

Long Term Planning for Nursery - Year A

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Question!	What's my favourite?	Can you sing a nursery rhyme?	Why do Polar Bears have thick fur?	What does a farmer do?	How do we get around?	What is it like to be under the sea?
Key Texts	Things I like I love you blue kangaroo Eat your peas, Daisy I like Books All are Welcome Colour and Me!	Each Peach Pear Plum Humpty Dumpty Hickory Dickory Dock Incy wincy Spider Jack & Jill Twinkle Twinkle	Polar Bear, Polar Bear Lost & Found The Emperor's Egg And Tango makes three Big Bear Little Bear Poles apart 5 little penguins	The Enormous Turnip Farmer Duck The Little Red Hen Rosie's Walk Farmyard Hullabaloo! A squash and a squeeze	Mr Gumpy's Motor Car Mr Gumpy's Outing You can't take an elephant on the bus/The Big Red Bus Dig Dig Digging Emma Jane's Aeroplane The Train Ride	Tiddler Sharing a shell Commotion in the Ocean The snail & the whale Rainbow Fish Sea: A World Beneath the Waves
Communication and Language	Starting to use talk with familiar adults and peers creating sentences in their play Following instructions Answering questions (what, who, where, when) Sharing ideas about themselves and their preferences	Use short sentences to explain Listen to rhymes and songs with interest and engagement Using a wide range of words appropriately and in context	Joining in with familiar stories and rhymes Join in and recall stories with repetition Starting to show understanding of 'why' questions	Respond appropriately when questioned Pose my own simple questions to find out more Develop vocabulary Using different vocabulary including scientific and linked to stories	Take turns to speak in a conversation Explore the use of conjunctions to connect ideas Use language to explain, retell, describe	Respond to a range of question types- particularly link to 'why' questions Express a point of view Develop a wide ranging vocabulary- scientific and descriptive

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Personal, Social and Emotional Development	Rules and responsibilities linked to feelings Healthy lifestyles (inc teeth, food, exercise)	Friendships Working together and building play Developing sense of community	Building independence Select and use resources Showing more confidence in new social situations	Feelings Managing hygiene in terms of hand washing, toileting etc.	Develop understanding of others feelings Understand and follow rules	Maintaining relationships Developing ways to solve conflicts and rivalries
SCARF	Me and My Relationships Marvellous me! I'm special People who are special to me	Valuing Difference Me and my friends Friends and family Including everyone	Keeping Safe People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Rights and Respect Looking after myself Looking after others Looking after my environment	Being my Best What does my body need? I can keep trying I can do it!	Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families
Physical Development	Revise and use fundamental movement skills e.g. run, jump hop Use core muscle strength to achieve good posture (start to develop handwriting posture)	Develop dominant hand for pencil control	Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.	Negotiate space and obstacles safely Use different movement styles to match situations e.g. crawling through tunnels etc. Use a range of tools effectively including pencils and scissors	Demonstrate different ways of moving Use of large scale movements and balancing Using one handed tools and equipment	Use a range of small tools effectively- drawing with accuracy Develop the skills needed to get through the school day e.g. lining up Developing a comfortable pencil grip
PE	An adventure with the emergency services	Fantasy Fairy Tale	A visit to the zoo	A day on the farm	An encounter with pirates	Under the sea

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Literacy	Phase 1 Phonics Developing mark making skills through gross motor movements Developing print knowledge	Phase 1 Phonics Developing play linked to stories and retelling Join in with stories, rhymes and songs	Phase 1 Phonics Development of fine motor skills Starting to show interest in letters of their name and familiar others e.g. m for mum Sequencing and retelling stories	Phase 1 Phonics Using story vocabulary in play Writing letters from name (not all) Fine Motor Skills linked to mark making	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Acquiring and using new vocabulary	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Sequence and retell events and stories Write own name
RWI					RWI Nursery programme Introduce the pictures Begin Set 1	

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Maths	Subitise up to 2 Recite numbers past 5 Make comparisons between objects- size, length, weight and capacity Use shapes for building thinking about their properties e.g. flat sides for stacking Spot patterns and talk about them e.g. stripes on a scarf	Experiment with their own symbols and marks Link numerals and amounts to 3 Count to 3 Use shapes for building thinking about their properties e.g. flat sides for stacking Describe familiar routes Discuss routes and locations- positional language	Make comparisons between objects related to size, height and length Capacity Make comparisons between quantities Say one number name for each item See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting	Patterns- use patterned story The Train Ride- easy retelling Patterns Create and extend ABAB patterns Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. Show 'finger' numbers to 5	Count, order, recognise and use numbers to 5 Subitise up to 3 objects (recognise up to 3 objects quickly without counting) Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)	Solve real world problems More and fewer Experiment with own symbols and marks Identify, explain, continue and create patterns Sequence events using time language e.g. first, next, then
	Use Master the Curriculum as a structure with adaptations as necessary					
Understanding the World	Seasonal Change Understanding of community, cultures and people through diverse books and stories					

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Science History Geography	Begin to make sense of life story- focus on toys and changes of preferences Toys from the past e.g. parents Talk about what they see using a wide vocabulary- favourite places link	Continue to develop positive attitudes about the differences between people	Know that there are different countries in the world and talk about photos or their experiences Begin to understand the need to respect and care for the natural environment and all living things Use all their senses in hands on exploration of natural materials	Understand the key features of the life cycle of an animal Use all their senses in hands on exploration of natural materials	Explore how things work Explore forces such as pushes and pulls	Begin to understand the need to respect and care for the natural environment Know that there are different countries in the world and talk about photos or their experiences
RE	Harvest	Christmas	Bible Stories	Easter	Bible Stories	Bible Stories
Barefoot Computing	People who help us	Autumn/Winter	Internet Safety	Spring	Summer	Super Space
Expressive Arts and Design	Explore the use of colour and design Explore tools and their uses	Remember and sing entire songs Perform songs and stories and pitch match songs	Develop own designs and select materials Create and adapt designs	Make use of props and materials in the role play area to re-create well known stories Invent and adapt stories through their role play and small world play	Perform and create poems, songs and stories and play instruments Invent and adapt stories through their role play and small world play	Explore the use of a range of tools Have preferences for forms of expression and explain my use of materials and design Develop pencil and tool control to create complex and detailed picture
Art and Design based Skills						

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	Colour identification Colour mixing	Primary colours Colour mixing with intent	Drawing with accuracy Selecting tools for a purpose	Joining materials together	Exploring the use of textures	Consolidation and depth
Access Art	Collecting arranging, drawing	Night time collage	Ice Painting (Galaxy)	Movement Maps	Finding Circles	Imaginary Landscapes
Charanga	Musical Activities, within these activities is a range of learning designed to develop both musical and general skills. The activities are grouped and colour-coded into categories: • Listening • Music Games • Sing & Play					