



# Nursery 1 Long Term Planning



<b>Autumn 1</b> <b>Head, Shoulders Knees and Toes!</b>	
<b>GENERAL THEMES</b> <i>Including Why do you love me so much? – (CM)</i>  <i>Rhyme Time/ Wake Up Shake Up daily</i>	Starting nursery/all about me/ my family/ my house/ my body/ faces/ sharing and turn taking (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)
<b>POSSIBLE TEXTS</b> <b>(Bold text – favourite five)</b>	Maisy goes to nursery, Who's in the loo? Mouses' first day at school, Let's share, Usborne first experiences – 'Going to School', My shadow, What makes me happy? All grown up, Hands can, All About Me! Spot Says Please, Meg and Mog, That's not my Bat, The Halloween Surprise, <b>Where's Spot?</b>
<b>'WOW' MOMENTS</b>	Birthdays/ Halloween/ Baby visit/ Sharing photos of our families and homes
<b>Areas of Learning</b>	<i>objectives based on OPAL 18 months – 'typical development'</i>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Seeks physical contact from familiar adults e.g. their key person</li> <li>• Begins to show awareness of their peers around them</li> <li>• Can use pointing to let an adult know what they want</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Jabbers to themselves when playing</li> <li>• Points to own nose, hair, feet, etc</li> <li>• Starting to use single words</li> </ul>
<b>Physical Development</b> <i>(Include modules from GetSet4PE)</i>	<ul style="list-style-type: none"> <li>• Walks independently.</li> <li>• Beginning to squat to pick up objects.</li> <li>• Walks upstairs with a helping hand</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Sing songs and rhymes during group time</li> <li>• Pays attention when an adult reads a book</li> <li>• Beginning to enjoy and will look at them alone</li> </ul>
<b>Maths</b> <i>(Include Tentown)</i>	<ul style="list-style-type: none"> <li>• Compare amounts saying 'lots' and 'more'</li> <li>• Counting like behaviour such as making sounds or pointing, and saying some numbers</li> </ul>
<b>Understand the World</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• Explore different materials in the nursery</li> <li>• Has an understanding of who is in their immediate family</li> </ul>
<b>Expressive Arts and Design</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• Explore a range of sound makers.</li> <li>• Starting to recognise/ point to features of the human face</li> <li>• Start to make marks intentionally</li> <li>• Explore paint, using fingers and other parts of their bodies</li> </ul>



<h2>Autumn 2</h2> <h3>Dingle Dangle Scarecrow!</h3>	
<b>GENERAL THEMES</b> <i>Including Why do leaves go crispy? – (CM)</i>  <i>Rhyme Time/ Wake Up Shake Up daily</i>	Bonfire night/ autumn changes and objects/ woodland creatures/ Christmas (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)
<b>POSSIBLE TEXTS</b> <b>(Bold text – favourite five)</b>	<b>Wow said the owl, Brown Bear Brown Bear, We're Going on a Leaf Hunt</b> , what can you see in Autumn? Owl Babies, whatever the weather books – 'Wind and Rain', That's not my Elf, That's not my Santa, That's not my Reindeer, Dear Santa, Shhh!, Santa's Beard
<b>'WOW' MOMENTS</b>	Owl Hunt/ Nativity performance/ Christmas dinner & party/Pantomime in school/ Making and tasting mince pies
<b>Areas of Learning</b>	<i>objectives based on OPAL 18 months – 'typical development'</i>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Seeks physical contact from others, such as adults in nursery and other children</li> <li>• Shows awareness of their peers and will watch them when playing alongside them</li> <li>• Can use pointing and some words to let an adult know what they want e.g. 'doll'</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Jabbers to themselves and others when playing</li> <li>• Points to own nose, hair, feet, etc when asked and beginning to use these words</li> <li>• Uses a range of single words</li> </ul>
<b>Physical Development</b> <i>(Include modules from Get-Set4PE)</i>	<ul style="list-style-type: none"> <li>• Walks independently and confidently</li> <li>• Will squat to pick up objects and rise to their feet confidently</li> <li>• Begin to walk upstairs independently (holding onto a bannister if needed)</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Sing songs and rhymes independently, for example, singing whilst playing</li> <li>• Pays attention when an adult reads a book and responds to the pictures or words</li> <li>• Will look at books alone, and will seek out adults or other children to share books with.</li> </ul>
<b>Maths</b> <i>(Include Tentown)</i>	<ul style="list-style-type: none"> <li>• Compare amounts saying 'lots', 'more' and 'same'</li> <li>• Counting like behaviour such as making sounds or pointing, and saying some numbers in sequence</li> </ul>
<b>Understand the World</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• Explore materials with different properties e.g. soft, rough, bumpy</li> <li>• Can talk about their immediate family e.g. can say who lives in their house</li> </ul>
<b>Expressive Arts and Design</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• Explore a range of sound makers and play them in different ways</li> <li>• Starting to recognise/ talk about their own facial features e.g. hair colour, eye colour</li> <li>• Start to make marks intentionally and enjoys mark making activities</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</li> </ul>



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	<b>Spring 1</b> <b>Here We Go Round The Mulberry Bush!</b>
<b>GENERAL THEMES</b> <i>Including Where does snow go? (CM)</i>  <i>Rhyme Time/ Wake Up Shake Up daily</i>	Winter, Arctic animals, Valentine's day, Pancake Tuesday (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)
<b>POSSIBLE TEXTS</b> <b>(Bold text – favourite five)</b>	Winter non-fiction books, Snow (Whatever the Weather book), What we wear in Winter, That's not my Penguin, Pop a Little Pancake, Mr Wolf's Pancakes, The Biggest Kiss
<b>'WOW' MOMENTS</b>	Building a snowman/ Tasting hot chocolate/ Making Valentine's Day Biscuits/ Pancake tasting and review
<b>Areas of Learning</b>	<i>Objectives based on OPAL 24 months – 'typical development'</i>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Enjoys simple make-believe play e.g. having a cup of tea in the role play area</li> <li>• Begins to do things for themselves without help</li> <li>• Begins to display emotions, e.g. jumping up and down when excited</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Begins to put two words together</li> <li>• Finds objects when asked e.g. ball, shoes.</li> <li>• Responds to familiar music, songs and rhymes</li> </ul>
<b>Physical Development</b> <i>(Include modules from GetSet4PE)</i>	<ul style="list-style-type: none"> <li>• Climbs over obstacles</li> <li>• Uses a spoon to feed themselves</li> <li>• Climbs up stairs independently</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Repeats words from familiar stories</li> <li>• Makes comments about stories and shares their own ideas</li> </ul>
<b>Maths</b> <i>(Include Tentown)</i>	<ul style="list-style-type: none"> <li>• Joins in with counting during group time, sometimes skipping numbers – '1,2,3,5'</li> <li>• Climbs and squeezes self into different types of spaces</li> </ul>
<b>Understand the World</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• Explore natural materials indoors and outside</li> </ul>
<b>Expressive Arts and Design</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• Expresses ideas and feelings through making marks</li> <li>• Enjoy action songs, such as 'twinkle twinkle little star'</li> </ul>



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	<b>Spring 2</b> <b>Mary Had a little Lamb!</b>
<b>GENERAL THEMES</b> <i>Including Which was the biggest dinosaur? – (CM)</i>  <i>Rhyme Time/ Wake Up Shake Up daily</i>	Dinosaurs, World Book Day, Easter, Mother’s Day, Spring, planting and growing (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN’S INTERESTS TO FLOW THROUGH THE PROVISION)
<b>POSSIBLE TEXTS</b> <b>(Bold text – favourite five)</b>	The Somethingosaur, A Dinosaur called Tiny, There’s a Triceratops in the Tree House, Dinosaurs Love Underpants, Harry and the Bucket full of Dinosaurs, <b>That’s not my Dinosaur</b> , Why I love my Mummy, Eggs and Chicks, The Odd Egg, The Little Sunflower, A selection of Bedtime Stories – Peace at Last, Can’t you sleep Little Bear?
<b>WOW’ MOMENTS</b>	Dinosaur footprint trail/ building a large-scale dinosaur/ PJ and Teddy day for World Book Day/ Easter Egg competition/ planting daffodils
<b>Areas of learning</b>	<i>objectives based on OPAL 24 months – ‘typical development’</i>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Enjoys and thinks up simple make-believe play e.g. – pretending to be a dinosaur!</li> <li>• Enjoys doing things for themselves without help</li> <li>• Displays a range of big emotions</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Puts two or more words together</li> <li>• Finds objects when asked e.g. ball, shoes and repeats words back</li> <li>• Responds and joins in with familiar music, songs and rhymes</li> </ul>
<b>Physical Development</b> <i>(Include modules from GetSet4PE)</i>	<ul style="list-style-type: none"> <li>• Climbs over and under obstacles</li> <li>• Uses a spoon or fork feed themselves confidently</li> <li>• Climbs up and down stairs independently</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Repeats words and phrases from familiar stories</li> <li>• Makes comments about stories, shares their own ideas, and begins to ask simple questions about the story</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Counts in everyday contexts, sometimes skipping numbers – ‘1,2,3,5’</li> <li>• Climbs and squeezes self into different types of spaces, and experiments with different ways of moving (e.g. making themselves smaller by crouching)</li> </ul>
<b>Understand the World</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside, and begin to describe them</li> </ul>
<b>Expressive Arts and Design</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• Expresses ideas and feelings through making marks, and sometimes gives meaning to the marks they make.</li> <li>• Enjoys and takes part in a variety of action songs</li> </ul>



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<b>Summer 1</b> <b>I can sing a rainbow!</b>	
<b>GENERAL THEMES</b> <i>Including Which was the biggest dinosaur? (CM)</i>  <i>Rhyme Time/ Wake Up Shake Up Daily</i>	Exploring colour, Traditional Tales, Five Little Speckled Frogs (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)
<b>POSSIBLE TEXTS</b> <i>(Bold text – favourite five)</i>	Tales from Acorn Wood – Colours, The Artist who painted a blue horse, <b>Wow said the Owl</b> , Monsters love Colours, Elmer, The Colour Monster, Oi, Frog, The Gingerbread Man, The Three Little Pigs, Goldilocks, Little Red Riding Hood
<b>WOW' MOMENTS</b>	Colour hunt around school/ rainbow experiment/ Visit from Fairy tale character/ Build 3 little pigs houses – scavenger hunt to collect materials.
<b>Areas of Learning</b>	<i>Objectives based on OPAL 30 months – 'typical development'</i>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Watches what their friends and teachers are doing with interest</li> <li>• Will respond when asked to do simple jobs e.g. putting away the cars</li> <li>• Begins to assert independence</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Is interested in books and stories.</li> <li>• Can stop what they are doing when asked (e.g. when we ring the bell)</li> <li>• Uses lots of new words.</li> </ul>
<b>Physical Development</b> <i>(Include modules from Get-Set4PE)</i>	<ul style="list-style-type: none"> <li>• Can run around confidently</li> <li>• Can make lines and marks.</li> <li>• Build a small tower with soft play resources</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• <i>Develop play around favourite stories.</i></li> <li>• <i>Notice some print, such as the first letter of their name</i></li> <li>• <i>Enjoys drawing freely</i></li> </ul>
<b>Maths</b> <i>(Include Tentown)</i>	<ul style="list-style-type: none"> <li>• <i>Complete inset puzzles.</i></li> <li>• <i>Compare sizes using gesture and language - 'bigger/little/smaller'</i></li> <li>• <i>Begin to notice simple patterns</i></li> </ul>
<b>Understand the World</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• <i>Explore and respond to different natural phenomena in their setting and on trips.</i></li> </ul>
<b>Expressive Arts and Design</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• <i>Develop pretend play by involving available props</i></li> <li>• <i>Use all of their senses to investigate different materials</i></li> </ul>



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<b>Summer 2</b> <b>The sun has got his hat on!</b>	
<b>GENERAL THEMES</b> <i>Including Why do spiders eat flies? (CM)</i>  <i>Rhyme Time/ Wake Up Shake Up Daily</i>	Minibeasts, Farms, Father's Day, Summer, The Seaside (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)
<b>POSSIBLE TEXTS</b> <i>(Bold text – favourite five)</i>	That's not my Tractor, Peep inside the Farm, Let's look at Animals, Mad About Minibeasts, The Crunching Munching Caterpillar, That's not my Bee, Kipper's Sunny Day, Maisy Goes on Holiday, My Daddy, <b>Dear Zoo</b>
<b>'WOW' Moments</b>	Farm Visit to school/ Minibeast day – children to dress as their favourite minibeast/ making our own ice creams/ Sports Day
<b>Areas of Learning</b>	<i>objectives based on OPAL 30 months – 'typical development'</i>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Watches what friends and teachers are doing with interest, and begin to join in with them</li> <li>• Enjoys carrying out simple jobs when asked</li> <li>• Begins to assert independence and challenge boundaries</li> <li>•</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Is interested in books and stories and beginning to pay attention for longer periods</li> <li>• Can stop what they are doing and can listen to you, e.g. 'it's time to tidy up!'</li> <li>• Uses lots of new words, and begins to use words like, me, I and you</li> </ul>
<b>Physical Development</b> <i>(Include modules from Get-Set4PE)</i>	<ul style="list-style-type: none"> <li>• Can run around confidently, changing direction and slowing down so they don't bump into things</li> <li>• Can make lines, marks and dots</li> <li>• Build a large tower with smaller objects such as blocks or cups</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• <i>Develop play around favourite stories using props</i></li> <li>• <i>Notice print in their environment, such as the first letter of their name, a bus or door number, or a familiar logo.</i></li> <li>• <i>Enjoys drawing freely, and will add some marks to their drawings which they give meaning to. For example: "That's mummy."</i></li> </ul>
<b>Maths</b> <i>(Include Tentown)</i>	<ul style="list-style-type: none"> <li>• <i>Complete a variety of inset puzzles, matching the pieces together by shape, colour, animals etc</i></li> <li>• <i>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</i></li> <li>• <i>Begin to notice patterns and arrange things in patterns</i></li> </ul>
<b>Understand the World</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• Explore, respond and begin to describe different natural phenomena in their setting and on trips.</li> </ul>
<b>Expressive Arts and Design</b> <i>(With Guidance from DM)</i>	<ul style="list-style-type: none"> <li>• <i>Develop pretend play by pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone.</i></li> <li>• <i>Use all of their senses to investigate, manipulate and play with different materials</i></li> </ul>