

**BWJPS**  
**Nursery Long Term Plan 2020-2021**

		<b>Autumn 1 All About Me</b>	<b>Autumn 2 Autumn and Winter</b>	<b>Spring 1 Light and Dark Chinese New Year</b>	<b>Spring 2 Fairytales/ Planting and Growing</b>	<b>Summer 1 People Who Help Us, Transport</b>	<b>Summer 2 A Hot Place - Africa</b>
Books/ Videos		All About Me I Like Bees, I Don't Like Honey	Leaf Man Sparks in the Sky	How to Catch a Star Oscar and the Moth Chinese New Year Story	Jack and the Beanstalk A Seed in Need	The Train Ride You Choose Graces Amazing Machines Video - Cbeebies	Handa's surprise Go Jett's Video - Africa
Communication and Language	Listening	<ul style="list-style-type: none"> <li>Listening to stories with interest</li> <li>Distinguishing between sounds</li> <li>Understanding more complex sentences</li> <li>Responding to who, where, what questions</li> <li>Using simple sentences</li> <li>Holding a conversation</li> </ul>	<ul style="list-style-type: none"> <li>Joining in with familiar rhymes and stories</li> <li>Focusing attention during a task</li> <li>Understanding prepositions</li> <li>Starting to answer why and how questions</li> <li>Retelling past events correctly</li> <li>Beginning to ask questions</li> <li>Building up vocabulary e.g. Autumn – leaves, trees, conkers etc.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them – class discussions/ circle times</li> <li>Beginning to understand 'why' and 'how' questions.</li> <li>Responds to instructions involving a two-part sequence.</li> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>Builds up vocabulary that reflects the breadth of their experiences – light, dark, day, night etc.</li> </ul>	<ul style="list-style-type: none"> <li>Listening/ contributing during carpet times.</li> <li>Listening to stories/ instructions.</li> <li>Understanding why/ how questions.</li> <li>Following instructions.</li> <li>Understanding key story events.</li> <li>Using full sentences.</li> <li>Lengthening sentences by using and, because etc.</li> <li>Vocabulary related to topic e.g. growing, beanstalk, taller, shorter.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to others and responding when appropriate.</li> <li>Increased attention span for stories/ carpet time.</li> <li>Responding appropriately to why/ how questions.</li> <li>Understanding/ discussing key story events in more detail.</li> <li>Talking in full sentences.</li> <li>Areas of weakness identified in WellComm.</li> </ul>	<ul style="list-style-type: none"> <li>Concentrating for longer periods of time for both adult led and child initiated tasks.</li> <li>Taking part in more class discussions, listening and responding to others.</li> <li>Uses key vocabulary relating to the topic.</li> <li>Areas identified in WellComm.</li> </ul>
	Understanding						
	Speaking						
Physical Development	Moving and Handling	<ul style="list-style-type: none"> <li>Moving in different ways.</li> <li>Using dominant hand</li> <li>Toilet training</li> <li>Seeking support from familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>Ball skills</li> <li>Pencil grip and control – handwriting tracing booklets</li> <li>Toilet training</li> <li>Handwashing</li> <li>Putting coats on etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can throw and catch a large ball.</li> <li>Holds pencil between thumb and two fingers, no longer using whole hand grasp.</li> <li>Can copy some letters, e.g. letters from their name.</li> <li>Eats a healthy range of foodstuffs and understands</li> </ul>	<ul style="list-style-type: none"> <li>Fine motor skills – tweezers, threading etc.</li> <li>Pencil control.</li> <li>PE – Dance, football</li> <li>Handwashing</li> <li>Exercise/ healthy eating.</li> <li>Fruit/ vegetables in relation to growing.</li> </ul>	<ul style="list-style-type: none"> <li>Fine motor skills – lollipop sticks, threading, moulding playdough.</li> <li>Pencil control – tracing.</li> <li>PE – Team games</li> <li>Handwashing</li> <li>Changes after exercise – out of breath, needing a drink etc.</li> </ul>	<ul style="list-style-type: none"> <li>Fine motor skills – pencil control, using tools with increasing accuracy.</li> <li>Obstacle courses</li> <li>Risk taking – understanding safety.</li> <li>Managing toileting./ handwashing needs</li> </ul>
	Health and Self-Care						

BWJPS  
Nursery Long Term Plan 2020-2021

				<ul style="list-style-type: none"> <li>need for variety in food.</li> <li>Practises some appropriate safety measures without direct supervision.</li> </ul>		<ul style="list-style-type: none"> <li>Using equipment safely and responsibly.</li> </ul>	independently.
Personal, Social, Emotional Development	Self Confidence and Self Awareness	<ul style="list-style-type: none"> <li>Separating from main caregiver</li> <li>Expressing own interests – I like, I don't like story</li> </ul>	<ul style="list-style-type: none"> <li>Developing independence – sound buttons/ selecting own resources</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys responsibility of carrying out small tasks – getting items for snack etc.</li> </ul>	<ul style="list-style-type: none"> <li>Is more outgoing towards unfamiliar people and more confident in new social situations – assemblies etc.</li> </ul>	<ul style="list-style-type: none"> <li>Shows increasing confidence in a range of situations e.g. assemblies/ speaking in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence expressing own needs, wants etc.</li> </ul>
	Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>Understands and cooperate with routine</li> <li>Discuss things that make us happy</li> </ul>	<ul style="list-style-type: none"> <li>Talk about feelings in more detail – what makes me happy, sad, angry etc.</li> </ul>	<ul style="list-style-type: none"> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> </ul>	<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Understands class rules and can explain appropriate/ inappropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Shows a deeper understanding of how their actions can have an effect on others.</li> </ul>
	Making Relationships	<ul style="list-style-type: none"> <li>Making relationships with adults</li> <li>Developing friendships and playing alongside others</li> </ul>	<ul style="list-style-type: none"> <li>Aware or right and wrong</li> <li>Playing together in a group</li> <li>Keeping play going</li> </ul>	<ul style="list-style-type: none"> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Keeps play going by responding to what others are saying or doing.</li> </ul>	<ul style="list-style-type: none"> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> <li>Initiates conversations, attends to and takes account of what others say.</li> </ul>	<ul style="list-style-type: none"> <li>Understands consequences</li> <li>Starting to solve issues that arise between themselves without aggression.</li> </ul>	<ul style="list-style-type: none"> <li>Takes steps to resolve conflict without adult interaction.</li> </ul>
Literacy	Writing	<ul style="list-style-type: none"> <li>Mark making – self-portraits</li> <li>Family pictures</li> <li>Giving meaning to marks</li> <li>Handling books</li> <li>Joining in with songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Class writing – leaf man</li> <li>Copying some letters from name</li> <li>Giving meaning to marks</li> <li>Showing awareness of rhyme and alliteration</li> <li>Making predictions about stories</li> </ul>	<ul style="list-style-type: none"> <li>Copying some letters from name</li> <li>Giving meaning to marks</li> <li>Understanding that text has meaning and showing curiosity around this.</li> <li>Form some letters as taught in phonics.</li> <li>Knows that print carries meaning and, in English, is read from left to</li> </ul>	<ul style="list-style-type: none"> <li>Character role</li> <li>Wanted poster</li> <li>Simple sentence about the story</li> <li>Bean diaries</li> <li>Segmenting words – writing CVC words independently.</li> <li>Letter formation – phonics.</li> <li>Character and setting discussions</li> <li>Different types of books – story/</li> </ul>	<ul style="list-style-type: none"> <li>Character and settings</li> <li>Name writing</li> <li>Applying phase 2 sounds</li> <li>Putting together a simple sentence and attempting to write it with some support.</li> <li>Letter formation</li> <li>Writing a list</li> <li>Non-fiction books</li> <li>Continue to learn phase 2 sounds/ tricky words</li> </ul>	<ul style="list-style-type: none"> <li>Postcards</li> <li>Continue to apply phase 2 sounds and tricky words.</li> <li>Becoming more confident writing a simple sentence.</li> <li>Letter and number formation.</li> <li>Consolidate phase 2 tricky words.</li> <li>Continue to enjoy a range of books handling them carefully and using the pictures to</li> </ul>
	Reading						

BWJPS  
Nursery Long Term Plan 2020-2021

				<p>right and top to bottom.</p> <ul style="list-style-type: none"> <li>Knows some sounds as taught in phonics.</li> <li>Beginning to blend.</li> </ul>	<p>non-fiction. Jack and the Beanstalk, A seed in need, Goldilocks.</p> <ul style="list-style-type: none"> <li>World book day.</li> </ul>		<p>help them understand the story.</p>
Maths	Number	<ul style="list-style-type: none"> <li>Counting to 10</li> <li>Numbers 1-5 (NCETM Numberblocks)</li> <li>Deeper understanding of number</li> </ul>	<ul style="list-style-type: none"> <li>Counting to 20</li> <li>Numbers to 10</li> <li>Deeper understanding of number</li> <li>Begin number formation</li> <li>Counting jumps, claps etc.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Shows an interest in number problems.</li> </ul>	<ul style="list-style-type: none"> <li>Counting forwards and backwards to 20.</li> <li>Matching object to numeral.</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 11-15</li> <li>1 more, 1 less</li> <li>Simple number problems</li> <li>Adding two groups of objects</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 15-20</li> <li>Subtraction using objects</li> <li>Simple number problems</li> </ul>
	Shape, Space and Measure	<ul style="list-style-type: none"> <li>Shape recognition</li> <li>Making arrangements with shapes</li> </ul>	<ul style="list-style-type: none"> <li>Using shapes appropriately for tasks.</li> <li>Positional language</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<ul style="list-style-type: none"> <li>Money – World maths day.</li> <li>Comparing size – taller, shorter, bigger, smaller.</li> <li>Using cubes for measuring.</li> <li>Capacity – goldilocks and the three bears – which bowl holds the most etc.</li> </ul>	<ul style="list-style-type: none"> <li>Language related to time</li> </ul>	<ul style="list-style-type: none"> <li>Pattern</li> <li>Sequencing events</li> </ul>
Understanding the World	People and Communities	<ul style="list-style-type: none"> <li>Naming family members – family portrait</li> <li>Making friends</li> <li>Similarities and differences - Elmer</li> </ul>	<ul style="list-style-type: none"> <li>Traditions/ celebrations – Diwali</li> <li>Talking about past events – weekend news</li> <li>Bonfire night</li> </ul>	<ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Shows interest in different occupations and ways of life.</li> </ul>	<ul style="list-style-type: none"> <li>Farmers – farm animals, planting and growing.</li> <li>Purim</li> </ul>	<ul style="list-style-type: none"> <li>Respecting the beliefs of others</li> <li>Transport in the local area</li> <li>People who help us – police, fire etc.</li> </ul>	<ul style="list-style-type: none"> <li>African traditions (using Handa's Surprise)</li> </ul>
	The World	<ul style="list-style-type: none"> <li>Small world play/ role play – baby clinic.</li> <li>Body parts</li> </ul>	<ul style="list-style-type: none"> <li>Talk about changes e.g. leaves falling off the tree – Autumn walk/ Winter walk</li> <li>Ice melting experiment</li> </ul>	<ul style="list-style-type: none"> <li>Talks about why things happen and how things work - night and day.</li> <li>Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Planting and growing – planting beans and looking after them – showing care and concern.</li> <li>Baby animals - farm</li> </ul>	<ul style="list-style-type: none"> <li>Transport – travelling in different ways.</li> <li>Transport on land, in water and on the air.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing a hot and cold place – looking at pictures from the story.</li> <li>Animals from different countries</li> </ul>

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Nursery Long Term Plan 2020-2021

	Technology	<ul style="list-style-type: none"> <li>Become familiar with computers – practise drawing on 2 simple.</li> </ul>	<ul style="list-style-type: none"> <li>Using simple computer programmes – drag and drop, begin to draw recognisable pictures – leaf man</li> </ul>	<ul style="list-style-type: none"> <li>Knows that information can be retrieved from computers.</li> <li>Interacts with age-appropriate computer software – teach your monster, top marks games.</li> </ul>	<ul style="list-style-type: none"> <li>Beebots</li> <li>Using tools e.g. to add detail/ change colour in programmes such as 2 simple.</li> <li>Daily use of IWB for a range of activities to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>E-Safety</li> <li>Mouse control</li> <li>Use iPads independently</li> <li>Begin to use the keyboard for typing</li> <li>Interact with a range of apps/ programmes in relation to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to log on to computers independently.</li> <li>Can name computer, mouse keyboard and increase confidence using each of these.</li> <li>Interact with a range of apps/ programmes in relation to the topic.</li> </ul>
Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> <li>Self portraits</li> <li>Engaging in role play – baby clinic</li> <li>Music lessons</li> <li>Different tools for painting</li> <li>Ring games</li> <li>Construction</li> </ul>	<ul style="list-style-type: none"> <li>Role play – home corner and Autumn/ Winter area.</li> <li>Music lessons</li> <li>Diwali lantern</li> <li>Large scale firework pictures</li> <li>Ice painting</li> <li>Using leaves stones etc – Andy Goldsworthy</li> </ul>	<ul style="list-style-type: none"> <li>Uses available resources to create props to support role-play – Chinese new year.</li> <li>Makes up rhythms - music lessons</li> <li>Joins construction pieces together to build and balance – building a rocket.</li> <li>Chinese new year mask.</li> <li>Mixing colours.</li> </ul>	<ul style="list-style-type: none"> <li>Masks in role play area to relate to traditional tales.</li> <li>Finger/ stick puppets.</li> <li>Music lessons.</li> <li>Collages – Jack and the beanstalk.</li> <li>Dance lessons</li> <li>Printing activities.</li> <li>Outdoor art – using stones etc.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing with more detail</li> <li>Drawing from imagination</li> <li>Computer art/ role play (Purple Mash)</li> <li>Georges Seurat - Manipulates materials to achieve a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>African art</li> <li>Develops confidence selecting tools/ equipment.</li> <li>Builds up a repertoire of songs – end of year play</li> <li>Deconstructed role play</li> </ul>
	Exploring and Using Media and Materials						