



Nursery 2 Long Term Planning

Autumn 1 You've Got a Friend in Me	
GENERAL THEMES	All about me/My House/My Family/Our Friends/Emotions & Feelings/Room on the Broom/ Halloween (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)
POSSIBLE TEXTS	What Makes Me a Me?, Two homes, Super Duper You, From Head to Toe, Only One You, Guess How Much I Love You?, I Want Two Birthdays, My Daddy, My Family, Shine, The Colour Monster, The Colour Monster Comes to School, Meesha makes friends, Will you be my Friend?, Lost and Found, Room on the Broom
WOW' MOMENTS	Photos of children in front of their house/Witch Visit/Halloween
Area of Learning	<i>objectives based on OPAL 36 months – 'typical development'</i>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Shows an interest in other children around them Begins to explore new environments
Communication and Language	<ul style="list-style-type: none"> Responds to questions such as What? When? Approaches an adult for help if needed Starts to speak in simple sentences
Physical Development <i>(inc. modules from get-set4pe and Yogabugs)</i>	<ul style="list-style-type: none"> Uses the toilet with some support Moves around their environment with some awareness and supported with control Manages a range of gross motor control and beginning with fine motor
Literacy	<ul style="list-style-type: none"> Enjoys sharing a book with a familiar adult Uses simple marks such as lines
Maths <i>(Inc. NECTM Numberblocks and Tentown)</i>	<ul style="list-style-type: none"> Shows an awareness of number Uses mathematical language such as big/small
Understanding of the World <i>(with guidance from DM)</i>	<ul style="list-style-type: none"> Enjoys exploring natural materials Explore collections of materials with similar properties
Expressive Arts and Design <i>(with guidance from DM)</i>	<ul style="list-style-type: none"> Take part in simple pretend play Enjoys playing in small world with a simple story line.



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Autumn 2 The Leaves are Falling Down	
GENERAL THEMES <i>(including – Why Do Squirrels Hide Their Nuts? CM)</i>	Bonfire night/Diwali/Remembrance/Autumn/The Gruffalo/Christmas (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)
POSSIBLE TEXTS (Bold text – favourite five)	Hurray for Diwali, The Night Before Diwali, Rama & Sita, The Leaf Man, We're going on a leaf hunt, The very helpful hedgehog, Squirrels Autumn Search, Gruffalo Explorers Autumn Trail, Autumn is here, The Gruffalo , Dear Santa, Little Owl and the Star, The Jolly Christmas Postman, Father Christmas needs a wee, The Nativity Story, Jesus Christmas Party, The First Christmas
WOW' MOMENTS	Autumn Walk/Rangoli Patterns/Diva Lamps/Meet the Gruffalo/Nativity/Santa Visit/Pantomime
Areas of Learning	<i>objectives based on OPAL 36 months – 'typical development'</i>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Shows interest in other children by making relationships Explores new environments confidently
Communication and Language	<ul style="list-style-type: none"> Responds to questions such as why? And how? Confidently asks a familiar adult for help Speaks in simple sentences of two parts. E.g I went down the slide and climbed the steps.
Physical Development <i>(inc. Mighty Yoga Warrior)</i>	<ul style="list-style-type: none"> Uses the toilet with support but mostly independent Moves around with awareness and control Manages a range of gross motor control and fine motor
Literacy	<ul style="list-style-type: none"> Enjoys sharing and talking about a book with an adult Uses simple marks lines, curves and circular movements.
Maths	<ul style="list-style-type: none"> Shows awareness of number Uses mathematical language such as heavy/light/tall/short
Understand the World <i>(with guidance from DM)</i>	<ul style="list-style-type: none"> Uses their senses in hands on exploration of natural materials Explore materials with similar and different properties
Expressive Arts and Design <i>(with guidance from DM)</i>	<ul style="list-style-type: none"> When taking part in pretend play, pretends one object is another although they may not be similar. Begins to develop complex stories when playing with small world.



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	Spring 1 Walking in a Winter Wonderland
GENERAL THEMES	New Year, Winter, Arctic Animals, Chinese New year, Valentine's Day, We're going on a Bear Hunt, Healthy Eating (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTER-
POSSIBLE TEXTS (Bold text – favourite five)	Winnie in Winter, One Snowy Night, Tiger in the Snow, Snow Bears, Charlie and Lola: I Completely Love Winter, The Gruffalo's Child, It Was a Cold Dark Night, The Last Polar Bear, Polar Bear, Polar Bear, What Do You Hear? Penguin Small, Lost and Found, We're going on a Bear Hunt , Olivers Vegetables, Olivers Milkshake
WOW' MOMENTS	Winter Hunt/Play with Snow/Letter from Penguin/Missing Polar Bear/Bear Hunt/Making Smoothies
Areas of Learning	<i>objectives based on OPAL 42 months – 'typical development'</i>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Shows awareness of their own feelings Knows what they want to play with Plays alongside others
Communication and Language	<ul style="list-style-type: none"> Sings songs and rhymes with support from an adult or other children Talks to other children Listens to what is said by others
Physical Development (<i>inc. getset4pe</i>)	<ul style="list-style-type: none"> Starts to show awareness of using the toilet Climbs, runs and jumps when taking part in an group activity Uses some toys and tools correctly
Literacy)	<ul style="list-style-type: none"> Enjoys listening to stories Makes many different marks
Maths (<i>Coverage NCETM Number-blocks & Tentown</i>)	<ul style="list-style-type: none"> Can solve everyday problems in an activity with teacher support Recognises some numbers
Understand the World (<i>with guidance from DM</i>)	<ul style="list-style-type: none"> Can talk about what they see around them Begin to make sense of their own life story
Expressive Arts and Design (<i>with guidance from DM</i>)	<ul style="list-style-type: none"> Make imaginative and complex small worlds with blocks etc in construction Explore different materials freely.



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	Spring 2 If You Go Down To The Woods Today
GENERAL THEMES	Goldilocks and the Three Bears/Pancake day/Mothers day/Easter/Spring (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)
POSSIBLE TEXTS (Bold text – favourite five)	Goldilocks and the Three Bears , Everything Spring, When will it be Spring? Eggs and Chicks, Spring is Here!, The Spring Rabbit, When comes Spring?, Fletcher and the Springtime Blossom
WOW' MOMENTS <i>(inc NPP—Goldilocks and the Three Bears, Jack and the Beanstalk, Little Red Riding Hood)</i>	Making Porridge/Planting seeds/Gardening
Areas of Learning	<i>objectives based on OPAL 42 months – 'typical development'</i>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Shows awareness and feelings of others Knows what they want to play with and where to find it Begins to play with others
Communication and Language	<ul style="list-style-type: none"> Independently sings songs and rhymes Talks to other children and is able to start a conversation Begins to respond to what others say
Physical Development <i>(inc. getset4pe)</i>	<ul style="list-style-type: none"> Uses the toilet independently Climbs, runs and jumps with confidence Uses toys and tools safely
Literacy	<ul style="list-style-type: none"> After listening to stories can make up play scenarios Can use closed shapes when mark making such as circles.
Maths <i>(Coverage in continuous provision ')</i>	<ul style="list-style-type: none"> Can solve every day problems in their play Starts to select certain numbers and shows an interest in counting.
Understand the World <i>(with guidance from DM)</i>	<ul style="list-style-type: none"> Uses a large range of vocabulary to talk about their environment. Can begin to talk about their family members and family history
Expressive Arts and Design <i>(with guidance from DM)</i>	<ul style="list-style-type: none"> Begins to develop complex stories using small world and equipment. Develop their own ideas and decide which materials to use to express them



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<p style="text-align: center;">Summer 1 There's a Tiny Caterpillar On A Leaf</p>	
GENERAL THEMES	<p>The Very Hungry Caterpillar/Life Cycles/Eid/Buildings/Properties of materials/Farm Animals</p> <p>(NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)</p>
POSSIBLE TEXTS	<p>The very Hungry Caterpillar, What the Ladybird Heard, The Red Hen, Open the Barn Door, Night Night Farm, A Squash and a Squeeze, Farmyard Hullabaloo, Who's on The Farm?, The Tiny Seed,</p>
WOW' MOMENTS	<p style="text-align: center;">Celebrate Eid/decorate your hand for Eid/Build our House</p>
Areas of Learning	<p style="text-align: center;"><i>objectives based on OPAL 48 months – 'typical development'</i></p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Can play with others • Will have a go of things they are familiar with
Communication and Language	<ul style="list-style-type: none"> • Answer questions about what they are doing • Has a conversation with familiar people • Is sometimes distracted when in a group of children.
Physical Development <i>(inc. from getsetforpe)</i>	<ul style="list-style-type: none"> • Can put their coat on independently • With a familiar adult as support will try new challenges
Literacy <i>(inc. RWI phonics)</i>	<ul style="list-style-type: none"> • Enjoys sharing books with others • Makes marks to represent different objects •
Maths <i>(Coverage in continuous provision and WRM)</i>	<ul style="list-style-type: none"> • Beginning to count objects in their play • Recognises similar and shapes
Understand the World <i>(with guidance from DM)</i>	<ul style="list-style-type: none"> • Understand the key features of a life cycle • Continue to develop positive attitudes about the differences between people.
Expressive Arts and Design <i>(with guidance from DM)</i>	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings.



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Summer 2 We're All Going On A Summer Holiday!	
GENERAL THEMES	Father's Day/Seaside/Summer/Sunflowers/Plants/Sea Creatures (NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)
POSSIBLE TEXTS	I Love My Daddy, Sharing a Shell, Tiddler, Whos hiding at the Seaside, What a Waste?, Somebody Swallowed Stanley, What the Ladybird Heard at the seaside, Commotion in the Ocean, The Sea Saw
WOW' MOMENTS <i>(inc. NPP—On the Farm, Seaside, Under the Sea)</i>	Beach Party/Watch our Sunflowers Grow/
Areas of Learning	<i>objectives based on 48 months 'typical development'</i>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Plays imaginatively with other children Confident to have a go and try new things
Communication and Language	<ul style="list-style-type: none"> Talk about what they are doing and things they remember Starts a conversation with familiar people and asks questions. Listens when they are in a group with other children
Physical Development <i>(inc. getset4pe)</i>	<ul style="list-style-type: none"> Can dress themselves with some support Gives new challenges a go and is aware of own safety
Literacy <i>(inc RWI progression—in bold)</i>	<ul style="list-style-type: none"> Looks at books and has some favourites Talks about their drawing Knows the difference between pictures and words
Maths <i>(Coverage in continuous provision and WRM topics 'Find my Pattern' and 'On the Move')</i>	<ul style="list-style-type: none"> Understands how different shapes fit together Will notice who has more or less e.g trains or pieces of fruit
Understand the World	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment Talk about differences and changes they notice
Expressive Arts and Design	<ul style="list-style-type: none"> Draw with increasing complexity and details, such as rep