

ORCHARD VALE COMMUNITY SCHOOL LONG TERM PLAN FOR NURSERY						
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Possible Themes/Interests/Lines of enquiry	All about Me People who help us. Fireworks	Autumn Nocturnal Animals. Christmas	Winter Ice, snow and arctic animals. Chinese New Year.	Life-cycles Spring, growing and daffodils. Easter	Bears	The Three Little Pigs. Mini beasts The Seaside and sea creatures.
Possible texts	We are all different. The Zoo Vet. Hairy Maclary Rumpus at the vet. The Owl who was Afraid of the dark.	Non-fiction- Autumnal books. Hodge the Hedgehog. Don’t Hog the Hedge. Owl Babies. The Nativity story. Crispen, the pig who had it all.	Non-fiction- Antarctica animal fact books, polar bears, penguins, wolves. Other fiction books about winter. Seren’s Seasons. Chinese New Year story. Wake up time on Bumble Farm.	The Hungry Caterpillar Cautious Caterpillar Spike Home Sweet Home. Non-fiction- Life cycle books.	Goldilocks and the three bears. A chair for Baby bear. Goldilocks and the three potties. Goldilocks and the three teddy bears. Who’s been eating my porridge? The magic porridge pot. Brown bear what do you see? The Bear Hunt.	The Three Little Pigs. The Bad-Tempered Ladybird. The very Busy Spider. Commotion in the ocean. The Rainbow Fish.
Birth to Three years. Settling in goals for new intake beginning of each term.	Finds ways of managing transitions, for example from their parent to their key person. (PSE) Express preferences and decisions. They also try new things and start establishing their autonomy. (PSE) Develop friendships with other children. (PSE) Learn to use the toilet with help then independently. (PD) Use large and small motor skills to do things independently. (PD)		Finds ways of managing transitions, for example from their parent to their key person. (PSE) Express preferences and decisions. They also try new things and start establishing their autonomy. (PSE) Develop friendships with other children. (PSE) Learn to use the toilet with help then independently. (PD) Use large and small motor skills to do things independently. (PD)		Finds ways of managing transitions, for example from their parent to their key person. (PSE) Express preferences and decisions. They also try new things and start establishing their autonomy. (PSE) Develop friendships with other children. (PSE) Learn to use the toilet with help then independently. (PD) Use large and small motor skills to do things independently. (PD)	
Communication and Language	Develop their communication but may continue to have problems with tenses and plurals.	Develop their pronunciation but may still have problems with some sounds.	Pay attention to more than one thing at a time, which can be difficult. Start a conversation with an adult or friend and continue it for many turns.	Understand ‘why’ questions like “why do you think the caterpillar got so fat?” Use longer sentences of four to six words.	Use talk to organise themselves in their play. “Lets go on a bus..., you sit there...I’ll be the driver. Knows many rhymes, be able to talk about familiar books, and be able to tell a long story.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as gestures.
	Although statements have been split for extra focus they will still apply daily, and these statements will be ongoing throughout the nursery year: *Uses a wide range of vocabulary. *Enjoys listening to longer stories and can remember much of what has happened. *Understand a question or instruction that has two parts, such as “Get your drink and wait at the door.” * Sing a large repertoire of songs.					
Personal, Social and Emotional development	Become more outgoing with unfamiliar people, in a safe context of their setting. Show more confidence in new social situations. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.		Remember rules without needing an adult to remind them. Talk about their feelings using words like ‘happy’, ‘sad,’ ‘angry,’ or ‘worried.’ Talk with others to solve conflicts. Play with one or more children, extending and elaborating play ideas.		Develop appropriate ways of being assertive. Understanding gradually how others might be feeling.	
	Ongoing statements: *Show more confidence in new social situations. *Increasingly follow rules and understand why they are important. *Help find solutions to conflicts.					
Physical Development	Continue to develop their movement, balancing, riding bikes and ball skills. Go up steps and stairs or climb apparatus, using alternative feet. Start eating independently and learning how to use a knife. Show a preference for a dominant hand. Make healthy choices about food, drink, activity and toothbrushing.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	Start taking part in some group activities which they make up for themselves, or in teams.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips. Increasing be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Use a comfortable grip with good control when holding pens and pencils. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
	Ongoing statements: *Match their developing physical skills to tasks and activities in the setting. *Use one-handed tools and equipment. *Be increasingly independent in meeting their own care needs. * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.					
Literacy	Understand the five key concepts about print: 1) Print has meaning. 2) Print can have different purposes. 3) We read English text from left to right and top to bottom.	Understand the five key concepts about print: 4) The names of the different parts of a book. 5) Page sequencing.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page: writing ‘m’ for mummy.	Develop their phonological awareness, so that they can: Spot and suggest rhymes. Count or clap syllables in a word. Recognise words with the same initial sound, such money and mother.	Write some or all of their name.	Write some letters accurately.
	Ongoing statements: *Develop their phonological awareness. * Engage in extended conversations about stories learning new vocabulary.					
Phonics	Learn nursery Rhymes and teach and familiarise children with the words that rhyme. Can children fill in the missing rhyming words?	Continue to learn new songs and poems drawing attention to words which rhyme. Can children hear words that rhyme and think of their own?	Teach first 10 pictures and sounds. Week 3 Teach sounds 1-5 (1 each morning.) Week 4 Teach sounds 1-5 in the afternoon. Week 5 teach the next 6-10 sounds 1 each morning. Week 6 Repeat sounds 6-10 in the afternoon. Week 7 Revisit all 10 sounds. *Fred talk a new word each day.		Secure Group 1 sounds. Teach a letter sound each week. Teach Fred talk games.	
Maths	Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Say one number for each item in order: 1,2,3,4,5.	Know that the last number reached when counting a small set of objects tells you how many there are in total. (‘Cardinal principle’.) Show finger numbers up to 5.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.	Understand position through words alone – for example, “The bag is under the table,”-with no pointing. Describe a familiar route.	Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

	Recite numbers past 5	Extend and create ABAB patterns – stick, leaf, stick leaf. Notice and correct an error in a repeating pattern.	Compare quantities using language: ‘more than’, ‘fewer than’.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc...	Discuss routes and locations, using words like ‘in front of’ and behind.	Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc...
	Ongoing statements: *Recite numbers past 5 *Link numeral amounts * Make comparisons between objects.					
Understanding the World	Explore collections of materials with similar and/or different properties. Continue developing positive attitudes about the differences between people. Show interest in different occupations.	Use all their senses in hands-on exploration of material materials.	Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Understand the key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the natural environment and all living things. Plant seeds and care for growing plants.	Explore and talk about the different forces they can feel.	
	Ongoing statements: *Talk about what they see using a wide vocabulary. *Explore how things work					
Expressive Art and Design	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Use drawing to represent ideas like movement or loud noises. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc..	Take part in simple pretend play, using an object to represent something else even though they are not the same. Listen with increased attention to sounds. Join different materials and explore different textures. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as city with different buildings and a park.	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person. (Pitch match)	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop their own ideas and then decide which materials to use to express them. Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	
	Ongoing statements: *Remember and sing entire songs. Play instruments with increasing control.					
Enrichment	Harvest	Remembrance Decorating biscuits with icing. Christmas performance.		Visit from the dentist????	Planting seeds Tadpoles	
Curiosity		Pumpkins Seeds Pinecones, conkers. Autumn leaves Poppies	Ice blocks Tasting noodles. Pretend Chinese restaurant.		Different seeds	Shells and stones Seaweed