



Nursery Long Term Planning (based on new Development Matters 2021)



	Autumn	Spring	Summer
Theme	Me and my family	Around/near to me	Further away from me
Core Texts	Not now Bernard The three little pigs Holiday We're going on a bear hunt Seaside Once there were giants Handa's surprise Little Red Riding Hood Goldilocks and the three bears	The very hungry caterpillar Superworm Jack and the beanstalk What the ladybird heard The snail and the whale	Somebody swallowed Stanley What the ladybird heard on holiday What the ladybird heard at the seaside Commotion in the ocean
Core Rhymes	Head shoulders knees and toes One finger one thumb Miss Polly had a dolly The wheels on the bus Twinkle twinkle	Incy Wincy Spider Ladybird, ladybird Worm at the bottom of my garden Hot cross buns Humpty Dumpty	Row, row, row your boat 12345 once I caught a fish alive Rub a dub dub 10 little fish
Important Events	Christmas Diwali Harvest	Chinese New Year Easter Springtime	
Visits	Autumn/local walk	Farm	Zoo

		Chicks	Wildlife park Park Picnic
Visitors	Family occupations Firefighter Nurse	Vet Police	Shopkeeper
Christian and Jewish stories	Christmas story Noah's Ark	Easter The lost sheep	Jesus and the fishermen Jonah and the whale
British Values Take Care Values	Rule of law (rules/boundaries)	Individual liberty (positive self image)	Mutual respect
Christian Values	Love	Service Forgiveness	Truth Endurance

Key Learning Intentions

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Communication and Language Key Learning Intentions	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books Use longer sentences of four to six words 	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 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' 	<ul style="list-style-type: none"> Develop their pronunciation but may have problems saying: multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 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

<p>Personal, Social and Emotional Key Learning Intentions</p>	<ul style="list-style-type: none"> • 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 • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important 	<ul style="list-style-type: none"> • Show more confidence in new social situations • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' 	<ul style="list-style-type: none"> • Talk with others to solve conflicts • Understand gradually how others might be feeling
<p>Physical Development Key Learning Intentions</p>	<ul style="list-style-type: none"> • 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 • 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 • Start eating independently and learning how to use a knife and fork. • 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 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a bridge • 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 • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly 	<ul style="list-style-type: none"> • 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 • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Make healthy choices about food, drink, activity and toothbrushing
<p>Literacy Key Learning Intentions</p>	<ul style="list-style-type: none"> • Know the names of the different parts of a book • Know that print has meaning 	<ul style="list-style-type: none"> • Know that we read English text from left to right and from top to bottom • page sequencing • Develop their phonological awareness, so that they can: spot and suggest rhymes 	<ul style="list-style-type: none"> • Know that print can have different purposes • Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother

	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: count or clap syllables in a word 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately
Numeracy Key Learning Intentions	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Recite numbers past 5 Show 'finger numbers' up to 5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 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'. Understand position through words alone – for example, "The bag is under the table," – with no pointing 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. 	<ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5 Solve real world mathematical problems with numbers up to 5 Compare quantities using language: 'more than', 'fewer than' Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Make comparisons between objects relating to size, length Describe a familiar route Extend and create ABAB patterns – stick, leaf, stick, leaf Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Experiment with their own symbols and marks as well as numeral Combine shapes to make new ones - an arch, a bigger triangle etc. Make comparisons between objects relating to capacity /weight Discuss routes and locations, using words like 'in front of' and 'behind' Notice and correct an error in a repeating pattern
Understanding the World Key Learning Intentions	<ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties Can they talk about what floats and sinks? Can they select words to describe materials? 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Explore collections of materials which are similar and/or different: rocks, shells, pebbles Talk about what they see, using a wide vocabulary Explore and talk about different forces they can feel – how the water pushes up

	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Explore and talk about different forces they can feel – e.g. magnetic attraction and repulsion • Explore how you can shine light through some materials, but not others. Investigate shadows • Continue developing positive attitudes about the differences between people 	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel. E.g. how they can stretch elastic, snap a twig, but can't bend a metal rod? • Talk about the differences between materials and changes they notice.eg melting – leave ice cubes out in the sun 	<p>when they try to push a plastic boat under it</p> <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice • Explore how different materials sink and float • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
<p>Expressive Arts and Design Key Learning Intentions</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Listen with increased attention to sounds. • Remember and sing entire songs • Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Develop their own ideas and then decide which materials to use to express them • Use drawing to represent ideas like movement or loud noises • Respond to what they have heard, expressing their thoughts and feelings • Sing the pitch of a tone sung by another person ('pitch match') 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Join different materials and explore different textures • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing • Sing the melodic shape (moving melody, such as up) • Create their own songs, or improvise a song around one they know