

Little Owls Long term plan–Nursery 2018/19

Nursery	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Colour	Fabulous food	On the Farm	Forest	Animals and their homes	Build it
Stories	Short stories relate to children's interests – children to bring in their favourite story to share with their group Mouse paint The rainbow fish Elmer	Kipper's Birthday Pumpkin Soup The Christmas story Variety of Christmas stories inc stick man The magic porridge pot Handa's surprise Meg's veg Olivers's vegetables	Pig in a pond Farmyard hullaboo Farmer duck	The Gruffalo, the Gruffalo's child Goldilocks Jack and the beanstalk Foggy forest	Eric Carle stories Super worm Snail and the whale What the ladybird heard Information texts 3 billy goats gruff A house is a house for me	Mr Gumpy's outing Mr Gumpy's motor car 3 little pigs 3 billy goats gruff If I built a house
Personal, Social and Emotional Development  VALUES	Nursery rules and routines, circle time, talking time, box full of feelings  Separating from significant adult Building relationships with adults and peers All about me booklet	Me – a special person Our own celebrations birthdays, divali . Me Boxes  Keeping safe – firework code Our own traditions Circle times	My special people Board games – turn taking/sharing Resolving conflicts Sharing and turn taking Valentines day Circle times Chinese new year	Circle times  Revisit feelings and emotions Understanding of Easter Mother's day Circle times Key group bears	Growing and changing Self awareness – looking positively at themselves Conflict resolution Circle times	Being healthy and safe – links with healthy schools and sports day - working as a team Fathers day Circle times
Communication & Language	circle games, phase one sound games, singing, stories, big books, puppet shows Playing games	The Christmas Story Be able to discriminate between different sounds Listening games Beginning to speak with confidence	Be able to follow instructions Speaking with confidence Playing games Answer open ended stories Express themselves effectively	Use appropriate story language to re-enact/re-tell/predict Be able to follow instructions Speaking with confidence Playing games	Express themselves effectively Use appropriate story language to re-enact/re-tell/predict Be able to follow instructions Speaking with confidence	Express themselves effectively Use appropriate story language to re-enact/re-tell/predict Be able to follow instructions and 2 part sequences

		<p>Following instructions Phase one games Rhyming stories</p>	<p>Experiment with words Phase one games Rhyming stories</p>	<p>Answer open ended questions Develop narratives and encourage language play Phase one games Rhyming stories Story acting – helicopter technique</p>	<p>Playing games Answer open ended questions Develop narratives and encourage language play Experiment with words and sounds such as nonsense rhymes Story acting – helicopter technique Phase one games Rhyming stories</p>	<p>Speaking with confidence Playing games Answer open ended questions Develop narratives and encourage language play Experiment with words and sounds such as nonsense rhymes Be able to identify patterns, draw conclusions. Explain effect, predict and speculate Story acting – helicopter technique</p>
Physical Development	<p>Outside small and large apparatus, bikes and scooters, sticky kids, yoga, brain gym. Go noodle Managing washing and drying Personal hygiene Eating independently Fine motor activities</p>	<p>Traveling and climbing Relaxation Fine motor focus Pattern work sticky kids, yoga, brain gym. Go noodle</p>	<p>Small and large apparatus Fine motor focus pencil grip Ball skills, sticky kids, yoga, brain gym. Go noodle Ring games</p>	<p>Small and large apparatus Fine motor focus Throwing and catching pencil grip Ball skills, sticky kids, yoga, brain gym. Go noodle Ring games</p>	<p>Small and large apparatus Fine motor focus Write dance Handwriting patterns, pencil grip pencil grip Ball skills, sticky kids, yoga, brain gym. Go noodle Ring games</p>	<p>Small and large apparatus Fine motor focus Write dance Handwriting patterns, pencil grip Good practices – exercise, eating, sleeping and hygiene Fitness week – daily fitness challenge Sports day - teamwork</p>
Literacy	<p>Environmental sound discrimination Book handling Independent mark making Reading stories</p>	<p>Letters to Santa and role play mark making Story structure Describing main story settings,</p>	<p>Story structure Describing main story settings, events and main characters</p>	<p>Non-fiction books Describing main story settings, events and main characters</p>	<p>Non-fiction book Describes main story setting, events and principal characters Writing own name independently and</p>	<p>Non-fiction book Describes main story setting, events and principal characters Writing own name independently and</p>

		events and main characters	Independent mark making Rhyming words Introduction of speech sounds for those ready	Independent mark making Writing of individual sounds and own name  Introduction of speech sounds – for those ready	purposeful mark making Introduction of speech sounds, phonic related games and songs Groups for assisted blenders	Introduction of speech sounds –  Recapping of all sounds,(for more able children phonic related games and songs
Maths	Number rhymes, saying numbers in order Use language of quantity Represent numbers using fingers Simple shapes and patterns Size language Cooking	<b>Advent calendar</b> Numeral recognition within environment Comparing quantities Counting 1:1 correspondence Language of time Cooking Shape exploration	Matching numeral to quantity Counting 1:1 correspondence Positional language Language to describe shapes Cooking Number recognition and exploration	Separating groups recognizing the total remains the same Counting objects out of a group Mathematical problem solving Cooking Number recognition and exploration	2d shapes Repeating patterns More and less Mathematical problem solving Cooking Number recognition and exploration	How many altogether Length and non-standard units of measure Capacity Number recognition and exploration
Understanding the World	<b>Sharing all about me booklets</b> Remembering and discussing significant events Showing care for living things Care of pets Scarecrows <b>Harvest foods</b> Rainbows	<b>Harvest</b> <b>Christmas</b> <b>Fireworks</b> <b>Diwali</b>  IWB/iPad – firework pictures Cd player <b>Talk about what makes them unique – me boxes</b> Observing, chopping and eating different fruit and veg	Making potions Winter – ice, frost Sequence of time Differences in environments Remote control toys <b>Chinese new year</b> Farm – small world	<b>Shrove Tuesday</b> <b>Easter celebrations</b>  <b>Growth – and change over time – planting seeds and taking care of plants</b>	Life cycle of Caterpillars/ butterflies and Eggs/chicks <b>Growth – finds out about past events in their life</b> Animals and their babies	Being safe <b>Looking after our health – role of nurse/dental nurse</b>
	Singing	<b>Christmas songs</b> Exploring changes in colour, and sound	Exploring texture <b>Valentines day crafts</b> Piet Mondrain	Mothers day crafts <b>Easter craft</b>	Colour mixing Observational drawings	Matisse – snail Food/fruit printing Fathers day crafts

Expressive Arts and Design	<p>Experimenting and constructing with blocks Mark making Dancing and ring games</p> <p>Skills – drawing and painting – mark making – and using range of different sized brushes Challenge of making humpty dumpty stay on a wall and making spider webs</p>	<p>Firework paintings and models Firework music and dance Christmas crafts Diwali craft and cooking</p> <p>Skill –pattern create using different tools and colours – threading, Diwali, making wrapping paper and printing</p>	Skill – textures and collage - handling different materials, simple weaving	skill –construction – handles different construction – construct different shapes	<p>Clay minibeasts</p> <p>Skill – colour mixing – shades, light and dark</p> <p>Observational drawings objects in the environment Photographs – taking pictures of minibeasts</p>	<p>Clay minibeasts Self portraits</p> <p>Skill – self portraits – observational drawings– Skill – colour mixing – shades, light and dark</p>
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### British Values

Democracy

Rule of law

Individual liberty and mutual respect

Tolerance of those with different faiths and beliefs

As new children will be starting throughout the year, continuous assessments and flexibility will be key to ensure all children will be challenged and supported at their pace and level.

