



Higher Failsworth Primary School



Nursery Long Term Plan 2023 - 2024

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
		<u>Am I a Hero?</u>	<u>Let's celebrate</u>	<u>Let's imagine</u>	<u>Where in the world is this?</u>	<u>Fairy Tales are the best!</u>	<u>How do I feel?</u>
	THEMES AND IDEAS	<ul style="list-style-type: none"> • Marvellous Me • Traditional Tales • Autumn/Harvest 	<ul style="list-style-type: none"> • Bonfire night • Diwali • Christmas 	<ul style="list-style-type: none"> • Giants • Chinese New Year • Dragons • Castles • Valentine's Day 	<ul style="list-style-type: none"> • Mother's day • Easter • Under the sea 	<ul style="list-style-type: none"> • Minibeasts • Wild animals • Farms 	<ul style="list-style-type: none"> • Father's Day • Transport • Holidays



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CORE SUBJECTS	COMMUNICATION AND LANGUAGE	Starting to use talk with peers and familiar adults	Engage in story times	Join in with familiar stories and rhymes	Respond to questions appropriately	Take turns to speak in a conversation	Respond to a range of question types
		Creating sentences in their play	Listen to stories and songs with interest	Start to show understanding of "why" questions	Develop vocabulary	Use language to explain retell and describe	Express a point of view
		Following Instructions	Use new words in their games		Use full sentences	Predict what might happen	Use descriptive language
					Join in and recall stories with repetition	Asking and answering questions	
TEXT FOCUS		<ul style="list-style-type: none"> • Super Duper You • Real Superheroes • Supertato • Super kid • Superheroes Don't Get Scared Superhero me 	<ul style="list-style-type: none"> • Guess how much I love you • Autumn • Leaf man • Light your candle it's • Diwali • Pumpkin Soup • Bear says thanks • Father Christmas • Needs a ee • Fly,Fly,Fly your sleigh 	<ul style="list-style-type: none"> • The rapping Princess • Giant trouble • There's no such thing as dragons • The giant of Jum • The giant and the beanstalk • Daisy's Dragons • The Invisible String 	<ul style="list-style-type: none"> • One is a snail, ten is a crab • Under the sea • Little White Fish Under The Ocean • The Red Boat • Under The Sea (Usborne picture Storybook) 	<ul style="list-style-type: none"> • The Three Little Pigs • Goldilocks • The Gingerbread Man • Three Billy Goats Gruff • Little Red Riding Hood • The Ugly Duckling 	<ul style="list-style-type: none"> • The Colour Monster • Today I feel silly and other moods that make my day • Yani the Unicorn and the Day Mommy went to the Moon • Granny dropped her Choppers Down the Toilet • Never Ever Lick a Llama • Ruby's Worry
		*Non-fiction information is interwoven throughout					



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LITERACY	<p>RWI Phonics- listening and recognising sounds</p> <p>Developing mark making skills through gross motor movements</p> <p>Join in with stories and rhymes and songs</p>	<p>RWI Phonics listening and responding to sounds FRED talk</p> <p>Retell stories through small world and role play</p> <p>Describe events in familiar stories and predict events (join in)</p>	<p>RWI Phonics start to explore set one sounds</p> <p>Development of fine motor skills</p> <p>Starting to show an interest in the letters in their name and other familiar words</p>	<p>RWI Phonics start to explore set one sounds</p> <p>Using story vocabulary in play</p> <p>Fine motor skills linked to mark making</p>	<p>RWI Phonics blending orally</p> <p>Fine motor skills linked to mark making</p> <p>Recognising own name</p> <p>Forming some letters in name</p>	<p>RWI Phonics blending orally</p> <p>Mark making</p> <p>Name writing</p> <p>Sequence and retell stories</p>
	MATHS	<p>Colours shapes and patterns</p> <p>Number rhymes</p>	<p>Numbers 1-2</p> <p>Composition of numbers</p> <p>Patterns</p> <p>Using shapes for building</p>	<p>Numbers 3-5</p> <p>Subitising and composition</p> <p>Triangles Rectangles and Pentagons</p>	<p>Number 6</p> <p>Measurement and size comparison</p> <p>Capacity</p>	<p>Shapes- 2-D and 3-D</p> <p>Sequencing and Positional Language</p> <p>More than and fewer than</p>



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LEARN TEAM	UNDERSTANDING THE WORLD	<p>Begin to make sense of their own life story</p> <p>Show an Interest in different occupations</p> <p>Talk about what they see using a wide vocabulary</p>	<p>Continue to develop positive attitudes about the differences between people</p> <p>Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Know there are different countries in the world</p> <p>Talk about photos or their experiences</p>	<p>Use all their senses in hands on exploration of natural materials</p>	<p>Understand the key features of life cycles</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Explore how things move and work</p>
RESPECT TEAM	PSHCE	<p>Class Promises and responsibilities linked to feelings</p> <p>Building independence</p>	<p>Creating & maintaining relationships</p> <p>Friendships</p> <p>Building resilience</p> <p>Developing a sense of community</p>	<p>Developing Independence</p> <p>Keeping Safe</p> <p>Select and use resources</p>	<p>Feelings</p> <p>Healthy lifestyles (mental health focus)</p> <p>Managing Hygiene</p>	<p>Understanding others feelings</p> <p>Understand and follow rules</p>	<p>Maintaining relationships</p> <p>Develop ways to solve conflicts and rivalries</p>



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ENJOY TEAM	EXPRESSIVE ARTS AND DESIGN	<p>Invent and adapt stories through their role play and small world play</p>	<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p> <p>Remember and sing entire songs: Sing a Long</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Use non tuned instruments to follow a rhythm</p> <p>Perform songs and stories</p> <p>School Choral Speaking</p>	<p>Develop own designs and select materials</p> <p>Create and adapt designs</p>	<p>Perform poems, songs and stories</p> <p>Invent and adapt stories through their role play and small world play</p>	<p>Explore the use of a range of tools</p> <p>Have preferences for forms of expression and explain my use of materials and design</p>
	ART- basic skills	<p>Colour Identification</p> <p>Colour Mixing</p>	<p>Primary Colours</p> <p>Colour mixing with intent</p>	<p>Selecting tools for a purpose</p>	<p>Joining materials together</p>	<p>Exploring the use of textures</p>	<p>Consolidation and depth</p>



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BE HEALTHY TEAM	PE	<p>PE lesson – spatial awareness Fundamental movement skills</p> <p>Develop the skills needed to get through the school day e.g. lining up</p>	<p>PE lesson – Games</p> <p>Use core muscle strength to achieve good posture</p> <p>Develop Gross Motor movements</p>	<p>PE lesson- Gym- Rocking and rolling</p> <p>Negotiate space and obstacles safely</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>PE lesson – Team games</p> <p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>PE lesson – Dance</p> <p>Demonstrate different ways of moving</p>	<p>PE lesson – Target games</p> <p>Use a range of small tools effectively</p>
	TRIPS	<p>Visit from Nurses in school</p>		<p>Choral Speaking Festival</p>	<p>Hatching eggs</p>	<p>Mini beast visit</p>	<p>African Drumming Workshop visit to school</p>