Nursery 2018-2019 Long Term Plan

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| 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 routinestoileting/ 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 feelingDifferent 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 petsFarm 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 eventsrelating 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 restor 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 safelyObserves 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 zipperonce 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 zipperonce 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 shapesCircle, square, triangle, rectangle. | **Number:**We will count 1-10To learn matching numerals and quantityTo 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 objectsMeasures – size big/little/middle sizeLearn 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 10Learn 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 10Recognise numerals 1-5.Show interest in number in environment.**Shape, space and measures:**Weight and capacityLength and height | **Number:**We will count 1-20Recognise numerals 1-5Show interest in number in environmentAddition/subtraction (combining/totals)**Shape, space and measures:**To use shapes appropriately for tasks. To be able to name the shape of everyday itemsVolume 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 timeHandling 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 timeHandling 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 phonicsRecognition 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 writeLearn to write their name in different techniques  |  **Reading:**Alphabet sounds of letters learnt **c, k, e ,h ,r ,m ,d**jolly phonicsRecognition of name card with no picture**Writing:**Making booksGive meaning to marks as they writeLearn to write their names differenrt techniques  |
| Understanding the world | **People and communities:**Daily routine/hygine Location of resources/ area namesAl 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/CDListening unitICT equipment | **People and communities:**HarvestBone fire nightChristmasDiwaliArabic Language day (18 Dec)Anti bulling week (12-16 Nov)**The world:**Explore autumn Natural objectsLight and dark (shadows)Winter (snow and ice**Technology:**Use of tape recorder/CDListening unitICT equipment | **People and communities:**Safer internet Day (5 Feb)**The world:**Lifecycle – frog/Zoo/farm animalsAnimal habitats**Technology:**Mouse controlCamera/photos | **People and communities:**British Science week(8-17 march)World Peotry day (21 March)**The world:**Lifecycle – chickenTree.Planting seeds /food Healthy eating**Technology:**Mouse controlCamera/photos | **People and communities:**Ramadan (6-24 May) People professionsPilot/ postman/ captians/ fireman/ farmer/ builder in different transport viechels**The world:**Forces (movement – push and pull )Old/new toyswheels**Technology:**Mouse control Camera/photos | **People and communities:**SummerLooking at patternsDifference/similarities**The world:**Above belowFloating/sinkingChangeSummer**Technology:**Mouse control /key board typing  |
| Expressive Arts and Design | **Exploring and using media and materials:**Use general spaceAction rhymes.Welcome songsDays of week songExplore instrumentsMalleable materialsClay/plastercine/ play doughCutting skills Painting Painting self portraits**Being Imaginative:**Role playtentHairdressersHome cornerBaby cliniqueSmall world tuff trayDrama acting stories | **Exploring and using media and materials:**Circle/ring danceResponding to music stimuli .Stop/startExplore soundsPercussion Accompany songs Colour mixing Introduction of different techniques Printing /stamping/paint dabbersCollage Introduction to materials and tools**Being Imaginative:**Role playIce iglooAutumn leaves tentSmall world tuff trayAutumn /winter Drama acting storiesMusic/nursery rhymes  | **Exploring and using media and materials:**Malleable materialsClay/plastercine/ play dough.CollageConstruction materials and tools**Being Imaginative:**Role playPet shops/vetsSmall world tuff trayFarm /zoo small worldDrama acting storiesMusic/nursery rhymes Dance/dramaMovement as animalsAnimal songs Sound patternsPitch high/lowPerformance | **Exploring and using media and materials:**Malleable materialsClay/plastercine/ play dough.**Being Imaginative:**Role playGarden centreSmall world tuff trayDrama acting storiesMusic/nursery rhymes Respond to sound stimuliLoud/quiet | **Exploring and using media and materials:**Comb painting.Malleable materialsClay/plastercine/ play dough**Being Imaginative:**Role playTravel agents (transport/airport/train station/bus)Small world tuff trayGarage(mechanics/car wash)Drama acting storiesMusic/nursery rhymes  | **Exploring and using media and materials:**3D models (box construction(SculptureUsing many learned techniques freely**Being Imaginative:**Role play Home cornerSeasideSmall world tuff trayUnder sea small worldDrama acting storiesMusic/nursery rhymes  |