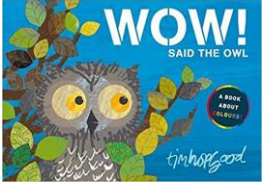
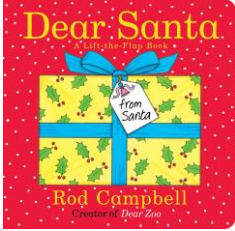
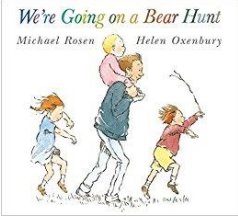
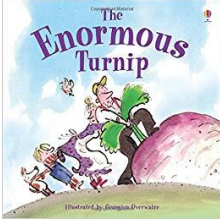

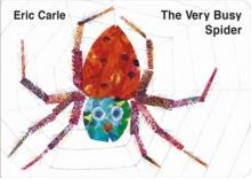


Nursery Long Term Plan 2024-2025

<p><b>Themes</b></p>	<p><b>Wow! Said The Owl</b></p> 	<p><b>Dear Santa</b></p> 	<p><b>We're Going On A Bear Hunt</b></p> 	<p><b>The Enormous Turnip</b></p> 	<p><b>The Little Red Hen</b></p> 	<p><b>The Very Busy Spider</b></p> 
<p><b>Parent Link days</b></p>		<p>Christmas/Literacy  (PD/mark-making  Phonics)</p>	<p>Maths</p>	<p>Growth-Easter Understanding of the World</p>	<p>Technology</p>	<p>Graduation Sports day</p>
<p><b>Possible role play ideas</b> -Link to children's current interests</p>	<p>Home corner(Kitchen) Shop</p>	<p>Home corner (addition of bedroom) Post office</p>	<p>Cave</p>	<p>Fruit and Vegetable shop</p>	<p>Cafe</p>	<p>People who Help us</p>

Nursery Long Term Plan 2024-2025

<b>3 Prime Areas of Learning and Development</b>	<b>Personal, Social and Emotional Development</b>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>The Colour Monster- Happy and Sad emotions</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>The Colour Monster Feeling loved and people who are special to us.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>The Colour Monster- Angry/ worried and what to do when we feel this way</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Understand gradually how others might be feeling.</p> <p>Benji Bear- Making friends</p>	<p>Remember rules without needing an adult to remind them</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Understand gradually how others might be feeling.</p> <p>Continuing Benji Bear</p>
	<b>Jigsaw Links</b>	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

Nursery Long Term Plan 2024-2025

<b>Physical Development</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Using simple tools safely Practising holding scissors.</p> <p>Drawing lines and then circles using gross motor movements.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Continue to develop pre writing shapes.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Shape formation further pre writing shapes.</p> <p>Cutting skills- continue to practise to use scissor by moving scissors through paper to cut sections.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Letter formation and pencil grip</p> <p>Cutting skills- following lines.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Letter formation and pencil grip</p> <p>Cutting skills- following curved lines and cutting around shapes.</p>	
	<b>Real PE</b>	Pirate/Jungle	Cat/Space	Clown/bike	Tightrope/juggling	Fairytale/Squirrel	Train/Seaside
	<b>Skills</b>	Static Leg Static balance	Static balance Dynamic balance and agility	Coordination	Static balance Ball skills	Agility	Dynamic Balance Counter Balance



Nursery Long Term Plan 2024-2025

<b>4 Specific Areas of Learning and Development</b>	<b>Literacy</b>	<p>Recognising own name.</p> <p>Wow! Said The Owl</p> <p>Children to talk about themselves</p> <p>Nursery Rhymes</p> <p>Favourite Stories</p> <p>Mark making-lines</p> <p>Rhymes -</p> <p>September -5 Little Speckled Frogs</p> <p>October -5 Little Pumpkins</p>	<p>Recognising own name.</p> <p>Dear Santa The Christmas Story</p> <p>Non-Fiction-Letters-Writing to Santa.</p> <p>Mark making circles</p> <p>Rhymes - November- Jack and Jill went up the hill.</p> <p>December -Dancing around the Christmas tree</p>	<p>Using shapes to make name.</p> <p>We're Going on A Bear Hunt Other Bear Stories</p> <p>Rhymes- January Wind the Bobbin</p> <p>February I'm a little teapot</p>	<p>Write letter shapes in name</p> <p>The Enormous Turnip</p> <p>Other books on growth</p> <p>Non fiction- Instructions How to plant a seed</p> <p>Rhymes- March Miss Polly had a dolly</p> <p>April- 5 Currant Buns</p>	<p>Write letter shapes in name.</p> <p>The Little Red Hen</p> <p>Rhymes-</p> <p>Non-Fiction-Facts on farm animals</p> <p>Rhymes- April I hear thunder</p> <p>May If Your Happy and You Know it</p>	<p>Write name,</p> <p>The Very Busy Spider</p> <p>Rhymes</p> <p>Non-Fiction- Minibeasts</p> <p>Rhymes- June Mary Had A Little Lamb</p> <p>July 5 little fire-fighters</p>
	<b>Phonics</b>	Phase 1-Aspect 1/2	Phase1 Aspects 1-4	Phase 1 Aspects 1- 5	Phase 1 Aspects 1-6	Phase 1 Aspects 1- 6	Phase 1 Aspects 1-7
	<b>Mathematics</b>	<p>Counting rhymes. Counting aloud to 5 and then 10</p> <p>1-1 correspondence when counting objects.</p> <p>Sorting by colour</p>	<p>Counting rhymes Counting 0-10</p> <p>1-1 correspondence Subitizing 1-3</p> <p>Pattern and shape</p> <p>Exploring weighing</p>	<p>Counting rhymes Counting 0-10</p> <p>1-1 correspondence Subitizing to 5</p> <p>Ordering by length</p>	<p>Counting rhymes Counting forwards and backwards 0-5 and then beyond</p> <p>1-1 correspondence</p> <p>Positional language</p> <p>Capacity</p>	<p>Counting rhymes Counting forwards and backwards 0-10</p> <p>1-1 correspondence</p> <p>Measures-distance/length</p> <p>Shape Repeating pattern</p>	<p>Counting rhymes Counting forwards and backwards 0-10 and then beyond</p> <p>Shape Repeating pattern</p>

Nursery Long Term Plan 2024-2025

	<b>Understanding of the world</b>	<p>Ourselves similarities and differences</p> <p>Family</p>	<p>Celebration boxes</p> <p>Divali</p>	<p>Chinese New Year</p> <p>Holi</p> <p>Mather's day</p>	<p>Minibeasts</p> <p>Growing</p> <p>Healthy foods</p>	<p>E Safety</p> <p>Animals-Farm</p>	<p>Vehicles Past and Present</p> <p>Using technology to video/photograph</p> <p>Father's day</p>
	<b>Expressive Arts and Design</b>	<p>Drawing of themselves</p> <p>Exploring sounds making instruments</p>	<p>Exploring colour-through festivals</p> <p>Christmas singing</p> <p>Role play</p> <p>Autumn collage</p>	<p>Colour mixing</p> <p>Role Play</p>	<p>Observational drawings</p> <p>Role Play</p>	<p>Looking at structures</p> <p>Den Building</p> <p>Role Play</p>	<p>Model making</p> <p>Graduation performance.</p>