Term  |
|--|---|--|
| The world around us  | To infinity and beyond  | The Dinosaurs are coming   |
| <b>Enquiry Question:</b><br><i>Where do animals live?</i>  | <b>Enquiry Question:</b><br><i>What are the planets in our solar system?</i>  | <b>Enquiry Question:</b><br><i>What did the Dinosaurs look like?</i>   |
| <b>Core texts:</b><br><br>Week 1 – Piper Picks the Perfect Pet<br>Week 2 – Some Pets<br>Week 3 – I want a Pet<br>Week 4 – There was an old lady who swallowed a fly<br>Week 5 – Aaaaargh Spider!<br>Week 6 – What the Ladybird Heard<br>Week 7 - Twist and hop minibeast bop<br>Week 8 – Commotion in the Ocean<br>Week 9 – The Rainbow fish<br>Week 10 – I’m the biggest thing in the Ocean<br>Week 11 - Octopants<br>Week 12 - Owl babies<br>Week 13 – The Gruffalos child<br>Week 14-Stickman | <b>Core texts:</b><br><br>Week 1- Whatever Next<br>Week 2- There’s an alien in my book<br>Week 3- Zoom to the moon<br>Week 4- The way back home<br>Week 5- Aliens in Underpants save the world<br>Week 6- How to catch a star<br>Week 7- Astronauts<br>Week 8- The Awesome book of space<br>Week 9- You Choose in space<br>Week 10- Back to earth with a bump<br>Week 11- On the moon | <b>Core texts:</b><br><br>Week 1- Bumpus Jumpus Dinosaurumpus<br>Week 2- The dinos on the bus<br>Week 3- Hide-a-sarus (twinkl ebook)<br>Week 4-Saturday night at the dinosaur stomp<br>Week 5- Harry and the bucketful of dinosaurs<br>Week 6- 10 little dinosaurs<br>Week 7- Silly dizzy dinosaur<br>Week 8-T-Rex on tour<br>Week 9-Gigantosaurus<br>Week 10- is that you little Dino?<br>Week 11-Dinosaurs love underpants<br>Week 12-The dinosaurs that pooped the past<br>Week 13-DIGGERSAURUS |
| <b>Educational visits/visitors and Community Projects:</b><br><br>The Animal Boogie- Fancy Dress and party   | <b>Educational visits/visitors and Community Projects:</b><br><br>Space day- Picnic on the moon and an alien invasion   | <b>Educational visits/visitors and Community Projects:</b><br><br>Dinosaur exploration day- (Workshop)   |

## As communicators we will

### Pre 3

#### CL

- Start to develop conversation, often jumping from topic to topic.
- Use the speech sounds p, b, m, w.
- Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

#### LIT

- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.

### Nursery

#### CL

- Use a wider range of vocabulary.
- 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?"
- Sing a large repertoire of songs.
- 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- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- 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.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play.

#### LIT

- Engage in extended conversations about stories, learning new vocabulary.
- 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
- Engage in extended conversations about stories, learning new vocabulary.



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|--|--|---|
| <p><b>As Readers we will:</b></p> <ul style="list-style-type: none"> <li>• Enjoy sharing books with an adult. (LIT Pre3)</li> <li>• Pay attention and respond to the pictures or the words. (LIT Pre3)</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. LIT Pre3)</li> <li>• Listen to other people's talk with interest, but can easily be distracted by other things. (CL Pre3)</li> <li>• Enjoy listening to longer stories and can remember much of what happens. (CL Nursery)</li> </ul> | <p><b>As Readers we will:</b></p> <ul style="list-style-type: none"> <li>• Develop play around favourite stories using props. (LIT Pre3)</li> <li>• Repeat words and phrases from familiar stories. (LIT Pre3)</li> <li>• Ask questions about the book. Makes comments and shares their own ideas. (LIT Pre3)</li> <li>• 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 (LIT Nursery)</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures. (CL Pre3)</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). (CL Pre3)</li> <li>• Enjoy listening to longer stories and can remember much of what happens. (CL Nursery)</li> </ul> | <p><b>As Readers we will:</b></p> <ul style="list-style-type: none"> <li>• 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. (LIT Nursery)</li> <li>• Engage in extended conversations about stories, learning new vocabulary. (LIT Nursery)</li> <li>• 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. (LIT Nursery)</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story (CL Nursery)</li> </ul> |
| <p><b>As Writers we will be:</b></p> <ul style="list-style-type: none"> <li>• Enjoy drawing freely. (LIT Pre3)</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (LIT Pre3)</li> <li>• Make marks on their picture to stand for their name. (LIT Pre3)</li> <li>• 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. ( LIT Nursery)</li> </ul>                                  |  |   |

- Write some or their entire name. (LIT Nursery)
- Write some letters accurately. (LIT Nursery)
- Develop manipulation and control. (PD Pre3)
- Explore different materials and tools. (PD Pre3)
- Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD Nursery)
- Use a comfortable grip with good control when holding pens and pencils. (PD Nursery)
- Show a preference for a dominant hand. (PD Nursery)

### In phonics

- Introduce children to phase 1 phonics with a focus on Aspects 1-2 (Environmental sounds and instrumental sounds).
- Look at print in the environment.
- Sharing books - how to hold a book, turn the pages, telling stories through pictures, story sequencing and role-play.
- Recognising name and possibly having a go at writing.

### Half term: Baseline assessment

- Introduce Kinetic letter writing poses
- Continue with phonics, aspects 3-6- (Body percussion, Rhythm and rhyme, alliteration and voice sounds).
- Enhance kinetic letter poses for strong writing.
- Practise forming recognisable letters and name writing.

### In phonics

#### Split class into 2 phonics groups.

#### Group 1:

##### School leavers

- Introduce RWI Pictures. 1 picture per day.

#### Half term phonic assessment.

- Start teaching sounds 3 or 4 sounds per week.
- Use air writing, sand trays, the interactive white board and mini white boards for practicing letter formation.

#### Group 2:

##### New intake

- To start with Letters and Sounds programme phase 1, aspects 1-2.
- Look at print in the environment.
- Sharing books - how to hold a book, turn the pages, telling stories through pictures, story sequencing and role-play.
- Enhance kinetic letter poses for strong writing.
- Practise forming recognisable letters and name writing.

### In phonics

#### Group 1:

- Continue Teach 3 or 4 sounds per week following RWI nursery phonics book.
- Enhance kinetic letter poses for strong writing.
- Practise forming recognisable letters and name writing.

#### Half term phonic assessment.

- Use RWI to focus on blending.
- Introduce RWI blending books.
- Enhance kinetic letter poses for strong writing.
- Practise forming recognisable letters and name writing.

#### Group 2

- Continue with phonics, aspects 3-6- (Body percussion, Rhythm and rhyme, alliteration and voice sounds).
- Look at print in the environment.
- Sharing books - how to hold a book, turn the pages, telling stories through



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|---|--|--|
|   |  | <p>pictures, story sequencing and role-play.</p> <ul style="list-style-type: none"> <li>Enhance kinetic letter poses for strong writing.</li> <li>Practise forming recognisable letters and name writing.</li> </ul> <p>Group 1</p> <ul style="list-style-type: none"> <li>End of year assessment</li> </ul> <p>Group 2</p> <ul style="list-style-type: none"> <li>End of nursery phonic assessment for children leaving for school.</li> </ul>  |
| <p><b>As confident individuals</b><br/>We will increasingly follow rules, understanding why they are important.</p> <p><b>As Meadowside representatives</b><br/>We will be responsible for our learning environment and look after our friends.</p> <p><b>As British citizens</b><br/>We will work together to create an environment where actions are followed through the Nursery rules, and an understanding of everyone within the settlings feelings are established and recognised.<br/><b>(Rule of the law)</b></p> <p>We will have a fair, objective, and permissive attitude to those whose Faith and Beliefs differ from our own. We will celebrate and learn about different faith and beliefs<br/><b>(Tolerance of those with different faiths and beliefs)</b></p> | <p><b>As confident individuals</b><br/>We will develop a sense of responsibility and membership of a community.</p> <p><b>As Meadowside representatives</b><br/>We will show resilience in learning and developing new skills.</p> <p><b>As British citizens</b><br/>We will make group decisions and choices by voting whilst valuing and respecting other's rights, opinions and points of view.<br/><b>(Democracy and Mutual Respect)</b></p> | <p><b>As confident individuals</b><br/>We will develop appropriate ways of being assertive, talk with others to solve conflicts and talk about our feelings.</p> <p><b>As Meadowside representatives</b><br/>We will show respect to our peers and our school environment.</p> <p><b>As British citizens</b><br/>Together we will learn about ourselves and look at how we differ from others. We will learn about the world around us. We will have the freedom to make our own choices within the boundaries of the nursery rules.<br/><b>(Individual liberty)</b></p> |

## As Mathematicians we will be:

### Autumn overview

|                      |   |
|----------------------|---|
| Geometry             | Recognising, naming and matching colours. |
|                      | Sorting by various attributes.            |
|                      | Continuing AB patterns                    |
|                      |   |
| Measurement          | Using the language of size                |
|                      |   |
| Number & Place Value | Grasping the counting principles          |
|                      | Comparing amounts of objects              |

### Autumn 1

|                   |  |
|-------------------|--|
| Colours (2 weeks) | Recognising, naming and matching colours |
| Sorting (2 weeks) | Sorting by various attributes.           |
| Pattern (2 weeks) | Continuing AB patterns.                  |

### Autumn 2

|                |                            |
|----------------|----------------------------|
| Size (2 weeks) | Using the language of size |
|----------------|----------------------------|

## As Mathematicians we will

### Spring Overview

|                      |                        |
|----------------------|------------------------|
| Number & Place Value | Understanding Number 1 |
|                      | Understanding Number 2 |
|                      | Understanding Number 3 |
|                      | Understanding Number 4 |
|                      | Understanding Number 5 |
|                      | Understanding Number   |

### Spring 1

|                      |                                      |
|----------------------|--------------------------------------|
| Number (2 weeks)     | Subitising                           |
| Number one (2 weeks) | Exploring and understanding Number 1 |
| Number two (2 weeks) | Exploring and understanding Number 2 |

### Spring 2

|                        |                                      |
|------------------------|--------------------------------------|
| Number three (2 weeks) | Exploring and understanding Number 3 |
| Number four (2 weeks)  | Exploring and understanding Number 4 |
| Number five (2 weeks)  | Exploring and understanding Number 5 |

## As Mathematicians we will

### Summer Overview

|               |                             |
|---------------|-----------------------------|
| Shape & Space | Shapes                      |
| Measurement   | Order the events of our day |
|               | Length and Height           |
|               | Weight                      |
|               | Capacity                    |
| Shape & Space | Positional language         |

### Summer 1

|                           |  |
|---------------------------|--|
| Shapes (2 weeks)          | Properties of shapes                     |
| My day (2 weeks)          | Ordering events of the day               |
| Length & Height (2 weeks) | Long, short, tall and comparing lengths. |

### Summer 2

|                               |   |
|-------------------------------|---|
| Weight (2 weeks)              | Light and heavy and comparison.                   |
| Capacity (2 weeks)            | Full, half full, empty and comparison.            |
| Positional Language (2 weeks) | Using language related to position and direction. |



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| Counting principles (2 weeks)  | One-one principle, stable order principle, cardinal principle, abstraction principle, order irrelevance principle. |   |   |
| Comparing (2 weeks)  | Comparing amount of objects  |   |   |
| <b>As Scientists, Historians, Geographers and Religious Educators (Understanding the world) we will:</b> <ul style="list-style-type: none"> <li>• Making healthy choices</li> <li>• Use our senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of our own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Develop their sense of responsibility and membership of a community.</li> </ul>  |  | <b>As Scientists, Historians, Geographers and Religious Educators (Understanding the world) we will"</b> <ul style="list-style-type: none"> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> | <b>As Scientists, Historians, Geographers and Religious Educators (Understanding the world) we will</b> <ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world, and will talk about the differences they have experienced or seen in photos.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> |
| <b>As Artists, Designers and Musicians we will: (Expressive Arts and Design)</b> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>• Explore/ manipulate different materials and textures freely, in order to develop and express ideas about how to use them and what to make.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> </ul> |  |   |   |



- Show different emotions in drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.
- Listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs and 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.
- Create/improvise own songs, around one they know.
- Use and play instruments with increasing control to express their feelings and ideas.

#### Art sequencing:

##### Drawing

- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (EAD Nursery)
- Use drawing to represent ideas like movement or loud noises. (EAD Nursery)
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD Nursery)

##### Painting

- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (EAD Pre3)
- Explore colour and colour mixing (EAD Nursery)

##### Sculpture

- Develop manipulation and control (PD Pre3)
- Explore different materials and tools (PD Pre3)
- Make simple models which express their ideas. (EAD Pre3)
- Explore different materials freely, to develop their ideas about how to use them and what to make. (EAD nursery)

##### Collage

- Use their imagination as they consider what they can do with different materials. (EAD Pre3)
- Join different materials and explore different textures (EAD Nursery)
- Develop their own ideas and then decide which materials to use to express them. (EAD Nursery)

\*Artists: Frida Kahlo, Jean- Michel Basquait Andy Warhol,





## Music:

### Autumn 1: Listening and Attention

- Listen with increased attention to sounds. (EAD Nursery)
- Respond to what they have heard, expressing their thoughts and feelings (EAD Nursery)

### Autumn 2 Exploring instruments:

- Explore a range of sound-makers and instruments and play them in different ways (EAD Pre3)
- Play instruments with increasing control to express their feelings and ideas (EAD Nursery)

### Spring 1: Song and Rhyme:

- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (EAD Pre3)
- Remember and sing entire songs (EAD Nursery)

### Spring 2: Melody, Pitch and Tone

- Sing the pitch of a tone sung by another person 'pitch match' (EAD Nursery)
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (EAD Nursery)

### Summer 1: Singing and improvising

- Remember and sing entire songs (EAD Nursery)
- Create their own songs or improvise a song around one they know (EAD Nursery)

### Summer 2: Recap of previous lessons following children's interests

## In Computing, we will be using age appropriate software to complete a simple programme, and reinforcing ESafety.

- Children will access a range of age appropriate programmes and tools on digital devices.
- Children will access to and explore the Interactive Whiteboard and Chrome Books.
- Children begin to understand how to keep themselves safe online.

### In Physical development we will:

- Develop manipulation and control as we explore different materials and tools.
- Experiment to develop our movements in a range of ways including large muscle movements. (rolling, crawling, walking,

### In Physical development we will:

- Start to take part in some group activities, which we can make up ourselves, or in teams.

### In Physical development we will:

- Develop our physical skills to complete a range of tasks and activities in the setting.



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| <p>jumping, running, hopping, skipping, climbing)</p> <ul style="list-style-type: none"> <li>• Use equipment safely with our peers.</li> <li>• Begin to become independent, as we get dressed and undressed, with guided adult support and encouragement.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Start to eat independently, learning how to use a knife and fork and to pour drinks.</li> <li>• Show preference for a dominant hand.</li> </ul> | <ul style="list-style-type: none"> <li>• Use and remember sequences and patterns of movements, which are related to music and rhythm.</li> <li>• Continue to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills. We will go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold poses for a game like musical statues.</li> <li>• Develop our physical skills to complete a range of tasks and activities in the setting.</li> <li>• Be increasingly independent- getting dressed and undressed, asking for support as required.</li> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control, when using mark-making tools.</li> </ul> | <ul style="list-style-type: none"> <li>• Be increasingly independent as we get dressed and undressed, asking for support as required.</li> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control, when using mark making tools</li> <li>• Be confident to move in a range of ways; (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)</li> </ul>              |
| <p><b>In PSHE we will be</b><br/>Selecting and using activities and resources, with help when needed. This helps us to achieve a goal we have chosen, or one, which is suggested to them.</p> <p>We will develop our sense of responsibility and membership of a community and become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>We will show more confidence in new social situations</p>   | <p><b>In PSHE we will be</b><br/>Playing with one or more other children, extending and elaborating play ideas.</p> <p>We will seek help 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><b>In PSHE we will be</b><br/>Increasingly follow rules, understanding why they are important and not always need an adult to remind them of a rule.</p> <p>We will develop appropriate ways of being assertive and talk with others to solve conflicts.</p> <p>We will talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>We will begin to understand how others might be feeling</p> |



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| We will start to say how we are feeling, using words as well as actions. |  |  |
| We will start to develop conversation, often jumping from topic to topic |  |  |

**\*Statements of learning are taken from both Pre3 and the 3-4 aspects of learning for The EYFS 2021. (Statements will be used from birth to three where necessary to support individual children's needs. These will be planned for accordingly.)**