

**GARSTANG ST THOMAS CHURCH OF ENGLAND SCHOOL**

**NURSERY LONG TERM PLAN**

|                | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b> | <b>Summer 1</b> | <b>Summer 2</b> |
|----------------|---|---|---|-----------------|-----------------|-----------------|
|                | <p align="center"><b><i>'Inspiring the next generation of explorers, adventurers and scientists'</i></b></p> <p>Each Seasonal topic begins by using a talking tub as a starting point to find out what the children know using prompts to help with sustained shared thinking together. This forms part of the effective planning and provision starting with observing the children and continuing with this process a follows keeping the child at the centre of the process.</p> <ol style="list-style-type: none"> <li>1. Observation: Gather information about the children, look, listen and note</li> <li>2. Assessment: Analyse observations and decide what they tell us about the children's learning and development. Where are the children now, are they on track?</li> <li>3. Planning: Experiences &amp; opportunities, learning environment, resources, routine and practitioners roles. What do the children need and what are their next steps in learning? What other things are they interested in? What schematic play has been identified? What activities reduces can we provide for these types of play?</li> </ol> |   |   |                 |                 |                 |
| <b>Summary</b> | <p><b>Autumn</b><br/>'Owls, Apples, Mushrooms, Leaves, Sticks, Spiders, Pumpkins, Hedgehogs, Fire, Badgers, Hibernation, Stars, Darkness.'</p> <p>Autumn usually begins on September 21st, 22nd or 23rd. Use a talking tub as a starting point to find out what the children know already about Autumn? What can you see? What does it shows? What do they know already about this time of the year? Why are the leaves not all green? Do we get purple leaves? I wonder why the leaves fall off the trees? Will the trees grow more leaves? What happens in Autumn? Where do the animals go?</p> <p align="center"><b>Winter</b><br/>'Winter Trees, Snowflakes, Decorations'</p>   | <p align="center"><b>Winter</b><br/>'Mountains, Robins, Moss, Ice, Northern Lights, Mud, Rocks, Worms'</p> <p>Each December (around the 21st December) is the start of winter. Use a talking tub as a starting point to find out what the children know already about Winter? What do they know already about this time of the year? What has happened in this photograph? How do they think the ice will melt? What sort of clothes do you need to wear in the winter? Will the trees grow more leaves? What happens to the animals?</p> <p align="center"><b>Spring</b><br/>'Rain, Spring Flowers, Nests, Beetles, Beans, Caterpillars and Butterflies, Seeds, Moon, Tadpoles and Ponds, Baby Animals, Rainbows, The Sea</p> <p>Spring usually occurs during the months of March, April, May. As a starting point, show the children items and pictures in the talking tub and ask them what do they notice? What do they know already about this time of the year? What sort of clothes do you need to wear in the spring? How might we get a rainbow?</p> | <p align="center"><b>Summer</b><br/>'Bees, herbs, sunshine and shadows, wind, summer flowers, Storms, Grasses, Streams, Clouds, Fossils, Meadows, Beach'</p> <p>June 21 marks the day when the Earth is turned the most toward the Sun. This is known as Summer Solstice. It is the longest, sunniest day of the year. Show the children the talking tub and ask them what they notice? What do they know already about this time of the year? Have the children ever visited a place like this? What might you see or hear if you visited the place in this picture? What sort of clothes do you need to wear in the summer? What plants do the children like?</p> |                 |                 |                 |

|  | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1 | Summer 2  |
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| <b>Key high-quality text (Fiction)</b>     | Owl Babies<br>The Mouse's Apples<br>Leaf Man<br>Stick Man<br>Walter's Wonderful Web<br>Pumpkin Soup<br>The Very Helpful Hedgehog<br>Percy and the Badger<br>How to catch a star<br>Can't you sleep little bear?<br>Over and Under the Snow<br>Tree: Seasons Come, Seasons Go<br>Snowballs<br>One Snowy Night<br>Pick a Pine Tree<br>Granny Came Here on the Empire Windrush   |          | The Hike<br>Robin's Winter Song<br>Mossy<br>Walking in a Winter Wonderland<br>Aurora: A Tale of the Northern Lights<br>Dirt + Water = Mud<br>A Rock Is Lively<br>Yucky Worms<br>The Rhythm of the Rain<br>Tiny, Perfect Things<br>A Nest Is Noisy<br>A Beetle is Shy<br>Jaspers Beanstalk<br>The Very Hungry Caterpillar<br>A Butterfly Is Patient<br>Up in the Garden and Down in the Dirt<br>A Seed is Sleepy<br>Whatever Next<br>Here We Are: Notes for Living on Planet Earth<br>Tadpole's Promise<br>Over and Under the Pond<br>What the ladybird heard<br>Planting a Rainbow<br>The Proudest Blue |          |          | Bee: Nature's tiny miracle<br>Up in the Garden and Down in the Dirt<br>Katie and the Sunflowers<br>Rosie's Hat<br>Feel the wind<br>Flower Garden<br>The Storm<br>We're going on a bear hunt<br>A river<br>Little cloud<br>A rock is Lively<br>Swirl by Swirl<br>Only One You<br>Lucy and Tom at the Seaside<br>What the Ladybird Heard at the Seaside |
| <b>Key high-quality text (Non-Fiction)</b> | The big book of birds<br>How do Apples grow?<br>Wild Food: A complete guide for Foragers<br>Exploring Leaves<br>The Stick Book<br>Spiders<br>How many seeds in a pumpkin?<br>Understanding Hedgehogs<br>Bonfire Night (Holidays and Festivals)<br>The Solar System<br>Light and dark<br>Hibernation<br>The Story of Snow: The Science of Winter's Wonder<br>My RSPB Nature Craft Box: Make and Play<br>Foraging with Kids: 52 Wild and Free Edibles |          | Let's Explore... Mountains by Lonely Planet<br>Nature Anatomy<br>What Can You See In Winter?<br>The Northern Lights: Celestial Performances<br>Beautiful Hands<br>Have fun outdoors! Be a rock detective!<br>It's a Good Thing There Are Earthworms<br>Once Upon a Raindrop: The Story of Water<br>A Little Guide To Wild Flowers<br>Bird Builds a Nest<br>First Big Book of Bugs<br>The Large-Print Butterfly Picture Book<br>From Seed to Plant<br>All the colours of the rainbow<br>The Big Book of the Blue   |          |          | The Bee Book<br>Foraging with Kids<br>Sun!<br>Little kids first big book of weather<br>The big book of Blooms<br>Nature Anatomy<br>How to Be a Wildflower: A Field Guide<br>What's that Flower?<br>On the beach   |
| <b>Nursery Rhymes &amp; songs</b>          | Hickory dickory dock<br>Incy Wincy Spider<br>Little Miss Muffet<br>Humpty Dumpty<br>Twinkle twinkle little star<br>I'm a little teapot  |          | The Grand Old Duke of York<br>Jack and Jill<br>Rain, rain go away<br>The Queen of Hearts<br>Pat a Cake Pat a Cake<br>Girls and Boys come out to play  |          |          | Mary Mary Quite Contrary<br>Ring A Roses<br>Row, row, row your boat<br>I hear thunder<br>5 ducks<br>12345 once I caught   |

|  | Autumn 1   | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
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|  | Polly put the kettle on<br>Five Little Owls<br>Five Little Apples<br>Autumn leaves are falling down<br>Five little pumpkins<br>I'm a big red fire truck<br>November<br>Snowflakes  |          | 2 little dickie birds<br>Ba Ba Black Sheep<br>Little Bo Peep<br>Mary had a little lamb<br>Little boy blue<br>The Bear Went Over the Mountain-<br>There's a worm at the bottom of the garden<br>Planting Flowers<br>Five Flowers Tall<br>I'm a Little Butterfly Song<br>Parts of a Plant song<br>5 little men in a flying saucer<br>5 little speckled frogs<br>Farmers in his Den<br>I Can Sing A Rainbow |          | Let's go fly a kite<br>Rock Song<br>She sells seashells<br>5 little monkeys   |          |
| <b>Traditional/Fairy Tales</b>                     | Goldilocks and the three bears<br>The Enormous Turnip<br>The Little Red Hen<br>The Gingerbread Man   |          | Jack & the Beanstalk<br>The Three Little pigs  |          | Little Red Riding Hood<br>The Billy Goats Gruff   |          |
| <b>Enrichment/ educational visits and visitors</b> | Artist of the Season: Andy Goldsworthy<br><br>People who help us - visits from:<br>Police - road safety<br>Fire Brigade - bonfire night<br><br>Aspirational visits from:<br>a musician/singer<br>a dance teacher/dancer<br><br>Out & about<br>Nature Walks - Exploring the School grounds<br>Visit to the post office/post box (Christmas) |          | Artist of the Season: Jackson Pollock<br>Artist of the Season: Claude Monet<br><br>People who help us - visits from<br>a vet<br>a farmer<br><br>Aspirational visits from:<br>an engineer<br>an author<br><br>Out & about<br>Nature Walks - Exploring the local area<br>Visit to the shops (Fairtrade)<br><br>Dyson Engineering Box<br>Caterpillars in school   |          | Artist of the Season: Georgia O'Keefe<br><br>People who help us - visits from<br>a dentist - oral health<br>a doctor<br><br>Aspirational visits from:<br>an artist<br><br>Out & about<br>Nature Walks - School/Local Area/Trip to a wood or forest<br>Visit to the library<br><br>Teddy Bear's Picnic<br>Sports Day |          |
| <b>Parental Involvement/Engagement</b>             | Tapestry update every Friday<br>Celebration of children's birthdays<br>Celebration of children's learning evening<br>Invite parents in for Christmas craft session   |          | Tapestry update every Friday<br>Celebration of children's birthdays<br>Celebration of children's learning evening<br>Invite parents in for Easter craft session  |          | Tapestry update every Friday<br>Celebration of children's birthdays<br>Celebration of children's learning evening<br>Summer Art Project – with parents  |          |
|  | Use 'Teaching children to listen in the Early Years' to teach the following four different behaviours that children need to learn in order to be a good listener:<br>1. Looking at the person who is talking   |          |  |          |   |          |

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|---|--|---|--|--|---|----------|
| <b>Communication and language – listening, attention and understanding and speaking</b>                       | 2. Staying quiet<br>3. Sitting Still<br>4. Listening to all of the words<br>Taught in small groups of four to six children on a weekly basis for 20 minutes (Alternative structure for younger children or children who are not yet ready for this type of instruction)  |   |  |  |   |          |
|   | Use the four strands from the word aware approach:<br>Make words count<br>Teaching Vocabulary<br>Fun with words<br>Word Detective  |   |  |  |   |          |
|   | Opportunities for children to talk with adults on one-to-one and small group basis.<br>Daily story sessions to encourage increasing attention and recall.<br>Listening: stories, songs and rhymes.<br>Begin phonic activities.<br>Model and extend language through role-play.<br>Continuing to build on a repertoire of rhymes and songs and favourite stories and identify new vocabulary.<br>Descriptive language.                                  | Focusing on a rich literacy environment, especially role play.<br>Use RWI/ABC strategies e.g. MYYT,<br>Asking questions through hot seating.<br>Establishing talking partners.<br>Can organise, sequence and clearly talk about what they think, their ideas, their feelings and events. Asking who, what, where, when questions. S<br>Simple story language: once upon a time, one day, they lived happily ever after. |  | Our role-play area will continue to change, with contributions made by the children.<br>Extending descriptive language using the senses.<br>The children will begin to be able to follow a story without pictures or props.<br>Extending vocabulary.<br>Using a range of tenses (e.g. <i>Play playing, will play, played</i> )<br>Listening and responding whilst playing and during story times.<br>Following several instructions. |   |          |
| <b>Personal, social and emotional development – self-regulation, managing self and building relationships</b> | These statements have been split for extra focus but will apply ongoing throughout the year and will be adapted to suit the needs of the children.   |   |  |  |   |          |
|   | Settling in and making friends<br>Rules and routines<br>Self-confidence<br>See themselves as a valuable individual.<br>Build constructive and respectful relationships.<br>Express their feelings and consider the feelings of others.<br>Stranger danger<br>Road safety   | Taking turns<br>Sharing<br>Friendship<br>Consequences of behaviour<br>Show resilience and perseverance in the face of challenge.<br>Identify and moderate their own feelings socially and emotionally   |  | Think about the perspectives of others.<br>Manage their own needs.<br>Working together<br>Consequences of behaviour<br>What I can do now and what I am good at   |   |          |
| <b>Physical development - gross motor</b>   | Cooperation games i.e. parachute games.<br>Climbing – outdoor equipment<br>Different ways of moving to be explored with children<br>Help individual children to develop good personal hygiene.<br>Thorough hand washing and toileting.<br>Oral hygiene<br>Ball skills- throwing and catching.<br>Crates play- climbing.<br>Dance related activities<br>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. |   | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking<br>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.<br>Dance / moving to music<br>Gymnastics / Balance<br>Balance- children moving with confidence<br>dance related activities<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Healthy Lifestyle inc Oral hygiene. |  | Obstacle activities children moving over, under, through and around equipment<br>Encourage children to be highly active and get out of breath several times every day.<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Dance/moving to music<br>Races/team games involving gross motor movements<br>Gymnastics/Balance |          |

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|--|--|----------|---|----------|---|----------|
| <b>Physical development – fine motor</b> | Use Pre-handwriting - Developmental Continuum For Fine Motor Skills, Scissor Skills and Pre-writing Skills to assess when children are ready for handwriting instruction. Threading, cutting, weaving, playdough,. To be able to manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Show preference for dominant hand, develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials . Handle tools, objects, construction and malleable materials with increasing control . Hold pencil effectively with comfortable grip.  |          |   |          |   |          |
| <b>Literacy - Phonics</b>                | Phase 1 Letters and Sounds – all aspects to be revisited throughout each term  |          |   |          |   |          |
|  | Aspect 1: Sound Discrimination<br>Rhyming – Nursery Rhymes<br>Aspect 2 – Instrumental sounds<br>Aspect 3 – body percussion<br>Aspect 4 – Rhythm and Rhyme  |          | Aspect 5 – alliteration<br>Aspect 6 - Voice Sounds<br>Aspect 7 – Oral blending and segmenting   |          | RWI Nursery program<br>Introduce the pictures<br>Begin Set 1  |          |
| <b>Literacy</b>                          | We use Hanen ABC and Beyond strategies to build literacy naturally into every part of the day. It is designed to promote the emergent literacy skills that all children need to develop in order to learn to read and write successfully. We use the following six building block of literacy:<br>1. Oral language<br>Engaging children in back and forth conversations during book reading<br>2. Vocabulary<br>Making vocabulary instruction an integral part of book reading and everyday conversations<br>3. Story comprehension<br>Enhancing children’s ability to understand stories<br>4. Language of learning<br>Fostering complex, abstract language that is critical to reading comprehension<br>5. Print knowledge<br>Creating print-rich environments in which children are explicitly helped to understand how and why print is used<br>6. Phonological awareness<br>Building listening skills that enable children to break words into smaller parts and to associate letters |          |   |          |   |          |
| <b>Maths</b>                             | <ul style="list-style-type: none"> <li>• Sorting and Classifying – learning trajectories</li> <li>• Explore properties of objects – what is the same, what is different?</li> <li>• Comparing amounts – lots</li> <li>• One or lots</li> <li>• Exploring size, capacity and mass through play</li> <li>• Patterns – through matching and songs</li> <li>• Subitising amounts 1,2,3</li> <li>• Explore five frames through practical activities</li> <li>• Explore shape through block play</li> </ul>  |          | <ul style="list-style-type: none"> <li>• Subitising amounts 1,2,3, 4 and five frames</li> <li>• Compare amounts and 2 groups of objects</li> <li>• Composition of 1,2,3, 4</li> <li>• Recognising numerals 1-5</li> <li>• Copy Patterns – using loose parts</li> <li>• Select a small number of objects from a larger group 1,2 ,3</li> <li>• Represents numbers/ amounts using fingers, making marks</li> <li>• Explore the properties of shapes</li> <li>• Positional language</li> <li>• Exploring size, capacity and mass through play</li> </ul> |          | <ul style="list-style-type: none"> <li>• Subitise amounts to 5</li> <li>• Recite numbers past 5</li> <li>• Recognise numerals 1-5</li> <li>• Select a small number of objects from a larger set to 5</li> <li>• Count a set of objects accurately to 5</li> <li>• Describe a sequence of events</li> <li>• Extend and create ABAB patterns</li> <li>• Combine shapes</li> <li>• Name shapes and talk about the properties of shapes</li> <li>• Exploring size, capacity and mass through play</li> <li>• Compare size, capacity and mass</li> </ul> |          |
| <b>Understanding of the World</b>        | Experiences are not limited to just these. They will be regularly reviewed depending on cohort and will be flexible to react to child interests and events. We will use images, video clips, shared texts and other resources to bring the wider world into the classroom. Continuous provision examples: Natural materials indoors  |          |   |          |   |          |

|                                   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-----------------------------------|--|---|--|--|--|---|
|                                   | and outdoors to explore, loose parts, magnets, magnifiers and bug collectors, classroom IWB, iPads, laptop, beebots. Exploration of seasonal changes through outdoor learning opportunities: noticing and observing using our senses.  |   |  |  |  |   |
|                                   | <p>Opportunities for talk about who we are, where we come from and to get to know one another</p> <p>Being part of a family, different family members and family traditions</p> <p>Environmental changes</p> <p>Changes in state: Through cooking and baking</p> <p>Harvest / Bonfire Night: family experiences and traditions.</p> <p>Celebrating a traditional British Christmas traditions: the foods we eat, sharing family event</p> <p>Begin to explore simple games on the iPads</p> <p>Environmental changes</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> |   | <p>Moving toys: programming beebots.</p> <p>Access to class iPads</p> <p>Testing materials – The Three Little Pigs</p> <p>Environmental changes</p> <p>Planting</p> <p>Make predictions based on experiences / observations and explain why some things occur.</p> <p>Talk about similarities, differences and changes.</p> <p>Caring for plants</p> <p>Comparing animals to humans: how we move, what we eat.</p> <p>Opportunities for talk about why happen and how things work</p> <p>Explore where food comes from and how it is made.</p> |  | <p>Exploring the local environment looking at seasonal changes / natural materials.</p> <p>Babies: real life experience in role play room.</p> <p>How we change- baby, child, teenager, etc.</p> <p>Finding out about waterproof materials.</p> <p>How to care for plants.</p> <p>To make observations of animals and plants and explain why some things occur</p> <p>Magnetism / Floating and sinking / Changes in state</p> <p>Environmental changes</p> <p>Observing changes within ingredients as they are baked/cooked.</p> |   |
| <b>Expressive arts and design</b> | <p>Bonfire Pictures</p> <p>Diwali Dancing and Diva Lamps</p> <p>Designing Christmas Cards</p> <p>Christmas Decorations</p> <p>Vincent Van Gogh – Starry Night</p> <p>Natural Art – Leaf Man, Andy Goldsworthy</p> <p>Autumn Leaf Printing</p> <p>Create a vegetable soup</p>   |   | <p>Chinese New Year decorations/ dancing</p> <p>Designing Easter/ Mother's Day Cards</p> <p>Create a hibernation den.</p> <p>Build a shelter</p> <p>Dancing – copy and create</p> <p>Musical Instruments</p> <p>Paul Klee – Printing patterns</p> <p>Jackson Pollock – dripping, pouring, splattering</p> <p>Create a healthy salad</p>  |  | <p>Father's Day cards</p> <p>Clay Coil Pot</p> <p>Under water/ at the seaside pictures – collage/ background and foreground, colour mixing</p> <p>Build a boat that floats</p> <p>Henri Matisse – The Snail</p> <p>Take inspiration from the watercolour paintings by Georgia O'Keefe.</p>   |   |
| <b>SCARF</b>                      | <p><b>Me and My Relationships</b></p> <p>Marvellous me!</p> <p>I'm special</p> <p>People who are special to me</p>   | <p><b>Valuing Difference</b></p> <p>Me and my friends</p> <p>Friends and family</p> <p>Including everyone</p> | <p><b>Keeping Safe</b></p> <p>People who help me and keep me safe</p> <p>Safety Indoors and Outdoors</p> <p>What's safe to go into my body</p>   | <p><b>Rights and Respect</b></p> <p>Looking after myself</p> <p>Looking after others</p> <p>Looking after my environment</p> | <p><b>Being my Best</b></p> <p>What does my body need?</p> <p>I can keep trying</p> <p>I can do it!</p>  | <p><b>Growing and Changing</b></p> <p>Growing and changing in nature</p> <p>When I was a baby</p> <p>Girls, boys and families</p> |
| <b>Whole school Events</b>        | <p><u>Autumn Term</u></p> <p>Friendship Week</p> <p>Remembrance Day</p> <p>Advent</p>  |   | <p><u>Spring Term</u></p> <p>Fairtrade Fortnight</p> <p>World Book Day</p> <p>Safer Internet Day</p> <p>No Pens Wednesday (Oracy focus)</p> <p>Easter</p> <p>STEM Week</p>   |  | <p><u>Summer Term</u></p> <p>Healthy Body, Healthy Mind term focus</p> <p>Multi-cultural International Day</p>   |   |

