



Valley Primary School

GROWING AND LEARNING TOGETHER TO BE THE BEST WE CAN BE!

ASPIRE...ENJOY...ACHIEVE...CHALLENGE!

Long Term Plan Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Valley Values	Responsibility	Collaboration	Respect	Honesty	Kindness	Courage
Valley Life skills	Mental health management skills	Physical health management skills	Time management skills	Decision making skills	Home management skills	Interpersonal skills
PSED	<p>Jigsaw Unit – Being Me Understand how it feels to belong and that we are similar and different. Understand how feeling happy and sad can be expressed. Work together and consider other people's feelings. Use gentle hands and understand that it is good to be kind to people. Start to understand children's rights and this means we</p>	<p>Jigsaw Unit – Celebrating Difference Know how it feels to be proud of something I am good at. Say one way I am special and unique. Know that all families are different. Know there are lots of different houses and homes. Say how to make new friends. Use my words to stand up for myself. Wash & dry hands independently.</p>	<p>Jigsaw Unit – Dreams and Goals Understand what a challenge means. Keep trying until I can do something. Set a goal and work towards it. Know some kind words to encourage others with. Start to think about jobs I might do when I'm older. Feel proud when I achieve a goal.</p>	<p>Jigsaw Unit – Healthy Me Know the names for some body parts and start to understand that I need to be active to be healthy. Say some things I need to do to be healthy. Know what the word 'healthy' means and that some foods are healthier than others. Know how to help myself go to sleep and that sleep is good for me. Wash my hands and know it is important to</p>	<p>Jigsaw Unit – Relationships Talk about my family. Understand how to make friends if I feel lonely. Say some of the things I like about my friends. Know what to say and do if somebody is mean to me. Use Calm Me time to manage feelings. Work together and enjoy being with friends.</p>	<p>Jigsaw Unit – Changing Me Name some body parts and show respect for myself. Say some things I can do and some food I can eat to be healthy. Understand that we all start as babies and grow into children and then adults. Know that I grow and change. Talk about how I feel moving to Reception from Nursery. Remember some fun things about Nursery this year.</p>

	<p>should all be allowed to learn and play. Learn what being responsible means.</p> <p>Use nursery toilet. Collect apron for water play & painting activities. Know where to keep drink bottle. Identify own peg and use it to hang up & collect coat & bag.</p>	<p>Put on apron for water play & painting activities. Put on own coat, hat and scarf.</p>	<p>Use soap dispenser independently. Do up Velcro fastener on peer's apron. Do up zip and or buttons on coat.</p>	<p>do this before I eat and after I go to the toilet. Know what to do if I get lost and how to say NO to strangers.</p> <p>Use soap dispenser independently. Do up Velcro fastener on peer's apron. Do up zip and or buttons on coat.</p>	<p>Put belongings – letters in bag at home time. Talk about keeping self and others safe in and around classroom. Use & transport equipment safely.</p>	<p>Put belongings – letters in bag at home time. Talk about keeping self and others safe in and around classroom.</p>
CL	<p>Listens to others one to one & in small groups. Understand the use of and names of different items & equipment (introduce as new vocabulary). Respond to simple instructions.</p>	<p>Use talk to connect ideas and explain wants and needs within play and small groups.</p> <p>Begin to join in with repeated refrains of familiar stories.</p>	<p>Listen to longer stories and begin to recall key events.</p> <p>Understand and use some positional language during play and small groups.</p>	<p>Recall past events speaking in the past tense.</p> <p>Understand and use a wider range of vocabulary linked to topics and non-fiction texts and stories.</p> <p>Anticipate events in stories.</p>	<p>Respond to what others say to develop a conversation.</p>	<p>Maintain attention, concentrate, listen to and respond appropriately to others during whole class carpet sessions.</p> <p>Begin to respond to instructions with two parts.</p>
PD	<p>Introduction to PE Unit 1</p> <p>Begin to negotiate outdoor space.</p>	<p>Fundamentals Unit 1</p> <p>Balancing skills.</p>	<p>Dance Unit 1</p> <p>Further develop large-muscle movements.</p>	<p>Gymnastics Unit 2</p> <p>Climb steps using alternative feet.</p>	<p>Ball Skills Unit 2</p> <p>Preparation for Sports Day,</p>	<p>Games Unit 2</p> <p>Develop own physical games.</p>

	<p>Pre-writing funky fingers activities.</p> <p>Begin large movements in readiness for writing.</p>	<p>Transport equipment outdoors safely.</p>	<p>Basic ball skills.</p> <p>Fine motor threading.</p>	<p>Begin to use scissors.</p> <p>Develop drawing skills.</p>	<p>practise races, throwing and running in straight lines.</p> <p>Trace & copy anticlockwise and vertical lines.</p> <p>Copy letter shapes from name.</p> <p>Experiment with different ways of moving.</p>	<p>Make own decisions about best ways to move.</p> <p>Write most letters in first name.</p>
Literacy Development	<p>Introduce Phase One Phonics – aspects 1-3. Recognise & match name card.</p>	<p>Phase One aspects 1-4. Recognise & use name card.</p>	<p>Phase One Phonics aspects 1-5. Trace Name card.</p>	<p>Phase One Phonics – 1-6. Trace & copy write name card.</p>	<p>Phase One Phonics – aspect 7 Form name independently to label pictures & paintings.</p>	<p>Phase One Phonics – aspect 7 Form name independently to label pictures & paintings.</p>
Maths Development	<p>Identify mathematical patterns all around me.</p> <p>Extend and create ABAB patterns.</p>	<p>Construct using a variety of different shapes, investigating which shapes work and which did not work.</p>	<p>Use mathematical vocabulary relating to size, length, weight and capacity when playing.</p>	<p>Recognise numbers 1-5 confidently and begin to match objects to quantity.</p> <p>Retell an event using words such as 'first', 'then' etc.</p>	<p>Create routes in play and every day routines. Describe these routes.</p> <p>Confidently match objects to numerals (1-5).</p>	<p>Solve real life problems up to 5.</p> <p>Begin to experiment with own symbols and numerals.</p>

	<p>Describe the pattern using an oral pattern saying the name of each object.</p> <p>Begin to count objects in play (up to 5)</p>	<p>Use shapes and blocks to create new shapes.</p> <p>Begin to talk about shapes using new vocabulary (informal and mathematical)</p> <p>Select shapes based on their properties when building.</p>	<p>Accurately count up to 5 objects.</p>		<p>Look at up to 3 objects around the nursery and say how many there are without counting them (subitising).</p> <p>Begin to count by rote beyond 5.</p> <p>Compare quantities.</p>	
UW	<p>Theme: Special People and Autumn Topic: Me, Myself and I Key Question: What makes people special? Religions: Christianity, Judaism</p> <p>Interested in own lives. Talks about aspects of familiar world. Learn days of the week & weather song. Learn about me, what makes me</p>	<p>Theme: Winter and Christmas Topic: Our Community and its People Concept: Incarnation Key Question: What is Christmas? Religion: Christianity</p> <p>Interest in lives of people who are special to them. Ask questions about familiar world, know what is special about it.</p>	<p>Theme: Winter and Celebrations Topic: Opposites Key Question: How do people celebrate? Religion: Hinduism</p> <p>Explore opposite forces such as push and pull, sinking and floating. Talk about what happens when we heat things and cool them down.</p>	<p>Theme: Spring and Easter Topic: British Countryside (growing) Concept: Salvation Key Question: What is Easter? Religion: Christianity</p> <p>Plant seeds and care for growing plants. Relate to past events in the growth cycle. Explore natural materials and their properties. Begin to understand the need to respect and</p>	<p>Theme: Stories Topic: British Countryside (farms) Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p> <p>Understand the impact that humans can have on the environment and living things.</p>	<p>Theme: Summer and Special Places Topic: We're all going on a summer holiday Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p> <p>Observe and identify features in the place they live and the natural world. Find out about alternative environment and talk about the features they like and dislike.</p>

	special, what I could do and what I can do now.	Shows interest in different occupations and ways of life. Changes in the environment.	Use texture language when we explore materials to compare such as rough and smooth, shiny and dull.	care for the environment.		Compare our local environment to the locations in PoR books.
EAD	<p>Music Charanga – Me! – Nursery Rhymes and Action Songs</p> <p>Joins in with dancing and ring games. Sings familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Creates movement in response to music. Takes part in pretend play.</p>	<p>Music Charanga – Me! – Nursery Rhymes and Action Songs</p> <p>Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed.</p>	<p>Music Charanga – My Stories! – Nursery Rhymes and Action Songs</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Realises tools can be used for a purpose. Beginning to be interested in and describe the texture of things. Begin to use appropriate colours to represent things.</p>	<p>Music Charanga – My Stories! – Nursery Rhymes and Action Songs</p> <p>Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>	<p>Music Charanga – Everyone! – Nursery Rhymes and Action Songs</p> <p>Joins construction pieces together to build and balance. Begin to use available resources to create props to support role-play. Add detail to drawings. Explore different materials to develop ideas about what to make. Creates simple representations of events, people and objects.</p>	<p>Music Charanga – Everyone! – Nursery Rhymes and Action Songs</p> <p>Builds a repertoire of songs and dances. Understands that different media can be combined to create new effects.</p>

