



St. Anthony's Catholic Primary School

Nursery Long Term Plan

	Autumn 1 Marvellous Me	Autumn 2 The Gruffalo	Spring 1 Traditional Tales	Spring 2 Heroes	Summer 1 Amazing Animals	Summer 2 The Seaside
Rationale	<p>Learning all about Myself. Child-Centred, experiences that the children can relate to. Support transition into school as it is often the first experience away from parents. Provides practitioners with information about home life and interests. Exploration of diversity and different families seen through the characters in the texts chosen.</p> <p>This topic is built on in Reception where children move to learn about My Family.</p>	<p>Familiar and popular story. Links with Autumn and the forest. Gruffalo hunt – wider school experience. Opportunities for outdoor learning for improved mental health. Christmas is an important celebration in the Catholic calendar.</p>	<p>Building on the knowledge that in the past children have on entry had a limited repertoire of fairy tales. Rich learning opportunities through story-telling, story language and story structure.</p> <p>Introduction to traditional tales to provide a foundation for further, more complicated, stories in Reception.</p>	<p>Building on children's interests.</p> <p>People Who Help Us in the community – dispel negative impressions. Strengthen community links and visits.</p> <p>Easter – Easter is an important celebration in the catholic calendar.</p>	<p>Links with growth, animals and their young – this will be built on in Reception. Introduction to the world around them. Provide first-hand experience of an animal lifecycle.</p> <p>Trip/visit to a farm.</p>	<p>Widen children's experiences.</p> <p>Sensory experiences.</p> <p>Widen children's knowledge of the world and their own life story.</p>
Communication & Language	<p>Wellcomm focus: - Understanding 'in', 'on' and 'under' at the simplest level – Learning to remember and then say the names of two things – Learning to play with a friend -Learning the meaning of 'where' -To encourage the use of three-word sentence</p>	<p>Wellcomm focus: - Using 'under' in a simple game – Beginning to use 'what' and 'where' - Understanding what things are for; categorising into groups -Using simple plurals/plural forms – Understanding and responding correctly to questions requiring a 'yes'/'no' answer</p>	<p>Wellcomm focus: Understanding 'who' - Sorting things that go together and being able to name the category - Understanding and using pronouns: 'he' and 'she' - Understanding 'behind' and 'in front' - Understanding and using verbs in the past tense; I jumped</p>	<p>Wellcomm focus: - Understanding 'why' questions -Learning to remember and then say the names of three things - Understanding and using 'where', 'who' and 'what' questions -Understanding 'many' and 'few' - Understanding 'long' and 'short' -Understanding and using four-word sentences</p>	<p>Wellcomm focus: Learning the meaning of 'why' continued -Understanding 'first' and 'last' -Using comparatives: 'bigger', 'longer' and 'smaller' - Understanding opposites: 'wet'/'dry' -Understanding and using pronouns: 'his' and 'her' -Linking sentences using 'because'</p>	<p>Wellcomm focus: Understanding 'same' and 'different' -Taking turns in a small group - Listening to stories to understand 'what', 'where' and 'why' questions -Learning the meaning of 'when' - Learning the meaning of 'after' -Understanding sentences containing 'either' and 'or'</p>
<p>Literacy: High Quality Texts. These texts are read 5 times per day.</p> <p>Week 1:</p>						



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Nursery Long Term Plan

Week 2:						
Week 3:						
Week 4:						
Week 5:						
Week 6:						



St. Anthony's Catholic Primary School

Nursery Long Term Plan

<p>Literacy: Early Reading & Phonics</p>	<p>Prime Areas C & L</p>	<p>Phonics Phase 1 Aspect 1, 2 and 3 Environmental sounds Instrumental sounds Body percussion</p>	<p>Phonics Phase 1 Aspect 4, 5 and 6 Rhythm and rhyme Alliteration Voice sounds</p>	<p>Phonics Phase 1 Aspect 4, 5 and 6 RWI Nursery Practise using 'pure sounds'. Use Fred Talk to teach oral blending. Teach children to name the RWI pictures.</p>	<p>RWI- Nursery Teach a new set 1 sound every day</p>	<p>RWI- Nursery Teach a new set 1 sound every day Start teaching children to blend in small groups once the children can read all the single letter Set 1 sounds speedily.</p>
<p>Literacy: Explicit teaching of mark making and writing</p>	<p>Make marks with a variety of material Add marks to pictures giving meaning to them Add marks to show my name Tune into sounds during listening activities</p>	<p>Demonstrate good gross motor skills in making large marks Know that writing is not the same as drawing Use some emergent print knowledge for writing e.g. pretend shopping lists Write the first letter of their name Show preference for a dominant hand Tune into sounds during listening activities showing an understanding</p>	<p>Demonstrate good fine motor control when using tools e.g. scissors and threading Use wider print knowledge for emergent writing e.g. Children know that writing moves from left to right. They start to add loops and more compact upwards and downwards marks. Write some of their name e.g. first 2 letters Tune into sounds in words showing an understanding</p>	<p>Apply print knowledge to their emergent writing e.g. Children know that writing is composed of separate marks Segment sounds in the order in which they occur (with support) Say the initial sounds in most words</p>	<p>Write some letters with good formation e.g. the letters from my name Apply print knowledge to their emergent writing e.g. Children notice and copy letters around them and they begin to use letters from their names and other letters that are important to them Say the initial sounds in most words</p>	<p>Write my own name Write some capital letters e.g. the start of my name Use a comfortable grip with good control when mark making Orally begin to change the initial sound to make new words</p>
<p>Pre writing aim: To develop the foundation skills needed for fine motor skills, including body awareness, strength, stability and balance, and visual skills. Functional outcomes: Moving around the classroom, being able to sit ready for writing, getting changed for PE, pre-writing readiness.</p>						



St. Anthony's Catholic Primary School

Nursery Long Term Plan

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy: Pre writing readiness – Foundation Skills Programme</p>	<p>Gross motor skills, body awareness and motor planning Beanbag crawl Log rolling Arm wake up Superman & Hedgehog</p> <p>Basic fine motor skills, including hand strength Walk the line Play dough snakes Group mark making Feely box Ball roll Bubble pop Lazy 8 Play dough pinch pot Sky drawing</p>	<p>Gross motor skills, body awareness and motor planning Rocking horse and giraffe Arm wake up Tummy Skittles Superman & Hedgehog Sideways push ups</p> <p>Basic fine motor skills, including hand strength Play dough pizza Flappy Football Mirror Mirror Sky drawing Taptastic Beanbag Target Throw Play dough nest Group mark making Balloon Bash</p>	<p>Gross motor skills, body awareness and motor planning Crab walk Arm Wake up Animal walks Ball wall walk</p> <p>Basic fine motor skills, including hand strength Play dough sausage and beans Rainbow drawing Target throw Nuts and Bolts Skittles Sand drawing Play dough dinosaurs Hungry Horace Marble Roll</p>	<p>Gross motor skills, body awareness and motor planning Jump around and arm wake up Sit up sit down Cross marching Reciprocal skipping</p> <p>Basic fine motor skills, including hand strength Play dough treasure hunt Tower building Under over round ball pass Circles Feely box Marble grab Play dough minions Hungry Horace Egg and spoon race</p>	<p>Gross motor skills, body awareness and motor planning Balance Wall push ups Arm wake up Tightrope walking Stepping stones Wall angels</p> <p>Basic fine motor skills, including hand strength Play dough shapes Sand drawings Egg box sorting Clothes pegs Finger High Fives String shapes Hungry Horace Guess the string shape</p>	<p>Gross motor skills, body awareness and motor planning Bird-dog Push ups Arm wake up Crazy catch Body ball walk</p> <p>Basic fine motor skills, including hand strength Play dough marble maze Controlled mark making Feely box Play dough food party Pour and Stop Fast Actions Hand drawings Pegs Statues</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics – Mastering Number</p>	<p>Colours Match Sort</p>	<p>Number 1 Number 2 Pattern Consolidation</p>	<p>Number 3 Number 4 Number 5</p>	<p>Number 6 Introduce 10 frame Height and Length Mass Capacity Consolidation</p>	<p>More than/ fewer than One more One less Shape – 2D Revisit pattern from Autumn Shape – 3D</p>	<p>Number composition 1-5 Night and day Order Events Positional language Consolidation</p>



St. Anthony's Catholic Primary School

Nursery Long Term Plan

Physical Development	<p>Stand in a space</p> <p>Jump with two feet together</p> <p>Walk on tip toes</p> <p>Walk on a line</p> <p>Use large-muscle movements to wave flags and streamers</p> <p>Ride a trike</p>	<p>Stand on one foot for 5 seconds</p> <p>Hop on one foot</p> <p>Run around obstacles</p> <p>Move safely by hopping, skipping, jumping and crawling</p> <p>Climb up steps or climbing equipment using alternative feet</p> <p>Walk' a balance bike</p>	<p>Dance to familiar action songs</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Throw a ball overarm</p> <p>Catch a ball by chasing</p> <p>Use feet to scoot a balance bike and maintain balance</p>	<p>Move in different ways- gallop, slither</p> <p>Bounce a large ball</p> <p>Catch a ball that has been bounced</p> <p>Use foot to tap a static ball a small distance</p> <p>Maintain balance while manoeuvring around corners</p>	<p>Respond to rhythm, music and story by movement</p> <p>Catch a ball using the body</p> <p>Kick ball with one foot</p> <p>Walk towards and kick a ball</p> <p>Use pedals on a bike and maintain balance</p>	<p>Match physical skills to tasks e.g. decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Remember sequences and patterns of movements which are related to music and rhythm</p> <p>Start taking part in made up group/team games</p>
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Nursery Long Term Plan

Understanding the World



Talk about my own immediate family.
Gain an understanding about the passing of time e.g. within the school day (visual timetable).
Place 2 events into a chronological framework (then and now).

Vocabulary to be taught:
Me, my family, then, now



I am a weather scientist – Autumn
Observe signs of Autumn on an Autumn Hunt/walk.
Collect leaves, twigs, pine cones, sycamore seeds and sort them.
Collect different coloured leaves and sort them.
Create leaf rubbings and observe different shape and size of leaves.
Use magnifiers to make observations of the items found on an Autumn Walk.
Use the sense of touch to feel if the objects they have found are smooth or bumpy.
Vocabulary to be taught:
Autumn, season, leaves, smooth, bumpy



Explore features within the Nursery setting.
Know that Nursery is at a school, near to their house.
Take part in seasonal walks and walks within the school environment.

Explore familiar places, such as the park, woodland and a farm through texts and visits.
Use positional language related to texts.

Vocabulary to be taught:
school, house, near, next to, playground



I am a weather scientist – Winter
Observe signs of Winter on a Winter walk/hunt.
Explore the types of clothes to wear in winter.
Observe the empty branches on trees.
Observe what happens to water when it is left outside in the Winter.
Look for icicles and frost in the outdoor area.
Explore ice melting.

Vocabulary
Winter, season, cold, frozen, melt



Changes of state
Talk about oats and how the change when heated
Use their senses and talk about what they can see, taste and feel when eating porridge.
Explore what happens when ingredients for pancakes are mixed and heated.

Vocabulary to be taught: Hot, cold, change, heat, mix



Materials
Explore collections of materials – straw, wood and brick.
Use their senses in hands-on exploration of materials.
Talk about the differences between materials.

Vocabulary to be taught: Straw, wood, brick, strong, build



I am a weather scientist – Spring
Observe signs of Spring on a Spring walk/hunt. Observe different types of seeds and use for planting. Grow cress heads. Sort different parts of a flower into leaves, stem, flowers.
Explore food colour and celery/flowers to change their colour.
Look after the plants/seeds they have planted. What do they need to do to care for them?

Explore the life cycle of a plant.
Vocabulary to be taught:
Spring, season, change, plant, grow



Name and visit places in the local community – shop, park, house, doctors, hospital.
Know that there are different people in the community who help them.

Vocabulary to be taught:
Local area, Hospital, doctor, police, heroes



Life Cycles
Observe the life cycle of a chick. Understand the stages of the life cycle of a chick.
Talk about what they see, using a wide vocabulary.

Vocabulary to be taught: egg, chick, hatch, grow, Life-cycle



I am a weather scientist – Summer
Observe signs of Summer on a Summer walk/hunt. Observe how the trees and plants have changed.
Explore the types of clothes to wear in summer. Explore hot and cold.

Vocabulary to be taught:
Summer, season, hot, change, temperature



Explore places, such as, the beach, the park, woodland and a farm through texts and visits.
Locate key features of their environment (and from stories) and represent them in their play.

Know that there are different countries in the world and begin to talk about the differences through stories.

Vocabulary to be taught:
Places, beach, sea, sand, England



Place 2 events into a chronological framework (then and now)
Begin to understand and use past tense and vocabulary that relates to the passing of time e.g. Yesterday
I can make sense of my own life story and share my memories and experiences.



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Nursery Long Term Plan

Expressive Arts & Design



Art

Printing

Artist – Kandinsky
Circle printing with a range of objects of different sizes.
Explore materials freely, in order to develop their own ideas about how to use them.
Explore different textures.
Explore colour and colour mixing.
Vocabulary to be taught:
Press, print, circle, texture



Music

Listen with attention to sounds.
Respond to what they have heard, expressing their thoughts and feelings.
Vocabulary to be taught:
Listen, sounds, feelings



Design Technology

Structure

Gruffalo – Play dough
Explore materials freely, in order to develop their own ideas about how to use them.
Explore joining different materials using hands.
Explore different textures.
Vocabulary to be taught:
roll, join and push



Music

Remember and sing entire songs. Repeat the pitch of a song (pitch match). Play instruments with some control.
Vocabulary to be taught:
Sing, pitch, control



Art

Drawing and Painting

Artist – Stephen Brown
Animal drawings (linked to Traditional Tales) in the style of Stephen Brown.
Create continuous lines
Draw with increasing complexity and detail.
Explore media freely, in order to develop their own ideas about how to use it - focus on colour and thin/thick lines.

Vocabulary to be taught:
Draw, lines, thin, thick, colour



Music

Listen with increased attention to sounds.
Repeat the pitch of a song (pitch match). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
Vocabulary to be taught: Listen, repeat, pitch, melody



Design Technology

Textiles

Heroes capes -
Join different materials.
Develop own ideas and decide which materials to use for a hero cape
Use PVA glue to join fabrics.

Vocabulary to be taught:
Cape, spread, join, fabric



Music

Play instruments with increasing control.
Remember and sing entire songs.
Vocabulary to be taught:
Play, sing, control



Design Technology

Cooking & Nutrition

Nest cakes for chicks
Use tools and equipment including hands to snap/break/pour and spoons to stir.
Talk about the differences between materials and the changes they notice.
Explore different textures.
Vocabulary to be taught:
Snap, stir, pour



Music

Remember and sing entire songs.
Improvise a song around one they know.
Vocabulary to be taught:
Sing, melody, change



Art

Collage/ shape and texture

Artist – Paul Klee
Collage/shape and texture
Sandcastles – Mixed media collage including sand paper.
Develop own ideas and decide which materials to use to express them.
Select materials and glue singly to create a collage.

Vocabulary to be taught:
Collage, glue, texture



Music

Play instruments with increasing control to express their feelings and ideas.
Create own songs, or improvise a song around one they know.
Vocabulary to be taught:
Sing, play, melody, change



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Nursery Long Term Plan

Religious Education	God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	The Church
PSED/RSE	<p>Think Equal</p> <p>Me, Myself & I LO - To demonstrate a positive sense of identity</p> <p>Is there anyone like me? LO - To celebrate individuality and uniqueness</p> <p>Amazing Daisy - LO- To understand the importance of persistence</p> <p>Healthy Minds - LO- To show that they can pay attention to the inside and outside of their body</p> <p>The Colour Poem - LO - To begin to name emotions</p> <p>How we feel - LO - To recognise that everyone has feelings</p>	<p>RSE – Ten Ten Module 1 – Created and loved by God</p> <p><u>Unit 1: Religious Understanding</u> Session 1: Handmade with Love</p> <p><u>Unit 2: Me, my body my health</u> Session 1: I am Me Session 2: Heads, shoulders, knees and toes. Session 3: Ready Teddy</p> <p><u>Unit 3: Emotional wellbeing.</u> Session 1: I like, you like, we all like!</p> <p>Session 2: All the feelings Session 3: Lets get real</p> <p><u>Unit 4: Life cycles</u> Session 1: Growing up</p>	<p>Think Equal</p> <p>Wally the Wave LO - To begin to demonstrate self - regulation</p> <p>I have a plan LO - To show ability to listen to others</p> <p>The Wall - LO- To understand similarities and differences / celebrate diversity</p> <p>The tale of baby beetroot - LO- To recognise kind behaviour</p> <p>Lara the yellow ladybird - LO - To express self- confidence and self esteem</p> <p>My voice - LO - To demonstrate a sense of empowerment and voice</p>	<p>RSE – Ten Ten Module 2 – Created to love others</p> <p><u>Unit 1 – Religious Understanding</u> Session 1: Role Model</p> <p><u>Unit 2 – Personal relationships</u> Session 1: Who's who? Session 2: You've got a friend in me</p> <p>Session 3: Forever friends</p> <p><u>Unit 3 – Life Online</u> Session 1: What is the internet? Session 2: Playing Online</p> <p><u>Unit 4 – Keeping Safe</u> Session 1: Safe inside and out Session 2: My body, My Rules Session 3: Feeling poorly Session 4: People who help us</p>	<p>Think Equal</p> <p>Kitchi's Moccasins LO - To understand the importance of respecting everyone</p> <p>Helping hands LO - To understand that kind actions make a positive difference</p> <p>Diego's great idea - LO- To understand that no one should be excluded</p> <p>Head, heart and hands - LO- To understand kindness</p> <p>My amazing brain - LO - To understand that the brain controls everything we do</p> <p>Home - LO - To understand that all people deserve shelter</p>	<p>RSE – Ten Ten Module 3 – Created to live in the community</p> <p><u>Unit 1 – Religious Understanding</u> Session 1: God is Love Session 2: Loving God, Loving others</p> <p><u>Unit 2 – Living in the wider world</u> Session 1: Me, you, us</p>
Enrichment	<p>Visitors: Mums and Dads New babies</p> <p>Experience: Food tasting linked to Marvellous Me and Harvest (Little Red Hen).</p>	<p>Visitors: The Gruffalo</p> <p>Experience: Wider school grounds /Forest school for Gruffalo hunt Use of Gruffalo shed and garden. Perform Nativity School Pantomime</p>	<p>Visitors: Mystery Reader</p> <p>Experience: Porridge tasting Pancake Making</p> <p>Trip: Library</p>	<p>Visitors: Fire fighters Police Paramedics</p> <p>Experience: Superhero Day Growing outside – gardener</p> <p>Trip: Library</p>	<p>Visitors: The chicks!</p> <p>Experience: Hatching Eggs experience Growing outside – gardener Make nest cakes</p> <p>Trip: Farm Visit</p>	<p>Experience: Growing outside – gardener Seaside Day</p> <p>Trip: Lytham Beach</p>