

# Langley Mill CofE Infant School and Nursery – Nursery Long Term Plan 2023-24

	Autumn 1		Autumn 2		Spring 3	Spring 4	Summer 5	Summer 6				
Topic	Magnificent Me! (8W)		Let's Celebrate! (7W)		Wonderful Winter (6W)	Paws, Claws and Whiskers (6W)	Wonderful wildlife (6W)	Smashing Seaside(7W)				
<b>Core Texts</b>	<ol style="list-style-type: none"> <li>What I like about me! I like myself.</li> <li>Be who you are.</li> <li>Marvellous Me</li> <li>Boris's Body</li> <li>See Hear Smell Touch Taste</li> <li>Goose and duck find a pumpkin</li> </ol>	<ol style="list-style-type: none"> <li>Head, shoulders, knees and toes.</li> <li>I can sing a rainbow.</li> <li>One finger, one thumb if you're happy and you know it</li> <li>I've got a body.</li> <li>Brush your teeth</li> <li>Farmer ben</li> </ol>	<ol style="list-style-type: none"> <li>Remember, remember the fifth of November – Judy Parkson</li> <li>We're going on a bear hunt - Micheal Rosen</li> <li>Peppa's Diwali – Peppa Pig</li> <li>Kippers Birthday – Mick Inkpen</li> <li>The busy nativity – Emily Bolam</li> <li>Bear Santa – Rod Campbell</li> <li>Dream Snow - Eric Carle</li> </ol>	<ol style="list-style-type: none"> <li>Remember, remember the fifth of November.</li> <li>The bear went over the mountain.</li> <li>Twinkle Twinkle little star</li> <li>Happy Birthday to you</li> <li>We wish you a merry Christmas.</li> <li>When Santa got stuck up the Chimney</li> <li>Jingle Bells</li> </ol>	<ol style="list-style-type: none"> <li>Charlie Crow in the snow</li> <li>Lost and Found</li> <li>Polar Bear Polar Bear What do you hear? – Bill Martin Jr</li> <li>A loud winters nap</li> <li>Kippers snowy day</li> <li>The snowflake mistake</li> </ol> <p>Extra book for pancake day - Mr Wolf's Pancakes</p>	<ol style="list-style-type: none"> <li>North wind doth blow</li> <li>Rain, rain go away.</li> <li>DR Foster</li> <li>Mulberry bush</li> <li>Polly put the kettle on</li> <li>Snowflakes</li> </ol>	<ol style="list-style-type: none"> <li>Dear Zoo – Rod Campbell</li> <li>Mog and the VET</li> <li>How to look after your dinosaur</li> <li>The Great Pet Sale</li> <li>O! Dog</li> <li>Easter Story</li> </ol> <p>Nice reads – How many legs? – Kes Gray Not that pet!</p>	<ol style="list-style-type: none"> <li>I have a furry kitten.</li> <li>Hickory dickory dock</li> <li>Animals went in two-by-two.</li> <li>Horsey</li> <li>Animal Fair</li> <li>12345 Once I caught a fish alive</li> </ol>	<ol style="list-style-type: none"> <li>Jaspers Beanstalk</li> <li>The visitors</li> <li>The very greedy bee</li> <li>Mad about Minibeasts</li> <li>What the ladybird heard</li> <li>The very hungry caterpillar</li> </ol>	<ol style="list-style-type: none"> <li>Incy Wincy Spider</li> <li>Ba Ba Black Sheep</li> <li>Mary Mary</li> <li>5 Little ducks</li> <li>5 Little speckled frogs</li> <li>Wiggly Woo</li> </ol>	<ol style="list-style-type: none"> <li>Warren and the sandcastle</li> <li>Summer</li> <li>Billy's bucket</li> <li>I can eat a rainbow (Healthy eating week)</li> <li>The house keeper's lunch</li> <li>Pirate Pete and his smelly feet</li> <li>Incredible You – Nathan Reed &amp; Rhys Brisenden</li> <li>Sharing A Shell</li> <li>Commoton in the Ocean</li> </ol>	<ol style="list-style-type: none"> <li>Bobby Shafto</li> <li>When I was 1</li> <li>The Big ship sales</li> <li>There's a hole.</li> <li>I'm a pirate.</li> <li>Row, row, row your boat.</li> <li>A sailor went to sea</li> </ol>
<b>Immersion</b>	Harvest Festival		Celebrations ( Birthday party, Christmas party and a visit from Santa)		Winter wonderland walk experience	Pet Handler / Vet	School Nature trail	Seaside Day				
<b>Additional Event(s)</b>	Autumn Equinox - 23.9.23 AB Week – WC 13.11.23 Winter Solstice - 22.12.23		Bonfire Night - 5.11.23 Remembrance Day - 11.11.23 AB Week - -WC 13.11.23		- Safer Internet Day - 6.2.24 Spring Equinox - 20.3.24 British Science Week – WC 8.3.24 Mother's Day - 10.3.24	Spring Equinox - 20.3.24 British Science Week – WC 8.3.24 Mother's Day - 10.3.24	ACES Day - 1.5.24 IDAHBT - 24.5.24	Healthy Eating Week – WC 10.6.24 Empathy Day – June 2024 Summer Solstice - 20.6.24 Father's Day - 16.6.24				
<b>Parent Partnership</b>	Parent consultations – Harvest Festival -		One-page report - Christmas Concert –		Parent consultations – October 2023	One-page report - Easter Concert -	One-page report - <b>Woodland activity</b>	End of year written report - Leavers' Concert and Family Picnic -				
<b>Reading / Book Event</b>	National Poetry Day -		National Non-Fiction November (Bonfire Night, Remembrance, Winter, Christmas)		International Book Giving Day -	World Book Day -	National Share a Story month	Summer Reading Challenge (over the summer holiday)				
<b>Communication and language</b>	<ul style="list-style-type: none"> <li>Give attention and respond when spoken to (using name)</li> <li>Listen when someone else is speaking.</li> <li>Listen to short stories, songs and rhymes and join in with any known ones.</li> <li>Follow simple instructions with up to two key words.</li> <li>Use 2-word sentences e.g., Sam shop.</li> <li>Answer who, what, when and where questions</li> <li>Use talk during play to help organise.</li> <li>Link a few words together in short sentences e.g., gone shop</li> </ul>				<ul style="list-style-type: none"> <li>Give attention and respond appropriately when spoken to (direct question)</li> <li>Listen when someone else is speaking and join in</li> <li>Listen to short stories, songs and rhymes and join in with familiar/repeating parts.</li> <li>Follows simple instructions with two key words <b>accurately</b>.</li> <li>Use 3-word sentences.</li> <li>Answer a range of questions and start to understand 'why' in terms of investigations etc.</li> <li>Use some new vocabulary e.g., scientific and story vocabulary.</li> <li>Link more words together in longer sentences</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time.</li> <li>Start and join in with conversations and take turns to speak.</li> <li>Listen to longer stories, remember what happens, talk about familiar books and tell long stories.</li> <li>Sing a large repertory of songs and know many rhymes.</li> <li>Understand and respond to instructions with three key words.</li> <li>Use 4–6-word sentences e.g., Sam going to the shop.</li> <li>Understand and respond to simple 'why' questions.</li> <li>Explain, describe, recount and retell.</li> <li>Link 4-6 words together in longer sentences</li> <li>Use connectives to link words in sentences e.g., and/because.</li> <li>Use the future and past tense</li> </ul>						
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Select and use resources and settle to activities (with support)</li> <li>Carry out given tasks (with support)</li> <li>Confident with familiar people in the safe context of the nursery</li> <li>Play with others, sharing and taking turns and extending and elaborating play ideas.</li> <li>Know we have rules (bucket filling)</li> <li>Name and recognise different feelings.</li> <li>Listen to stories about the feelings of others</li> </ul>				<ul style="list-style-type: none"> <li>Select and use resources and settle to activities (independently)</li> <li>Carry out given tasks (independently)</li> <li>Confident in new social situations with new people</li> <li>Play with others, talking to resolve conflicts / issues (with support)</li> <li>Follow rules with support (bucket filling)</li> <li>Name, recognise and describe different feelings.</li> <li>Talk about the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>Select and use resources to achieve a chosen or suggested goal and settle into activities for longer periods.</li> <li>Carry out self-chosen tasks.</li> <li>Confidently handle new experiences</li> <li>Play cooperatively with others.</li> <li>Follow rules independently (bucket filling)</li> <li>Have simple strategies to cope with different feelings.</li> <li>Start to understand how others might be feeling</li> </ul>						
<b>Spiritual Moral Social Cultural</b>	Black History Month		<ul style="list-style-type: none"> <li>Anti-bullying week</li> <li>Children in need</li> </ul>		Children's mental health week.	International women's day.	Earth day.	World Ocean Day.				

<b>British Values</b>	<ul style="list-style-type: none"> <li>• Rule of Law</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>• Individual liberty</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit and reinforce all British values.</li> </ul>
<b>Physical Development</b>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>• PE lesson: Basics (moving safely, spatial aware/stopping)</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>• PE lesson: Physical Literacy and 121 Action Kids – Val Sabin</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>• PE lesson: Physical Literacy and 121 Action Kids – Val Sabin</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>• PE lesson: Jungle Journey</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>• PE lesson: Dance – The Little Book of Dance</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>• PE: Sports Day practice</li> </ul>
	<ul style="list-style-type: none"> <li>• Use the toilet independently.</li> <li>• Run and jump.</li> <li>• Climb stairs using alternate feet</li> </ul>		<ul style="list-style-type: none"> <li>• Manage own toileting needs (use toilet/wash and dry hands)</li> <li>• Handle some of your own hygiene needs (e.g., handwashing, tooth brushing)</li> <li>• Match movements to tasks e.g., run to chase, crawl through tunnels, etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Use the toilet independently (including hygiene) and usually dry.</li> <li>• Make healthy choices (food, drink, exercise)</li> <li>• Able to balance (balance bikes, scooters, climbing)</li> <li>• Skip, hop, and stand on one leg.</li> <li>• Use large scale movements</li> </ul>	
	<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>• Funky Fingers <ul style="list-style-type: none"> <li>➤ Show a preference for a dominant hand.</li> </ul> </li> </ul>		<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>• Funky Fingers <ul style="list-style-type: none"> <li>➤ Start to eat using a knife and fork.</li> <li>➤ Start to manage putting on coats, zips, etc.</li> </ul> </li> </ul>		<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>• Funky Fingers <ul style="list-style-type: none"> <li>➤ Gain confidence using one handed tool.</li> <li>➤ Use a comfortable grip with some control when using pencils, etc.</li> </ul> </li> </ul>	

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6						
<b>Topics</b>	<b>Magnificent Me</b>	<b>Fabulous Festivals</b>	<b>Winter Wonderland</b>	<b>Paw some Pets</b>	<b>Wonderful Wildlife</b>	<b>Smashing Seaside</b>						
<b>Literacy – Reading</b>	<ul style="list-style-type: none"> <li>Starting to develop play around favorite stories and props.</li> <li>Understand letters and print e.g., left to right and top to bottom, page sequencing, book parts, etc.</li> <li>Starting to notice rhyme and clap syllables.</li> <li>Listen to short stories, songs and rhymes and join in with any known ones</li> </ul>		<ul style="list-style-type: none"> <li>Sequence events from stories heard.</li> <li>Hear the sounds in words and start to blend them.</li> <li>Spot words with the same initial sound</li> <li>Use some vocabulary from books in play</li> </ul>		<ul style="list-style-type: none"> <li>Talk about stories I heard.</li> <li>Use good phonological awareness including oral blending skills, rhyme, alliterations and syllables.</li> <li>Use some story language or new vocabulary in play</li> </ul>							
<b>Phonics</b>	<b>Letters and Sounds – Phase 1</b>	<b>Letters and Sounds – Phase 1</b>	<b>Letters and Sounds – Phase 1</b>	<b>Letters and Sounds – Phase 1</b>	<b>Letters and Sounds – Phase 1</b>	<b>Letters and Sounds – Phase 1</b>						
<b>Literacy - Writing</b>	<ul style="list-style-type: none"> <li>Demonstrate good gross motor skills in making large marks e.g., playground chalk, water painting.</li> <li>Show understanding of the sounds in words (Phase 1 Toy Talk)</li> <li>Apply some print knowledge to writing e.g., m for mummy.</li> <li>Write the first letter of my name</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate good fine motor control when using tools e.g., scissors, threading.</li> <li>Segment words (with support)</li> <li>Change the initial sound to make new words e.g., hat, cat, mat, sat, pat, fat.</li> <li>Use a wider print knowledge for writing.</li> <li>Write some of own name</li> </ul>		<ul style="list-style-type: none"> <li>Write some letters with good formation.</li> <li>Orally segment single sound CVC words e.g., c-a-t</li> <li>Say the initial sound in most words.</li> <li>Apply print knowledge to emergent writing.</li> <li>Write own name</li> </ul>							
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Recite numbers to 5 and beyond.</li> <li>Subitise to 2</li> <li>Make comparisons between objects – size, length, weight and capacity.</li> <li>Spot patterns and talk about them e.g., stripes on a scarf.</li> <li>Start to use vocabulary to describe the time of the day that things happen e.g., morning, dinner time, afternoon, evening.</li> <li>Use shapes for building, thinking about their properties e.g., flat sides for stacking</li> </ul>		<ul style="list-style-type: none"> <li>Say one number name for each item.</li> <li>Show ‘finger’ numbers to 5</li> <li>See 3 in different ways (through different manipulatives e.g., 3 sticks as a row/triangle/on top of each other) and recognise without counting.</li> <li>Make comparisons between quantities.</li> <li>Extend patterns that have been made.</li> <li>Create own simple patterns (ABAB)</li> <li>Start to talk about upcoming events e.g., birthday and then talk about what happened after the event.</li> <li>Combine shapes to make new ones e.g., a bridge/arch, bigger square, etc.</li> </ul>		<ul style="list-style-type: none"> <li>Count, order, recognise and use numbers to 5.</li> <li>Subitise up to 3 objects</li> <li>Compare quantities using the vocabulary of greater, less, more, fewer and the same.</li> <li>Talk about patterns and spot errors.</li> <li>Continue and create patterns.</li> <li>Sequence a pattern of events using time language e.g., first, next, then.</li> <li>Talk about 2D and 3D shapes using informal vocabulary e.g., sides, straight, round, flat</li> </ul>							
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Talk about self – ensure learn each other’s name with correct pronunciation.</li> <li>Begin to make sense of own life-story and family’s history – photographs from birth to now.</li> <li>Seize opportunities spontaneously such as the birth of a new baby.</li> <li>Show interest in different occupations – what would you like to be when you grow up? What do family members do?</li> <li>Continue developing positive attitudes about the differences between people – compare themselves to their peers (appearance including skin colour, hair type).</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – look at children across the world through books / photos / props / puppets / dolls.</li> <li>Listen to religious music - Harvest</li> </ul>		<ul style="list-style-type: none"> <li>Talk about self – what celebrations have you been involved in e.g., birthdays, weddings. Bonfire Night</li> <li>Begin to make sense of own life-story and family’s history – discuss family celebrations.</li> <li>Seize opportunities spontaneously such as weddings.</li> <li>Continue developing positive attitudes about the differences between people – look at religious and community events / experiences happening this half term such as Diwali, Hanukkah and Christmas, dress up and act out scenes from celebrations or festivals.</li> <li>Begin to make sense of own life-story and family’s history – what is your experience of Diwali / Hanukkah / Christmas? How do you celebrate? How have you seen others celebrate?</li> <li>Dress up and act out scenes from stories – the Nativity.</li> <li>Explore authentic religious artefacts.</li> <li>Talk about the difference between materials and changes they notice – relate to cooking - make and eat festival food.</li> <li>Listen to religious music – Diwali, Hanukkah, Christmas</li> </ul>		<ul style="list-style-type: none"> <li>Begin to make sense of own life-story and family’s history – what is your experience of winter / cold / snow?</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – link winter to polar regions.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things – polar regions and the melting ice caps / endangered animals.</li> <li>Talk about the difference between materials and changes they notice – focus on melting ice</li> </ul>		<ul style="list-style-type: none"> <li>Begin to make sense of own life-story and family’s history – what pets do you / your family have?</li> <li>Show interest in different occupations - vets.</li> <li>Understand the key features of the life cycle of an animal – everyday pets from baby to adult.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things – looking after pets.</li> <li>Dress up and act out scenes from stories – the Easter Story</li> <li>Explore authentic religious artefacts.</li> <li>Listen to religious music - Easter</li> </ul>		<ul style="list-style-type: none"> <li>Begin to make sense of own life-story and family’s history – what is your garden like? Do you grow things at home?</li> <li>Use senses to explore natural materials e.g., bark, leaves, seeds.</li> <li>Explore collections of materials with similar and/or different properties – sort a wide range of natural materials.</li> <li>Plant seeds and care for growing plants – look at growth, change and decay.</li> <li>Understand the key features of the life cycle of a plant – grow simple plants e.g., cress / beans / sunflowers.</li> <li>Understand the key features of the life cycle of an animal – hatching eggs-caterpillars.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things – looking after our nursery garden and caring for our growing caterpillars.</li> <li>Listen to religious music – the natural world</li> </ul>		<ul style="list-style-type: none"> <li>Begin to make sense of own life-story and family’s history – have you ever been to the seaside? Where did you go? What did you see/do? Link to maps</li> <li>Use senses to explore natural materials e.g., rocks, shells and pebbles from the beach.</li> <li>Explore collections of materials with similar and/or different properties – sort and group things found on the beach.</li> <li>Show an interest in different occupations – relate to seaside.</li> <li>Explore and talk about different forces – link to boats/water.</li> <li>Talk about the difference between materials and changes they notice – floating and sinking what would float/sink on the sea at the seaside?</li> </ul>	
<b>Christian Celebrations</b>	Harvest Festivals	Christmas	Epiphany	Lent and Easter	Ascension	Trinity						
<b>Other religious celebrations.</b>	Sukkot (Judaism)	Diwali (Sikhism and Hinduism)	World religion day	Vaisakhi (Sikhism)	Vesak day (Buddhism)	Al-Hiraj (Islamic)						
<b>Expressive Arts and Design</b>	<b>LOOSE PARTS - DRAWING</b> Create faces / self-portraits. Use mirrors to draw self-portraits.	<b>PAINTING</b> Create simple paintings when studying different festivals.	<b>PRINTING</b> Use different printing resources to create winter scenes.	<b>3D / SCULPTURE</b> Use a variety of materials (including dough) to build model pets and their homes.	<b>COLLAGE</b> Make nature collages. (see Twinkl nature themed collage pack)	<b>PAINTING:</b> Mix colours to produce seaside pictures (Alfred Wallis)						

- 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 like animal sets, dolls and dolls houses, etc

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Charanga: *Song Collection, Listening Activities and Musical Activities*

**NOTE: Red = discrete programmes & units of work**