

## Long term planning for Nursery

	Block 1	Block 2	Block 3
Communication and language	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary. (Associated with themselves, Harvest, Bonfire Night and Autumn/Winter)</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four words.</p> <p>Be able to express a point of view.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Use a wider range of vocabulary. (Associated with animals, towns and monarchs.)</p> <p>Use talk to organise themselves and their play: "Let's go to the palace. I'll be the King."</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of five words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult, using words as well as actions.</p> <p>Start a conversation with an adult or a friend.</p>	<p>Use a wider range of vocabulary. (Associated with pirates and minibeasts.)</p> <p>Use talk to organise themselves and their play: "Let's go on the boat. I'll be the captain."</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of six words.</p> <p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>
Physical development	<p>Continue to develop their riding (scooters, trikes and bikes) and ball skills.</p>	<p>Continue to develop their movement.</p>	<p>Continue to develop their balancing.</p>

	<p>Go up steps and stairs with increasing independence.</p> <p>Skip and hop</p> <p>Start taking part in some group activities provided for them.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors with support.</p> <p>Begin to use a comfortable grip with good control when holding pens and pencils</p> <p>Begin to show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed.</p>	<p>Go up steps and stairs. using alternate feet.</p> <p>Stand on one leg.</p> <p>Use large-muscle movements to paint and draw.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors with increasing independence.</p> <p>Be increasingly independent as they get dressed and undressed. Be able to do zips with support.</p> <p>More frequently use a comfortable grip with good control when holding pens and pencils</p> <p>More frequently show a preference for a dominant hand.</p>	<p>Climb up apparatus, using alternate feet.</p> <p>Hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>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.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed. Be able to do zips independently.</p>
Personal, social and emotional	Develop their sense of membership of a community	Select and use activities and	Select and use activities and

	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one other child.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules with adult assistance.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad'</p> <p>Start to understand how others might be feeling.</p>	<p>resources, with help when needed. This helps them to achieve a goal or one which is suggested to them.</p> <p>Develop their sense of responsibility.</p> <p>Play with one or more other children.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry'</p> <p>More independently understand how others might be feeling.</p>	<p>resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility. (Hygiene)</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'confused'</p> <p>Understand gradually how others might be feeling.</p>
Literacy	<p>Understand the five key concepts about print: • print has meaning • print can have different purposes</p> <p>Develop their phonological awareness, so that they can: • spot and suggest rhymes</p> <p>Begin to engage in a conversation about stories.</p> <p>Learn new vocabulary.</p>	<p>Understand the five key concepts about print: • we read English text from left to right and from top to bottom • page sequencing</p> <p>Develop their phonological awareness, so that they can: • count or clap syllables in a word</p>	<p>Understand the five key concepts about print: • the names of the different parts of a book</p> <p>Develop their phonological awareness, so that they can: • recognise words with the same initial sound, such as money and mother</p>

	<p>Use some of their print and letter knowledge in their early writing. To make marks.</p> <p>Write the first letters of their name.</p> <p>Write some letters accurately that feature in their name.</p>	<p>Engage in short conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a list of animals.</p> <p>Write some of their name.</p> <p>Write all the letters of their name accurately.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend treasure map or list of minibeasts.</p> <p>Write all of their name.</p> <p>Write some letters accuracy that don't appear in their name.</p>
Maths	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 4.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.</p> <p>Solve real world mathematical problems with numbers up to 3.</p> <p>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'</p>	<p>Recite numbers to 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks.</p> <p>Solve real world mathematical problems with numbers up to 4.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Describe a familiar route.</p>	<p>Recite numbers past 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Begin to link numerals and amounts beyond 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language</p>

	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>
Understanding the world	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family’s history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Show interest in different occupations</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>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	<p>Take part in simple pretend play.</p> <p>Begin to develop simple stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>

	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Begin to develop more complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a palace or castle.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
--	--	---	--