



# Woodland Nursery Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Theme	"Who am I and what can I do?"	"Festivals and Celebrations!"	"Traditional Tales"	"All Creatures, Great and Small"	"The Hero Next Door"	"The Big Blue!"
Engage  Enrichment opportunities	Harvest – visit to local Church	Bonfire Night World Nursery Rhyme Week Diwali Remembrance Day Children in Need Nativity Performance	Chinese New Year Valentine's Day	World Book Day Mother's Day Easter	Earth Day St. George's Day	Father's Day Sports Day Transition into Reception
Home learning activities	Summer Holidays snaps!  Home routines  Autumn Treasure Hunt  Owl story search	Learning a favourite Nursery Rhyme  Pictures of Christmas family traditions.  Favourite Christmas story	Who's in your family tree?  Making porridge – think about the story language.  Teddy Bear House Hunt  Ordering items – those that are large, medium, small.	Weekend minibeast hunt  Animal sorting  Drawing your child's favourite animal	Helping at Home chore chart  How many neighbourhood hero's have you seen over the weekend?  Role-play Rescue!	Bath time water play  What can you see on the sea? (Role play boat game)  Favourite ocean animal



<b>Language Rich Books</b>	Elmer Owl Babies The Little Red Hen After the Storm	Handa's Surprise Mr Men and Little Miss – Happy Diwali Nursery Rhymes The Nativity T'was The Night Before Christmas	Goldilocks and the Three Bears The Gingerbread Man Jack and the Beanstalk	Norman the Slug with the Silly Shell The Very Hungry Caterpillar Walking Through the Jungle The Odd Egg We're Going on an Egg Hunt	When You're Fast Asleep You Can't Call an Elephant in an Emergency! A Superhero Like You Busy Vet People Need People We're Going To The Doctor	Into The Blue Sharing a Shell The Whale Who Wanted More Somebody Swallowed Stanley Commotion in the Ocean Aqua Boy
<b>Nursery Rhymes</b>	3 Little Speckled Frogs Head, Shoulders, Knees and Toes The Weather Song Five Baby Owls Sitting in a Tree Ready for the Harvest	5 Little Diya's Incy, Wincy Spider Miss Polly We Wish you a Merry Christmas	I'm a Little Bean Seed When Goldilocks Went to the House of the Bears Run, Run, As Fast As Your Can	Tiny Caterpillar I can Sing a Rainbow Down in the Jungle 5 Little Monkeys 5 Little Ducks Mary, Mary, Quite Contrary	5 Little Firemen Miss Polly This is the way we...	Row, Row, Row your Boat There's a Hole in the Bottom of the Sea One, Two, Three, Four, Five

**Prime Areas**

<b>Communication &amp; Language</b>	<p>Listens to a story and is beginning to listen to others in one-one or small groups.</p> <p>To understand simple questions about 'who', 'what' and 'where'</p> <p>Understands and follows a simple instruction</p>	<p>Listens to stories with increasing attention and recall. Listens to others in one-one or small groups.</p>	<p>Listens and joins in with repeated refrains in rhymes and stories, remembering much of what happens.</p>	<p>Listens to stories and rhymes and anticipates key events and phases.</p>	<p>Listens and follows a two chained instruction.</p>	<p>To listen and understand simple 'why' questions.</p>
<b>Listening, Attention &amp; Understanding</b>						
<b>Speaking</b>	<p><b>Role-play</b> – support, model and listen to children as they interact and develop their vocabulary in their play.</p>	<p><b>Role-play</b> – support, model and listen to children as they interact developing characters</p>	<p><b>Role-play</b> – Support and model talk in pretending that objects stands for something.</p>	<p><b>Role-play</b> – Support and model longer sentences to imagine, create and develop with an adult or a friend.</p>	<p><b>Role-play</b> – Support children in creating storylines/taking turns to talk.</p>	<p><b>Role play</b> – Support and model language expressing a point of view or share an opinion during their play. Using a wider range of 3 syllable words.</p>



	Small group speaking opportunities to share.	Larger group speaking opportunities to share news – magic moments.	To begin to use longer sentences when sharing.	To develop using longer sentences when sharing.	Show increasing confidence talking in small or large groups.	Begins asking questions in response to conversations. Knows many rhymes and able to tell a long story.
<b>Physical Development</b> Gross Motor Skills  Fine Motor Skills	Fundamental Movement Skills Establishing regular routines for eating, drinking, washing hands, toileting so that children become familiar with the routine of the day.  Manipulates a range of tools and equipment in one hand. Show a preference for a dominant hand.	Fundamental Movement Skills Games to support listening and following instructions. Yoga – linked to Kindness Day. Use large –muscle movements to wave flags, steamers, paint and make marks.  Manipulates a range of tools and equipment in one hand.	Fundamental Movement Skills Ball Skills Become increasingly dependent putting on and taking off coats and shoes. Use large –muscle movements to wave flags, steamers, paint and make marks. Can attend to toileting needs most of the time.  Manipulates a range of tools and equipment in one hand.	Fundamental Movement Skills Use large –muscle movements to wave flags, steamers, paint and make marks. Manipulates a range of tools and equipment in one hand.	Fundamental Movement Skills Team Games Show independence with toileting needs. Manipulates a range of tools and equipment in one hand.	Fundamental Movement Skills Becoming increasingly independent zipping up coats. Manipulates a range of tools and equipment in one hand. Use a comfortable grip with good control when holding pens and pencils.
<b>Personal, Social &amp; Emotional Development</b>  Self-Regulation  Building Relationships  Managing Self	Begins building relationships with peers and staff.  Learning to manage own feelings when separating from care givers.  Learning and following boundaries and nursery/school rules.	Continuing to build self confidence in nursery setting. Encouraging self-care independence.  Beginning to play with one or more children with support.  Learning how to find solutions to conflicts and rivalries.	Understand gradually how others might be feeling through a range of scenarios and stories.  Increasingly follow rules, understanding why they are important.	Learning to make healthy choices.  Remember rules without needing an adult to remind them.  Develop their sense of responsibility and membership of a community.	Develop appropriate ways of being assertive through modelling.  Playing in groups, extending and elaborating play ideas.  Come up with solutions to resolve conflicts.	Shows more confidence in new social situations – transitioning into Reception.  To be able to talk about their feelings.  To celebrate what they have enjoyed in Nursery this year.



*Specific Areas*

<b>Literacy</b>	Listens to and joins in with stories and poems	Joins in with repeated refrains and anticipates key events and phases in rhymes and stories. Begins to talk about events and characters in stories.	Begins to be aware of the way stories are structured and to tell their own stories. Talks about events and characters in stories and how the story might end.	Shows an interest in illustrations and words in print, digital books and words in the environment.	Knows that print carries meaning and is read in English from left to right and top to bottom.	Engage in extended conversations about stories, learning new vocabulary.
<b>Comprehension</b>	Looks at and enjoys print/digital books independently	Recognising their name with the support of an image. Handles books with growing competence.	Recognising their name Knows that print carries meaning	Show awareness of rhyme and alliteration Claps or taps the syllables during sound play	Hears and says the initial sound in words. Recognises rhythm in spoken words, songs, poems and rhymes. Count or clap syllables in a word.	Hears and says the initial sound in words. Recognises rhythm in spoken words, songs, poems and rhymes. Count or clap syllables in a word.
<b>Word Reading</b>	Sometimes gives meaning to their drawings and paintings. Makes up stories, play scenarios, and drawings in response to experiences.	Sometimes gives meaning to their drawings and paintings. Makes up stories, play scenarios, and drawings in response to experiences.	Includes mark making and early writing in their play. Ascribe meanings to signs, symbols and words they see in different places.	Imitates adults' writing by making continuous lines of shapes and symbols from left to right.	Attempt to write their own name using combinations of lines, circles and curves or letter-type shapes.	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. Write some recognisable letters of their name.
<b>Writing</b>	<b>Phase 1 Letters and Sounds</b> Introducing <i>Teaching Block 1 – Tuning into sounds</i> . Aspects 1-6 (Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds)	<b>Phase 1 Letters and Sounds</b> <i>Teaching Block 1 – Tuning into sounds</i> . Aspects 1-6 (Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds)	<b>Phase 1 Letters and Sounds</b> <i>Teaching Block 2 – Listening and Remembering Sounds</i> . Aspects 1-6 (Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds)	<b>Phase 1 Letters and Sounds</b> <i>Teaching Block 3 – Talking about Sounds</i> . Aspects 1-6 (Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds)	<b>Phase 1 Letters and Sounds</b> <i>Teaching Block 4 – Tuning into Sounds, Listening and Remembering Sounds and Talking about Sounds</i> . Aspect 7 (Oral Blending and Segmenting)	<b>Phase 1 Red Rose Letters and Sounds</b> Consolidate Aspects 1-7 as required
<b>Phonics</b>	<b>Comparison 1</b> – More than, fewer than, same	<b>Counting 2</b> – Begin to order number names <b>Subitising 1</b> – I see 1,2,3	<b>Subitising 2</b> – Show me 1,2,3	<b>Counting 4</b> – Take and give 1,2,3	<b>Pattern 4</b> – Lead on own repeats	<b>Counting 5</b> – Show me 5 <b>Pattern 6</b> – My own patterns
<b>Mathematics</b>						



<p><b>White Rose Maths</b></p>	<p><b>Shape, space and measure 1</b> – Explore and build with shapes and objects <b>Pattern 1</b> -Explore Repeats <b>Counting 1</b> – Hear and say number names</p>	<p><b>Pattern 2</b> – Join in with repeats <b>Shape, space and measure 2</b> - Explore position and space</p>	<p><b>Counting 3</b> – Move and label 1,2,3 <b>Shape, space and measure 3</b> – Explore position and routes <b>Pattern 3</b> – Explore patterns</p>	<p><b>Shape, space and measure 4</b> – Match, talk, push and pull <b>Subitising 3</b> – Talk about dots <b>Comparison 2</b> – Compare and sort collections</p>	<p><b>Shape, space and measure 5</b> – Start to puzzle <b>Pattern 5</b> – Making patterns together <b>Subitising 4</b> – Make games and actions</p>	<p><b>Counting 6</b> – Stop at 1,2,3,4,5 <b>Comparison 3</b> – Match, sort, compare</p>
<p><b>Knowledge and Understanding the World</b>  Past and Present (History)</p>	<p>Begin to make sense of the members of their own immediate family.  Home routines/Nursery routines.</p>	<p>Develop positive attitudes about the differences between people and their beliefs.  Enjoys joining in with family customs and routines.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Talks about past and present relating to themselves and how they have changed? (link to caterpillar and butterfly)</p>	<p>Show interest in different occupations/ways of life.</p>	<p>Re-tell/recall events from past family holidays – what did they do?  Sea creatures of the present and the past.</p>
<p><b>People, Culture &amp; Communities</b>  (Geography)</p>	<p>Learning about Harvest – what it means, why it happens, where does our food come from?  Looking outdoors for signs of food in the outdoor environment – is it ready for Harvesting? How do we know?  Noticing signs of Autumn – collecting Autumn treasures.  How the change of season effects the weather – what types of weather are there?  How can we record the weather?</p>	<p>Noticing the changes in the seasons between Autumn and Winter.  Know that there are different countries in the world and begin to describe some differences between them.</p>	<p>Plant seeds and care for growing plants.</p>	<p>Understand the key features of the life cycle of a plant or animal.</p>	<p>Talks about the features of their own immediate environment and how environments might vary from one another. (Map making)</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.  Begin to understand the effect their behaviour can have on the environment.</p>
<p><b>People, Culture &amp; Communities</b>  (RE)</p>	<p><b>“God Made Our Wonderful World”</b> <b>“Jesus Welcomes the Children”</b> <b>“The Good Samaritan”</b></p>	<p><b>Diwali</b> – traditional, annual Hindu celebration, “The Festival of Light”. <b>“Jesus Heals Ten Lepers”</b> (Luke 17:11-19) – focus on thankfulness <b>“The Widow’s Gift”</b> (Mark 12:41-44) – focus on sharing/giving to others. <b>The Nativity Story.</b></p>	<p><b>“Jonah and the Big Fish”</b> – linked to “Goldilocks and the Three Bears” – Jonah tried something he maybe should not have done and learned a lesson. God still takes care of us even when we make mistakes. <b>“The Story of the Lost Sheep”</b> – linked to the Gingerbread Man” – the sheep ran away like the</p>	<p><b>The Easter Story</b> – links to love, new life, sacrifice.</p>	<p><b>“Jesus Calms the Storm”</b> (Matthew 8:23-27) – how community heroes makes us feel safe. <b>“The Lost Sheep”</b> (Matthew 18:12-14) – everyone is important.</p>	<p><b>“Life in the Sea”</b> (Ecclesiastes1:7) – movement of water from rivers into the sea.</p>

			gingerbread man. God wants us to be safe and like the Little Old Man/Woman, people went out after the little lost sheep to try and find it.			
<b>The Natural World</b> (Science)	Dissolving with the skittles experiment and why the temp of the water matters. New vocab will include separation, diffuse, move, transfer, detached, distributed, and parted.	Investigate colour, light, shadow and patterns (relating to Diwali). Explore how you can shine light through some materials, but not others. Investigate shadows.	Explore how different materials sink and float. (boat for the gingerbread man)	Talk about the differences between materials and changes they notice. (Combining ingredients in crispy cakes/changing the temperature so that ingredients melt.)	Explore and talk about different forces they can feel.	Changes of state – linked to melting sea ice.  Cause and effect – how to make different sized ocean waves.
<b>Expressive Arts &amp; Design</b>  Creating with Materials (Art & DT)	Make simple models which express their ideas.  Use their imagination as they consider what they can do with different materials.	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  Create closed shapes with continuous lines and begin to use these shapes to represent objects	Explore different materials freely, to develop their ideas about how to use them and what to make.  Draw with increasing complexity and detail, such as representing a face with a circle and including details	Explore colour and colour mixing.  Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc	Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces  Join different materials and explore different textures.	Notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
<b>Being Imaginative &amp; Expressive</b>  Music	Taking part in simple pretend play, usually based on familiar experiences.  Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Extending their pretend play being able to talk about it and explain what they have made and how it works.  Knows and joins in with familiar songs and rhymes	Uses an object to represent something else. Uses available resources to create props to support play.  Explores different instruments and plays them in different ways	Begin to develop complex stories using small world or role play.  Remembers and sing well known rhymes and songs in and for a small group, e.g.	Continue to develop complex stories using small world or role play.  Confidently responds to music with movement.	Notices what other children and adults do, mirroring what is observed, adding variations and extending their play ideas spontaneously.  Requests songs, knows a range of entire songs.



	<p><b>Charanga</b> – Song Collections</p>	<p><b>Nativity songs</b></p>	<p><b>Charanga</b> –Song Collections</p>	<p>'rainbow' song and 'Move like a dinosaur'</p> <p><b>Charanga</b> –Continuous and Enhanced Provision Ideas</p>	<p><b>Charanga</b> –Listen</p>	<p>Begins to sing the melody, pitch and tone of well-known nursery rhymes and songs.</p> <p><b>Charanga</b> –Continuous and Enhanced Provision Ideas</p>
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