



Griffin Primary School

NURSERY LONG TERM PLAN 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Your World, My World</b>	<b>Fabulous Families</b>	<b>Traditional Tales</b>		<b>Amazing Animals</b>	<b>Marvellous Minibeasts</b>
Texts	Your World, My World by Melanie Walsh Welcome to our World by Moira Butterfield	Peepo by Janet and Allan Ahlberg The Great Big Book of Families by Mary Hoffman	<b>Bears Around the World</b> Goldilocks and the Three Bears A Book of Bears: At Home with Bears Around the World by Kate Viggers	<b>Plants, Plants, Plants!</b> Jack and the Beanstalk Non-fiction – How Things grow by Felicity Brooks	Dear Zoo by Rod Campbell Creature Features by Natasha Durley	The Very Hungry Caterpillar by Eric Carle The Life Cycle of a Butterfly by Kay Barnham
Reading & Literacy	Enjoy songs and rhymes Enjoy sharing books with an adult Enjoy drawing freely	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Pay attention and respond to pictures or words in books Seek out favourite books	Say some of the words in songs and rhymes Repeat words and phrases from familiar stories Give meaning to marks on drawings	Repeat words and phrases from familiar stories Ask questions, make comments and share ideas about a book Make marks on drawings to stand for their name	Sings songs and say rhymes independently Develop an understanding of the five key concepts of print	Extended conversations about stories, learning new vocabulary Write some or all of their name Write some letters accurately
	<b>Throughout the year:</b> books for sharing at home/quality texts in reading area/texts in all areas of provision/exposure to fiction and non-fiction/daily story time/daily voting for nursery rhyme of the day/name card in area/mark making/shape formation prompts/letter formation prompts /Phase 1 Phonics Aspects 1-7/Phase 2 SATPIN					
Maths*	Baseline Numeral 1 - 2D shape: circle	Numeral 2 - Sorting - Pattern Numeral 3 - 2D shape: triangle - Sorting - Length/Height	Numeral 4 - 2D shape: square & rectangle - Sorting	Numeral 5 - Measures - Capacity	•Recap and application of numerals 1-5	Positional language Recap 2D shape Weight
	Throughout the year: Counting songs up to five					
CL	Enjoy listening to simple stories Develop vocabulary – descriptive language Start to say how they are feeling using words as well as actions	Listening to simple stories and understand what is happening with the help of pictures Start to develop conversation Develop vocabulary – words for time e.g. now, later	Enjoy listening to longer stories Develop vocabulary – function of an object e.g. knows a sponge is for washing Develop pretend play ‘putting baby to sleep’ or ‘driving a car to the shops’	Enjoy listening to longer stories and remember much of what happens Understand simple questions about ‘who’, ‘what’ and ‘where’ Use a wider range of vocabulary	Sing a large repertoire of songs Understand ‘why’ questions Using sentences of four to five words Use talk to organise play e.g. “Let’s go on a bus, you sit there” Use past tense	Know many rhymes, be able to talk about familiar books and be able to tell a long story Start a conversation with an adult or friend and continue it for many turns Use ‘because’ or ‘and’ in sentences Use future tense Answer simple ‘why’ questions
	<b>Three intakes at Autumn, Spring and Summer:</b> Developing an understanding of expectations and routine/developing listening skills					
PSED	<b>Jigsaw – Being me in my world</b> Manage transition from parents/carers to Nursery staff Play with increasing confidence on their own or with other children Express a range of emotions	<b>Jigsaw – Celebrating difference</b> Develop friendships with peers Notice and ask questions about differences, such as skin colour, types of hair, gender, SEN etc.	<b>Jigsaw – Dreams and Goals</b> Begin to show effortful control – waiting for a turn and resisting to urge to grab what they want Play with one or more children, extending and elaborating play ideas	<b>Jigsaw – Healthy me</b> Develop their sense of responsibility and membership of a community Do not always need an adult to remind them of a rule	<b>Jigsaw – Relationships/Families</b> Help to find solutions to conflicts and rivalries Develop appropriate ways of being assertive	<b>Jigsaw – Changing Me</b> Talk with others to solve conflicts Begin to understand how others might be feeling

		Be increasingly able to talk about and manage emotions Increasingly follow rules, understanding why they are important	Select and use activities to achieve a goal			Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.
	<b>Throughout the year:</b> discreet check ins at the start of each session and throughout/'Calm Me' chime bar (Jigsaw)					
	<b>Three intakes at Autumn, Spring and Summer:</b> Focus on making relationships/getting to know the new environment/getting to know the routines and expectations					
<b>PD</b>	PE: Multi Skills - kicking (Mr Knaggs)  Enjoy starting to kick, throw and catch balls  Build with a range of appropriate resources  Show a desire to be independent in feeding, dressing or undressing.	PE: Gymnastics - apparatus (Mr Knaggs)  Develop manipulation and control  Explore different materials and tools e.g. clay, brushes, shells  Climb up apparatus using alternate feet  Clap and stamp to music	PE: Multi Skills – throwing and catching (Mr Knaggs)  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills  Use large and small motor skills to do things independently e.g. manage buttons and zips	PE: Gymnastics – jumping jacks (Mr Knaggs)  Skip, hop, stand on one leg and hold a pose for games like musical statues  Start to eat independently and learn how to use a knife and fork.  Make healthy choices about food, drink, activity and toothbrushing  Become increasingly independent in meeting own care needs e.g. using the toilet, washing and drying hands thoroughly	PE: Athletics – running and races (Mr Knaggs)  Use and remember sequences and patterns of movements related to rhythm and music  Use one handed equipment e.g. scissors to make snips in paper  Collaborate with others to manage large items such as large blocks and planks	PE: Multi Skills – throwing and catching (Mr Knaggs)  Developing the ability to put on and take off their own coat with some adult support  Use a comfortable grip when holding pens and pencils  Show preference for a dominant hand
	<b>Throughout the year:</b> toilet training in partnership with parents to become independent/being increasingly independent in meeting their care needs e.g. using the toilet, washing and drying their hands thoroughly					
<b>EAD</b>	Use a thick paintbrush to create art work  Mark-making lines, crosses, circles and other simple shapes  Use glue spatulas with support  Builds towers by stacking objects  Move to music	Print with large blocks and larger sponges  Enjoys using hands, feet and fingers to paint  Adds other materials to develop models (tissue paper, glitter...)  Enjoys listening to music  Copy basic actions  Know some words when singing	Use pre-made paints and are able to name colours  Begin to draw things that they observe  Use glue sticks with support  Builds walls to create enclosed spaces  Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)  Sings in a small group  Plays with familiar resources - simple small world (farm, cars, trains, dolls)	Draws faces with features and draws enclosed spaces, giving meaning  Use glue sticks and glue spatulas independently  Builds simple models using walls, roofs, and towers.  Talk about how music makes them feel  Sings in a group, trying to keep in time  Participates in small world play related to rhymes and stories	Draw potato people (no neck or body)  Begin to develop skills to enhance their creations e.g. snipping, folding  Explores clay/makes marks in clay  Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat  Uses own experiences to develop storylines  Creates their own piece of art and gives meaning	Print with small blocks, small sponges, fruit, shapes and other resources  Children are able to draw things that they observe  Additional textures – children describe as smooth or bumpy  Beginning to weave (gross motor)  Manipulates clay (rolls, cuts, squashes, pinches, twists...)  Talks about how music makes them feel  Watches dances and performances Shares likes and dislikes about dances/performance  Children work independently to develop basic skills  Works with a friend, copying ideas and developing skills together
	<b>UW</b>	<b>RE Special People- What makes people special?</b>  Comments on recent pictures of experiences in their own life. "This was me at the farm..."	<b>RE Christmas- What is Christmas?</b>  Able to say who they are and who they live with	<b>RE Celebrations - How do people celebrate?</b>  Comments on fictional characters in stories	<b>RE Easter - What is Easter?</b>  Comments on fictional characters in stories	<b>RE Story Time - What can we learn from stories?</b>  Knows that there are different countries in the world

	<p>Knows that there are differences between what people believe</p> <p>Developing positive attitudes about differences between people</p> <p>Knows that different countries have different homes</p> <p>Explains how life may be different for other children</p> <p>Understands that the weather changes and that in different countries you have different weather</p> <p>Can identify what you need to wear for each season and why</p>	<p>Can talk about any pets that they might have</p> <p>Can briefly talk about some members of their family</p> <p>Sequence family members by size and name (baby, child, adult)</p> <p>Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)</p> <p>Knows that we live in Hull which is in England</p> <p>Knows where they live (house, flat, bungalow)</p> <p>Talk about what they see in their own environment (school/home) using a wide vocabulary</p>	<p>Can explain features of other homes</p> <p>Explains how life may be different for other children</p> <p>Explores how things work</p> <p>Explores and talks about forces (push and pulls)</p>	<p>Understands the difference between plants and animals</p> <p>Plants seeds and cares for growing plants with support</p> <p>Can say what plants need to survive</p>	<p>Knows what a map is used for</p> <p>Identifies features on a simple map (trees, house, river, mountain)</p> <p>Understands the difference between plants and animals</p>	<p>Uses senses in hands on exploration</p> <p>Can name their 5 senses</p>
Trips, visits and experiences		Diwali experience	Theatre workshops/production team to re-enact Goldilocks or Jack and the Beanstalk e.g. Play in a Day, Hull Children's Uni	East Park animal centre	Bugtopia Minibeast hunt	