



## Nursery (Age 2-3 years old) long term plan 2024/25

Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Areas of learning</b>	<b>All about me</b>  *My 5 senses *Funny bones *My mum and dad make me laugh	<b>People who help us.</b>  *Real superheroes. * Ten little superheroes.	<b>Bear</b>  *We are going on a bear hunt. *Polar bear, polar bear, what do you see? *Goldilocks and the three bears	<b>Farm</b>  *A what the Ladybirds heard. * Supertato.	<b>Minibeasts</b>  *The very hungry caterpillar *Monkey puzzle	<b>Under the sea</b>  *The Rainbow Fish *Tiddler - The story telling fish *Fidgety fish

### Prime areas

Communication and Languages						
<b>Listening, attention and understanding.</b>	To be able to enjoy singing, music and toys that makes sounds.	To be able to begin to talk about people and things that is not present.	To begin to know some rhymes.  To be able to generally, focus on an activity of their own choice	To be able to begin to talk about familiar books.  To be able to channel attention singularly and shift to a different task if attention is fully obtained - using child's name to fully focus child.	To begin to be able to talk about familiar books.  To begin to be able to listen to familiar stories with increasing attention and recall.  To begin to be able to develop understanding of of simple concepts, fast/slow good/bad.  To begin to be able to begin to understand more complex sentences, e.g., put your toys and sit on the carpet.	To be able to understand and act on longer sentences like make teddy jump or find your coat.  To be able to understand and use simple questions about 'who', 'what' and 'where'  To be able to listen to simple stories and understand what is happening, with the help of the pictures.
<b>Speaking</b>	To be able to listen and respond to a simple instruction.  To be able to begin to understand simple instructions like.  To be able to understand single words in context - 'cup', 'milk', 'daddy'.  To be able to understand frequently used words such as 'all gone', 'no' and 'byebye'.  To be able to uses single words during play.	To be able to begin to put 2/3 words together.  To be able to begin to tart to say how they are feeling, using words as well as actions.  To be able to begin to enjoy laughing and being playful with others.  To be able to listens to and enjoys rhythmic patterns in rhymes and stories.	To be able to begin to start to develop conversation  To be able to develop pretend play: 'putting the baby to sleep' or driving car to the shop.			

		To be able to begin to ask simple questions. (Where's mummy?)				
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## Personal, Social and Emotional Development

<b>Self Regulation</b> <b>Managing Self</b>  <b>Building Relationships</b>	<p>To be able to separate from main carer and begin to adapt to the new school environment. To know that they can be comforted by adults in class and at school. To begin to be able to find ways of managing transitions smoothly, for example from their parent to their key person. To be able to begin to show a desire to be independent to access the classroom environment.</p>	<p>To be able to separate from main carer with support and encouragement from a familiar adult. To be able to begin to express preferences and decisions and be able to try new things and start. To be able to begin to be aware of school routines, rules and boundaries.</p>	<p>To begin to know what is right and wrong and be able to follow the school rules. To be able to begin to feel confident when taken out of their classroom and enjoy exploring new places with their key person.</p>	<p>To be able to notice differences and similarities between themselves and their peers. To begin to understand different emotions and talk about them through stories and play. To be able to recognise that some actions can hurt or harm others and begins to be able to stop themselves from doing something they shouldn't.</p>	<p>To be able to show awareness of the boundaries set, and of behavioural expectations at school. To be able to inhibit own actions/behaviours e.g., stop themselves. To be able to begin to show a growing ability to distract self when upset, e.g. by engaging in a new play activity. To be able to talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". To be able to develop independence to try to do things by themselves.</p>	<p>To be able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt other feelings. To be able to express needs and feelings in appropriate way. To be able to express own preferences and interests. To know they can seek comfort from familiar adults when needed.</p>
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## Physical Development

<b>Gross motor skills</b>  <b>Fine motor skills</b>	<p>To be able to climb balance and jump on small structures.</p> <p>To be able to clap and stomp to music and move .</p> <p>To be able to begin toilet training at home and at nursery.</p> <p>To be able to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>To be able experiment to</p>	<p>To be able to move around safely with some awareness of others.</p> <p>To begin to show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>To be able to develop pre-Writing skills through mark making</p>	<p>To be able to travel in a variety of different ways using a wide range of body parts.</p> <p>To be able to use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks.</p> <p>To be able to develop increased control over their bodies</p>	<p>To be able to hop on one leg without assistance.</p> <p>To be able to kicks a stationary ball with either foot.</p> <p>To be able to throw a ball with increasing control.</p> <p>To be able to begin to catch a large by using two hands and their chest to trap it.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger</p>	<p>To be able to Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p>	
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	with wide range of small equipment to build hand and finger strength and hand and eye coordination.	(spontaneous scribbles, vertical, horizontal lines and circles)	and a desire to communicate through mark making and recognition of patterns and shapes.	strength and hand and eye coordination.	
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## Specific Areas

### Mathematics

<b>Numbers,</b>  <b>Shapes</b>  <b>Patterns</b>	To recite numbers 1 to 5 and beyond.	To recite numbers.	To recognise numbers.	To recite numbers.	To recite numbers.	To recite numbers.
	To recognise numbers.	To recognise numbers.	To understand and use greater than and equal to.	To recognise numbers.	To recognise numbers.	To recognise numbers.
	To count objects.	To count objects.	To understand and use less than and equal to.	To count objects.	To count objects.	To count objects.
	To say how many are in a set.	To order numbers to 5.			To order numbers to 5.  To say how many are in a set.	To say how many are in a set.  To identify and explore shape.  To use size vocabulary

### Literacy

<b>Reading</b>  <b>Writing</b>	To be able to join in with songs and rhymes about themselves and their body parts copying sounds, rhythms, tunes and tempo.	To begin to enjoy sharing books with an adult.	To know and have favourite books and seek them out, to share with an adult.	To be able to join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.	To be able to develop play around favourite stories using props.	To be able to sing songs and say rhymes independently, for example, singing whilst playing.
	To be able to copy finger movements and other gestures.	To be able to begin to enjoy painting and drawing freely and completing activities from different celebrations.	To be able to repeat words and phrases from familiar stories.	To be able to add some marks to their drawings, which they give meaning to. For example:	To be able to begin to join in with conversations about stories and learn new vocabulary.	To know and have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
	To be able to enjoys songs and rhymes tuning in and paying attention.	To be able to enjoy rhythmic and musical activity with percussion,	To be able to enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough.	That says mummy. To be able to repeat words and phrases from familiar stories.	To be able to repeat words and phrases from familiar stories.	

### Understanding the World

<b>People and communities</b>  <b>The world</b>	To be able to notice difference between themselves and others. To be able to begin to	To be able to notice differences between people. To know some of the ways different people	To be able to talk about the differences between materials and changes they notice. (Snow,	To be able to make connections between the features of their family and other families. To be able to Notice	To be able to plant seeds and care for growing plants. To be able to talk about how they have grown as they have got older. To be able to talk	To be able to explore and respond to different natural phenomena in their setting and on trips

	explore natural materials, indoors and outside. ( loose parts )	celebrate. To be able to join in with art and music activities for different celebrations that occurs in Autumn.	Ice melting.) To be able to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices)	and celebrate differences between people. To be able to show interest in different occupations through role play i.e., doctors, postman, refuse collectors.	about some life cycles of farm animals. (Chicks, ducklings etc.)	
<b>Expressive Arts and Design</b>						
<b>Exploring and using media and materials</b>	To be able to join in with dancing and ring games. To be able to respond to sound with body movement.	To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.	To be able to begin to make simple models which express their ideas.	To be able to begin to build up and act out a repertoire of different role play experiences e.g., shop, vet, doctors.	To know an initial repertoire of simple songs. To be able to play a short percussion piece with a rhythmic feel.	To be able to explore a range of sound-makers and instruments and play them in different ways.
	<b>Being imaginative</b>  To be able to show attention to sounds and music.  To be able to explore different materials, using all their senses to investigate them. (Corn flour, shaving foam for example)	To be able to begin to build an awareness of sound being loud or soft.  To be able to explore their voices and enjoy making sounds.  To be able to begin to build an awareness of sound	To be able to makes marks (in flour, sand, pens, crayons, paint etc.)  To be able to freely explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	To be able to begin to use representation to communicate, e.g., drawing a line and saying, 'That's me'.  To be able to s sounds by banging, shaking, tapping or blowing.	To be able to move to music with a rhythmic feel.  To be able to Use their imagination as they consider what they can do with different materials.	To be able to express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.  To be able to make simple models which express their ideas. i.e. junk modelling, loose parts.