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**Nursery Long Term Plan Cycle 2**

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| **Autumn 1**  See the source image  **All about me** | **Autumn 2**  See the source image  **Polar Regions** | **Spring 1**  See the source image  **Traditional Tales** | **Spring 2**  See the source image  **Mini Beasts** | **Summer 1**  See the source image  **Under the Sea** | **Summer 2**  See the source image  **The Farm** |
| In this topic we explore how we are all unique and special. We look at the similarities and differences between ourselves and our friends and families. We will begin to make new friends and will learn that we have different needs and interests that make us unique. | In this topic we learn all about the Arctic and Antarctica. We look at the climate and how it differs from our own. We will learn about the different animals that are found on the coldest places in the world. | In this topic we explore different traditional tales. We retell the stories using a variety of sensory resources and story props. | In this topic we explore the world of mini-beasts and their habitats.  We learn all about plants and what they need to survive. We grow bean plants and flowers and learn how to take care of them. | In this topic we explore the ocean and ocean life. We look at the different plants and animals that live beneath the sea. We enjoy singing and dancing to different ocean songs. | In this topic we learn all about life on the farm. We learn about the important work of the famers and about the different animals that live on the farm. We look at how foods that we eat come from a farm. |
| **Maths** | **Maths** | **Maths** | **Maths** | **Maths** | **Maths** |
| Children are given lots of opportunities through hands on experiences and play to subitise and explore quantities and objects to 2 and 3.  They will have repeated experiences of hearing and reciting number rhymes and songs that include counting with small numbers such as ‘*Two Little Dickie Birds’,*  They will experience reciting numbers past five in a fun and meaningful way i.e. counting their friends in the line or playing hide and seek,    They will start to look at shapes. They talk about and explore basic 2D shapes, such as circles, triangles, squares and rectangles and use informal and mathematical language: ’sides’, ‘corners.’ straight, ‘flat’ and ‘round’.  They will begin to make comparisons to objects relating to size.  They will talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall paper and use informal language like ‘pointy’ ‘spotty’ ‘blobs’ etc. | Children will be given lots of opportunities to compare quantities of familiar objects and items of interest. They will begin to compare the quantities using language, ‘more than’ ‘fewer than.’    The children will be introduced to counting using their fingers. They will use rhymes and kinaesthetic activities to introduce quantity i.e. showing finger numbers to five.  They will begin to understand position through words alone – for example – ‘The bag is under the table’ with no pointing.  They will begin to make comparisons to objects relating to length. | Children will use number rhymes to begin to understand that numbers identify how many objects are in a set and that the last number counted indicates how many things are in a set. (Cardinal principle)  They will begin to say one number name for each item counted up to number 3.  (One-to-one correspondence)  Children are encouraged to solve real world mathematical problems with numbers up to five. For example, during snack times. *‘There are four children and we only have three crackers left, how many more do we need?*  They begin to make comparisons to objects relating to weight.  They will describe a familiar route and use spatial words in their play including ‘in’, ‘on,’ ‘under’ ‘up’ ‘down’ ‘besides’ and ‘between’.  They will begin to describe a sequence of events, real or fictional, using words such as……….  *‘First,’ ‘then’ ‘after’ ‘before.’*  *‘Every day we…’*  *‘Every evening we…’* | Children will know that numbers identify how many objects are in a set and that the last number counted is the total.  They will say one number name for each item in order up to number 5.  (One-to-one correspondence)  They will make comparisons to objects relating to capacity.  They will begin to discuss routes and locations, using words like ‘in front of’ and ‘behind’  They will begin to extend and create ABAB patterns using natural resources and music and movement patterns.    *‘Stick, leaf, stick, leaf’.*  *‘Clap, stamp, clap, stamp’* | Children will automatically recognise quantities of up to three objects without having to count them.  Children begin to link numerals and amounts: For example, showing the right numbers of pencils to match the number five on the pencil pot.  Children will talk about and explore 3D shapes using informal and mathematical language: ’sides’, ‘corners’, straight, ‘flat,’ ‘round’ sharp ‘corner’ ‘point’ ‘curvy’.  They will play freely with shapes selecting shapes appropriately: flat surfaces for building/a triangular prism for a roof etc.  They will combine shapes to make new ones – an arch, a bigger triangle etc | Children begin to experiment with their own symbols and marks as well as numerals. They will explore making marks or scribing numerals to represent quantities to five.  They will make comparisons to objects relating to size, length, weight and capacity.  They will notice and correct an error in a repeated pattern. |
| **CLL**  Children will enjoy listening to and joining in with some of the words and actions of a few songs linked to the theme ‘All About Me.’ They will also learn to recite key parts from a selection of nursery rhymes.  Children will enjoy sharing familiar books linked to the theme.  With prompt and encouragement, children will learn to switch their attention to more than one thing at a time.  Children will be continually exposed to new vocabulary throughout the day as well as those specific to the theme.  Children will begin to develop their communication and will be given ample opportunities to:  \**hear and use the correct pronunciation and*  \**Use the correct tenses and plurals.*  Children will learn how to start a conversation with the adults and their peers.  Active Learn Phonics  Children will enjoy sharing texts and will observe how print carries meaning. During story sessions they will observe the adults modelling how to read text from left to right and from top to bottom.    Children are supported to make marks on paper to represent their name. | **CLL**  Children will enjoy listening to and joining in with some of the words and actions of a few songs linked to the theme ‘Polar Regions.’ They will also learn to recite key parts from a selection of nursery rhymes.  Children will enjoy listening to familiar books linked to the theme.  The children will learn to pay attention to move than one thing at a time.  Children will be continually exposed to new vocabulary throughout the day as well as those specific to the theme.  Children will develop their communication and will be given regular opportunities to practise using the correct pronunciation/ correct tenses and plurals.  Children will learn how to start a conversation with the adults and their peers.  Active Learn Phonics  Children will enjoy sharing texts and will observe how print carries meaning. During story sessions they will observe the adults modelling how to read text from left to right and from top to bottom.  Children are supported to recognise their name from a selection of three. | **CLL**  Children will experience new songs linked to the theme ‘Traditional Tales’ and will recite key songs and rhymes.  Children will begin to listen and offer comments about stories linked to the theme.  With prompt, the children will begin to understand ‘why’ questions, like: *“Why did Goldilocks eat the bears porridge?”*  Children are given lots of opportunities to develop their understanding of questions or instructions that have two parts, such as, “Get your coat and wait at the door.”  Children will learn to use a wider range of vocabulary. They will begin to use this vocabulary to talk about what they have leant.  The children will be given daily opportunities to speak in sentences using four to six words  Children will learn how to initiate a conversation with close adults and their peers and to continue it for many turns.  Children will have lots of opportunities working in small groups to engage in conversations about stories, learning new vocabulary.  Active Learn Phonics  Children will begin to appreciate the parts of a book. They will explore the front cover, the author and the page number.  Experiment counting or clapping syllables in a word.  Children are supported to scribe a few letter-like shapes to represent their name. | **CLL**  Children will experience new songs linked to the theme ‘Mini Beasts’ and will recite key songs and rhymes.  Children will begin to listen and offer comments on stories linked to the theme.  The children will understand ‘why’ questions, like: *“Why do ladybirds have spots?”*  Children are given lots of opportunities to develop their understanding of questions or instructions that have two parts, such as, “Get your coat and wait at the door.”  Children will learn to use a wider range of vocabulary. They will begin to use this vocabulary to talk about what they have leant.  The children will be encouraged to speak in sentences using four to six words  Children will learn how to initiate a conversation with close adults and their peers and to continue it for many turns.  Children will have lots of opportunities to engage in extended conversations about stories, learning new vocabulary.  Active Learn Phonics  Children will begin to appreciate the parts of a book. They will explore the front cover, the author and the page number.  Children will have lots of opportunities to explore, spot and suggest rhyme through rhyming activities and books.  Children are supported to write some of the letters from their name | **CLL**  Children will become more confident with a range of songs and rhymes linked to the topic ‘Under the Sea’. They will recite favourite rhymes.  Children will enjoy listening to a variety of longer stories and will remember much of what happens in the text  The children will begin to explore ideas on how to express a point of view effectively to others using words as well as actions.  Children will learn to use a wider range of vocabulary. They will begin to use this vocabulary to talk about what they have leant and to express themselves to others.  They will explore saying -sounds such as:  - r, j, th, ch and sh.  - multisyllabic words such as ‘Pterodactyl’  ‘planetarium’  ‘hippopotamus  Active Learn Phonics  Through teaching activities and play, they will begin to understand that print can have different purposes. For example, making shopping lists and exploring logos.  Children will have lots of opportunities to explore alliteration. They will experiment with words with the same initial sounds, such as money and mother.  Children are supported to write their first name. | **CLL**  Children will become more confident with a range of songs and rhymes linked to the topic ‘The Farm’. They will recite favourite rhymes.  Children will enjoy listening to a variety of longer stories and will remember much of what happens in the text  The children will feel confident to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions.  Children will learn to use a wider range of vocabulary. They will begin to use this vocabulary to talk about what they have leant and to express themselves to others.  Children will be provided with play opportunities and will use talk to organise themselves and their play.  Active Learn Phonics  They will begin to understand that print can have different purposes, for example, making shopping lists and exploring logos.  They will observe how sentences start with a capital letter and end with a full stop.  Children are supported to write their first name. |
| **Physical Development** | | | | | |
| **Autumn 1**  **Overview**  Developing gross motor skills through a variety of outdoor activities.  (Using items such as streamers, ribbons or pedal bikes) | **Autumn 2**  **Overview**  Using physical resources to develop their muscle strength, control and co-ordination. (Using items such as the crates, stepping stones, planks and tyres) | **Spring 1**  **Overview**  Using scissors to fringe the edge of paper. Staring to use a comfortable grip for writing. Tracing over simple pictures. | **Spring 2**  **Overview**  Children will move to the beat of music. They will explore moving in different ways i.e. hopping, jumping and skipping. They will explore tapping musical instruments to the beat of music. | **Summer 1**  **Overview**  Preparation for school. Strategies for getting their coat on independently.  Introduction to making healthy choices, talking about which food is healthy and what to eat in moderation. Basic talk about how to clean teeth. | **Summer 2**  **Overview**  As the children develop their fine motor skills, they are encouraged to choose their own resources independently and they pick from a range of tools to cut and join materials. |
| **Objectives:**  Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  They will have lots of opportunities outdoors to climb across the tyres, up steps, and climb up apparatus, using alternative feet.  They will enjoy using large-muscle movements to wave streamers, paint and make marks. | **Objectives:**  Choose the right resources to carry out their own plan. For example, choosing the correct wooden/plastic blocks to create an igloo.  They will learn to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow bricks. | **Objectives:**  They will have regular opportunities to use one handed tools, such as scissors and hammers. They will learn how to make snips in paper using child scissors.  Children will be encouraged to use a comfortable grip with good control when holding pens and pencils. They will enjoy completing tracings. | **Objectives:**  They will enjoy music and movement in the hall, exploring how to move in a range of ways such as skipping, hopping, standing on one leg and holding a pose for a song, ‘Everybody Freeze’.  They will start taking part in some group activities which they make up for themselves, or in teams.  They will begin to use and remember sequences and patterns of movements which are related to music and rhythm using tapping sticks and egg shakers.  They will make an obstacle course outside and will begin to match their developing physical skills to tasks. For example, they will decide whether to crawl, walk or run across a tyre/plank, depending on its length and width. | **Objectives:**  Show a preference for a dominate hand.  The children will be encouraged to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. They will be shown strategies to help them.  Children will learn about making healthy choices about food, drink, activity and tooth brushing | **Objectives:**  Show a preference for a dominate hand.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  The children will choose the right resources to create a model. They will plan what they would like to make and choose the materials they require, boxes, paper etc. They will decide which materials they need to join the pieces together i.e. tape, glue, string etc.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.  They will start to eat and open their packed lunches independently and will learn how to use a knife and fork. |
| **Expressive Arts and Design** | | | | | |
| **Autumn 1**  **Overview**  Children will use their senses to explore a variety of different materials and media. They will explore the paint using their hands and feet. They will use thick pens and paint to create closed shapes with continual lines. They will use collage materials to create an image of their faces. | **Autumn 2**  **Overview**  Children will be introduced to junk modelling and clay. They will use collage materials to explore line, colour, form, shape and texture. Children will take part in a Christmas celebration. They will explore different musical instruments. They will take part in a penguin dance. | **Spring 1**  **Overview**  Children will be introduced to new art and craft materials. They will be encouraged to independently access the resources. They will use drawing to represent ideas such as movement and loud noises. They will spend time with the adults and will be encouraged to talk about their marks. They will explore melody in songs and experiment with egg shakers and tapping sticks. | **Spring 2**  **Overview**  Children will show different emotions in their drawings. They will explore pitch and will improvise with nursery rhymes. They will play the tapping sticks and egg shakers with increasingly control. | **Summer 1**  **Overview**  Children will gain confidence using the different art materials. They will use different resources to create a desired effect. They will begin to draw with increasing control i.e. representing a face with a circle and including eyes, nose and mouth. Or an animal with lines and patterns. They will explore colour mixing and will use junk materials to create models. They will begin to sing familiar songs. | **Summer 2**  **Overview**  Children will decide what they want to make and confidently help themselves to different resources. They will draw pictures and people with increasing detail. They may draw a head with legs attached or may draw a head with features, body with arms and legs. They will sing entire songs confidentially. They will make imaginary worlds using the small and large construction toys. |
| **Objectives**  Children will be introduced to the creative art and craft area. They will be shown where the basic materials/equipment is kept i.e. aprons, paper and pencils. They will begin to explore the different materials freely, such as paint, dough and collage materials. They will use their senses to explore the qualities of the materials and media. They will explore the paint using their hands and feet. They will explore different coloured paint freely. They will create an image of their faces using a variety of different sensory materials.  Children will use large sheets/rolls of paper to explore mark making. They will use thick pens and paintbrushes to create closed shapes with continual lines.  They will take part in simple pretend play using an object to represent something else, even though they are not similar i.e. a small wooden brick to represent the telephone. | **Objectives**  Children will be encouraged to independently explore the art and craft area. They will use the materials freely to create and explore in an unstructured way. They will be introduced to junk modelling using recycled materials. They will use collage materials to explore line, form, shape, colour and texture.  Children will be introduced to clay. They will explore the sensory properties of clay freely. They will be supported to create a simple Christmas tree decoration.  Children will use large sheets/rolls of paper to explore mark making. They will use thick pens and paintbrushes to create closed shapes with continual lines. They will explore drawing/painting circles and lines.  Children will explore musical instruments and experiment with instrumental sounds. They will respond to what they have heard expressing their thoughts and feelings. | **Objectives**  Children will explore the different materials freely, in order to develop their ideas about how to use them and what to make. They will be slowly introduced to additional art and craft resources to explore line, form, shape, colour and texture. They will be encouraged to independently explore the resources. Knowing where to find them and to put them away when they have finished.    Children will be supported to develop their mark making. They will use drawing to represent ideas like movement or loud noises. They will spend time with the adults and will be encouraged to talk about their marks.  Children explore singing the melodic shape (moving melody, such as up and down, down and up) of familiar songs i.e. When Goldilocks went to the house of the Bears.  The children will play instruments (egg shakers and tapping sticks) with increasing control to express their feelings and ideas. | **Objectives**  Children will explore the different materials freely, in order to develop their ideas about how to use them and what to make. They will be slowly introduced to additional art and craft resources to explore line, form, shape, colour and texture. They will be encouraged to independently explore the resources. Knowing where to find them and to put them away when they have finished.  Children will be exposed to the idea of showing different emotions in their drawings, happiness, sadness, fear etc.  They will explore singing the pitch of a tone sung by another person.  They will create their own songs, or improvise a song around one they know i.e. *‘Twinkle Twinkle Chocolate Bar.’*  The children will play instruments (egg shakers and tapping sticks) with increasing control to express their feelings and ideas.  They will begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. | **Objectives**  Children will explore the different materials freely. They will begin to feel confident to use the resources independently to create with a purpose in mind i.e. to create an aquatic animal. They will know how to use different resources to create wanted effects i.e. to use the glue, duct tape, string, hole punches and stampers.  Children will begin to draw with increasing complexity and detail, such as representing a face with a circle and including details. Or representing an animal with an oval with lines/patterns.  Children will begin to explore colour and colour mixing using paints and chalks.  Children will use the small and large construction materials to make imaginary and complex small worlds such as an underwater scene or aquarium.  Children will remember and sing entire songs linked to the theme i.e. ‘Five Little Fishes’ | **Objectives**  Children will confidently help themselves to different art and craft materials in order to develop their ideas of what to make. They will decide which materials are best for their project i.e. to use the duct tape to attach the sticks to their farm.  Children will begin to express themselves freely. They will draw with increasing complexity and detail, such as representing people. They may draw a head with legs directly attached to it or may add facial features, a trunk for the body with arms and legs.  Children will use the small and large construction materials to make imaginary and complex small worlds, such as an enclosure for the horses.  Children will remember and sing entire songs linked to the theme i.e. *’The Farmers in the Dell’* |
| **Understanding the World** | | | | | |
| **Autumn 1**  **Overview**  Children will use their senses to explore collections of natural materials. They will begin to talk about what they see, hear, feel, touch and taste.They will explore similarities and differences between themselves and others. They will begin to make sense of their own life story creating special ‘All About Me’ bags to share with their teachers and friends. | **Autumn 2**  **Overview**  Children will learn all about the Artic and Antarctica. They will look at how the climate differs from the UK. They will learn about the animals that exist on the coldest places on the earth. They will explore ice and observe how it changes from a solid to a liquid. They will enjoy finding out how things work. | **Spring 1**  **Overview**  Childrenwith explore the properties of the different materials used to create the three little pigs' houses.  Children will explore and talk about different forces they can feel. | **Spring 2**  **Overview**  Children will learn about different mini-beasts and their habitats. They will learn about the life cycle of a butterfly. They will observe the growth of nasturtiums and broad beans. They will begin to respect and care for the natural environment and all living things. | **Summer 1**  **Overview**  They will explore the ocean and ocean life. They will look at the different plants and animals that live beneath the sea. They will learn that there are different countries in the world. They will begin to explore forces through play. They will talk about the differences between materials and changes they notice. | **Summer 2**  **Overview**  Children will learn about life on a farm and the important job of a farmer. They will learn about the different animals that live on the farm. They will learn about how foods that they eat come from a farm.  They will explore and talk about different forces they can feel. They will explore magnetism. |
| Children will their senses in hands on exploration of natural materials  They will explore collections of materials with similar and/or different properties, stones, gems, keys, feathers.  They will enjoy sensory feely bags and will begin to talk about what they see using a wide vocabulary.  The children will create their own ‘All About Me bags’ and will begin to make sense of their own life-story and family’s history. They will talk about their photographs and about past experiences i.e. trips to the park.  Children will develop positive attitudes about the differences between people in their group. | The children will begin to show an interest in different occupations through stories and role play.  They will explore how things work. They will use torches and radio control cars.  They will enjoy exploring ice and observe how it changes from a solid to a liquid.  Children will learn that Antarctica and the North Pole are very different to our country. They will look at similarities and differences. | I will use different materials to create ‘The Three Little Pigs’ houses.  I will use construction materials to create imaginary worlds.  I will explore different forces I can feel i.e. using straws to move straw and sticks. | Children will learn about different mini-beasts and their habitats.  Children will enjoy learning about the life cycle of a butterfly. They will help to take care of the caterpillars as they complete their cycle and become butterflies.  The children will plant nasturtium seeds and broad beans and observe their growth. They will help to take care of them.  Begin to understand the need to respect and care for the natural environment and all living things | They will explore and talk about different forces they can feel i.e. using straws to move small world boats/polystyrene balls. Explore floating and sinking.  Talk about the differences between materials and changes they notice.  They will explore the ocean and ocean life. They will explore different plants and animals that live beneath the sea.  Children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Differences in the weather/animals. | They will learn about life on a farm and the important job of a farmer.  Understand the key features of the life cycle of an animal. They will learn about and name different farm animals.  They will learn about how different foods that we eat come from a farm.  They will explore and talk about different forces they can feel i.e. making different objects travel down elevated cardboard tubes.  Exploring magnetism. Using magnets to push and pull objects.  Children will continue to develop positive attitudes about the differences between people |
| **Personal, Social and Emotional Development** | | | | | |
| **Autumn 1**  **Overview**  Children are supported to explore lots of activities.They experience the joy of being part of the nursery group. | **Autumn 2**  **Overview**  Children will gain confidence in the safe context of their setting. They will take part in the Christmas Production. They will learn to name different feelings. | **Spring 1**  **Overview**  Children will begin to play with one or morechildren and will start to elaborate play ideas. They will be supported to find solutions to conflicts. | **Spring 2**  **Overview**  Children will begin to follow rules without reminders. They will begin to understand how others might be feeling. | **Summer 1**  **Overview**  Children will begin to develop appropriate ways of being assertive. | **Summer 2**  **Overview**  Children will show confidence resolving conflicts with others. |
| **PSED**  The children will begin to select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  They will begin to develop their sense of responsibility and membership of a community. | **PSED**  Children will become more outgoing with unfamiliar people, in the safe context of their setting.  Children will show more confidence in new social situations. They will take part in the Christmas Production.  They will use concrete resources and story books to talk about their feelings using words like ‘happy’ ‘sad’ ‘angry’ or ‘worried.’ | **PSED**  They will begin to play with one or more other children, extending and elaborating play ideas.  Adults will support the children to help them to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Goldilocks in the game, and suggesting other ideas. | **PSED**  Increasingly follow rules, understanding why they are important.  Children will not always need an adult to remind them of a rule  They will begin to understand how others might be feeling. They will be taught about feeling through books and with their peers during play. | **PSED**  They will be supported to develop appropriate ways of being assertive.  Through adult modelling, they will begin to talk with others to solve conflicts | **PSED**  They will begin to develop appropriate ways of being assertive.  They will feel more confident to talk to others to solve conflicts |