




Early Years – Nursery - Long Term Planning 2018-2019 – Year A

Year 1 Nursery LTP	Autumn		Spring		Summer	
	My World & Me	Starry Nights	Around the World	New Life	It's a Bugs Life	Happy Holidays
	<p>Life Caravan Hindu Temple Visit (Aut 2) Harvest Festival (Aut 1) Bonfire Night (5th November) Diwali (Wednesday 7th November) Nativity (Aut 2)</p> 		<p>Chef visit Farm visit Chinese New Year (5th Feb)</p> 		<p>Park visit School Seaside</p> 	
Personal, Social & Emotional Development	<ul style="list-style-type: none"> • SCARF – There's no-one quite like me • SCARF – Clean Teeth • A box about me 	<ul style="list-style-type: none"> • SCARF – Sleep tight 	<ul style="list-style-type: none"> • SCARF – Food for Energy 	<ul style="list-style-type: none"> • SCARF – Feel your heart go Pumpety Pump • SCARF – Washing Hands 		
Physical Development (Fine & Gross)	<ul style="list-style-type: none"> • Baby Ballet (PE) 	<ul style="list-style-type: none"> • Baby Ballet (PE) 	<ul style="list-style-type: none"> • Sticky Kids Gymnastics (PE) 	<ul style="list-style-type: none"> • Sticky Kids Gymnastics (PE) 	<ul style="list-style-type: none"> • Balls and hoops (PE) • Changing for PE! 	<ul style="list-style-type: none"> • Balls & hoops (PE) • Changing for PE!
Communication & Language	<ul style="list-style-type: none"> • Daily story • Home Corner (outdoors) • Rhyme Time intro • Role Play – Dentist • Listening Centre • All About me boxes 	<ul style="list-style-type: none"> • Daily story • Home corner (outdoors) • Rhyme Time • Role play – Dark Den • Listening Centre 	<ul style="list-style-type: none"> • Daily story • Home corner (outdoors) • Rhyme Time • Role play – Italian restaurant • Listening Centre 	<ul style="list-style-type: none"> • Daily story • Home corner (outdoors) • Rhyme Time • Role play – Baby Clinic • Listening Centre 	<ul style="list-style-type: none"> • Daily story • Home corner (outdoors) • Rhyme Time • Role play – Science Lab • Listening Centre 	<ul style="list-style-type: none"> • Daily story • Home corner (outdoors) • Rhyme Time • Role play – Seaside gift shop • Listening Centre
Literacy	<p>Who is at the zoo? (Phase 1)</p> <ul style="list-style-type: none"> • To develop listening skills. • To develop the ability to imitate sounds with the voice. <p>Sound starters (Phase 1)</p> <ul style="list-style-type: none"> • To develop listening skills. • To describe sounds and talk about the differences between them • To know a range of words that can be used to describe sounds. <p>Texts;</p> <ul style="list-style-type: none"> • Alfie - All About Me – Shirley Hughes • All About Families – Felicity Brooks • Alan's Big Scary Teeth - Jarvis • Feelings – Libby Walden • Ruby's Worry – Tom Percival • A Little Alphabet – Oliver Jeffers • Mr Pegg's Post – Elena Topouzoglou • Yoga Babies – Fearné Cotton • The Messy Magpie 	<p>Hickory Dickory Dock (Phase 1)</p> <ul style="list-style-type: none"> • To know and join in with familiar songs and rhymes. • To experience and appreciate rhythm and rhyme. <p>Cake Bake (Phase 1)</p> <ul style="list-style-type: none"> • To identify rhyming words. <p>Texts;</p> <ul style="list-style-type: none"> • Whatever Next • Don't Hog the Hedge • Back to Earth with a Bump • We're going on a Bear Hunt • Sleep – Kate Prendergast • Goodnight everyone – Chris Haughton • A Christmas Journey – Brian Wildsmith 	<p>Who is at the zoo? (Phase 1)</p> <ul style="list-style-type: none"> • To develop listening skills. • To develop the ability to imitate sounds with the voice. <p>Sound starters (Phase 1)</p> <ul style="list-style-type: none"> • To develop listening skills. • To describe sounds and talk about the differences between them • To know a range of words that can be used to describe sounds. <p>Texts;</p> <ul style="list-style-type: none"> • Whatever Next • Don't Hog the Hedge • Back to Earth with a Bump • We're going on a Bear Hunt • Sleep – Kate Prendergast • Goodnight everyone – Chris Haughton • A Christmas Journey – Brian Wildsmith <p>Super Smoothie (Phase 1)</p> <ul style="list-style-type: none"> • To develop an understanding of alliteration <p>Texts;</p> <ul style="list-style-type: none"> • A dot in the snow – Corrinne Averiss • The Cook & the King – Julia Donaldson • A Hungry Lion- Lucy Ruth Cummins • Ronald the Rhino • Supertato Veggies in the Valley of Doom – Sue Hendra & Paul Linnet • Baby goes to Market - Atinuke 	<p>Hickory Dickory Dock (Phase 1)</p> <ul style="list-style-type: none"> • To know and join in with familiar songs and rhymes. • To experience and appreciate rhythm and rhyme. <p>Cake Bake (Phase 1)</p> <ul style="list-style-type: none"> • To identify rhyming words. <p>Texts;</p> <ul style="list-style-type: none"> • The Cautious Caterpillar • Oi Cat – Kes Gray • The Snail & the Whale – Julia Donaldson • You Can't let an Elephant drive a Digger – Patricia Cleveland Peck • A First Book of Nature – Nicola Davies 	<p>Super Smoothie (Phase 1)</p> <ul style="list-style-type: none"> • To develop an understanding of alliteration <p>Phase 2 Phonics</p> <ul style="list-style-type: none"> • l,n,m,d (is, it, in, at) • g,o,c,k (and) <p>Texts;</p> <ul style="list-style-type: none"> • Bug Bear – Patricia Hegarty • A Mighty Bity Creature – Ronda Armitage • Above and Below – Patricia Heagerty 	<p>Super Smoothie (Phase 1)</p> <ul style="list-style-type: none"> • To develop an understanding of alliteration <p>Phase 2 Phonics</p> <ul style="list-style-type: none"> • ck, e, u, r (and, the, to) • h, b, f/ff, l/l, ss (no, go, l) <p>Texts;</p> <ul style="list-style-type: none"> • Secret Sky Garden – Linda Sarah • What the Ladybird Heard on Holiday – Julia Donaldson • A First Book of the Sea – Nicola Davies

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Mathematics	<ul style="list-style-type: none"> Use some number names and number language spontaneously Use some number names accurately in play Recite number sin order to 10 Knows that numbers identify how many objects are in a set Shows curiosity about numbers by offering comments or asking questions Shows an interest in numerals in the environment. 	<ul style="list-style-type: none"> Beginning to represent numbers using fingers, marks on paper or pictures Matches numeral and quantity correctly Shows awareness of similarities of shapes in the environment. Shows an interest in shape and space by playing with shapes or making arrangements with objects <ul style="list-style-type: none"> Rangoli patterns Mehndi patterns 	<ul style="list-style-type: none"> Compares two groups of objects saying when they have the same number Show an interest in number problems Realises not only objects, but anything can be counted, including steps, claps or jumps. Uses positional language Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. <ul style="list-style-type: none"> Use some number names and number language spontaneously Use some number names accurately in play Recite number sin order to 10 Knows that numbers identify how many objects are in a set Shows an interest in shape and space by playing with shapes or making arrangements with objects. 	<ul style="list-style-type: none"> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment Uses shapes appropriately for tasks <ul style="list-style-type: none"> Beginning to represent numbers using fingers, marks on paper or pictures Matches numeral and quantity correctly Shows curiosity about numbers by offering comments or asking questions Shows an interest in numerals in the environment. Shows awareness of similarities of shapes in the environment. 	<ul style="list-style-type: none"> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment Uses shapes appropriately for tasks Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall' <ul style="list-style-type: none"> Compares two groups of objects saying when they have the same number Show an interest in number problems Realises not only objects, but anything can be counted, including steps, claps or jumps. Uses positional language Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. 	<ul style="list-style-type: none"> Compares two groups of objects saying when they have the same number Show an interest in number problems Realises not only objects, but anything can be counted, including steps, claps or jumps. Uses positional language Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. <ul style="list-style-type: none"> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment Uses shapes appropriately for tasks
Understanding the World (ICT / Goeg / Hlst / Science / RE)	<ul style="list-style-type: none"> Dentist Visit Keeping our teeth clean and healthy foods for our tummy. Autumn changes Create a sequence of pictures that instruct e.g. counting 1:1, making a jam sandwich. Use cameras in role-play. Go on a shape hunt - hunt for and take pictures of shapes in the environment. 'Photographer of the week' competition. Display children's pictures. Me & My Senses 	<ul style="list-style-type: none"> Hindu Temple visit Diwali – Rama & Sita Nativity Take photographs of their own models. Autumn hunt - find signs of Autumn. Ourselves - children take photographs of themselves and/or friends. Take pictures of children re-enacting a story. Sequence the pictures. 	<ul style="list-style-type: none"> Chinese New Year Listening area: <ul style="list-style-type: none"> Stories (downloaded and recorded by adults and children). Music. Dance tracks. Go on a sound walk around the setting. Make your own big box using a Talking Book/Chatterbox. 	<ul style="list-style-type: none"> Talking postcards/pegs on displays with challenges e.g. can you find...? QR codes linked to Audioboo - listen to phonic sounds and match them to the correct grapheme. 	<ul style="list-style-type: none"> Use remote controlled vehicles if a child has great difficulty in using a programmable toy. Once children are confident in controlling the toys, extend learning; <ul style="list-style-type: none"> By encouraging children to create their own pathways, using resources of their choosing By using cards under plastic (adults and children's own themes) to create routes for the toys: familiar stories (such as 'Rosie's Walk,' 'We're Going on a Bear Hunt') - places in the story. arrow routes and 'roads' and following these with the toys. 	<ul style="list-style-type: none"> Children's pictures/photos. Shapes, numbers, letters as target squares. By using pictorial cards showing directions and sequences of directions – encourage children to make their own sequences.
Expressive Arts & Design (Painting / Modelling / Dance / Music / Signing)	<ul style="list-style-type: none"> Baby Ballet Songs for Harvest / Christmas etc. Learning Number Rhymes and Nursery Rhymes to support phonics and expressive arts. Self-portraits using different media Vegetables using different media Junk modelling Large block and small blocks 	<ul style="list-style-type: none"> Making Diva Lamps Mehndi patterns Rangoli Patterns (outdoors) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">