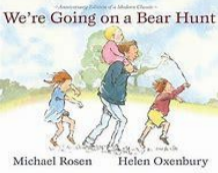
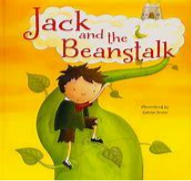
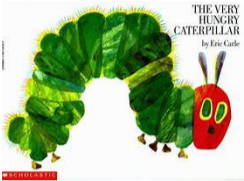
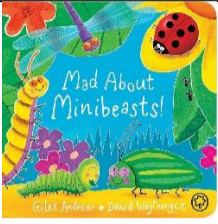




Nursery Long Term Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	People Who Help Us Autumn	Festivals	Bear Hunt	Growing	Minibeasts	
Please include hook, visits, enrichment activities	Local area Autumn walk Topic/role play boxes	Nativity in school	Library	Forest Schools	Tropical World	Denzo Marsden
English (Include any books/texts to be used)	Non-fiction books Role play people who help us Story reading at every home time	Christmas Stories *Retelling story/role play *Some recognising own name.	We're Going on a Bear Hunt  *Story maps *Innovating story, orally. *Recognising own name	Jack & the Beanstalk  *Recognising own name & starting to write initial sound. *Growing seeds *Naming plant parts *Story retelling/role play	Hungry Caterpillar  *Recognising own name & starting to write initial sound / name *Lifecycle of a caterpillar *Retelling the story *Counting and 1:1 correspondence *Recognising initial sounds. (SATPIN) *Orally blending and segmenting	 *Recognising own name & starting to write initial sound / name *Describing minibeasts and their features. *Creating their own minibeast and describing their features. *Counting – legs, spots, wings. *Recognising initial sounds. (SATPIN) *Orally blending and segmenting.
Phonics	Phase 1 – general sound discrimination *environmental *instruments *body percussion *rhythm and rhyme	Phase 1 – *environmental *instruments *body percussion *rhythm and rhyme *alliteration *voice sounds	Phase 1 *environmental *instruments *body percussion *rhythm and rhyme *alliteration *voice sounds *Oral blending and segmenting	Phase 1 *environmental *instruments *body percussion *rhythm and rhyme *alliteration *voice sounds *Oral blending and segmenting Phase 2 Set 1 : s, a, t, p, i, n – letter recognition (for those who are ready)		
Maths Follow White Rose Hub	*Show an interest in numerals in the environment. *Number - recognition to 5 inc. identifying, matching, counting and 1:1 correspondence. *Use number names & language spontaneously and in games *Shape, Space & Measure to be taught through provision, where possible	*Show an interest in numerals in the environment. *Number – 1 -5 (6-10 where able) inc. identifying, matching, counting and 1:1 *Use number names & language spontaneously and in games *Know that numbers identify how many objects are in a set. *Shape, Space & Measure to be taught through provision, where possible	*Show an interest in numerals in the environment. *Number - consolidate 1-5 (6-10 where able) inc. identifying, matching, counting and 1:1 *Matching a numeral and quantity *Use number names & language spontaneously and in games *Recite numbers in order to 10 *Know that numbers identify how many objects are in a set. *Compare 2 groups of objects, saying when the same. *Shape, Space & Measure to be taught through provision, where possible	*Show an interest in numerals in the environment. *Number - consolidate 1-10 inc. identifying, matching, counting and 1:1 *Matching a numeral and quantity *Use number names & language spontaneously and in games *Recite numbers in order to 10 *Know that numbers identify how many objects are in a set. *Compare 2 groups of objects, saying when the same. *Shape, Space & Measure to be taught through provision, where possible		
Understanding the World People & Communities The World Technology	Seasons and how Autumn changes- Autumn walk and autumn crafts. How different people celebrate festivals. Finding out about others. Finding out about ourselves. Making maps of our local area. Finding places that are special to us. Use of cameras and google maps/world to see local areas		Seasons and how Winter changes. How different people celebrate festivals. Finding out about others. Finding out about ourselves. Making maps of our local area. Finding places that are special to us. Use of cameras and google maps/world to see local areas		Seasons and how Summer changes. How different people celebrate festivals. Finding out about others. Finding out about ourselves. Making maps of our local area. Finding places that are special to us. Use of cameras and google maps/world to see local areas	

	<p>Science: Skills that will be taught: Pupils will be able to stop and listen carefully for environmental sounds Pupils will be able to talk about sounds we can hear such as long, short, high, low. Pupils will be able to reflect upon and explain events Pupils will be able to make simple observations of plants and explain why some things occur, and talk about changes (links to SSM) Pupils will be able to make simple predictions Pupils will be able to reflect on cause and effect e.g. It sank because it is too heavy Pupils will be able to notice and discuss patterns around them Pupils will be able to draw simple conclusions E.g. the sky has gone dark, it might rain.</p> <p>Science: Concepts that will be taught: Pupils will have an understanding that time passes by and we can measure this Pupils will understand weather causes change to the day, us and others and seasons cause change over a longer period of time.</p> <p>Science: End Point: ELG – The World</p> <p>Geography: Skills that will be taught: Recognises familiar words, signs, numbers and advertising logos in their surrounding environment. Shows an awareness of shape in the environment and recognise similarities in these Describe their relative position using some positional language Comments and asks questions about aspects of their familiar environment Examine photographs and simple maps which help them to find out more about the environment Begin to represent simple maps with marks – road/house Express opinions on natural and built environments and listens to different points of view on the quality of an environment</p> <p>Geography: Concepts that will be taught: Local areas and immediate environment can be represented through simple maps Know that the world is a bigger place than just the space around them.</p> <p>Geography: End Point: ELG – The World</p> <p>History: Skills that will be taught: To talk about themselves and others/family To observe what is around them To observe similarities and differences/changes To talk about these things using basic vocabulary and language to do with time and change/s</p> <p>History: Concepts that will be taught To understand things including themselves change over time</p> <p>History: End Point: ELG- The World</p>				
<p>Expressive Arts & Design</p> <p>Exploring & Using Media & Materials</p> <p>Being Imaginative</p>	<p>Autumn theme artwork. Collage, leaf/tree rubbings.</p> <p>Scissor work, colour matching, appropriate colour choices.</p> <p>Holding a paintbrush, selecting colours, mark making</p> <p>Role play – families – role play house / small world / construction / messy tray.</p>	<p>Festivals: Art work linking to Diwali – Divas / Henna patterns / Rangoli patterns Christmas Decorations – cutting, sticking & joining.</p> <p>Holding a paintbrush, selecting colours, mark making</p> <p>Role play – families & festivals – role play house / small world / construction / messy tray.</p>	<p>Bear Hunt Collage / pictures / bears / environments in story. Selecting colours for parts of story FMS – cutting / sticking / joining</p> <p>Holding a paintbrush, selecting colours, mark making</p> <p>Role play – families / Bear Hunt –role play house / small world / construction / messy tray.</p>	<p>Growing Collage / pictures / plants & flowers / elements in story Selecting colours for elements of story FMS – cutting / sticking / joining</p> <p>Holding a paintbrush, selecting colours, mixing colours, mark making</p> <p>Role play – families / Jack & the Beanstalk –role play house / small world / construction / messy tray.</p>	<p>Minibeasts Collage / pictures / plants & flowers / elements in story – butterflies etc Selecting colours for elements of story FMS – cutting / sticking / joining</p> <p>Holding a paintbrush, selecting colours, mixing colours, mark making</p> <p>Role play – families / mini beasts / butterfly life cycle –role play house / small world / construction / messy tray.</p>
<p>Art: Skills that will be taught: Experiment mixing colours. Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things. Begin to use a variety of tools. Handle, manipulate and enjoy using materials. Work spontaneously and enjoy making/creating. Sustain concentration and control when experimenting with tools and materials. Recognise and describe key features of their own and others’ work.</p> <p>Art: Concepts that will be taught: Pupils are taught primary and secondary colours. Pupils are taught fundamental colour mixing. Pupils are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils are taught to represent their own ideas through art.</p> <p>DT: Skills that will be taught: Food: Cut ingredients safely and hygienically. Assemble ingredients.</p> <p>Materials: Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting and folding).</p> <p>Textiles: Shape textiles using templates - provision</p> <p>Construction: Use materials to practise, gluing and sticking materials (junk modelling)</p> <p>DT: Concepts that will be taught: Construct with a purpose in mind, using a variety of resources Use simple tools and techniques competently and appropriately Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary</p> <p>Art / DT: End Point: EUMM / BI / PD ELGs</p>					

