

Nursery and Reception Long Term Plan 24/25

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding of the World	Expressive Arts and Design
Only One You Autumn 1	<ul style="list-style-type: none"> - Settling in activities - Follow simple instructions - Speak in simple sentences - Share scrapbooks and facts - Making friends 	<ul style="list-style-type: none"> - PSED – Positive relationships and Look What I can Do! - Express feelings - Seek help finding an adult - Use the toilet independently - Follow a simple instruction. - Take coat on and off. - Play alongside peers - Join in activities. 	<ul style="list-style-type: none"> - Introduction to PE: Unit 1 	<ul style="list-style-type: none"> - Only One - You - The - Everywhere - Bear 	<p>Nursery</p> <ul style="list-style-type: none"> - Colours - Matching - Sorting <p>Reception</p> <ul style="list-style-type: none"> - Match, sort, compare - Measure and patterns 	<ul style="list-style-type: none"> - Describe their immediate environment - Share their journey to school - Map making - Identifying land and water on a map. - Recognising features on a map - Investigating features of different maps. - Creating journey sticks – understanding the differences in maps and what we use them for. - Roles in society – what do you want to be when you are older – unique - Stranger danger - Naming parts of the body and say which body is associated with which sense. - Discuss changes in the seasons. - Kapow: Geography – Exploring Maps and Outdoor Adventures 	<ul style="list-style-type: none"> - Singing songs/rhymes - Pretend play - Mark-making - Create closed shapes with continuous lines and use these shapes to represent objects. - Use blocks and construction toys to build ‘small worlds’ - Respond to music with movement. - Develop storylines though role play. - Kapow: Art and Design – Marvellous Marks (using a range of mark making tools, observational drawings and drawing a face). - Kapow: Music – Music and movement
One One You Autumn 2	<ul style="list-style-type: none"> - Use new vocabulary - Begin to answer how questions - Use simple connectives ‘and’, ‘but’ - Follow simple instructions - Retell a story 	<ul style="list-style-type: none"> - PSED – Being Safe - Explain what happens if upset. - Identify and name feelings. - Follow simple instructions. - Undress and dress independently for PE. - Abide by classroom rules. - Form closer friendships. - Take turns. 	<ul style="list-style-type: none"> - Gymnastics - GLL - Ball Skills: Unit 1 	<ul style="list-style-type: none"> - Peepo - Avocado - Baby - The Christmas Story 	<p>Nursery</p> <ul style="list-style-type: none"> - Number 1, 2 - Patterns <p>Reception</p> <ul style="list-style-type: none"> - Recap 1, 2, 3, 4, 5 - 2D shapes 	<ul style="list-style-type: none"> - Understand how the past is the time before now. - Comment on images of familiar situations in the past. - Discuss similarities and differences between the past and present by comparing photographs - Identify self as a baby and describe self. - Toys from the past – link to Santa wish list. Get toys from Tullie house to compare. - Discuss past and upcoming events (life timeline). Discuss how Christmas is celebrated with their families in the past. - Discuss who is in their family and show some sense of their own history and personal achievements - Kapow: History – Adventures through time and Peek into the past 	<ul style="list-style-type: none"> - The Nativity - Use a variety of media independently (chalk, paint, crayons, construction toys). - Talk about what they like or what they could improve about their creations. - Adapt constructions to achieve a desired outcome. - Use colours for purpose. - Re-tell familiar stories through use of puppets, toys or masks. - Kapow: DT – Seasonal Projects - Kapow: Music – Celebration Music

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Explorers Spring 1	<ul style="list-style-type: none"> - Show attentive listening skills - Link listening to learning and understanding - Begin to ask 'why' questions - Use newly learnt vocabulary - Conduct simple back and forth conversation - Offer explanations that demonstrate an understanding on a topic or story. 	<ul style="list-style-type: none"> - PSED – Me and My World and Working Together - Begin to solve small conflicts - Follow simple two-step instructions - Dress and undress for PE independently. - Sort healthy food choices. - Discuss sensible choices. - Understand consequences of behaviour. - Show empathy. - Take turns. - Work on short activities independently. - Perseverance. 	<ul style="list-style-type: none"> - Fundamental: Unit 1 - Dance: Unit 1 	<ul style="list-style-type: none"> - On Sudden Hill - The Boy Who Sailed Around the World - Meerkat Mail - Percy the Post Penguin 	<p>Nursery</p> <ul style="list-style-type: none"> - Number 3, 4 and 5 <p>Reception</p> <ul style="list-style-type: none"> - Deep understanding of numbers up to 5. - Mass and capacity - Growing 6, 7, 8 - Length, height and time 	<ul style="list-style-type: none"> - Use senses to explore natural materials and describe what they observe and hear. - Discuss the similarities and differences between our environment and that of another country. - Draw information from a simple map, by looking at a range of maps. - Comparing cities and the countryside and desert and polar regions by making observations about characteristics of places in stories, photographs or in the school's grounds. - Expressing their likes and dislikes. - Discuss how we care for the natural world around us. - Compare and contrast materials. - Offer simple, logical explanations for what they have observed, eg. "Maybe it melted because the weather is warmer." - Discuss noticed changes in seasons. - Kapow: Geography – Around the World 	<ul style="list-style-type: none"> - Return to and extend their creative learning, e.g. rebuild a tower, but make it more stable. Choose materials to achieve a goal based on their properties, e.g. selecting a plastic pot for a boat because it is waterproof. Explain how they created something to their peers. - Discuss patterns they hear when listening to music. Create their own beats with instruments/body percussion. Begin to explore how we change a song/rhyme (e.g. words, tempo or volume to create a desired effect). - Kapow: Art and Design – Painting and mixed media (using different tools to paint, painting in the environment, painting to music, collage and group art). - Kapow: Music – Celebration Music
Down on the Farm Spring 2	<ul style="list-style-type: none"> - Show attentive listening skills - Link listening to learning and understanding - Begin to ask 'why' questions - Use newly learnt vocabulary - Conduct simple back and forth conversation - Offer explanations that demonstrate an understanding on a topic or story 	<ul style="list-style-type: none"> - PSED – Working Together and How I feel? - Begin to solve small conflicts - Follow simple two-step instructions - Dress and undress for PE independently. - Sort healthy food choices. - Discuss sensible choices. - Understand and discuss consequences of behaviour. - Show empathy. - Take turns. - Work on short activities independently. - Perseverance. 	<ul style="list-style-type: none"> - Games: Unit 1 - Dance: Unit 2 	<ul style="list-style-type: none"> - Rosie's Walk - Duck in the Truck 	<p>Nursery</p> <ul style="list-style-type: none"> - Number 6 - Height and Length - Mass - Capacity <p>Reception</p> <ul style="list-style-type: none"> - Building 9 and 10 - Exploring 3D shapes 	<ul style="list-style-type: none"> - Show that we need to care for living things, e.g. watering plants and handling ducklings and insects carefully. - Changes in living things, weather and seasons. - Encourage interactions with the outdoors to touch, smell and hear the natural world with hands-on experiences. - Living things and habitats - Kapow: History – Adventures through time looking at farming machinery and transport. 	<ul style="list-style-type: none"> - Create more complex narratives in their pretend play, building on the contributions of their peers. - Produce more detailed representations (drawings, paintings and models) and discuss the features they have included. - Kapow: DT – Cooking: Soup

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<p>Traditional Tales Summer 1</p>	<p>ELG - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG - Work and play cooperatively and take turns with others. ELG - Form positive attachments to adults and friendships with peers. ELG - Show sensitivity to their own and to others' needs.</p>	<p>PSED – My Body and Super Me ELG - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG - Work and play cooperatively and take turns with others. ELG - Form positive attachments to adults and friendships with peers. ELG - Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> - Gymnastics GLL - Ball Skills: Unit 2 	<ul style="list-style-type: none"> - Jack and the Beanstalk - Little red Riding Hood - Three Little Pigs - Goldilocks and the Three Bears 	<p>Nursery</p> <ul style="list-style-type: none"> - Sequencing - Positional Language - More than/ fewer - 2D and 3D shape <p>Reception</p> <ul style="list-style-type: none"> - To 20 and beyond - How many now - Manipulate, compose and decompose - Sharing and grouping 	<ul style="list-style-type: none"> - Recognising features on maps (real or imaginary) - Creating imaginary maps for their traditional tale. - Using modelled directional vocabulary when describing features in the surrounding environment. - Beginning to look at and talk about maps in stories, non-fiction books, atlases and on globes. - Making observations about the characteristics of places in the stories – where is the scene set? And discussing how environment in the stories differ from where we live. - Ask questions about the world around them. - Changes in Seasons (Summer) - Using the light to create shadows – revisit from Nursery, deepen understanding. - Kapow: Geography – Exploring Maps and Outdoor Adventures 	<p>Kapow: Art and Design – Sculpture and 3D: Creation Station (Clay, playdough, 3D landscape art, animal sculptures). Kapow: Music – Musical Stories</p> <p>ELG-Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG-Share their creations explaining the processes they have used.</p>
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<p align="center">Transport Summer 2</p>	<p>ELG - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG - Work and play cooperatively and take turns with others. ELG - Form positive attachments to adults and friendships with peers. ELG - Show sensitivity to their own and to others' needs.</p>	<p>PSED – Super Me and Reach for the Stars</p> <p>ELG - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG - Work and play cooperatively and take turns with others. ELG - Form positive attachments to adults and friendships with peers. ELG - Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> - Fundamentals : Unit 2 - Games: Unit 2 	<ul style="list-style-type: none"> - Train Ride - Mr Gumpy Motor Car 	<p>Nursery</p> <ul style="list-style-type: none"> - Number composition up to 5 - What comes before/ after? <p>Reception</p> <ul style="list-style-type: none"> - ELG - Have a deep understanding of number to 10, including the composition of each number. - ELG - Subitise (recognise quantities without counting) up to 5. - ELG - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts - ELG - Verbally count beyond 20, recognising the pattern of the counting system. - ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> - Kapow: History – Transport in the past comparing photographs of transport in the past to present day. - ELG- Talk about the lives of people around them and their roles in society. - ELG-Know similarities and differences between then and now. Look back at their year in Reception. How have they changed and how has their local environment changed. - ELG-Understand the past through settings, characters and events in books. - ELG-Explore the natural world around them, making observations and drawing pictures. - ELG- Know similarities and differences between contrasting environments. - ELG-Understand the important processes in the natural world (changes in the seasons and states of matter) 	<p>Kapow: DT – Structures: Junk modelling/ boats.</p> <p>ELG- Make use of props and materials when role playing characters in narratives and stories. ELG- Invent, adapt and recount narratives with their peers and teacher. ELG- Sing a range of well-known nursery rhymes and songs. ELG- Perform songs, rhymes and poems with others and (where appropriate) move in time with the music.</p>
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