

**YEAR NURSERY  
LONG TERM PLAN (LTP)**

|  | <b>AUTUMN 1</b>  | <b>AUTUMN 2</b>   | <b>SPRING 1</b>   | <b>SPRING 2</b>  | <b>SUMMER 1</b>   | <b>SUMMER 2</b>   |
|--|--|---|---|--|---|---|
| <b>Reading texts</b><br>(inc. lexile/interest level) | Pat the vet<br>What do you want to be? - Astronaut<br>Fashion Designer<br>Poetry – I’m a little hedgehog<br>Poetry – I’m a little pumpkin  | What do you want to be Olympic swimmer and electrician<br>what do you want to be? - Dentist and firefighter<br>Farmer duck<br>Gingerbread man<br>Handa’s Surprise<br>Three Little pigs<br>Poetry – The day the policeman came to school   | Big Earths facts<br>Peppa’s Chinese New Year<br>Poetry – My Town<br>The Pola bear paddle<br>All about bears<br>Someone Swallowed Stanley  | Walking through the jungle<br>All about bears<br>Poetry – Walking through the forest<br>Please help planet Earth<br>Easter story   | Poetry – I like minibeasts<br>The frog who lost his croak<br>The amazing lifecycle of a butterfly<br>From tadpole to frog<br>The ugly duckling  | Poetry – the apple<br>Poetry- Apple<br>A fruit in a suitcase<br>My first book about how things grow<br>Jack and the beanstalk<br>Oi Frog  |
| <b>Reading for pleasure texts</b>                    | Room on a broom<br>Peace at last<br>Owl babies<br>The tiger that came to tea<br>5 minutes peace<br>Oi dog<br>Hairy Maclary<br>We’re going on bear hunt<br>Each, peach, pear, plumb<br>Little Red Riding Hood   | Room on a broom<br>Peace at last<br>Owl babies<br>The tiger that came to tea<br>5 minutes peace<br>Oi dog<br>Hairy Maclary<br>We’re going on bear hunt<br>Each, peach, pear, plumb<br>Little Red Riding Hood  | Brown bear, brown bear<br>Snowman<br>Three billy goats gruff<br>Can’t you sleep little bear<br>Avacado baby<br>The squirrels who squabbled<br>Pants<br>Rosie’s Walk<br>The big pancake<br>Chicken Licken  | Brown bear, brown bear<br>Snowman<br>Three billy goats gruff<br>Can’t you sleep little bear<br>Avacado baby<br>The squirrels who squabbled<br>Pants<br>Rosie’s Walk<br>The big pancake<br>Chicken Licken | Duck in the truck<br>The bumble bear<br>Supertato<br>I can only draw worms<br>Kippers Little friends<br>The pig in the pond<br>My granny went to market<br>Wow said the owl<br>Princess and the pea | Duck in the truck<br>The bumble bear<br>Supertato<br>I can only draw worms<br>Kippers Little friends<br>The pig in the pond<br>My granny went to market<br>Wow said the owl<br>Princess and the pea |
| <b>Writing</b><br>(texts and genre)                  | Reach for the stars<br>What job could you do?  | Real Superheros<br>Nativity   | Goodnight little panda<br>Polar bear and the snow cloud   | Non-fiction – own text<br>sunbears<br>Non-fiction – own text grizzly   | The hungry caterpillar<br>Tadpole’s promise   | How your plant grows – written text<br>Jaspers beanstalk  |
| <b>Maths</b>   | Working with number 0-3 <ul style="list-style-type: none"> <li>Rote count</li> <li>Begin to show ‘finger numbers’</li> <li>Say one number for each item</li> <li>Subitise</li> <li>Solve real world mathematical problems</li> <li>Recognise numbers</li> <li>Begin to make marks to represent numbers</li> <li>Find and make number bonds to 3</li> <li>Begin to know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>Begin to explore the composition of numbers to 3</li> <li>Use everyday language relating to size, length, weight and capacity.</li> <li>Recognise and use everyday language –</li> <li>Heavy, light, big, small, tall, short, long, full, empty.</li> </ul> | Working with number 0-4 <ul style="list-style-type: none"> <li>Rote count</li> <li>Begin to show ‘finger numbers’</li> <li>Say one number for each item</li> <li>Subitise</li> <li>Solve real world mathematical problems</li> <li>Recognise numbers</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Find and make number bonds to 4</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>Begin to explore the composition of numbers to 5</li> <li>Use language to compare amounts using ‘more than’ and ‘fewer than’</li> </ul> | Working with number 0-5 <ul style="list-style-type: none"> <li>Rote count</li> <li>Begin to show ‘finger numbers’</li> <li>Say one number for each item</li> <li>Subitise</li> <li>Solve real world mathematical problems</li> <li>Recognise numbers</li> <li>Can write some numerals accurately</li> <li>Find and make number bonds to 5</li> <li>Link numerals and amounts: for example: showing the right number of objects to match the numeral, up to 5.</li> <li>Begin to explore the composition of numbers to 5</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> |  |   |   |

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|---|--|-----------------------|--|--|--|---|
| <b>Multiplication/<br/>Mental Maths</b>                       |  |                       |  |  |  |   |
| <b>COMMUNITY, DIVERSITY AND EXPERIENCES</b>                   |  |                       |  |  |  |   |
| <b><u>Memorable<br/>experiences</u></b>                       |  |                       |  |  |  | Leanimals   |
| <b>Diversity links<br/>(team meetings and<br/>subjects)</b>   | Harvest<br>Black History Month<br>Armistice day<br>Anti-bullying week<br>Road safety week<br>Hanukkah<br>Theme week – cultural diversity |                       | LGBT history month – story books<br>Wellness and well-being week<br>Chinese New Year (N,R,Y1)<br>Safer internet day<br>International Woman’s Day link with woman’s history month<br>Theme week – Safety<br>Easter assembly (lower) |  |  | Pride Month<br>Link with discussion on<br>Against Homophobia and Transphobia<br>World Oceans Day<br>Theme week – Health |
| <b>Links to the world/<br/>famous people we<br/>will meet</b> |  |                       | David Attenborough video –<br>frozen planet<br>China – panda video<br>Arctic – Polar bear – ice<br>Rain-forest – sunbear   |  |  | Tadpoles<br>Butterflies<br>Sunflowers   |
| <b>Learning visit/visitor</b>                                 |  | Visit from the police |  |  |  |   |
| <b>Working with experts</b>                                   | Visiting businesses in the local<br>area<br>Post office<br>Hairdressers<br>Garage<br>Vets  | Visit from the police |  |  |  |   |
| <b>Community<br/>audience/showcasing<br/>of final product</b> | Thank you cards for the community  |                       | Picnic<br>Display children’s work in Woodlands library   |  |  | Planting in the garden/sending home sunflowers/Flowerpots for<br>OAP’s  |

| NURSERY<br>LONG TERM PLAN (LTP)  |  |   |              |                                   |   |              |  |                               |
|--|--|---|--------------|-----------------------------------|---|--------------|--|-------------------------------|
| Yellow is provision  | AUTUMN 1 (8)   |   | AUTUMN 2 (7) |                                   | SPRING 1 (6)  | SPRING 2 (5) | SUMMER 1 (5)   | SUMMER 2 (7)                  |
| <b>Natural World</b><br><i>(Science links)</i>                           | Exploring materials (5 weeks)  |   |              |                                   | Changes and the environment<br>(3 weeks)<br><br>Forces<br>Provision (1 week)                                    |              | Growing and life cycles<br>(5 weeks)   |                               |
| <b>People and Communities</b><br><i>(Geography links)</i>                | Occupations<br>(4 weeks)   |   |              |                                   | Comparing countries<br>(2 weeks)<br>+ provision weeks/links<br>(6 weeks)  |              | Positive attitude<br>(through provision)<br>(theme weeks)  |                               |
| <b>Past and present</b><br><i>(History links)</i>                        | Family history<br>(3 weeks)  |   |              |                                   | N/A   |              | N/A  |                               |
| <b>Creating with materials</b><br><i>(Art &amp; Design links)</i>        | Explore materials<br>(2 weeks)<br>Create closed spaces<br>(3 weeks)                      |   |              |                                   | Join materials<br>(1 week)<br>Colour mixing<br>(2 weeks)<br>Draw with detail<br>(2 weeks)                       |              | Show different emotions in drawing<br><br>(2 weeks)<br><br>Express own ideas<br><br>(2 weeks)          |                               |
| <b>Creating with materials</b><br><i>(Design &amp; Technology links)</i> | Exploring materials<br>(as art)  |   |              |                                   | Join materials<br>(as art)  |              | Express own ideas<br>(as art)  |                               |
| <b>Religion &amp; Worldviews</b><br><i>(Discovery RE - condensed)</i>    | Discovery RE: Christmas<br>Christianity<br>(6 weeks)                                     |   |              |                                   | Discovery RE: Easter<br>Christianity<br>(2 weeks)<br>Discover RE: Celebrations -<br>Hinduism: Holi<br>(3 weeks) |              | Discovery RE: Specialist Places<br>Christianity, Islam and Judaism<br>(3 weeks)                        |                               |
| <b>RSE &amp; PSHE</b><br><i>(Adapted Kapow)</i>                          | My feelings<br>(7 weeks)   | Building Relationships: Special<br>relationships<br>(7 weeks) |              | Taking on challenges<br>(5 weeks) | Listening and following<br>instructions<br><br>(5 weeks)  |              | My family and friends<br>(4 weeks)   | My wellbeing<br><br>(6 weeks) |
| <b>Being Imaginative</b><br><i>(Music links)</i>                         | Listen with attention<br>(3 weeks)<br>Remember songs<br>(on going singing time/nativity) |   |              |                                   | Explore instruments<br>(2 weeks)<br>Sing in tone and pitch<br>(1 week)<br>(on going singing time)               |              | Sing and crate own songs<br>(2 weeks)  |                               |
| <b>Physical Education</b>  | Movement skills<br>(Outdoor skills)  |   |              |                                   | Movement skills<br>(Outdoor skills)<br><br>Sequences patterns<br>(2 weeks)<br>(maths)                           |              | Healthy choices<br>(1 weeks)<br>(links with PSHE wellbeing)<br><br>Movement skills<br>(outdoor skills) |                               |