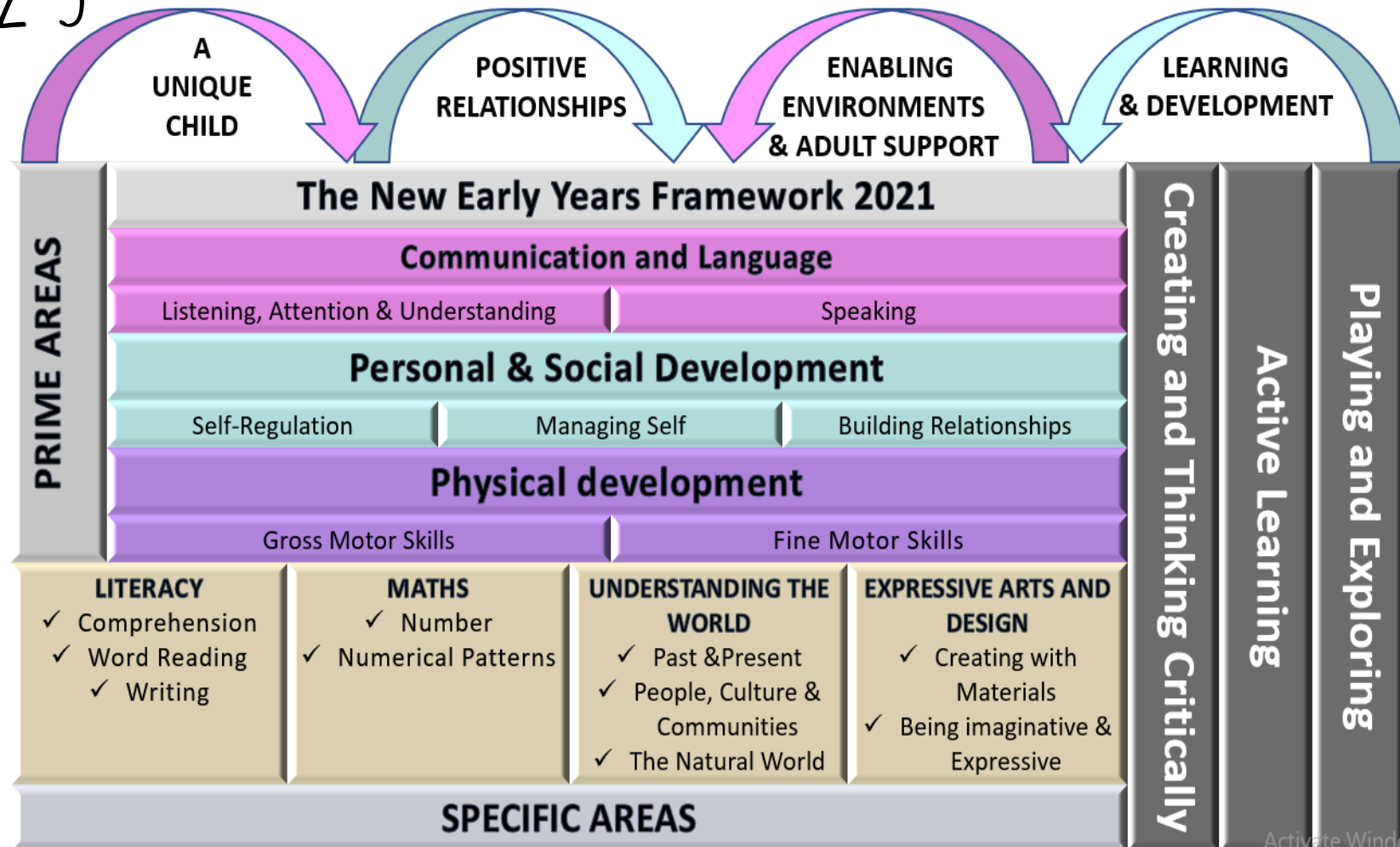




# LITTLE HEDGEHOGS NURSERY LONG

## TERM PLAN 22-23



# LITTLE HEDGEHOGS NURSERY LONG TERM PLAN 22-23

	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
<p>GENERAL THEMES</p> <p><i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p>	<p><b>ONCE UPON A TIME</b></p> <p>Introduction to nursery Making friends Sharing/being kind Following rules and instructions Teddy Bears Picnic</p>	<p><b>FIRE AND ICE</b></p> <p>Making friends Sharing/being kind Following rules and instructions Bonfire night Light &amp; Dark - animals Dinosaurs Polar animals Diwali (Nov 4<sup>th</sup> 21) Celebrations Christmas</p>	<p><b>WONDERFUL WATER</b></p> <p>Introduction to nursery Making friends Sharing/being kind Following rules and instructions Chinese New Year Differences &amp; Similarities Under the Sea Rainforests</p>	<p><b>MOVING AROUND</b></p> <p>Making friends Sharing/being kind Following rules and instructions Vehicles Space</p>	<p><b>GROWING BIG &amp; SMALL</b></p> <p>Introduction to nursery Making friends Sharing/being kind Following rules and instructions Growing Plants &amp; Flowers Mini beasts</p>	<p><b>THIS IS ME</b></p> <p>Making friends Sharing/being kind Following rules and instructions Once upon a time (Summer/Beach) Healthy Living Transition</p>
<p>POSSIBLE TEXTS, SONGS, POEMS &amp; RHYMES</p>	<p>Goldilocks 3 Billy Goats Gruff 3 Little Pigs Red Riding Hood Gingerbread Man Gruffalo Winnie the Pooh</p>	<p>Sparks in the Sky Dipal's Diwali 10 Little Dinosaurs Harry and the Dinosaurs Winnie the Witch Owl Babies Tale of two feathers Lost and Found The magic sky</p>	<p>Dragons in the City Snail and the Whale Say Hello to the Jungle Animals Rumble in the Jungle Monkey Puzzle The Singing Mermaid Sharing a Shell The Rainbow Fish</p>	<p>Kate's Amazing Machines Cbeebies The Way Back Home The Little Red Train Room on the Broom If I built a Car The Blue Balloon Cars and Trucks and Things that Go! Things that Go</p>	<p>Jack and the Beanstalk What the ladybird Heard Ben Plants a Butterfly Garden Titch Eddie's Garden and How to Make Things Grow The Very Hungry Caterpillar</p>	<p>Starting school Spot goes to school Harry &amp; the Dinosaurs go to School Rich Witch Poor Witch This is our House Keep running Gingerbread Man Come to school too, Blue Kangaroo</p>
<p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>	<p>TOPIC DAY: Teddy Bears Picnic Race for Life</p>	<p>TOPIC DAY: Remembrance day Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Children in Need</p>	<p>TOPIC DAY: Chinese New Year Food Tasting Valentine's Day Internet Safety Day</p>	<p>TOPIC DAY: Easter time Mother's Day World Book Day</p>	<p>TOPIC DAY: Growing Planting our own seed Science Week</p>	<p>TOPIC DAY: Father's Day Heathy Eating Week /Sports Week Meet your new Teacher</p>

# NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
CHARACTERISTICS OF EFFECTIVE LEARNING	<b>Characteristics of Effective Learning</b> <b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning <b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. <b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	<b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <b>Positive Relationships:</b> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. <b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. <b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					
<b><i>At Hampton Primary School we will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b>						

# NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
OUR HAMPTON VALUES	Enjoyment Expectations	Collaboration Creativity	Aspiration	Resilience	Risk Taking	Reflection Independence
	<ul style="list-style-type: none"> <li>○ Enjoyment - We will have a positive approach to school life.</li> <li>○ Expectations - We will always try our best.</li> <li>○ Collaboration - We learn and play together</li> <li>○ Creativity - We will embrace new ideas and solutions</li> <li>○ Aspiration - At Hampton there is no can't, you just can't yet.</li> <li>○ Resilience – We never give up.</li> <li>○ Risk Taking – We take risks and make mistakes.</li> <li>○ Reflection – We will listen to and respect others.</li> <li>○ Independence – We will take responsibility for our choices.</li> </ul>					



# NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!

**COMMUNICATION AND LANGUAGE**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.  <b>DAILY STORY, SONG &amp; RHYME TIME</b>	Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Tell me a story - retelling stories Listening and responding to stories Following instructions Use new vocabulary through the day. Aspect 1 Phonics – listening activities Introducing sounds Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Tell me a story - retelling stories Listening and responding to stories Following instructions Use new vocabulary through the day. Aspect 1 Phonics – listening activities Introducing sounds Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Tell me a story - retelling stories Listening and responding to stories Following instructions Use new vocabulary through the day. Aspect 1 Phonics – listening activities Introducing sounds Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Tell me a story - retelling stories Listening and responding to stories Following instructions Use new vocabulary through the day. Aspect 1 Phonics – listening activities Introducing sounds Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Tell me a story - retelling stories Listening and responding to stories Following instructions Use new vocabulary through the day. Aspect 1 Phonics – listening activities Introducing sounds Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Tell me a story - retelling stories Listening and responding to stories Following instructions Use new vocabulary through the day. Aspect 1 Phonics – listening activities Introducing sounds Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”
---	--	--	--	--	--	--



# NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
MANAGING SELF	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Emotions &amp; feelings</p>	<p>Self - Confidence Build constructive and respectful relationships. Manage their own needs/personal hygiene Express their feelings</p>	<p>Dreams and goals Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others. Beginning to manage their own dressing.</p>	<p>Talking with others to solve conflicts. Develop resilience and perseverance in the face of challenge. Relationships What makes a good friend? Take turns and share independently.</p>	<p>Regulating emotions and behavior independently. Understanding &amp; following rules. Knowing right from wrong. Following school rules.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come!</p>
SELF - REGULATION						
BUILDING RELATIONSHIPS						



# NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
PHYSICAL DEVELOPMENT	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
FINE MOTOR  DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Develop scissor skills – snip different materials</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Using tools to manipulate</p> <p>Handwriting: Copy &amp; continue Patterns</p> <p>Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Develop scissor skills – snip different materials</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Using tools to manipulate</p> <p>Handwriting: Copy &amp; continue Patterns</p> <p>Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Develop scissor skills – snip different materials</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Using tools to manipulate</p> <p>Handwriting: Copy &amp; continue Patterns</p> <p>Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Develop scissor skills – snip different materials</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Using tools to manipulate</p> <p>Handwriting: Copy &amp; continue Patterns</p> <p>Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Develop scissor skills – snip different materials</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Using tools to manipulate</p> <p>Handwriting: Copy &amp; continue Patterns</p> <p>Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Develop scissor skills – snip different materials</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Using tools to manipulate</p> <p>Handwriting: Copy &amp; continue Patterns</p> <p>Construction Toys</p>
GROSS MOTOR  DAILY DANCE AND BEATS PROGRAM	<p>Dance &amp; Beats &amp; Yoga</p> <p>Obstacle courses/ balancing</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Throwing &amp; Catching</p> <p>Scooter &amp; trikes</p>	<p>Dance &amp; Beats &amp; Yoga</p> <p>Obstacle courses/ balancing</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Throwing &amp; Catching</p> <p>Scooter &amp; trikes</p>	<p>Dance &amp; Beats &amp; Yoga</p> <p>Obstacle courses/ balancing</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Throwing &amp; Catching</p> <p>Scooter &amp; trikes</p>	<p>Dance &amp; Beats &amp; Yoga</p> <p>Obstacle courses/ balancing</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Throwing &amp; Catching</p> <p>Scooter &amp; trikes</p>	<p>Dance &amp; Beats &amp; Yoga</p> <p>Obstacle courses/ balancing</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Throwing &amp; Catching</p> <p>Scooter &amp; trikes</p>	<p>Dance &amp; Beats &amp; Yoga</p> <p>Obstacle courses/ balancing</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Throwing &amp; Catching</p> <p>Scooter &amp; trikes</p>







# NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	FIRE AND ICE	AMAZING ANIMALS	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns



# NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
--	----------	----------	----------	----------	----------	----------

GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
----------------	-------------------	---------------	-----------------	----------------	------------------------	-------------

**UNDERSTANDING THE WORLD**

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<ul style="list-style-type: none"> <li>Repeat actions that have an effect</li> <li>Explore materials with different properties</li> <li>Explore natural materials, indoors and outdoors</li> <li>Explore and respond to different phenomena in setting and on trips</li> <li>Make connections between features of families and others</li> <li>Notice differences between people</li> <li>Explore collections of different and similar materials</li> <li>Talk about what they see using wide vocabulary</li> <li>Make sense of life history and family</li> <li>Show interest in different occupations</li> <li>Explore how things work</li> <li>Plant seeds and care for growing plants</li> <li>Understand lifecycles</li> <li>Understand need to respect and are for natural environment and all living things</li> <li>Explore and talk about different forces</li> <li>Talk about differences and changes in materials</li> <li>Positive attitudes about differences between people</li> <li>Know that there are different countries and talk about differences</li> </ul>	<ul style="list-style-type: none"> <li>Repeat actions that have an effect</li> <li>Explore materials with different properties</li> <li>Explore natural materials, indoors and outdoors</li> <li>Explore and respond to different phenomena in setting and on trips</li> <li>Make connections between features of families and others</li> <li>Notice differences between people</li> <li>Explore collections of different and similar materials</li> <li>Talk about what they see using wide vocabulary</li> <li>Make sense of life history and family</li> <li>Show interest in different occupations</li> <li>Explore how things work</li> <li>Plant seeds and care for growing plants</li> <li>Understand lifecycles</li> <li>Understand need to respect and are for natural environment and all living things</li> <li>Explore and talk about different forces</li> <li>Talk about differences and changes in materials</li> <li>Positive attitudes about differences between people</li> <li>Know that there are different countries and talk about differences</li> </ul>	<ul style="list-style-type: none"> <li>Repeat actions that have an effect</li> <li>Explore materials with different properties</li> <li>Explore natural materials, indoors and outdoors</li> <li>Explore and respond to different phenomena in setting and on trips</li> <li>Make connections between features of families and others</li> <li>Notice differences between people</li> <li>Explore collections of different and similar materials</li> <li>Talk about what they see using wide vocabulary</li> <li>Make sense of life history and family</li> <li>Show interest in different occupations</li> <li>Explore how things work</li> <li>Plant seeds and care for growing plants</li> <li>Understand lifecycles</li> <li>Understand need to respect and are for natural environment and all living things</li> <li>Explore and talk about different forces</li> <li>Talk about differences and changes in materials</li> <li>Positive attitudes about differences between people</li> <li>Know that there are different countries and talk about differences</li> </ul>	<ul style="list-style-type: none"> <li>Repeat actions that have an effect</li> <li>Explore materials with different properties</li> <li>Explore natural materials, indoors and outdoors</li> <li>Explore and respond to different phenomena in setting and on trips</li> <li>Make connections between features of families and others</li> <li>Notice differences between people</li> <li>Explore collections of different and similar materials</li> <li>Talk about what they see using wide vocabulary</li> <li>Make sense of life history and family</li> <li>Show interest in different occupations</li> <li>Explore how things work</li> <li>Plant seeds and care for growing plants</li> <li>Understand lifecycles</li> <li>Understand need to respect and are for natural environment and all living things</li> <li>Explore and talk about different forces</li> <li>Talk about differences and changes in materials</li> <li>Positive attitudes about differences between people</li> <li>Know that there are different countries and talk about differences</li> </ul>	<ul style="list-style-type: none"> <li>Repeat actions that have an effect</li> <li>Explore materials with different properties</li> <li>Explore natural materials, indoors and outdoors</li> <li>Explore and respond to different phenomena in setting and on trips</li> <li>Make connections between features of families and others</li> <li>Notice differences between people</li> <li>Explore collections of different and similar materials</li> <li>Talk about what they see using wide vocabulary</li> <li>Make sense of life history and family</li> <li>Show interest in different occupations</li> <li>Explore how things work</li> <li>Plant seeds and care for growing plants</li> <li>Understand lifecycles</li> <li>Understand need to respect and are for natural environment and all living things</li> <li>Explore and talk about different forces</li> <li>Talk about differences and changes in materials</li> <li>Positive attitudes about differences between people</li> <li>Know that there are different countries and talk about differences</li> </ul>	<ul style="list-style-type: none"> <li>Repeat actions that have an effect</li> <li>Explore materials with different properties</li> <li>Explore natural materials, indoors and outdoors</li> <li>Explore and respond to different phenomena in setting and on trips</li> <li>Make connections between features of families and others</li> <li>Notice differences between people</li> <li>Explore collections of different and similar materials</li> <li>Talk about what they see using wide vocabulary</li> <li>Make sense of life history and family</li> <li>Show interest in different occupations</li> <li>Explore how things work</li> <li>Plant seeds and care for growing plants</li> <li>Understand lifecycles</li> <li>Understand need to respect and are for natural environment and all living things</li> <li>Explore and talk about different forces</li> <li>Talk about differences and changes in materials</li> <li>Positive attitudes about differences between people</li> <li>Know that there are different countries and talk about differences</li> </ul>
--	--	--	--	--	--



# NURSERY LONG TERM PLAN 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Move and dance to music Mark make intentionally Explore paint Express ideas and feelings with mark making, sometimes giving meaning Develop pretend play Make simple models Join in with songs Join in with role play games and use resources available for props; build models using construction equipment. Junk modelling, Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Move and dance to music Mark make intentionally Explore paint Express ideas and feelings with mark making, sometimes giving meaning Develop pretend play Make simple models Join in with songs Join in with role play games and use resources available for props; build models using construction equipment. Junk modelling, Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas</p>	<p>Move and dance to music Mark make intentionally Explore paint Express ideas and feelings with mark making, sometimes giving meaning Develop pretend play Make simple models Join in with songs Join in with role play games and use resources available for props; build models using construction equipment. Junk modelling, Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas</p>	<p>Move and dance to music Mark make intentionally Explore paint Express ideas and feelings with mark making, sometimes giving meaning Develop pretend play Make simple models Join in with songs Join in with role play games and use resources available for props; build models using construction equipment. Junk modelling, Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas</p>	<p>Move and dance to music Mark make intentionally Explore paint Express ideas and feelings with mark making, sometimes giving meaning Develop pretend play Make simple models Join in with songs Join in with role play games and use resources available for props; build models using construction equipment. Junk modelling, Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas</p>	<p>Move and dance to music Mark make intentionally Explore paint Express ideas and feelings with mark making, sometimes giving meaning Develop pretend play Make simple models Join in with songs Join in with role play games and use resources available for props; build models using construction equipment. Junk modelling, Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas</p>

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*

