Nursery 2018-2019 Long Term Plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Miss Hiam |  |  |  |  |  |  |
| Terms/Dates | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic/Theme | All about me | Weather | Animals | New life/ Plants | Transport | Sea |
| PSED | Separate from carer/  settling in routines  toileting/ hygiene.  We will learn to be aware of our feeling and know some actions and words can hurt others. | We will learn about playing in a group and elaborating play ideas.  Begins to accept the needs of others and can take turns and share resources. | Confident to speak to others about own needs, wants interest and opinions.  Begins to accept the needs of others and can take turns and share resources. | Learn to tolerate delay and learn that sometimes wishes are not met. | Enjoys responsibility of carrying out small tasks.  To be more outgoing towards unfamiliar people and more confident in new social situations. | Is more outgoing towards unfamiliar people and more confident in new social situations.  how to behave in different event social situation and adapt to change in routine. |
| Communication language | **Listening and attention:**  To listen to other in small groups.  **Understanding:**  to understand the use of objects “what do we use to cut things”  **Speaking:**  Talking about own experiences relating to topic.  Talking about feeling  Different feelings | **Listening and attention:**  Listens to stories with increasing attention and recall.  **Understanding:**  to understand the use of objects “what do we use to cut things  **Speaking:**  Talking about own experiences relating to topic.  Talk about like/dislikes related to food/clothes/ weather | **Listening and attention:**  Listens to stories with increasing attention and recall.  **Understanding:**  Respond to simple instructions.  **Speaking:**  Talking about own experiences relating to topic.  Describe animals and pets  Farm animals/jungle / habitat. | **Listening and attention:**  Listens to stories with increasing attention and recall.  **Understanding:**  Respond to simple instructions.  **Speaking:**  Talking about own experiences relating to gardening and plants. | **Listening and attention:**  To be able to follow directions.  **Understanding:**  Begins to understand how and why questions.  **Speaking:**  Talking about personal events  relating to everyday experiences on how they come to school ,how they transport from home to school. | **Listening and attention:**  To be able to follow directions.  **Understanding:**  Begins to understand how and why questions.  **Speaking:**  Favourite character dislikes and likes.  Talk about their experience related to sea side visit and sea animals. |
| Physical Development | **Moving and handling:**  Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Draws lines and circles using gross motor movements.  Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  **Health and self-care**  Can tell adults when hungry or tired or when they want to rest  or play. | **Moving and handling:**  Mounts stairs, steps or climbing equipment using alternate feet.  Walks downstairs, two feet to each step while carrying a small object.  **Health and self-care:**  Understands that equipment and tools have to be used safely  Observes the effects of activity on their bodies. | **Moving and handling:**  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  **Health and self-care:**  Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper  once it is fastened at the bottom.  Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. | **Moving and handling:**  Can stand momentarily on one foot when shown.  Can catch a large ball.  **Health and self-care:**  Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper  once it is fastened at the bottom.  Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. | **Moving and handling:**  Holds pencil near point between first two fingers and thumb and uses it with good control.  **Health and self-care:**  Can usually manage washing and drying hands. | **Moving and handling:**  Can copy some letters, e.g. letters from their name.  **Health and self-care:**  Can usually manage washing and drying hands. |
| Mathematics | **Number:**  To learn to use number names 1-5 in play.  To learn that numbers identify how many object in a set.  **Shape, space and measures:**  We will learn to name of 2D shapes  Circle, square, triangle, rectangle. | **Number:**  We will count 1-10  To learn matching numerals and quantity  To learn to represent numbers with their fingers,  **Shape, space and measures:**  We will learn to name of 2D shapes  Semi-circle, star , oval , diamond. | **Number:**  We will count beyond 10.  Compare two group of objects  Measures – size big/little/middle size  Learn that not only object can be counted  **Shape, space and measures:**  Show awareness of similarities of shapes in environment.  Shows an interest in playing with shape objects. | **Number:**  We will count beyond 10  Learn that not only object can be counted  To learn to represent numbers with their fingers, marks on paper.  **Shape, space and measures:**  Use positional language.  Show interest in shapes in environment | **Number:**  We will count beyond 10  Recognise numerals 1-5.  Show interest in number in environment.  **Shape, space and measures:**  Weight and capacity  Length and height | **Number:**  We will count 1-20  Recognise numerals 1-5  Show interest in number in environment  Addition/subtraction (combining/totals)  **Shape, space and measures:**  To use shapes appropriately for tasks.  To be able to name the shape of everyday items  Volume and capacity  Full/empty |
| Literacy | **Reading:**  Alphabet name of letters  **a, b, c ,d, e ,f**  Singing alphabet songs  Introduce name/ picture peg cards.  Listen to stories /circle time  Handling books  **Writing:**  Enjoy sensory and physical experiences through which they can communicate meaning and which are important for my future mark making. | **Reading:**  Alphabet name of letters  **g, h, i,j, k, l, m,n**  Singing alphabet songs  Listen to stories /circle time  Handling books.  Recognition of name card with picture  **Writing:**  Enjoy sensory and physical experiences through which they can communicate meaning and which are important for my future mark making. | **Reading:**  Alphabet name of letters  **o ,p ,q ,r ,s, t**  Singing alphabet songs  Encourage to point and look at pictures book collections.  Recognition of name card with picture  **Writing:**  Learn to give meaning to marks as they draw and paint | **Reading:**  Alphabet name of letters  **u ,v ,w ,x ,y ,z,**  Singing alphabet songs  Encourage to point and look at pictures book collections.  Recognition of name card with picture  **Writing:**  Learn to give meaning to marks as they draw and paint | **Reading:**  Alphabet sounds of letters  **s,a, t , i ,p ,n**  jolly phonics  Recognition of name card with no picture  **Writing:**  Distinguish between the different marks they make.  Ascribe meaning to marks they see in different places.  Give meaning to marks as I write  Learn to write their name in different techniques | **Reading:**  Alphabet sounds of letters learnt  **c, k, e ,h ,r ,m ,d**  jolly phonics  Recognition of name card with no picture  **Writing:**  Making books  Give meaning to marks as they write  Learn to write their names differenrt techniques |
| Understanding the world | **People and communities:**  Daily routine/hygine  Location of resources/ area names  Al hijra (12 Sept)  Black history Month (1-31 Oct)  **The world:**  Family /culture  Homes around the world / different people’s race .  **Technology:**  Use of tape recorder/CD  Listening unit  ICT equipment | **People and communities:**  Harvest  Bone fire night  Christmas  Diwali  Arabic Language day (18 Dec)  Anti bulling week (12-16 Nov)  **The world:**  Explore autumn  Natural objects  Light and dark (shadows)  Winter (snow and ice  **Technology:**  Use of tape recorder/CD  Listening unit  ICT equipment | **People and communities:**  Safer internet Day (5 Feb)  **The world:**  Lifecycle – frog/  Zoo/farm animals  Animal habitats  **Technology:**  Mouse control  Camera/photos | **People and communities:**  British Science week(8-17 march)  World Peotry day (21 March)  **The world:**  Lifecycle – chicken  Tree.  Planting seeds /food  Healthy eating  **Technology:**  Mouse control  Camera/photos | **People and communities:**  Ramadan (6-24 May)  People professions  Pilot/ postman/ captians/ fireman/ farmer/ builder in different transport viechels  **The world:**  Forces (movement – push and pull )  Old/new toys  wheels  **Technology:**  Mouse control  Camera/photos | **People and communities:**  Summer  Looking at patterns  Difference/similarities  **The world:**  Above below  Floating/sinking  Change  Summer  **Technology:**  Mouse control /key board typing |
| Expressive Arts and Design | **Exploring and using media and materials:**  Use general space  Action rhymes.  Welcome songs  Days of week song  Explore instruments  Malleable materials  Clay/plastercine/ play dough  Cutting skills  Painting  Painting self portraits  **Being Imaginative:**  Role play  tent  Hairdressers  Home corner  Baby clinique  Small world tuff tray  Drama acting stories | **Exploring and using media and materials:**  Circle/ring dance  Responding to music stimuli .  Stop/start  Explore sounds  Percussion  Accompany songs  Colour mixing  Introduction of different techniques  Printing /stamping/paint dabbers  Collage  Introduction to materials and tools  **Being Imaginative:**  Role play  Ice igloo  Autumn leaves tent  Small world tuff tray  Autumn /winter  Drama acting stories  Music/nursery rhymes | **Exploring and using media and materials:**  Malleable materials  Clay/plastercine/ play dough.  Collage  Construction materials and tools  **Being Imaginative:**  Role play  Pet shops/vets  Small world tuff tray  Farm /zoo small world  Drama acting stories  Music/nursery rhymes  Dance/drama  Movement as animals  Animal songs  Sound patterns  Pitch high/low  Performance | **Exploring and using media and materials:**  Malleable materials  Clay/plastercine/ play dough.  **Being Imaginative:**  Role play  Garden centre  Small world tuff tray  Drama acting stories  Music/nursery rhymes  Respond to sound stimuli  Loud/quiet | **Exploring and using media and materials:**  Comb painting.  Malleable materials  Clay/plastercine/ play dough  **Being Imaginative:**  Role play  Travel agents (transport/airport/train station/bus)  Small world tuff tray  Garage  (mechanics/car wash)  Drama acting stories  Music/nursery rhymes | **Exploring and using media and materials:**  3D models (box construction(  Sculpture  Using many learned techniques freely  **Being Imaginative:**  Role play  Home corner  Seaside  Small world tuff tray  Under sea small world  Drama acting stories  Music/nursery rhymes |