



St. Anthony's Catholic Primary School

Nursery Long-Term Plan

	Autumn 1 Marvellous Me	Autumn 2 The Gruffalo	Spring 1 Traditional Tales	Spring 2 Amazing Animals	Summer 1 Heroes	Summer 2 The Seaside
Rationale	<p>Learning all about Myself this topic is built on in Reception where children move to My Family.</p> <p>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.</p> <p>Exploration of diversity and different families seen through the characters in the texts chosen.</p>	<p>Familiar and popular story. Links with Autumn and the forest. Gruffalo hunt – wider school experience.</p> <p>Opportunities for outdoor learning for improved mental health.</p> <p>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.</p> <p>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>Links with growth, animals and their young – this will be built on in reception.</p> <p>Introduction to the world around them.</p> <p>Provide first-hand experience of an animal lifecycle.</p> <p>Trip/visit to a farm.</p> <p>Links with Easter – Easter is an important celebration in the catholic calendar.</p>	<p>Building on children's interests.</p> <p>People Who Help Us in the community – dispel negative impressions.</p> <p>Strengthen community links and visits.</p>	<p>Widen children's experiences.</p> <p>Sensory experiences.</p> <p>Widen children's knowledge of the world and different methods of transport.</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>



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Week 1:						
Week 2:						
Week 3:						
Week 4:						
Week 5:						

Literacy: High Quality Texts. These texts are read 5 times per day.



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<p>Week 6:</p>						
<p>Week 7:</p>						
<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>



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Literacy: Explicit teaching of mark making and writing	<p>Make marks with a variety of material</p> <p>Add marks to pictures giving meaning to them</p> <p>Add marks to show my name</p> <p>Tune into sounds during listening activities</p>	<p>Demonstrate good gross motor skills in making large marks</p> <p>Know that writing is not the same as drawing</p> <p>Use some emergent print knowledge for writing e.g pretend shopping lists</p> <p>Write the first letter of their name</p> <p>Show preference for a dominant hand</p> <p>Tune into sounds during listening activities showing an understanding</p>	<p>Demonstrate good fine motor control when using tools e.g. scissors and threading</p> <p>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.</p> <p>Write some of their name e.g. first 2 letters</p> <p>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</p> <p>Segment sounds in the order in which they occur (with support)</p> <p>Say the initial sounds in most words</p>	<p>Write some letters with good formation e.g. the letters from my name</p> <p>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</p> <p>Say the initial sounds in most words</p>	<p>Write my own name</p> <p>Write some capital letters e.g. the start of my name</p> <p>Use a comfortable grip with good control when mark making</p> <p>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.</p> <p>Functional outcomes: Moving around the classroom, being able to sit ready for writing, getting changed for PE, pre-writing readiness.</p>					



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<p>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>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>



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



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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  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	 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  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 Use artefacts in play and begin to understand that some are old and some are new. Explore familiar places, such as, the beach, the park, woodland and a farm through texts and visits. Use positional language related to texts. Vocabulary to be taught: Old, new, past, then, now
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Expressive Arts & Design	 <p>Drawing and Painting Artist – Paul Klee (Senecio) Create closed shapes with continuous lines and begin to use shapes to represent objects. Represent a face with a circle and include details. Show different emotions in drawing and paintings. Explore colour and colour mixing. Vocabulary to be taught: Draw, lines, shapes</p>  <p>Music Listen with attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Vocabulary to be taught: Listen, sounds, feelings</p>	 <p>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</p>  <p>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</p>	 <p>Printing Brick and block printing linked to Three Little Pigs 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, block, brick, texture</p>  <p>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</p>	 <p>Cooking & Nutrition Easter nests 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</p>  <p>Music Play instruments with increasing control. Remember and sing entire songs. Vocabulary to be taught: Play, sing, control</p>	 <p>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</p>  <p>Music Remember and sing entire songs. Improvise a song around one they know. Vocabulary to be taught: Sing, melody, change</p>	 <p>Collage/ shape and texture 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</p>  <p>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</p>
Religious Education	<p>Creation and Covenant</p>	<p>Prophecy and Promise</p>	<p>Galilea to Jerusalem</p>	<p>Desert to Garden</p>	<p>To the ends of the earth</p>	<p>Dialogue and Encounter</p>



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PSHE/RSE	<p>RSE Our World Handmade with Love Who's Who You've got a Friend in Me Forever Friends</p>	<p>PSHE Marvellous Me Understand the concepts of same and different.</p> <p>These Feelings Understand feelings come and go and develop strategies to manage feelings.</p> <p>The weather inside me Understand that feelings come and go.</p> <p>A tiny seed Understand that one person can make a positive difference.</p> <p>Faisels not himself Take the perspective of someone else.</p> <p>Our Home Demonstrate a sense of responsibility towards the environment.</p>	<p>RSE My Body Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us</p>	<p>PSHE Ted the tiger tamer link emotions to feelings inside the body.</p> <p>Curly the chameleon name at least 5 different emotions.</p> <p>Ahmed's Journey name their 5 senses.</p> <p>Biju the brave pea discuss nature and the cycle of life.</p> <p>Passing clouds (Mental Health Week) recall strategies to help them have control over their own feelings.</p> <p>The secret adventures of Anonymous demonstrate an understanding that small acts of kindness can inspire other acts of kindness.</p>	<p>RSE Altogether God Is Love Loving God, Loving Others Me, You, Us</p>	<p>PSHE Nisha and the tiger express empathy for others.</p> <p>Francisco's Family To identify things that make their family unique.</p> <p>Zelda goes on holiday see things from a different perspective.</p> <p>Rainbows in the windows (International nurses' day)</p> <p>Monsters in the smoke understand that they can speak out when they see something unfair.</p> <p>Sydney the seahorse To discuss diversity in skin colours positively.</p> <p>My dream in the drawer understand that gender does not affect one's dream.</p>
Enrichment	<p>Visitors: Mums and Dads New babies Experience: Food tasting linked to Marvellous Me and Harvest (Little Red Hen).</p>	<p>Visitors: The Gruffalo Experience: Wider school grounds /Forest school for Gruffalo hunt Use of Gruffalo shed and garden. Perform Nativity School Pantomime</p>	<p>Visitors: Mystery Reader Experience: Porridge tasting Turnip Soup Pancake Making Trip: Library</p>	<p>Visitors: The chicks! Experience: Hatching Eggs experience Growing outside – gardener Make nest cakes Trip: Farm Visit</p>	<p>Visitors: Fire fighters Police Paramedics Experience: Superhero Day Growing outside – gardener</p>	<p>Experience: Growing outside – gardener Seaside Day Trip: Lytham Beach</p>



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