

Nursery Long Term Planning 2021-2022

Autumn 1: Marvellous Me

This topic supports children’s growing understanding of who they are and how they fit into their own unique family. It supports children’s wellbeing through a focus on relationships and love. Children’s confidence and self-esteem at school will be a major focus as we know that this underpins learning. All children will provide a photograph of their family and adults will use these as a tool for children to explore different families. Adults will build strong relationships with all children and their families over this half term and assist children with self-regulation.

Key Texts: Owl Babies, My Family, Going to Playgroup, Where’s My Peg

Satellite Texts, particularly supporting a PSED theme and cultural diversity: Fiction and non-fiction family and all about me books.

Key Vocabulary

Rules, peg, listen, polite, family, different, brother, sister, mother, grandma, grandad, owl, twigs, feathers, swooped, sad, happy, return.

Links to school themes: Well being

Visits:

Parental engagement: Parents are encouraged to stay for the initial session as children start school. Weekly Little Explorers Stay and Play.

Outside Influence –

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Developing Understanding of group time rules.</p> <p>Understanding simple questions</p> <p>Learning to Join in with actions or words from their favourite songs and rhymes</p> <p>Developing understanding of simple questions, where?</p> <p>Modelling simple pretend play e.g ‘using pots and pans to ‘cook’ in the home corner and mud kitchen.</p>	<p>Supporting children to respond to simple boundaries.</p> <p>Learning to choose own activities and resources around their interests.</p> <p>Learning some of our rules and boundaries – star of the week and Tiny bear!</p> <p>Building relationships with adults and children. Supporting children to learn what things belong to them, where their peg is and about how some things are other children’s.</p> <p>Supporting children to recognise when another child is sad, crying.</p>	<p>Gross Motor – Learning to run</p> <p>Learning how to use Nursery climbing equipment.</p> <p>Beginning to clap and stamp music.</p> <p>Participating in dancing and ring games – Head, Shoulders, Knees and Toes.</p> <p>Learning to use their bodies to jump (two feet off the ground).</p> <p>Fine Motor: Exploring mark making in sensory materials (shaving foam, gloop) – learning to imitate vertical and horizontal strokes.</p> <p>Learning how to use pincer grip to pick up materials for making a simple face collage.</p>	<p>Reading: Handling books carefully. Learning to enjoy sharing books with an adult</p> <p>Listening to adults singing songs and rhymes, tuning in and paying attention</p> <p>Learning to turn pages in a board book, sometimes several at once.</p> <p>Learning to recognise my photo on my peg and name card.</p> <p>Letters and Sounds – Listening to adults singing songs and rhymes, tuning in and paying attention.</p> <p>Learning to say or sing some of the words in songs and rhymes.</p>	<p>Listens to and beginning to join in with finger rhymes (Two Little Dicky Birds)</p> <p>Responding to the idea of more – ‘more milk?’, ‘more bricks?’ ‘you want more?’</p> <p>Understands that there things are on their peg even if they can’t see them.</p> <p>Adult supporting children to sort into 2 different colours.</p> <p>Learning about the colour red.</p> <p>Adults modelling simple number language and reinforcing with fingers – ‘there are 2 bananas left’</p> <p>Plays with and shows interest in containers within the</p>	<p>RE: Children’s families – who is in your family? To begin to understand that families are all different.</p> <p>RE/History: Learning about families through fiction and non fiction books and looking at photos of their families. Adults talking to children about their own families to enable understanding.</p> <p>Science: Exploring sensory media such as shaving foam, gloop, sand.</p> <p>Exploring natural materials such as mud in the mud kitchen, leaves, twigs and plants in the nursery garden.</p>	<p>Learning Nursery Rhymes and teaching simple actions.</p> <p>Introducing simple ring games – ring a ring a roses.</p> <p>Teaching easel painting routines.</p> <p>Face collages.- Collage technique with glue sticks</p> <p>Adults to encourage children to explore different materials within the setting, using all of their senses to investigate them.</p>

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<p>Extending functional vocabulary – snack, drink, coat.</p>	<p>Learning about how their actions affect others.</p> <p>Supporting simple Owl Babies role play, feelings of scared, worried in play.</p>	<p>Learning to hold a glue stick using whole hand grasp (palmer) and complete basic joining.</p> <p>Balancing blocks to build a small tower.</p> <p>Completing insert boards and jigsaw puzzles.</p> <p>Exploring water and using vessels to pour and fill</p>	<p>Learning simple body percussion by beginning to clap and stamp music.</p> <p>Mark Making: Using sensory media (eg; shaving foam/gloop) to copy simple horizontal and vertical strokes</p> <p>Learning to use resources such as chunky crayons and paints to scribble and mark make.</p>	<p>home corner and water tray. Adult modelled language – more, less, full, empty</p> <p>Explores 2d shapes on the light box.</p> <p>Simple wooden shape insert puzzles.</p> <p>Crates, blankets, boxes for den making.</p> <p>Learning routines: that when the shells are shaken it is time to tidy up.</p>	<p>Learning to name parts of their body through song, rhymes and books. Eg: Head, shoulders, knees and toes.</p> <p>Geography: Beginning to learn about the weather when an adult talks about our class calendar/weather chart.</p> <p>Walking to explore the school wildlife garden and beginning to learn that we are part of Sir Edmund Hillary School.</p> <p>Enjoy playing with small world resources.</p> <p>Talking to children about photographs of our town in the construction area (train station, school, supermarket etc)</p>	
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Evaluation of Outcomes and Future Actions:

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Autumn 2: Autumn/Christmas

This theme supports children’s knowledge of the world around them and particularly the changing seasons. We wish to create a sense of wonder and excitement about our world and the desire to look, notice and talk about what we see. Children will have the opportunity to explore around the school grounds and help get our hedgehog house ready for winter visitors. Children’s wellbeing is supported by through a fireworks party at school which prepares children for the potentially scary Bonfire Night celebration. Creative activities using our natural finds will allow children to learn new skills that can be applied during our Christmas focus.

Key Texts: It was a Cold, Dark, Night, Can I See The Moon

Key Vocabulary

Satellite Texts:
Selection of fiction and non-fiction Autumn and Christmas books

Hedgehog, leaves, tree, pine cone, snuffle, hibernate, sleep, light, dark, shiny, orange, brown, brave, emergency, dangerous, hose, siren, celebration, worried, safe, decorations, sparkle, explore, wildlife.

Links to school themes: Well being, Creative Arts, valuing Workso

Visits: **Workso Fire Brigade. Walk around school premises**

Parental engagement: Christmas crafts open day

Outside Influence –

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Developing pretend play through small world fire station.</p> <p>Learning to recognise and point to objects when asked about them – leaf, tree, grass etc. Understanding properties when adults describe (eg where’s the shiny apple?)</p> <p>Understanding simple questions such as ‘where’s...’ “what is this?”</p> <p>Learning new words rapidly – hedgehog, light, dark, leaf, sleep, shiny,</p>	<p>Developing confidence to exploring full nursery environment and handles resources confidently.</p> <p>Learning to explore emotions such as excited, worried, scared (fireworks) in a safe environment.</p> <p>Helping children become more independent – teaching to put on own coat, hang own bag up.</p> <p>Encouraging children to see themselves as a separate person, e.g. providing a range of dress up costumes, giving a choice at snack time.</p>	<p>Gross Motor – moving like fireworks (squatting, standing then attempting to jump with both feet)</p> <p>Dancing to different music – party games (musical statues, sleeping bunnies, ring a ring a roses).</p> <p>Learning to use a scooter.</p> <p>Sing hammers: golf tees into pumpkin</p> <p>Fine Motor: Developing the pincer grip – manipulating small toys, inset jigsaws, lifting flaps in books.</p> <p>Sewing progression (posting, threading, sewing) – Threading red and green pasta onto pipe</p>	<p>Reading: Exploring books and turning pages.</p> <p>Creating wonder and excitement with seasonal books: encouraging children to respond to the pictures or the words.</p> <p>Singing nursery rhymes and simple Christmas songs giving children opportunities to fill in the missing word.</p> <p>Letters and Sounds – Exploring percussion instruments and following simple instructions – stop go.</p> <p>Developing memory skills: Kimms game with percussion instruments,</p>	<p>Threading red and green pasta onto pipe cleaners to make a wreath and teaching a simple AB pattern.</p> <p>Moving like fireworks (squatting, standing then attempting to jump with both feet) – modelling mathematical language – tall, short, big, small, fast</p> <p>Number songs – eg; 3 little sausages frying in a pan.</p> <p>Learning about the colour orange (Autumn) and reinforcing red (Christmas) through craft</p>	<p>Geography: Beginning to show an interest in occupations. To know that fire is dangerous.</p> <p>Supporting small world fire station play with key vocabulary – danger, emergency, red, engine, fire fighter.</p> <p>Exploring the school grounds. Visiting the school hall, office, big playground, field and wildlife area.</p> <p>Learning that some leaves change colour on Autumn and the weather changes.</p> <p>History: Listening to adults recalling events from their</p>	<p>Singing nursery rhymes and simple Christmas songs.</p> <p>Christmas tree cards – horizontal lines and glitter.</p> <p>Threading coloured pasta wreaths</p> <p>Exploring Autumn colour.</p> <p>Moving like fireworks (squatting, standing then attempting to jump with both feet)</p> <p>Dancing to different music – party games (musical statues, sleeping bunnies, ring a ring a roses).</p>

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<p>firework, loud, bang, orange, brown, pumpkin, hammer, tap.</p>	<p>Becoming more familiar with rules.</p> <p>Working alongside others to collect leaves for the hedgehog house.</p>	<p>cleaners to make a wreath and teaching/supporting a simple pattern. Playing with and posting cards in Post office role play.</p> <p>Developing pen grasp according to needs of the children - attempt simple pre-writing tasks.</p> <p>Introduction to cutting skills – snipping small twigs and leaves.</p> <p>Practising using horizontal strokes to create Christmas tree cards and pincer grip to pick up and sprinkle glitter.</p> <p>Scooping and filling ‘Christmas pudding scented oats’ using small spoons and pots.</p>	<p>Autumn objects, Christmas objects,</p> <p>Writing: Learning to use easel to paint/draw.</p> <p>Receiving Christmas cards and an invitation to our Christmas party. – begins to learn that print carries a meaning.</p> <p>Sensory mark making activities – salt/glitter (practising vertical and horizontal lines), isolating pointy finger.</p> <p>Scribbling and mark making in post office role play.</p>	<p>and mark making activities.</p> <p>Exploring pumpkins and squashes – adult modelling language of size and colour, sorting, comparing.</p> <p>Sorting baubles into big/small</p> <p>Acting on hearing the tidy shells – standing still and listening.</p>	<p>own lives: experiences of Halloween, bonfire night. Beginning to share own experiences.</p> <p>R.E.: Introduction to the term ‘celebration’. To know people celebrate different things.</p> <p>Learning that they are part of a school community.</p> <p>Science: exploring Autumn treasures – leaves, twigs, pine cones, acorns, chestnut shells, conkers. Adult modelled language – orange, brown, smooth, spikey, crispy.</p> <p>Baking – Ginger bread men</p>	<p>Developing imaginative play – post office role play.</p>
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Evaluation of Outcomes and Future Actions:

Spring 1: Winter

This theme supports children’s awareness of the world around them and how it changes over the course of the year. They will learn, through hands on experiences, about winter, with particular focus on weather changes and how to keep warm during the season. Children will care for birdlife, learn that birds are all different and learn about the importance of looking after living things. Children will continue to use the wider school environment in order to support learning and start to feel more familiar with the different places we can go within the school.

<p>Key Texts: The Little Lost Robin, Not Here</p>	<p>Key Vocabulary</p>
<p>Satellite Texts, particularly supporting a PSED theme and cultural diversity:</p>	<p>Cold, ice, melt, frozen, bird, robin, pigeon, blackbird, feather, wings, beak, fly, arctic, whale, seal, penguin, walrus, polar bear, white, blue, shiny, slippery, wet, Winter</p>

Links to school themes: Well being, valuing Worksop.
Visits:
Parental engagement: Stay and Play – Weekly Little Explorers
Outside Influence

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Learning to respond to simple sentences, instructions and questions – ‘get your coat’ ‘where’s the bird?’</p> <p>Recognises objects eg; ice, birds, penguin, and can point to them, name them.</p> <p>Learning to understand group time rules and listen, (still may be distracted)</p> <p>Practising speaking in sentences eg; ‘Good morning everyone’.</p>	<p>Beginning to talk about emotions – using emotion stones, singing happy/sad/scared and you know it.</p> <p>Expressing own preferences and feelings and becoming more self assured.</p> <p>Encouraging co-operation between peers eg; ask a friend for help, Bobby is looking for a friend to play with.</p> <p>Aware of our diamond rules and giving out Tiny bear for star of the week.</p>	<p>Gross Motor skills: Den making with large boxes, blankets, chairs.</p> <p>Building enclosures with foam bricks.</p> <p>Practising large movements through climbing, dancing to music, lycra group games and simon says (jump, hop, stand on one leg.)</p> <p>Practising using whole arm to draw circles in the air.</p> <p>Practising sitting with legs crossed in group.</p> <p>Fine Motor: Picking up slippery ice.</p> <p>Dough Disco – poking, rolling, squeezing and pulling.</p>	<p>Reading: Joining in singing familiar songs and rhymes and learning to fill in the missing word.</p> <p>Expressing preferences for certain books and beginning to repeat words and phrases from them.</p> <p>Further development of appreciation of stories and songs through group time and 1-1 reading with an adult.</p> <p>Letters and Sounds: Exploring musical instruments – learning names and developing an understanding of fast/slow, start/stop</p>	<p>Counting pigeons, blackbirds and robins with an adult and making representative tally marks.</p> <p>Exploring spaces with den making.</p> <p>Adult modelling amounts such as lots, more, less.</p> <p>Subitising – Kimms game with arctic animals – how many? 1 and 2.</p> <p>Adult supported colour sorting – sorting pie.</p> <p>Noticing simple patterns – eg; stripes on a t-shirt</p>	<p>History: Recalling events from their own lives – Christmas.</p> <p>Science: Exploring collections of different ice forms/snow. Squirting water from syringes to release arctic animals.</p> <p>Begin to understand that ice melts when it warms up and water freezes when it is very cold.</p> <p>To know that not all birds can fly, birds have beaks and they have feathers.</p> <p>Geography: To know that it is winter. To be able to talk simply about the weather in winter. Daily use of</p>	<p>Singing nursery rhymes and attempting to join in with actions.</p> <p>Dancing to music and joining in with action songs and ring games.</p> <p>Marble rolling snowflakes</p> <p>Joining – using glue sticks make blue, silver paper collages.</p> <p>Introducing simple small box modelling resources, glue sticks and tape for children to explore their own ideas (yogurt pots,</p>

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<p>Developing conversation skills supported by an adult.</p> <p>Learning to ask questions eg; 'where's mummy?' 'who took the bike?'</p> <p>Developing listening and attention skills by sitting for longer periods when an adult speaks, sings or reads a story.</p> <p>Learning to use word endings.</p> <p>Introducing new vocabulary related to topic.</p>	<p>Supporting learning to put on own coats and hats.</p> <p>Beginning to notice differences between people such as hair/skin colour, gender etc.. – adults to support this through diverse small world and role play resources.</p>	<p>Marble rolling snowflakes</p> <p>Syringes in water tray with ice/arctic animals</p> <p>Threading beads onto laces.</p> <p>Joining – using glue sticks make blue, silver paper collages.</p> <p>Scissor skills – snipping thin twigs</p> <p>Modelling drawing circles and encouraging children to attempt a simple face.</p> <p>Simple small box modelling resources, glue sticks and tape for children to explore their own ideas (yogurt pots, cardboard tubes, small boxes.</p>	<p>Mark Making:</p> <p>Begins to notice some print and logos – adults talking with children about our logo board and reading out names from name cards at group time.</p> <p>Adults reading and pointing out the title and author when looking at books.</p> <p>Making tally marks when counting pigeons, blackbirds and robins for the great garden bird watch.</p> <p>Encouraging children to draw freely with chubby crayons, paints and pencils.</p>	<p>Exploring blue – blue water toys and blue art/craft activities</p> <p>Wooden Insert puzzles.</p> <p>Wooden coloured shapes for creating small structures</p>	<p>weather/calendar in group time.</p> <p>Talking to children about Worksop and familiar places they visit – supermarket, canch, kids zone etc.</p> <p>Using school environment – wildlife area</p> <p>RE: To know that not all birds are the same and not all people are the same.</p> <p>Looking through our family photo album and talking about similarities and differences.</p>	<p>cardboard tubes, small boxes.</p>
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Evaluation of Outcomes and Future Actions:

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Spring 2: Farms/Mother's Day

This theme focuses on farm animals and developing children's knowledge and understanding around animal identification and key features. They will learn about caring for living things and treating others kindly. We reintroduce the idea of love and family as we focus on mother's day. This allows us to reinforce how all families are different and celebrate these differences. Children will enjoy learning about spring time and Easter traditions, again being exposed to the concept of celebration and how everyone celebrates different things. As the fair comes to Worksop children will have the opportunity to talk about events in the local area.

Key Texts: The Pig in the Pond, Farmer Duck

Satellite Texts, particularly supporting a PSED theme and cultural diversity: Springtime, Rabbits Nap, Peter Rabbit and the Easter Bunny. Selection of other seasonal fiction and non-fiction.

Key Vocabulary:

Farmer, cow, dog, duck, pig, sheep, goat, horse, pen, barn, field, horse, cart, hot, splash, tired, egg, rabbit, celebration, Easter.

Links to school themes: STEM, Valuing Worksop, Creative Arts

Visits: Parental engagement: Little explorers, stay and play – farm theme.

Outside Influence Character Hook -Mother's Day cards, trying your best for mum.

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Enjoying listening to stories and learning to identify action words by pointing to pictures.</p> <p>Uses a variety of words and, for older children - beginning to ask questions using what, where, who. Adults to aid conversational skills by listening, pausing, commenting and asking simple questions.</p> <p>Singing nursery rhymes and other</p>	<p>Adults to model to children how to learn to talk about their feelings – 'I love ducks', 'I'm scared of..'</p> <p>Adults to aid younger children to grow in independence by encouraging them to try things on their own – eg: opening own straw for milk, peeling own banana, putting own dressing up costume on.</p> <p>Adults to support younger children in</p>	<p>Gross Motor: Moving like farm animals – waddling like a duck, rolling like a pig etc.</p> <p>Learning to catch, throw and kick large balls.</p> <p>Climbing on nursery climbing equipment with increasing confidence.</p> <p>Learning to use a scooter and trike independently.</p> <p>Large wheeled trucks and diggers outside.</p>	<p>Reading: Providing props so children can act out scenes from stories – farmer clothes, animal masks etc.</p> <p>Younger children learning to enjoy sharing books with an adult and beginning to turn pages in a book, sometimes several at once.</p> <p>Beginning to look at books with other children, an adult or independently.</p> <p>Looking at Mother's Day cards – beginning to understand that words convey a meaning.</p>	<p>Stickle bricks – exploring colour, shape and expressing ideas.</p> <p>Den making with chairs, blankets, tables, crates and boxes.</p> <p>Farm animal Kimms game – changing amounts – more/less.</p> <p>Sorting farm animals into size supported by an adult.</p> <p>Exploring yellow – yellow toys in water, yellow hay etc.</p>	<p>History: Giving children opportunities to talk about what they have done in the holiday. Recalling going to a farm – listening to adults recall experiences</p> <p>RE: Learning about Mother's day and talking about families. Children beginning to learn about differences in families. Reinforcing learning by looking through family photo album.</p>	<p>Singing nursery rhymes and attempting to join in with actions.</p> <p>Dancing to music and joining in with action songs and ring games</p> <p>Joining – using brush and PVA to make hay collages.</p> <p>Simple small box modelling resources, glue sticks and tape for children to explore their own ideas (yogurt pots, cardboard tubes, small boxes.</p>

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<p>songs in order to develop language and listening further – Old Macdonald, farmers in the den, sleeping bunnies, Peter Rabbit.</p> <p>Learning to look at a peer who is talking to them during Exploring Time.</p> <p>Modelling use of simple sentences.</p> <p>Supporting children’s use of questions (eg what, where, who).</p>	<p>learning to take turns and share resources – turn taking games, sand timer for outdoor wheeled toys etc.</p> <p>Reinforcing diamond rules with Tiny bear and star of the week.</p> <p>+ Clever Never</p>	<p>Practising sitting with legs crossed in group.</p> <p>Practising large movements through climbing, dancing to music, lycra group games and simon says (jump, hop, stand on one leg.)</p> <p>Fine Motor: Using sprung and child scissors to snip straw with support from an adult.</p> <p>Picking up straw to make a straw bale collage – using brush to spread PVA glue.</p> <p>Using small wheeled tractors and brown paint to make track pictures.</p> <p>Dough disco – poking, squashing, pulling, rolling and using farm animals to make footprints.</p> <p>Adults to support drawing on the easel using vertical, horizontal and circular strokes – encourage use of four finger grasp and palmer grasp.</p>	<p>Beginning to recognise letters from their name – adult to use name cards at group.</p> <p>Writing: Adults to model vertical, horizontal and circular strokes on the easel.</p> <p>Beginning to add some marks to their drawings, which they give meaning to. E.g. – that’s mummy.</p> <p>Provide a variety of natural materials for mark making – sticks, feathers for painting on easel. Tractor toys and farm animals for printing.</p> <p>Making mother’s day cards.</p> <p>Letters and Sounds: Exploring loud/quiet using instruments and voices.</p> <p>Kimms games with farm animals. (subitising – how many? Up to 3)</p> <p>Animal CD auditory discrimination game.</p>	<p>Wooden Insert puzzles.</p> <p>Wooden coloured shapes for creating small structures.</p> <p>Easter Egg Hunt – looking for coloured and patterned Easter Eggs. Modelling positional language– adult to talk through finds during group time.</p> <p>Kimms games with farm animals. (subitising – how many? Up to 3)</p>	<p>Geography: Playing with small world farm and fair ground.</p> <p>Looking at weather chart/calendar at group time.</p> <p>Beginning to understand that things start to grow in the spring.</p> <p>Science: To know the names of farm animals and the sounds they make. Beginning to know that farm animals give us food – eggs from hens, milk from cows.</p> <p>Using large toy vehicles outside with stones and rocks – modelled language – big, little, heavy, light, full, empty.</p> <p>Making scrambled egg – looking what is inside an egg and watching it change as it cooks.</p>	<p>Moving like farm animals – waddling like a duck, rolling like a pig etc... Making animal sounds.</p> <p>Using small wheeled tractors and brown paint to make track pictures.</p> <p>Dough disco – poking, squashing, pulling, rolling and using farm animals to make footprints.</p> <p>Easter egg collage competition.</p> <p>Simple small box modelling resources, glue sticks and tape for children to explore their own ideas (yogurt pots, cardboard tubes, small boxes.</p>
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Evaluation of Outcomes and Future Actions:

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Summer 1: Growing

This theme develops children's knowledge and understanding of the world through gardening and planting. Children will learn how to grow and care for plants and the importance of doing so. They will explore the school grounds and enjoy learning in our wildlife area. Children will be taught to look carefully and encouraged to talk about changes in the world around them. A walk to Worksop Library will allow us to talk about the local environment and identify places of interest to the children as well as allowing children and their families to experience how valuable and exciting the local library is.

Key Texts: The Enormous Turnip, Oliver's Vegetables

Key Vocabulary

Satellite Texts, particularly supporting a PSED theme and cultural diversity:
A range of fiction and non-fiction texts!

Seed, change, grow, bean, measure, tall, small, flower, leaves, pull, taste, fill, wait, enormous, huge, stuck, library

Links to school themes: Sustainability, wellbeing

Visits: [local walk to the library](#)

Parental engagement: Little explorers stay and play, parental support to library visit.

Prime Areas of Learning Focus

Specific Areas of Learning Focus

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Enjoying listening to stories and learning to identify action words by pointing to pictures.</p> <p>Uses a variety of words and older children are beginning to ask questions using what, where, who.</p> <p>Adults to aid conversational skills by listening, pausing, commenting and asking simple questions.</p>	<p>Enjoying responsibility of small independent tasks.</p> <p>Learning we are part of a school community, Summit Day.</p> <p>Being kind to others, caring for living things.</p> <p>Beginning to learn to ask other peers for support before an adult.</p> <p>Reinforcing diamond rules using Tiny bear and star of the week.</p>	<p>Gross Motor: Moving whole bodies to imitate a growing plant.</p> <p>Learning to use a scooter and trike independently.</p> <p>Large ball games to enhance throwing, catching and kicking skills.</p> <p>Outdoor tunnels and tent to encourage crawling, squatting and slithering.</p> <p>Throwing bean bags into baskets/hoops to aid under arm and over arm strength.</p> <p>Climbing on nursery climbing equipment with increasing confidence.</p>	<p>Reading: Providing props so children can act out scenes from stories – turnip, small world figures etc.</p> <p>Younger children learning to enjoy sharing books with an adult and beginning to turn pages in a book, sometimes several at once.</p> <p>Beginning to recognise letters from their name – adult to use name cards at group.</p> <p>Writing: Shared writing: Creating an ingredient list for vegetable soup.</p> <p>Drawing circular turnips and making representative marks for characters/ child's name.</p>	<p>Learning the colour green.</p> <p>Throwing coloured bean bags into baskets/hoops.</p> <p>Threading coloured beads onto a string.</p> <p>Creating an ingredient list for vegetable soup. – numbered to 5.</p> <p>Drawing circular turnips and making representative marks for characters.</p> <p>Wooden Insert puzzles.</p>	<p>Science: To be able to talk simply about what a seed needs to grow.</p> <p>Growing sunflowers and observing their growth. To know that plants need water and sunlight to grow healthy.</p> <p>Exploring natural materials – seeds, soil.</p> <p>Making vegetable soup. Knowing that the vegetables change texture when they are cooked.</p> <p>Geography: Showing care and concern for our</p>	<p>Singing nursery rhymes and attempting to join in with actions.</p> <p>Dancing to music and joining in with action songs and ring games</p> <p>Drawing round 2d coloured shapes</p> <p>Providing props so children can act out scenes from stories – turnip, small world figures etc.. Practising large movements through climbing, dancing to music, lycra group games</p>

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<p>Singing nursery rhymes and other songs in order to develop language and listening further – I’ve got a seed, Cauliflower’s Fluffy.</p> <p>Learning to look at a peer who is talking to them during Exploring Time.</p> <p>Uses simple sentences and beginning to use descriptive language.</p>	<p>Learning to play co-operatively with other children and beginning to develop friendships.</p> <p>Beginning to show effortful control and with support of adults find ways of calming themselves.</p>	<p>Jumping practise in and out of hoops.</p> <p>Practising sitting with legs crossed in group.</p> <p>Practising large movements through climbing, dancing to music, lycra group games and simon says (jump, hop, stand on one leg.)</p> <p>Fine Motor: Using pre-writing sheets – straight, curved and zig-zag.</p> <p>Supporting cutting leaves using sprung and child scissors.</p> <p>Threading green straws onto a string to make a stem.</p> <p>Picking up large seeds in a tray using pincer grip.</p> <p>Planting sunflower seeds – scooping and filling small pot with soil, picking up seeds and poking it in.</p> <p>Dough disco – poking, squashing, pulling, rolling and making a snail.</p> <p>Chopping veg.</p>	<p>Beginning to add some marks to their drawings, which they give meaning to. E.g. – that’s mummy.</p> <p>Provide a variety of natural materials for mark making – sand in paint, vegetables to print with etc..</p> <p>Using pre-writing sheets – straight, curved and zig-zags</p> <p>Letters and Sounds: Exploring body percussion – stamping feet, clapping hands, tapping knees in time to music.</p> <p>Memory: Kimms games with vegetables</p> <p>Environmental sounds CD - auditory discrimination game</p> <p>Adults to support drawing on the easel using vertical, horizontal and circular strokes – encourage use of four finger grasp and palmer grasp. Challenge to draw a simple flower with stem and circle flower</p>	<p>Den making with chairs, blankets, tables, crates and boxes.</p> <p>Vegetable Kimms game. (subitising – how many?) – vegetables up to 3.</p> <p>Vegetable pie colour sorting game – supported by an adult.</p> <p>Dinosaurs – talking about characteristics – colour, size.</p>	<p>environment and living things.</p> <p>Visiting out wildlife area and observing plants and wildlife.</p> <p>Talking about places they visit in the locality. Discussing the route to the library. Talking about Worksop and familiar places – The Canch, supermarket, Clumber, Kids Zone.</p> <p>History: To know that humans change and be able to talk simply about what we could do as a baby, a child and an adult. Making sense of their own history.</p> <p>RE: Comparing ourselves – who has blonde hair, who is taller, who is an adult etc. Understanding everyone looks different and that is good.</p>	<p>and simon says (jump, hop, stand on one leg.)</p> <p>Using a large brush to spread PVA and sprinkling small seeds on.</p> <p>Drawing circular turnips and making representative marks for characters.</p> <p>Threading green straws onto a string to make a stem</p> <p>Simple small box modelling resources, glue sticks and tape for children to explore their own ideas (yogurt pots, cardboard tubes, small boxes.</p> <p>Using a large brush to spread PVA and sprinkling small seeds on.</p>
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Evaluation of Outcomes and Future Actions:

Nursery Long Term Planning 2021-2022

Summer 2: Summer

This theme supports children's understanding of how to stay safe and look after their bodies during the Summer. Children will learn about the dangers of the sun and how to enjoy it safely. They will talk about trips and holidays and explore how they can get there. We will explore the local area and take a walk to Worksop train station and observe the tracks and trains and walk along the bridge. Father's Day allows us to reinforce the idea that all families are different and to talk about children's own family make up. Older children will gradually transition to F1 by making regular visits and staying to explore. At the end of this term the children will be visited by the ice cream van and have the opportunity to use money in order to buy their ice cream.

Key Texts: The Train Ride, Peppa's Holiday.

Satellite Texts, particularly supporting a PSED theme and cultural diversity:
Sally and the Limpet, The Train Journey, Camping Out. Variety of fiction and non fiction summer and holiday texts.

Key Vocabulary

Holiday, trip, train, track, ticket, hot, sticky, cream, lotion, carriage, engine, seaside, shell, fish, beach, sea, blue, zoo, animals, Summer

Links to school themes: Valuing Worksop, sustainability, Wellbeing

Visits: Walk to train station

Parental engagement: Walk to train station

Outside Influence Character Hook –

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Enjoying listening to stories and learning to identify action words by pointing to pictures.</p> <p>Uses a variety of words and older children are beginning to ask questions using what, where, who.</p> <p>Adults to aid conversational skills by listening, pausing, commenting and asking simple questions.</p>	<p>Support talking about feelings in more elaborate ways: "I'm sad because..." or "I love it when..."</p> <p>Expressing preferences and decisions. Trying new things and starting to establish their autonomy.</p> <p>Beginning to learn to ask other peers for support before an adult.</p>	<p>Gross Motor: Learning to use a scooter and trike independently.</p> <p>Large ball games to enhance throwing, catching and kicking skills.</p> <p>Outdoor tunnels and tent to encourage crawling, squatting and slithering.</p> <p>Throwing coloured bean bags into baskets/hoops to aid under arm and over arm strength.</p>	<p>Reading: Providing props so children can act out scenes from stories – trains, small world figures etc..</p> <p>Beginning to look at books with other children, an adult or independently.</p> <p>Beginning to recognise letters from their name – adult to use name cards at group.</p> <p>Note from Mrs Newton inviting children to go and play.</p> <p>Train station role play – tickets, signs.</p>	<p>Kimms games with coloured trains. Substising – How many? Up to 4</p> <p>Drawing round 2D coloured shapes</p> <p>Dough disco – poking, squashing, pulling, rolling and making a simple pattern using shell prints.</p> <p>Number Singing – including 5 little trains went out one day. Children to practise using fingers.</p>	<p>Science: To be able to talk simply about the weather and recognise characteristics of summer – hot, warm, sunny, light etc.</p> <p>Exploring natural materials – soil, leaves, flowers, grass, dandelions, daisies, snails, ants, worms, bees.</p> <p>To know that when it is warm ice cream melts.</p> <p>Geography: Showing care and concern for our environment and living things.</p>	<p>Singing nursery rhymes and attempting to join in with actions.</p> <p>Dancing to music and joining in with action songs and ring games</p> <p>Drawing round 2D coloured shapes</p> <p>Providing props so children can act out scenes from stories – Trains , small world figures etc..</p>

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<p>Singing nursery rhymes and other songs in order to develop language and listening further – The sun has got his hat on.</p> <p>Learning to look at a peer who is talking to them during Exploring Time.</p> <p>Uses simple sentences and beginning to use descriptive language.</p> <p>Developing understanding of simple concepts e.g. big/little.</p>	<p>Reinforcing diamond rules using Tiny bear and star of the week.</p> <p>Learning to play co-operatively with other children and beginning to develop friendships.</p> <p>Beginning to show effortful control and with support of adults find ways of calming themselves.</p> <p>Preparing for transition into F1 – trips over to F1, meeting new adults and exploring new environments.</p>	<p>Jumping practise in and out of hoops.</p> <p>Practising large movements through climbing, dancing to music, lycra group games and simon says (jump, hop, stand on one leg.)</p> <p>Fine Motor: Using pre-writing sheets – straight, curved and zig-zag.</p> <p>Supporting cutting and snipping skills</p> <p>Picking up and using small shells to print using blue paint.</p> <p>Threading straws and pasta on string to make seaweed.</p> <p>Dough disco – poking, squashing, pulling, rolling and making a simple pattern using shell prints.</p> <p>Adults to support drawing on the easel using vertical, horizontal and circular strokes – encourage use of four finger grasp and palmer grasp.</p> <p>Father’s Day cards – tearing and scrunching tissue paper to make ice cream. Marble rolling to make ice cream cones.</p>	<p>Writing: Adult modelled note to Mrs Newton accepting invitation.</p> <p>Making representative marks for name on Father’s Day cards.</p> <p>Using pre-writing sheets – straight, curved and zig-zag.</p> <p>Beginning to add some marks to their drawings, which they give meaning to. E.g. – that’s mummy.</p> <p>Provide a variety of natural materials for mark making – sand in paint, shapes to print with etc.</p> <p>Clipboard and pencils in train station role play.</p> <p>Letters and Sounds: Exploring body percussion – stamping feet, clapping hands, tapping knees in time to music.</p> <p>Memory - Kimms games with coloured trains. Substising – How many?</p> <p>Environmental sounds walk to F1 – what can we hear?</p>	<p>Learning the colour blue..</p> <p>Threading pasta and straws onto a string to make seaweed. – long, short.</p> <p>Wooden Insert puzzles.</p> <p>Den making with chairs, blankets, tables, crates and boxes.</p>	<p>Visiting out wildlife area and observing plants and wildlife. Playing in our nursery garden and exploring what we find – snails, ants, worms, flowers, grass, leaves, bees.</p> <p>Talking about places they visit in the locality. Discussing the route to the train station. Talking about Worksop and familiar places – canch, supermarket, Clumber, Kids Zone.</p> <p>Playing with small world zoo and trains.</p> <p>History: To recall simply things they have done with their family – visited grandparents, day trips, holidays etc.</p> <p>RE: Talking about how they are growing and moving on to another class now they are older. Talking about the changes in the children, how they have changed.</p>	<p>Practising large movements through climbing, dancing to music, lycra group games and simon says (jump, hop, stand on one leg.)</p> <p>Father’s Day cards – tearing and scrunching tissue paper to make ice cream. Marble rolling to make ice cream cones</p> <p>Simple small box modelling resources, glue sticks and tape for children to explore their own ideas (yogurt pots, cardboard tubes, small boxes.</p> <p>Picking up and using small shells to print using blue paint.</p>
<p>Evaluation of Outcomes and Future Actions:</p>						

