








Lawley Village Academy Nursery Long Term Plan

	Autumn Term		Spring Term		Summer Term	
Theme						
	Autumn 1 All About me	Autumn 2 Through my eyes	Spring 1 Everyday Superheroes	Spring 2 We're on the Move	Summer 1 Down at the Bottom of the garden	Summer 2 Under the Sea
Horizontal narrative Vertical narrative	<p>Children will learn about who they are, what they look like. They will learn about their own family and where they live. As children learn new routines and rules they will learn how to recognise their own feelings and how to respond appropriately to different emotions.</p> <p><i>This prepares them for the topic All about me in Reception where they will learn about themselves and their bodies, they will continue to understand that they are an individual and what makes them special. (This is universally similar deliberately as children may enter Reception having not attended our Nursery)</i></p>	<p>Children will learn and celebrate their own individuality before starting to understand others. This topic focusses on noticing similarities and celebrating difference. (People, countries and communities).</p> <p><i>This prepares children for the topic Through my eyes in Reception where they will deepen their knowledge and understanding of different cultures.</i></p>	<p>Children will learn about their actions and their consequences they will learn about choices. They will spend a lot of time learning about how to keep safe and healthy. Through learning to keep safe and healthy children will learn about their first experience of 'real life' superheroes.</p> <p><i>This topic prepares children for learning about everyday superheroes in Reception where they will look at the role of a "Doctor" or "Vet".</i></p>	<p>Children will learn about physical journeys that they have made/will make. Focusing again very much on their own first-hand experiences of travelling. The topic is specifically designed to look at journeys, and different ways children may have travelled drawing on their own cultural capital and then it looks at travel to other countries and finishes with journeys to space.</p> <p><i>In Reception children will learn about different modes of transport</i></p>	<p>As children begin to understand how we all contribute to society and the journeys we make as individuals children will learn about the natural world around them through observation of animals and plants.</p> <p><i>In Reception children will learn about growing and life cycles.</i></p>	<p>Children will think about holidays and special places they go. They will learn about the beach, which creatures we might find there and experiment with sand (comparing wet and dry sand). They will explore natural resources and begin to describe and group them e.g. shells, pebbles, etc.</p> <p><i>In Reception children will build on this learning by learning about the different habitats found at the beach and focussing on how we preserve the wonderful world we live in.</i></p>
	Key Dates	Transition etc	Christmas Performances?	New Year! Chinese New Year Shrove Tuesday Valentines Day	Mother's day	Father's day
Possible School Visits/Enhancements 11B411	Look at baby pictures Walk around the local areas. Google Maps to explore other places. Little City visit	Father Christmas visit Pumpkin scooping	Visit from one of the emergency services Visit a care home Superhero Day!!	Bus or train ride Picnic on "the moon" with biscuits and juice – parents could be invited to this	Visit an allotment Visit a farm	Beach visit (add date) Share and talk about different holidays and share photos.
Parent Partnership	Parent workshops Key worker time focus? Whole school planned parent's evenings	Phonics workshops Early Maths workshop Key worker time focus?	Any parent who works for one of our services to come in and talk to the children?	Mother's day forest school session- wild flower pressing?		

Tier 2 Vocabulary	<p>Reading – book, author, illustrator, sound, blend, read, speedily, tricky/red word, order, retell, character, setting, beginning, middle, end. Writing – sound, segment, finger space, capital letter, full stop. Maths – See WR vocab. Fine Motor - pat, roll, poke, pinch, squash, squeeze, thread, weave Construction – plan, design, build, make, measure, join, connect, construct, improve, Creative - Art – artist, draw, pencil, brush, colour, paint, shade, pattern, picture, pastels, design, create, texture, detail Creative – DT – design, build, detail, create, cut, join, measure, tools, explain and improve Music – play, sing, listen, clap, share, tap, shake, bang, scrape, perform, rhythm, repetition, beat, pulse Physical (PE) – jump, crawl, hop, balance, skip, jog, run, climb, leap, walk, throw, catch, coordination, roll, control, Understanding the world (Science) – investigate, observe, predict, changes, hard/ soft, stretchy/stiff, bendy/ not bendy, rough/smooth, shiny Understanding the world (Sand) - Understanding the world (Water) – Regulation Station (PSE) - zone, happy, ready, focused, calm, smiling, cross, angry, frightened, scared, gloomy, sad, sleepy, tired, silly, annoyed, excited, wobbly</p>					
Tier 3 Vocabulary	Week 1 Welcome together beginning help friends	Week 1 Individuality Smart Different	Week 1 My choices choice	Week 1 Lost Property Lost property office	Week 1 Farm What the ladybird heard? Farmyard Farm Barn Pond	Week 1 Sun, sea and safety Beach day
	Week 2- Me me you special like dislike	Week 2 celebrations of achievement Special Wonderful	Week 2 choices and consequences Consequence	Week 2 On the land (trains) Track, Train, Station Ticket	Week 2 Growing The Extraordinary gardener Soil Seed Plant	Week 2 Conservation Bog baby
	Week 3- My family Family Mummy Daddy Brother Sister Grandparent	Week 3 Birthdays around the world Birthday Born celebrate	Week 3 Keeping yourself safe Safe Unsafe Help	Week 3 On the land (bus) Bus Bus stop Journey	Week 3 Growing plants Oliver’s Vegetables Vegetables Allotment Garden	Week 3 Where is the sea? Lost and found
	Week 4- Uniqueness same different	Week 4 Celebrations of light Diwali Light dark Fireworks	Week Caring for our teeth. Teeth Toothpaste Toothbrush clean	Week 4 In the air Aeroplane Airport, Flying	Week 4 Growing food My food, your food, our food World Different Meal	Week 4 Who lives at the seaside? Billy’s bucket
	Week 5- Homes house flat similar	Week 5 Love Love Care feelings	Week 5 Doctors Unwell Medicine Healthy appointment	Week 5 Space Whatever Next Space Rocket Moon	Week 5 Different foods Jack and the beanstalk	Week 5 Who lives below the sea? Sharing a shell
	Week 6- Feelings and emotions Happy Sad Angry Worried Scared Excited	Week 6 -Kindness Kind Thoughtful	Week 6 Vets Vet Pet Check up	Week 6 Easter	Week 6- Different bugs Bugs galore	Week 6 Pirates Pirates in Pyjamas
		Week 7 & 8- Christmas	Week 7- Superheroes Special power	Week 7- Useful vehicles Diggers (this week is not required but is there should it be needed)	Week 7- Life cycles (frog) Growing frogs	

<p>Core Texts Highlighted are texts that promote and celebrate diversity</p>	<ol style="list-style-type: none"> 1. There's only one you! 2. All People are beautiful 3. Love makes a family /My family 4. This is me 5. All kinds of homes 6. Sometimes- a book of feelings 	<ol style="list-style-type: none"> 1) All the ways to be smart 2) The most magnificent thing 3.) Happy birthday Peppa 4.) Peppa diwali 5) Guess how much I love you? 6) Kindness is my superpower 7)Stick man 8.)Father Christmas 	<ol style="list-style-type: none"> 1.) The magic of me- my magical choices 2.) Koala makes the right choice 3.) Real superheroes 4.) Brush your teeth Max and Millie. 5) Betsy goes to the doctors 6) Vet (first time) 7) Supertato 	<ol style="list-style-type: none"> 1.)The Lost property office (train) 2.) Old tracks new tricks 3.I Last stop on Market street (bus) 4). Zoe's first Plane ride 5.) Whatever Next 6. Easter 7.) The diggers (Margaret Wise Brown) 	<ol style="list-style-type: none"> 1.) On the farm 2.) The extraordinary gardener 3.) Oliver's vegetables 4.) My food, your food, our food. 5.) Jack and the Beanstalk 6.)Bugs galore 7.) Growing frogs 	<ol style="list-style-type: none"> 1.) Beach day 2.) Bog baby 3.) Lost and found 4.) Billy's bucket 5.) Sharing a shell 6.) Pirates in Pyjamas <p>Additional texts for supporting transition to school The everywhere bear (see provision planning)</p>
<p>Skills</p>	<p>The children can... Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Talk about what they see, using a wide range of vocabulary. Recognise some environments that are different to the one in which they live. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Show different emotions in their drawings. Remember and sing entire songs. Sing the melodic shape of familiar songs.</p>	<p>The children can... Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details Respond to what they have heard, expressing their thoughts and feelings Sing the pitch or a tone sung by another person (pitch match) Play instruments with increasing control to express their feelings and ideas. Talk about their feelings using words like; happy, sad, angry, worried (PSED) Have more confidence in new social situations (PSED) Play with one or more children, extending and elaborating play ideas (PSED)</p>	<p>The children can... Show interests in other occupations Explore how things work Talk about what they see using a wide range of vocabulary Talk about the differences between material and the changes they notice Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits. Create closed shapes with continuous lines and begin to use these shapes to represent objects Explore colour and colour mixing Remember and sing entire songs. Sing the melodic shape of familiar songs</p>	<p>The children can... Discuss routes and locations, using words like "in front of" and "behind". Describe a familiar route. Talk about what they see using a wide range of vocabulary. Use talk to organise themselves and their play.</p>	<p>The children can... Talk about what they see using a wide range of vocabulary Plant seeds and care for growing plants Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things Begin to develop complex stories using small world equipment e.g. animal kingdoms. Develop their own ideas and decide which materials to use to express them. Writing-Create closed shapes with continuous lines Draw with increasing complexity and detail Respond to what they have heard, expressing their thoughts and feelings Experience planting and digging.(CC) Observe plants and living things within the environment (CC)</p>	<p>The children can... Know that there are different countries in the world and talk about the differences Explore collections of materials with similar and/or different materials Begin to understand the need to respect and care for the natural environment and all living things Talk about the differences between materials (sand and water) and changes they notice. Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Explore how things work Explore colour and colour mixing</p>

	<p>The children can... Prime – Communication and Language, PSED and Personal Development Enjoy listening to longer stories and can remember what happens, can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts. Understand ‘Why’ questions Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals. May have problems saying some sounds and multisyllabic words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. Talk about their feelings using word like ‘happy’, ‘sad’, ‘angry’ and ‘worried’. Talk with others to solve conflicts. Develop appropriate ways of being assertive. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. 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. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Begin to understand how other might be feeling. Help to find solutions to conflicts and rivalries. Play with one or more children extending and elaborating play ideas. Develop their sense of responsibility and membership of a community. Continue to develop their movement, balancing, riding, and balls skills. Go up steps and stairs, or climb up apparatus, using alternative feet. Skip, hop, stand on one leg and be able to hold a pose. Use large muscle movements to wave flags, paint and make marks. Start taking part in some group activities which they make up for themselves, or in a team. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Start to eat independently and learn how to use a knife and fork. Be increasingly independent as they get dressed and undressed. Match their developing physical skills to tasks and activities. Choose the right resource to carry put their own plan. Collaborate with other to manage large items. Be increasingly independent on meeting their own needs. Make healthy choices about food, drink, activity and toothbrushing. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference to a dominant hand.</p> <p>Specific Literacy Engage in extended conversations about stories, learning new vocabulary. Understand the 5 key concepts about print; it has meaning, it can have different purposes, we read English from left to right and from top to bottom, the names of the different parts of a book, page sequencing. Develop their phonological awareness so they can spot and suggest rhymes, count and clap syllables in a word, recognise words with the same initial sound such as money and mother. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letter correctly.</p> <p>Maths Use some number names spontaneously and accurately during play. Develop fast recognition of up to 3 objects without having to count them individually (subitising). Show finger numbers up to 5. Link numerals and amounts. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Recite numbers past 5. Begin to recite numbers in order to 10. Say one number for each item in order. Compare quantities using language, more than, fewer than. Understand position through words alone. Describe a familiar route. Discuss routes and locations using words like ‘in front of’ and ‘behind’. Make comparisons between objects relating to size, length, weight and capacity. Talk about and explore 2D and 3D shapes. Select shapes appropriately. Combine shapes to make new ones. Talk about and identify patterns around them. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events real or fictional.</p> <p>Being Imaginative Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Develop a storyline to their pretend play. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; hare their creations, explaining the process they have used, make use of props and materials when role playing characters in narratives and stories.</p>					
<p>Knowledge</p>	<p>The children can... Begin to make sense of their own life-story.</p> <p>Understand and be able to talk about themselves including their names, likes and dislikes (Including food).</p> <p>Know and be able to talk about their daily routines and relate to the different times of the day.</p> <p>Understand everyday language of time to describe the sequence of a day. (Using a visual timetable)</p> <p>Know that not all homes/houses look the same.</p> <p>Know and can talk about members of their family and family tree/history – who lives in your house?</p> <p>Know and name special people to them.</p> <p>Begin to understand what keeps us healthy, making sensible food and exercise choices.</p> <p>Begin to understand our own features and how this may differ to others. (Similarities and differences in their purest form)</p> <p>Know that others are different to us and that we all are unique. Identify these differences.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p>	<p>The children can... Begin to identify their own and others family traditions.</p> <p>Know the celebrations they take part in. Describe these to others confidently. And start to understand different celebrations that other members of the class might celebrate.</p> <p>Begin to know and name members of their immediate family and community and discuss their role.</p> <p>Know what foods they like and don’t like and begin to explore unknown foods.</p> <p>Know differences and similarities between themselves and others (lives)</p> <p>Understand and explain how they are unique.</p> <p>Understand and demonstrate how we keep ourselves safe.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Know that we can use our five senses to explore and celebrate different colours, textures and smells in nature (CC)*</p>	<p>The children can...</p> <p>Understand different jobs held within their family</p> <p>Understand and talk about what makes them special and the things they are good at and what they are still getting better at.</p> <p>Know that they are individuals who can make choices.</p> <p>Understand that actions/choices have consequences (good and bad)</p> <p>Begin to understand that people in our community can help us (first hand experiences of doctors, dentist, vets).</p> <p>Begin to understand the importance of looking after ourselves – keeping healthy, oral hygiene, making sensible choices, following rules etc.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p>	<p>The children can... Know the different ways they can move their body.</p> <p>Begin to know and describe their route to school.</p> <p>Know different methods of transportation and discuss those they have experienced.</p> <p>Begin to understand that there are different modes of transport.</p> <p>Begin to understand which modes of transport are best for which journeys.</p> <p>Understand and make links between modes of transport and holidays they have had. Talking about where they have been and why they might require a certain mode of transport to get there. (Could you walk abroad? What are the options?)</p> <p>Understand and demonstrate their knowledge of how to keep themselves safe – particularly related to road safety.</p> <p>Begin to recognise and observe difference between our country and other countries in terms of food, travel, houses.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Know that people around the world can take positive action together (through the use of stories (CC)</p>	<p>The children can... Know that a plant grows. (Flowers, fruit, vegetables).</p> <p>Know that animals grow and change over time like they do. (Frog life cycle)</p> <p>Understand and demonstrate how to care for living things and compare the needs of a plant to their own.</p> <p>Know and discuss likes/dislikes of cooked own grown produce.</p> <p>Understand and talk about personal preferences in relation to home grown and tinned foods.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Know the basic anatomy of a tree (through the use of action songs) (CC)</p>	<p>The children can... Know and understand how to keep safe around water (sun safety too).</p> <p>Begin to understand that some animals live on land/air and some live in water. Begin to identify these animals/creatures.</p> <p>Identify which animals we might see on a beach and where we might find them.</p> <p>Know and describe the places they have visited or places they would like to visit</p> <p>Understand and begin to demonstrate an awareness of taking care of the environment/world. E.g putting litter in the bin.</p> <p>To understand, recognise and follow a simple treasure map.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Know that our actions and choices can have a positive impact on the planet (Reduce, Reuse, Recycle.) (CC)</p>

	Pupils know that they can make choices that promote positive changes they may take part in activities that promote these changes ie (walk to school days, no electricity days(CC) Know about and really observe nature. (CC)			Know that earth is the planet we live on (CC)		
Climate curriculum	<p>Pupils gather a range of positive and playful experiences in nature that stimulate their natural curiosity.</p> <p>Pupils learn songs and rhymes about nature and regularly sing them in natural outdoor spaces. Pupils can choose their favourite natural spaces or items when in their outdoor space.</p> <p>Pupils recycle food packaging from home in their artwork.</p> <p>Pupils have the opportunity to use their five senses to explore the natural world. Pupils experience and observe a range of weather patterns.</p> <p>Pupils can make observations on the days weather. Gain a growing vocabulary including words such as rain, wind, snow, ice, sun, cold, hot. Pupils spend time outdoors interacting with trees (climbing, gazing, hiding)</p> <p>Pupils take part in actions that positively impact our planet.</p> <p>Pupils are read stories with positive actions and futures.</p> <p>Pupils develop a positive relationship with nature.</p> <p>Pupils spend mindful time in nature listening to different sounds.</p>					
Writing Opportunities	<p>Name Recognition</p> <p>Shapes and lines – gross motor movements</p> <p>Fine motor activities</p> <p>Various mark making opportunities across the environment.</p>	<p>Name Recognition</p> <p>Shapes and lines – gross motor movements</p> <p>Straight lines, up and down, wiggly lines, circular movements</p> <p>Fine motor activities</p> <p>Christmas lists and Christmas cards</p> <p>Various mark making opportunities across the environment.</p>	<p>Name Recognition</p> <p>Shapes and lines – including spiral shapes</p> <p>Name writing</p> <p>Fine motor activities</p> <p>Valentines cards</p> <p>Various mark making opportunities across the environment.</p>	<p>Name Recognition</p> <p>Shapes and lines – including spiral shapes</p> <p>Name writing</p> <p>Fine motor activities</p> <p>Dough Disco</p> <p>Various mark making opportunities across the environment.</p>	<p>Name Recognition</p> <p>Shapes and lines – including spiral shapes</p> <p>Name writing</p> <p>Familiar letters and logos</p> <p>Fine motor activities</p> <p>Dough Disco</p> <p>Plant/vegetable name labels.</p> <p>Various mark making opportunities across the environment.</p>	<p>Name Recognition</p> <p>Shapes and lines – including spiral shapes</p> <p>Name writing</p> <p>Familiar letters and logos</p> <p>Fine motor activities</p> <p>Dough Disco</p> <p>List of items to take on holiday</p> <p>Various mark making opportunities across the environment.</p>
Significant People People from the past, Artists, Musicians, Architects and Designers	Grandparents – time when they were born.				David Attenborough	Visits from new teachers – Nursery visits (Have photographs of new teachers in the Nursery)
Role Play Ideas	Home corner	Café	Police station	Train station with lost property	Garden centre Farm	Seaside Café/Ice cream shop