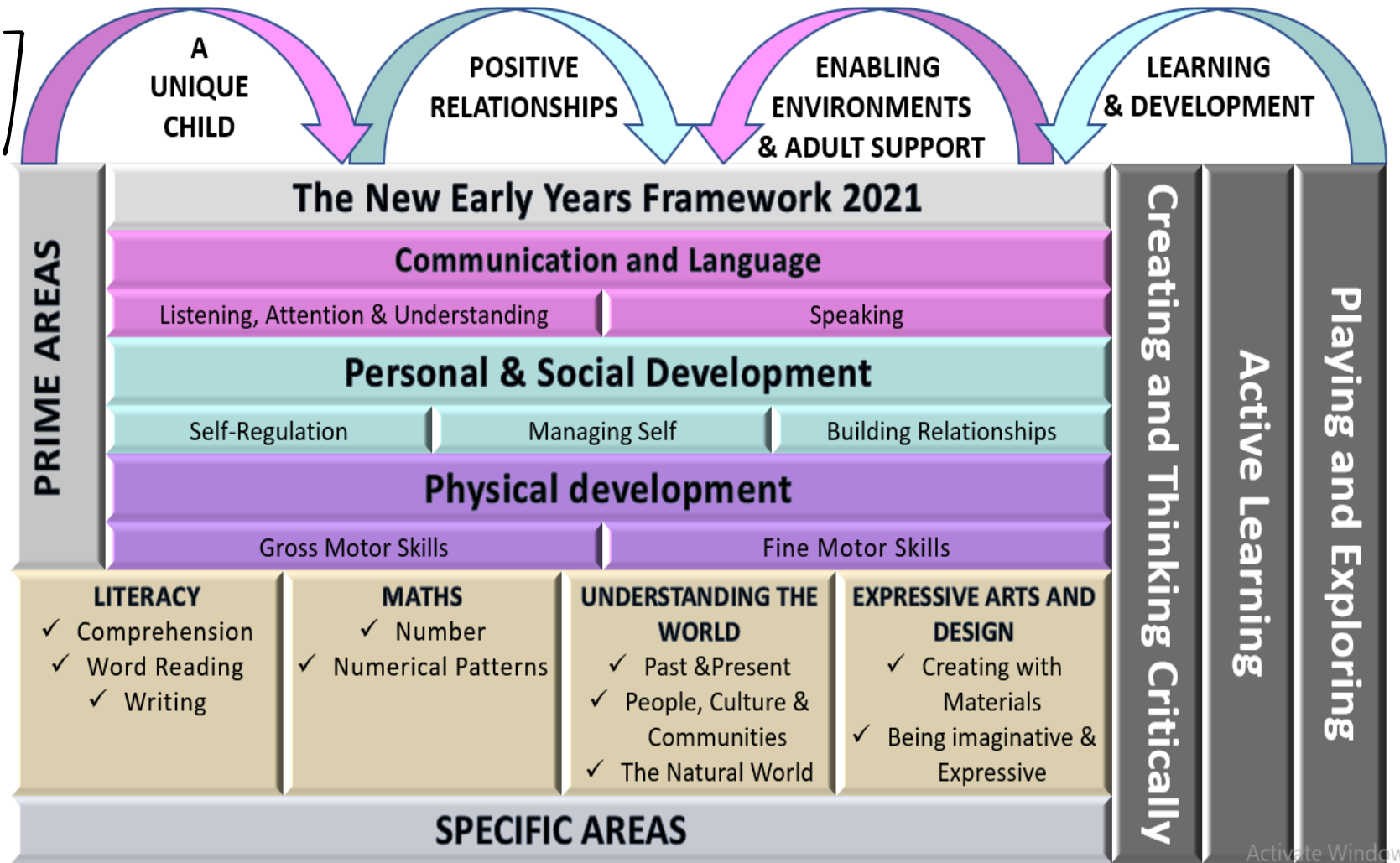
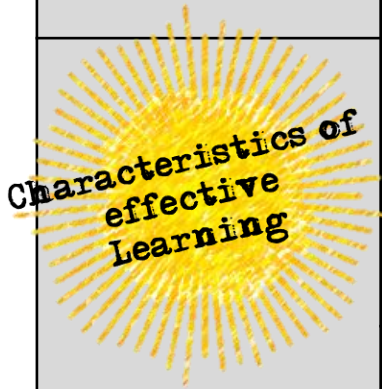


# NURSERY LONG TERM PLAN 26/27

*"Children will an abundance of opportunities to learn through play both inside and out. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen all children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests." Cherry Lane EYFS Team"*



# CHERRY LANE NURSERY LONG TERM PLAN 26-27

|                                                                                                                                                                                                                                                | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | AUTUMN 2                    | SPRING 1        | SPRING 2           | SUMMER 1           | SUMMER 2            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------|--------------------|--------------------|---------------------|
| GENERAL THEMES                                                                                                                                                                                                                                 | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | FESTIVALS AND CELEBRATIONS! | TICKET TO RIDE! | HOMES AND ANIMALS! | SMELL THE FLOWERS! | FUN AT THE SEASIDE! |
|  <p>Characteristics of effective Learning</p>  <p>OVERARCHING PRINCIPLES</p> | <p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |                 |                    |                    |                     |
|                                                                                                                                                                                                                                                | <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Cherry Lane Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play.</i></p> <p><i>PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p> <p><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p> |                             |                 |                    |                    |                     |

# CHERRY LANE NURSERY LONG TERM PLAN 26-27



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

## GENERAL THEMES

THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION

### ALL ABOUT ME!

Starting nursery / my new friends / New Beginnings  
My emotions/ growing up  
People who help us / Careers  
My body/ My senses  
How have I changed?  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe  
My special people

### FESTIVALS AND CELEBRATIONS!

Bonfire night/ Remembrance day/ Diwali/ children in need/ Autumn/ Halloween  
The Nativity  
Christmas Lists  
Letters to Father Christmas

### TICKET TO RIDE!

Around the Town  
How do I get there?  
Where in the world have you been? Journeys  
Fly me to the moon!  
Vehicles past and Present  
Design your own transport!

### HOMES AND ANIMALS!

Pets/zoo/safari/forest/ jungle animals and where they like to live

### SMELL THE FLOWERS!

Life cycles  
Safari  
Animals around the world  
Climates / Hibernation  
Down on the Farm  
Min Beasts  
Animal Arts and crafts  
Night and day animals  
Animal patterns  
Planting seeds

### FUN AT THE SEASIDE!

Under the sea  
Off on holiday / clothes  
Where in the world shall we go?  
Send me a postcard!  
Marine life  
Seaside's in the past  
Compare: Now and then!  
Seaside art  
Sun safety

## QUALITY TEXTS AND NURSERY RHYMES

### Quality Texts

Maisy goes to Nursery, Starting School, Nursery Not today!, My Mum, My Dad, Paper dolls, Fred the fearless fireman, The Colour Monster, The listening Walk, Rama and Sita, Winnie the witch, Ghost hunt.

### Nursery rhymes

Heads, shoulders knees and toes, finger family song, Jack and Jill, Miss Polly, Ring of roses, Humpty Dumpty, Incy wincey spider

### Quality Texts

Ferdie and the falling leaves, Supertato, The little red hen cooks pizza, The tiger who came to tea, Oliver's vegetable, The Christmas story, Christmas Story / Nativity  
Father Christmas needs the loo!  
The Jolly Christmas Postman

### Nursery rhymes

Hickory Dickory Dock, 10 fat sausages, 5 current buns, 10 green bottles, oranges and lemons, twinkle, twinkle little star

### Quality Texts

Lets take a trip, The train ride, Whatever next, The Journey, Chinese new year, Frog in Winter, A little bit of Winter, Teddy takes a tumble, Traffic and road safety

### Nursery rhymes

Row, row row your boat, the wheels on the bus, the grand old duke of York, 10 green bottles, 2 little Dickie birds, Skidamirink

### Quality Texts

A squash and a squeeze, Poo in the zoo, Poles apart, Owl babies, Rumble in the jungle, We're going on a bear hunt,  
**Nursery rhymes**  
Old mac Donald had a farm, We're going to the zoo, 1,2,3,4,5, two little dickie birds, the ants go marching, hot cross buns.

### Quality Texts

Fran's flower, the crunching munching caterpillar, If Only, Yum Yum, 10 Seeds, Sonya's chickens, Williams Wild Garden, The very Hungry caterpillar  
**Nursery Rhymes**  
Here we go around the mulberry bush, Incy wincy spider, Mary Mary quite contrary, Rounds and round the garden, 5 little ducks, ring a ring of roses

### Quality Texts

Billy's Bucket, Lighthouse Keeper's Lunch  
Under the Sea Non – Fiction  
Lighthouse keepers lunch, The Snail and the Whale, Commotion in the ocean, Sharing a shell, The singing mermaid, Rainbox Fish, Pirates love Underpants!  
**Nursery Rhymes**  
1,2,3,4,5, A sailor went to sea sea sea, Row row row your boat, She sells sea shells,

## ENRICHMENT WEEKS

Autumn walk  
Remembrance Day  
Harvest Time  
Birthdays  
Favourite Songs  
Halloween  
What do I want to be when I grow up?  
Life Bus  
Fireman

Weekly parent cooking, Guy Fawkes / Bonfire Night  
Christmas Time / Nativity  
Diwali  
Hannukah  
Black History Month  
Remembrance day  
Road Safety  
Children in Need  
Anti- Bullying Week

Chinese New Year  
LENT  
Story Telling Week  
Random Acts of Kindness Week  
Valentine's Day  
Internet Safety Day  
Animal Art week

Easter time  
Weather experiments  
Let's go on Safari - An animal a day!  
Mother's Day  
Queen's Birthday  
Science Week  
Eater Egg Hunt

Post a letter  
Weather Forecast videos  
Nature Scavenger Hunt  
Start of Ramadan  
Eid  
Planting seeds

Visit to the beach  
Under the Sea – singing songs and sea shanties  
Father's Day  
World Environment Day  
Pirate Day  
Map work - Find the Treasure  
Picnic at the beach  
Graduation week!



# CHERRY LANE NURSERY LONG TERM PLAN 26-27

|                                                                                                                                                                                                               | AUTUMN 1                                                                                                                                                                                                                              | AUTUMN 2                                                                                                                                                                                                                        | SPRING 1                                                                                                                                                                                                                                                                             | SPRING 2                                                                                                                                                                                                                              | SUMMER 1                                                                                                                                                                                                                                                                        | SUMMER 2                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GENERAL THEMES                                                                                                                                                                                                | ALL ABOUT ME!                                                                                                                                                                                                                         | FESTIVALS AND CELEBRATIONS!                                                                                                                                                                                                     | TICKET TO RIDE!                                                                                                                                                                                                                                                                      | HOMES AND ANIMALS!                                                                                                                                                                                                                    | SMELL THE FLOWERS!                                                                                                                                                                                                                                                              | FUN AT THE SEASIDE!                                                                                                                                                                                                                                                                                                       |
| OUR VALUES<br>ASSEMBLIES / SHARING CIRCLES<br><br>These will mirror the principles and values of our school & Cherry Lane Way.<br><br>We will 'dip in and out of each area' each term as and when we need to. | <b>Mutual respect</b><br>We are all unique.<br>We respect differences between different people and their beliefs in our community, in this country and all around the world.<br>All cultures are learned , respected, and celebrated. | <b>Mutual Tolerance</b><br>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.<br><br>Mutual tolerance of those with different faiths and beliefs and for those without faith. | <b>Rule of law</b><br>We all know that we have rules at school that we must follow.<br>We know who to talk to if we do not feel safe.<br>We know right from wrong.<br>We recognise that we are accountable for our actions.<br>We must work together as a team when it is necessary. | <b>Individual liberty</b><br>We all have the right to have our own views.<br>We are all respected as individuals.<br>We feel safe to have a go at new activities.<br>We understand and celebrate the fact that everyone is different. | <b>Democracy</b><br>We all have the right to be listened to.<br>We respect everyone and we value their different ideas and opinions.<br>We have the opportunity to play with who we want to play with.<br>We listen with intrigue and value and respect the opinions of others. | <b>Recap all British Values</b><br><br>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.<br><br>Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |
| ASSESSMENT OPPORTUNITIES                                                                                                                                                                                      | Baseline/on entry Nursery Assessments<br>In-house - Baseline data on entry<br>National Baseline data by end of term<br>Set up Evidence Me                                                                                             | On going assessments<br>Baseline analysis<br>Pupil progress meetings<br>Parents evening info<br>EYFS team meetings<br>In house moderation<br>Midterm Assessments Attention<br>Hillingdon data drop                              | GLD Projections for Reception<br>Team moderation<br>EYFS team meetings<br>Phase meeting and internal moderations                                                                                                                                                                     | Pupil progress meetings<br>Parents meeting info<br>EYFS team meetings<br>Evidence Me Data<br>Attention Hillingdon data drop                                                                                                           | Team moderation<br>GLD Projections for Reception<br>EYFS team meetings                                                                                                                                                                                                          | Pupil progress meetings<br>EYFS team meetings<br>Evidence Me data<br>EOY data<br>Attention Hillingdon data drop                                                                                                                                                                                                           |
| PARENTAL INVOLVEMENT                                                                                                                                                                                          | Staggered Start<br>Harvest Assembly<br>Home / School Agreement<br>Initmate care plans<br>Library books sent home                                                                                                                      | Nursery Nativity<br>Autumn craft event, stay and play session<br>Book at Bedtime<br>Library books sent home                                                                                                                     | Share a story<br>Stay and Read morning<br>Look at me! Talent show!<br>Library books sent home                                                                                                                                                                                        | Parents Evening<br>Art workshop / Gallery<br>Share a story<br>Library books sent home                                                                                                                                                 | Share a story<br>Library books sent home                                                                                                                                                                                                                                        | Home visits Nursery/<br>Reception<br>Reception transition session<br>Parents meetings<br>Parent's Picnic                                                                                                                                                                                                                  |



|                                                                                                                                                                                                                                                                                  | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | AUTUMN 2                                                                                                                                                                                                                                                                                                                                                                                                                                              | SPRING 1                                                                                                                                                                                                                                                                                                                                                                                                            | SPRING 2                                                                                                                                                                                                                                                                                                                                                     | SUMMER 1                                                                                                                                                                                           | SUMMER 2                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GENERAL THEMES                                                                                                                                                                                                                                                                   | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | FESTIVALS AND CELEBRATIONS!                                                                                                                                                                                                                                                                                                                                                                                                                           | TICKET TO RIDE!                                                                                                                                                                                                                                                                                                                                                                                                     | HOMES AND ANIMALS!                                                                                                                                                                                                                                                                                                                                           | SMELL THE FLOWERS!                                                                                                                                                                                 | FUN AT THE SEASIDE!                                                                                                                                                                                                                                                                                             |
| <b>COMMUNICATION AND LANGUAGE</b><br>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.                                                                                                        | The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                 |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions,, EYFS productions and weekly interventions.<br><br><b>DAILY STORY TIME</b> | <b>Welcome to Nursery</b><br>Settling in activities<br>Making friends<br>Children talking about experiences that are familiar to them<br>What are your passions / goals / dreams?<br>This is me!<br>Rhyming and alliteration<br>Familiar Print<br>Sharing facts about me!<br>Mood Monsters Shared stories<br>All about me!<br>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Take me home!</b><br>Settling in activities<br>Develop vocabulary<br>Discovering Passions<br>Take me home- retelling events that have happened to me<br>Story language<br>Word hunts<br>Listening and responding to stories<br>Following instructions<br>Takes part in discussion<br>Understand how to listen carefully and why listening is important.<br>Use new vocabulary through the day.<br>Choose books that will develop their vocabulary. | <b>Tell me why!</b><br>Using language well<br>Ask's how and why questions..<br>Discovering Passions<br>Retell a story with story language<br>Story invention – talk it!<br>Ask questions to find out more and to check they understand what has been said to them.<br>Describe events in some detail.<br>Listen to and talk about stories to build familiarity and understanding.<br>Learn rhymes, poems and songs. | <b>Talk it through!</b><br>Settling in activities for new children<br>Describe events in detail – time connectives<br>Discovering Passions<br>Understand how to listen carefully and why listening is important.<br>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?<br>Sustained focus when listening to a story | <b>What happened?</b><br>Discovering Passions<br>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives | <b>Time to share!</b><br>Show and tell<br>Weekend news<br>Discovering Passions<br>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. |
| <b>COMMUNICATION AND LANGUAGE OBJECTIVES</b>                                                                                                                                                                                                                                     | • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                 |

# CHERRY LANE NURSERY LONG TERM PLAN 26-27



|                                                   | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | AUTUMN 2                                                                                                | SPRING 1                                                                                                                            | SPRING 2                                                                                                                                                      | SUMMER 1                                                                                                        | SUMMER 2                                                                                                                                                    |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GENERAL THEMES                                    | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | FESTIVALS AND CELEBRATIONS!                                                                             | TICKET TO RIDE!                                                                                                                     | HOMES AND ANIMALS!                                                                                                                                            | SMELL THE FLOWERS!                                                                                              | FUN AT THE SEASIDE!                                                                                                                                         |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT        | Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .                                                                                                                                                                                                                                         |                                                                                                         |                                                                                                                                     |                                                                                                                                                               |                                                                                                                 |                                                                                                                                                             |
| MANAGING SELF                                     | Going to the toilet<br>Washing their hands<br>Putting their coats on and off                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Going to the toilet Washing their hands Putting their coats on and off<br>Putting work in the home tray | Going to the toilet<br>Washing their hands Putting their coats on and. Plimsolls for PE on and off<br>Putting work in the home tray | Going to the toilet<br>Washing their hands Putting their coats on and off<br>Plimsolls for PE on and off<br>Using their pegs<br>Putting work in the home tray | Going to the toilet<br>Washing their hands<br>Putting their coats on and off<br>Putting work in the home tray   | Going to the toilet<br>Washing their hands Putting their hats and Putting work in the home tray, jumper/cardigans on/off<br>Using their pegs, Names on work |
| SELF - REGULATION                                 | <b>SCARF Me and my relationships-</b><br>Marvellous me!<br>I'm special<br>Things that are special to me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>SCARF- Valuing difference</b><br>Me and my friends<br>Friends and family<br>Including everyone       | <b>SCARF- Keeping safe</b><br>People who help me and keep me safe<br>Safety indoor and out<br>What's safe to go into my body        | <b>SCARF-Rights and respect</b><br>Looking after myself<br>Looking after others<br>Looking after my environment                                               | Using their pegs<br><b>SCARF- Being my best</b><br>What does my body need?<br>I can keep trying<br>I can do it! | <b>SCARF- Growing and changing</b><br>Growing and changing in nature<br>When I was a baby<br>Girls, boys and family                                         |
| NURSERY PERSONAL, SOCIAL AND EMOTIONAL OBJECTIVES | Separating from their adult managing their feelings<br>Talking to an adult                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Separating from their adult managing their feelings<br>SCERTS corner Talking to an adult                | SCERTS corner Talking to an adult Sharing resources<br>Recognising how others feel                                                  | SCERTS corner Talking to an adult Recognising how others feel                                                                                                 | SCERTS corner Talking to an adult Recognising how others feel                                                   | SCERTS corner Talking to an adult Recognising how others feel                                                                                               |
|                                                   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul> |                                                                                                         |                                                                                                                                     |                                                                                                                                                               |                                                                                                                 |                                                                                                                                                             |

# CHERRY LANE NURSERY LONG TERM PLAN 26-27



|                                                                                                                                                                                   | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | AUTUMN 2                                                                                                                                                                                                                                                                            | SPRING 1                                                  | SPRING 2                                                                                                                                | SUMMER 1                                                                                                                                                                          | SUMMER 2                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GENERAL THEMES                                                                                                                                                                    | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | FESTIVALS AND CELEBRATIONS!                                                                                                                                                                                                                                                         | TICKET TO RIDE!                                           | HOMES AND ANIMALS!                                                                                                                      | SMELL THE FLOWERS!                                                                                                                                                                | FUN AT THE SEASIDE!                                                                                                                                                                                                                  |
| PHYSICAL DEVELOPMENT                                                                                                                                                              | Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                     |                                                           |                                                                                                                                         |                                                                                                                                                                                   |                                                                                                                                                                                                                                      |
| FINE MOTOR<br>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. | Zip/buttons on coats Large threading, playdough Draw lines and circles using gross motor movements. Begin to use mark making tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Zip/buttons on coats Fine lines for chalk firework pictures or making paper fireworks ,chalks /pastels, tissue paper Mark making                                                                                                                                                    | Zip/buttons on coats Mothers day cards<br>Squeezing paint | Easter cards, glue, scissors, colours. Pouring milk                                                                                     | Tweezer activities<br>Scissor control<br>Pouring and tipping liquids                                                                                                              | Fathers day cards                                                                                                                                                                                                                    |
|                                                                                                                                                                                   | NURSERY GAMES<br>Introduction to PE unit 1<br>Movement and balance on bikes, scooters, obstacle course and climbing frame Help individual children to develop good personal hygiene - hand washing and toileting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | BALL SKILLS- Unit 1<br>Movement and balance on bikes, scooters, obstacle course and climbing frame. Help individual children to develop good personal hygiene - hand washing and toileting. Movement in a range of ways using large muscle movements, gym and yoga lessons to start | GYMNASTIC SKILLS<br>Unit 1<br>Circle games                | MULTISKILLS<br>Fundamental Skills- Unit 1<br>Cooperation games i.e. parachute games. Climbing – outdoor equipment and obstacle courses. | TEAM GAMES/ DANCE- Unit 1<br>Balance- children moving with confidence dance related activities, remember sequences of movements<br>Weekly yoga Circle games Sports day activities | OUTDOOR PLAY/GAMES- Unit 1<br>Obstacle activities children moving over, under, through and around equipment. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking.<br>Weekly yoga Sports day activities |
|                                                                                                                                                                                   | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b><i>All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.</i></b></p> |                                                                                                                                                                                                                                                                                     |                                                           |                                                                                                                                         |                                                                                                                                                                                   |                                                                                                                                                                                                                                      |

GROSS MOTOR

NURSERY  
PHYSICAL  
DEVELOPMENT  
OBJECTIVES

# CHERRY LANE NURSERY LONG TERM PLAN 26-27



|                                                                                                                                                                                       | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | AUTUMN 2                                                                                                                                | SPRING 1                                                                                                              | SPRING 2                                                                                                              | SUMMER 1                                                                                                          | SUMMER 2                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| GENERAL THEMES                                                                                                                                                                        | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | FESTIVALS AND CELEBRATIONS!                                                                                                             | TICKET TO RIDE!                                                                                                       | HOMES AND ANIMALS!                                                                                                    | SMELL THE FLOWERS!                                                                                                | FUN AT THE SEASIDE!                                                                                         |
| LITERACY                                                                                                                                                                              | It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |                                                                                                                                         |                                                                                                                       |                                                                                                                       |                                                                                                                   |                                                                                                             |
| COMPREHENSION<br>- DEVELOPING A PASSION<br>FOR READING<br>Children will visit the library weekly and borrow a book to take home<br><br>WORD READING<br>WRITING<br>TEXTS AS A STIMULUS | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book<br>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.                                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                                                       |                                                                                                                       |                                                                                                                   |                                                                                                             |
|                                                                                                                                                                                       | Retell stories heard Use new vocab when answering who, what, why questions<br>Discuss books ,front cover, pictures ,how to turn a page.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Retell stories heard Use new vocab when answering who, what, why questions<br>Discuss books ,front cover, pictures ,how to turn a page. | Discuss books ,front cover, pictures, how to turn a page<br><br>Use new vocab when answering who, what , why question | Discuss books ,front cover, pictures, how to turn a page<br><br>Use new vocab when answering who, what , why question | Use new vocab when answering who, what , why questions or when retelling a story that has been read to them       | Use new vocab when answering who, what , why questions or when retelling a story that has been read to them |
|                                                                                                                                                                                       | Bug club Alphabet song<br>Bug club visuals-<br>Text- A Wet Walk<br>Sound Explorer Theme: Me and My Family                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Bug club Alphabet song<br>Bug club visuals<br>Text-All Sorts of Art<br>Sound Explorer Theme-Traditional Tales                           | Bug club Alphabet song<br>Bug club visuals<br>Text- Nature Shapes<br>Sound Explorer Theme-People Who Help Us          | Bug club Alphabet song<br>Bug club visuals<br>Text-The Missing Button<br>Sound Explorer Theme- Animals                | Bug club Alphabet song<br>Bug club visuals<br>Text-From Seed to sandwich<br>Sound Explorer Theme- Places to Visit | Bug club Alphabet song<br>Bug club visuals<br>TextA Day at the Beach<br>Sound Explorer Theme: Fantasy       |
|                                                                                                                                                                                       | Giving meaning to marks made<br>Being to develop tripod pencil grip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Giving meaning to marks made<br>Being to develop tripod pencil grip<br>Being to draw recognisable pictures                              | Write their name using their initial sound Trace their name on laminates.                                             | Write their name using their initial sound Mark making                                                                | Write their name using their initial sound Mark making                                                            | Write their name<br>Write a postcard                                                                        |
| NURSERY LITERACY OBJECTIVES/SKILLS                                                                                                                                                    | Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing · Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother · Engage in extended conversations about stories, learning new vocabulary. · Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. · Write some or all of their names. · Write some letters accurately.                                             |                                                                                                                                         |                                                                                                                       |                                                                                                                       |                                                                                                                   |                                                                                                             |



|                                                                                                  | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | AUTUMN 2                                                                                                                                                                                                                                                                                       | SPRING 1                                                                                                                                                                                                                                                                   | SPRING 2                                                                                                                                                                                                                                                                  | SUMMER 1                                                                                                                                                                                                                                                                         | SUMMER 2                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GENERAL THEMES                                                                                   | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | FESTIVALS AND CELEBRATIONS!                                                                                                                                                                                                                                                                    | TICKET TO RIDE!                                                                                                                                                                                                                                                            | HOMES AND ANIMALS!                                                                                                                                                                                                                                                        | SMELL THE FLOWERS!                                                                                                                                                                                                                                                               | FUN AT THE SEASIDE!                                                                                                                                                                                      |
| LITERACY                                                                                         | It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |
| COMPREHENSION<br>- DEVELOPING A PASSION<br>FOR READING<br>Children will visit the library weekly | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book<br>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |
|                                                                                                  | <b>Bug Club alphabet song,</b><br><b>Bug Club Book</b> -A wet walk<br>Wordless book<br><b>Sound Explorers</b> - Half Termly<br>Theme: <b>Me and my family</b><br>Retell stories heard Use new vocab when answering who, what, why questions<br>Discuss books ,front cover, pictures ,how to turn a page.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Bug Club alphabet song,</b><br><b>Bug Club Book</b> -All sorts of Art<br><b>Sound Explorers</b> - Half Termly<br>Theme: <b>Traditional tales</b><br>Retell stories heard Use new vocab when answering who, what, why questions<br>Discuss books ,front cover, pictures ,how to turn a page. | <b>Bug Club alphabet song,</b><br><b>Bug Club Book</b> -Nature shapes<br><b>Sound Explorers</b> - Half Termly<br>Theme: <b>People who help us</b><br>Discuss books ,front cover, pictures, how to turn a page<br><br>Use new vocab when answering who, what , why question | <b>Bug Club alphabet song,</b><br><b>Bug Club Book</b> -The missing Button-Lesson 1<br><b>Sound Explorers</b> - Half Termly<br>Theme: <b>Animals</b><br>Discuss books ,front cover, pictures, how to turn a page<br>Use new vocab when answering who, what , why question | <b>Bug Club alphabet song,</b><br><b>Bug Club Book</b> -From Seed to sandwich -<br><b>Sound Explorers</b> - Half Termly<br>Theme: <b>Places to visit- seaside</b><br>Use new vocab when answering who, what , why questions or when retelling a story that has been read to them | <b>Bug Club alphabet song,</b><br><b>Bug Club Book</b> - <b>Unit F A Day at the Beach</b><br>Use new vocab when answering who, what , why questions or when retelling a story that has been read to them |
|                                                                                                  | 1 books (bug Club)<br>Recognising their names                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 books (bug Club)<br>Recognising their names and initial sound                                                                                                                                                                                                                                | Recognising their names and initial sounds of new words Recognising simple key word vocab Recognising print and pictures                                                                                                                                                   | Recognising role play words Trace name on laminates and try to write name independently                                                                                                                                                                                   | Bug club phonics one sound focus each week                                                                                                                                                                                                                                       | Be able to write their own name                                                                                                                                                                          |
|                                                                                                  | Giving meaning to marks made<br>Being to develop tripod pencil grip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Giving meaning to marks made<br>Being to develop tripod pencil grip<br>Being to draw recognisable pictures                                                                                                                                                                                     | Write their name using their initial sound Trace their name on laminates.                                                                                                                                                                                                  | Write their name Write minibeast names Bug, spider,bee etc                                                                                                                                                                                                                | Write their name using their initial sound Mark making                                                                                                                                                                                                                           | Write their name Write a postcard                                                                                                                                                                        |
| WORD READING                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |
| WRITING<br>TEXTS AS A STIMULUS                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |
| NURSERY LITERACY OBJECTIVES/SKILLS                                                               | Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their names. • Write some letters accurately.                                             |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |



|                                  | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | AUTUMN 2                                                                   | SPRING 1                                                                                             | SPRING 2                                                                                                                                                     | SUMMER 1                                                                       | SUMMER 2                                  |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------|
| GENERAL THEMES                   | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | FESTIVALS AND CELEBRATIONS!                                                | TICKET TO RIDE!                                                                                      | HOMES AND ANIMALS!                                                                                                                                           | SMELL THE FLOWERS!                                                             | FUN AT THE SEASIDE!                       |
| WHITE ROSE MATHS                 | <p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes. At Cherry lane we use White Rose Maths for teaching across Nursery and Reception. This Continues into KS1 and 2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                            |                                                                                                      |                                                                                                                                                              |                                                                                |                                           |
| NUMBER                           | <b>Comparison 1-</b> More Than, Fewer than, same<br><b>Counting 1-</b> Hear and say number names                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Counting 2-</b> Begin to order number names                             | <b>Counting 3-</b> Move and label 1,2,3<br><b>Counting 4-</b> Talk and give 1,2,3                    | <b>Comparison 2-</b> Compare and sort collections                                                                                                            | <b>Counting 5-</b> Show me 5<br><b>Counting 6-</b> Stop at 1,2,3,4,5           | <b>Comparison 3-</b> match, sort, compare |
| NUMERICAL PATTERN                | <b>Pattern 1-</b> Explore repeats                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Subitising 1-</b> I see 1,2,3<br><b>Pattern 2-</b> Join in with repeats | <b>Subitising 2-</b> Show me 1,2,3                                                                   | <b>Subitising 3-</b> Talk about dots                                                                                                                         | <b>Subitising 4-</b> Make games and actions                                    | <b>Consolidation</b>                      |
| SHAPE, SPACE AND MEASURES        | <b>Shape, Space and Measure 1-</b> Explore and build with shapes and objects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Shape, space and measure 2-</b> Explore position and space              | <b>Shape, space and measure 3-</b> Explore position and routes<br><b>Pattern 3-</b> Explore patterns | <b>Shape, space and measure 4-</b> Match, talk, push and pull<br><b>Pattern 4-</b> Lead on own repeats<br><b>Shape, space and measure 5-</b> Start to puzzle | <b>Pattern 5-</b> Making Patterns together<br><b>Pattern 6-</b> My own pattern | <b>Consolidation</b>                      |
| NURSERY MATHS OBJECTIVES/ SKILLS | <ul style="list-style-type: none"> <li>•Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each Nursery Long-Term Plan Objectives item in order: 1,2,3,4,5.</li> <li>• Knowing that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> |                                                                            |                                                                                                      |                                                                                                                                                              |                                                                                |                                           |

# CHERRY LANE NURSERY LONG TERM PLAN 26-27



|                                                    | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | AUTUMN 2                                                                                                                                     | SPRING 1                                                                                                      | SPRING 2                                                                                                                   | SUMMER 1                                                                                                                               | SUMMER 2                                                                  |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| GENERAL THEMES                                     | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | FESTIVALS AND CELEBRATIONS!                                                                                                                  | TICKET TO RIDE!                                                                                               | HOMES AND ANIMALS!                                                                                                         | SMELL THE FLOWERS!                                                                                                                     | FUN AT THE SEASIDE!                                                       |
| UNDERSTANDING THE WORLD AND FESTIVALS              | Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.                                                                                                             |                                                                                                                                              |                                                                                                               |                                                                                                                            |                                                                                                                                        |                                                                           |
| THEMES AND FESTIVALS                               | Black History Month<br>Harvest<br>Which stories are special and why?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Diwali<br>Christmas<br>Guy Fawkes<br><b>Which people are special and why?</b>                                                                | Chinese New Year (1st Feb)<br>Shrove Tuesday (Feb 21st)<br>What places are special and why?<br>Mothers day    | Holi (Mar 8th) Mother's Day (Mar 19th) Ramadan (begins Mar 22nd) Passover (Apr 5-13th) Easter (Apr 9th)                    | Eid<br>Being special                                                                                                                   | Father's Day (June 18th)<br>What is special about our world               |
| PAST AND PRESENT                                   | Baby photos- talk about themselves as a baby and compare to themselves now. What can they do now?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Remembrance day What was it like to start Nursery? Introduce welly walks in the wilderness area. What can they see, hear, smell, touch?      | Sharing news and speaking to the class about what they have done in the past?                                 | Talk about how they hatched the chicks, what did they look like when they were first born and now?                         | Think about the seeds we planted at the beginning of term, what do they look like now after growing for 5 weeks? How have they changed | Circle time about change- What can they do now that they couldn't before? |
| PEOPLE CULTURE AND COMMUNITIES                     | Children talk about special times with their families Look at world map, where to they live and where do their families come from                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Parent talks about celebrations within their religion Make Rangoli pictures for Diwali Make fireworks for bonfire night Make christmas cards | Think about how we travel from one place to another, do all cultures and communities transport look the same? | Holiday news New experiences New places Professional adults to talk to children about their job roles. Photos about Easter | What does it look like where we live in spring/ summer compared to other places in the world?                                          | Holiday news                                                              |
| THE NATURAL WORLD                                  | Daily calendar Days of the week/ months of the year song Learning the weather song/ weather diary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Collect leaves from wilderness areas to make hedgehog pictures. Compare the natural changes and material in their environment                | Nature walks, look at the weather and go in puddles.                                                          | Seasons walk, what has changed, what is the same?                                                                          | Releasing butterflies back into the natural world. Photos of chn with insects in the garden                                            | Observing the environment and discuss water safety                        |
| NURSERY UNDERSTANDING THE WORLD OBJECTIVES/ SKILLS | Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |                                                                                                                                              |                                                                                                               |                                                                                                                            |                                                                                                                                        |                                                                           |



# CHERRY LANE NURSERY LONG TERM PLAN 26-27



|                                                                                                                                                                                                                                                                                                                                                                                                                                     | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | AUTUMN 2                                                                                                                           | SPRING 1                                                                                                                               | SPRING 2                                                                                                                           | SUMMER 1                                                                                                           | SUMMER 2                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| GENERAL THEMES                                                                                                                                                                                                                                                                                                                                                                                                                      | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | FESTIVALS AND CELEBRATIONS!                                                                                                        | TICKET TO RIDE!                                                                                                                        | HOMES AND ANIMALS!                                                                                                                 | SMELL THE FLOWERS!                                                                                                 | FUN AT THE SEASIDE!                                                                                                             |
| <b>EXPRESSIVE ARTS AND DESIGN</b><br><br><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i><br><br><i>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> | The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.<br>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                    |                                                                                                                                        |                                                                                                                                    |                                                                                                                    |                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     | Winter Jackson Pollock Paint flinging<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Houses/homes W Kandinsky- pastel circles<br>     | Media/sculpture transport<br>Creating with Clay<br> | Henri Matisse - collage coloured card/paper<br> | Flower paintings from Monet<br> | Water themed hokusai water-paint-pastels<br> |
| <i>Creating with materials</i>                                                                                                                                                                                                                                                                                                                                                                                                      | Drawing self portraits<br>Drawing straight lines,<br>Creating with paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Leaves for hedgehogs<br>Rangoli pictures Diya lamps,<br>coloured tissue paper for<br>light pastels/pens Firework<br>pictures black | Making bus tickets Making<br>train tickets Card Hole<br>punch pens/pencils                                                             | Creating using paper<br>Adapting and improving our<br>work                                                                         | Children make various mini<br>beasts out of card, pipe<br>cleaners and googly eyes.<br>Pasta Scissors              | Children make various boats<br>out of card, pipe cleaners<br>and googly eyes. Pasta<br>Scissors                                 |
| <i>Being imaginative and expressive Art</i>                                                                                                                                                                                                                                                                                                                                                                                         | Dressing up/role play Free<br>drawing Small world play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Small world Performing on a<br>stage Christmas play Learning<br>and singing new songs                                              | Junk modelling vehicles and<br>making representations of<br>different types of transport                                               | Building and constructing with<br>bricks Role play/ dressing up<br>Designing homes for animals                                     | Role play and dressing up<br>Learning and performing new<br>songs                                                  | Role play and dressing up<br>Designing swimwear Creating<br>maps and trails                                                     |
| <i>Nursery Expressive Arts and Design Objectives/skills</i>                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul> |                                                                                                                                    |                                                                                                                                        |                                                                                                                                    |                                                                                                                    |                                                                                                                                 |