

Langley Mill CofE Infant School and Nursery – Nursery Long Term Plan 2024-25

	Autumn 1		Autumn 2		Spring 3		Spring 4		Summer 5		Summer 6	
Topic	What makes me special?		Are you a Superhero?		Where is Winter?		Who lives in an egg?		What is down the garden?		Are we there yet?	
Core Texts	<ol style="list-style-type: none"> Head, shoulders, knees and toes 1 finger, 1 thumb. If you're happy & you know it. I've got a body family The finger family I love you, you love me. All are welcome/the same but different Autumn song for concert <p>1. You choose</p>	<ol style="list-style-type: none"> I am too absolutely too small for school What I like about me! This is me! Boris' Body A handful of buttons The Family Book-Todd Parr The little red hen Autumn-We're going on a leaf hunt-Steve Metzger <p>T4W – Ugly duckling</p> <p>1.</p>	<ol style="list-style-type: none"> Miss Polly Superhero song 5 little fireman when santa got stuck up the chimney Twinkle, Twinkle Christmas star Jingle Bells (plus extra xmas songs for play). 	<ol style="list-style-type: none"> Super tato Ten Rules of Being a Superhero - Deb Pilutti. Real superheroes You can't call an Elephant in A superhero like you the busy nativity Dream snow eric carle <p>Superworm</p> <p>1. Junk DNA</p>	<ol style="list-style-type: none"> Wheels on the bus Driving in my car Riding along on a big red tractor The journey home from Grandpa's We all go travelling by Down at the Station 	<ol style="list-style-type: none"> I love the seasons: Winter The great explorer Percy the post penguin My Grandmas magic recipe Meet the weather How to catch a snowman <p>T4W text Polar bear Polar bear what do you hear?</p>	<ol style="list-style-type: none"> Dinosaurs go STOMP Sleeping Bunnies Baa Baa Black Sheep Dingle Dangle Scarecrow Old McDonald Chick, chick, chick, chicken. 	<ol style="list-style-type: none"> How to look after your pet dinosaur Not that PET! What the ladybird heard Farmyard Hullabloo Three Little Pigs Non-fiction chick book <p>1.</p>	<ol style="list-style-type: none"> Here we go around the mulberry bush There's a tiny caterpillar I can sing a rainbow Incy wincy spider Wiggly worm at the bottom of the garden My little sunshine 	<ol style="list-style-type: none"> The enormous turnip Over in the meadow EXTRA – Mad about minibeasts Jack and the beanstalk Tree full of wonder-Anna Smithers There's a Tiger in my Garden-Lizzy Stewert My Shadow – Robert Louis Stevenson <p>Planting a rainbow</p> <p>1. The visitors – A&C & English</p>	<ol style="list-style-type: none"> Sailor went to sea sea sea Row, row, row your boat The Sun has got his hat on 1, 2, 3, 4, 5, once I caught a fish alive Hole in the bottom of the sea Over the deep blue sea Summer Holidays 	<ol style="list-style-type: none"> We all go travelling by. Maisy goes on holiday Snail and the Whale- Julia Donaldson Somebody Swallowed Stanley-Sarah Roberts Pirate pete and his smelly feet OR Pirates love underpants I can eat a rainbow (healthy eating week) <p>English - My friend whale</p> <p>1. CAR SAFETY</p>
Immersion	Harvest Festival		Celebrations (Birthday party, Christmas party and a visit from Santa)		Winter wonderland walk experience		Pet Handler / Vet		School Nature trail		Seaside Day	
Additional Event(s)	Recycling Week WC 14.10.24 Autumn Equinox 22.9.24		Bonfire Night 5.11.24 Remembrance Day 11.11.24 AB Week - WC 11.11.24 Odd Socks Day 12.11.24 inc. CIN 15.11.24 Winter Solstice 21.12.24		NSPCC Number Day - 7.2.25 Safer Internet Day - 11.2.25		Shrove Tuesday - 4.4.25 Ash Wednesday - 5.4.25 World Book Day - 7.3.25 British Science Week - WC 7.3.25 Spring Equinox - 20.3.25 Mother's Day - 30.3.25		ACES Day - 7.5.25 IDAHOBIT - 17.5.25		Empathy Day - 6.6.25 Healthy Eating Week - WC 9.6.25 Father's Day - 15.6.5 Summer Solstice - 21.6.25	
Parent Partnership	Parent consultations – Harvest Festival -		One-page report - Christmas Concert –		Parent consultations – October 2023		One-page report - Easter Concert -		One-page report - Woodland activity		End of year written report - Leavers' Concert and Family Picnic	
Reading / Book Event	Roald Dahl Day - 13.9.24 National Poetry Day - 3.10.24 National Libraries Week – WC 7.10.24		National Non-Fiction November		Winnie the Pooh Day - 18.1.25 Nat. Storytelling Week - WC 30.1.25 Int. Book Giving Day - 14.2.25		Tell a Fairy Tale Day - 26.2.25 World Book Day - 7.3.25 World Storytelling Day - 20.3.25		National Share a Story month – May 2025		Summer Reading Challenge	
Communication and language	<ul style="list-style-type: none"> Give attention and respond when spoken to (using name) Listen when someone else is speaking. Listen to short stories, songs and rhymes and join in with any known ones. Follow simple instructions with up to two key words. Use 2-word sentences e.g., Sam shop. Answer who, what, when and where questions Use talk during play to help organise. Link a few words together in short sentences e.g., gone shop 				<ul style="list-style-type: none"> Give attention and respond appropriately when spoken to (direct question) Listen when someone else is speaking and join in Listen to short stories, songs and rhymes and join in with familiar/repeating parts. Follows simple instructions with two key words accurately. Use 3-word sentences. Answer a range of questions and start to understand 'why' in terms of investigations etc. Use some new vocabulary e.g., scientific and story vocabulary. Link more words together in longer sentences 				<ul style="list-style-type: none"> Pay attention to more than one thing at a time. Start and join in with conversations and take turns to speak. Listen to longer stories, remember what happens, talk about familiar books and tell long stories. Sing a large repertory of songs and know many rhymes. Understand and respond to instructions with three key words. Use 4–6-word sentences e.g., Sam going to the shop. Understand and respond to simple 'why' questions. Explain, describe, recount and retell. Link 4-6 words together in longer sentences Use connectives to link words in sentences e.g., and/because. Use the future and past tense 			

Personal, Social and Emotional Development	<ul style="list-style-type: none"> Select and use resources and settle to activities (with support) Carry out given tasks (with support) Confident with familiar people in the safe context of the nursery Play with others, sharing and taking turns and extending and elaborating play ideas. Know we have rules (bucket filling) Name and recognise different feelings. Listen to stories about the feelings of others 		<ul style="list-style-type: none"> Select and use resources and settle to activities (independently) Carry out given tasks (independently) Confident in new social situations with new people Play with others, talking to resolve conflicts / issues (with support) Follow rules with support (bucket filling) Name, recognise and describe different feelings. Talk about the feelings of others 		<ul style="list-style-type: none"> Select and use resources to achieve a chosen or suggested goal and settle into activities for longer periods. Carry out self-chosen tasks. Confidently handle new experiences Play cooperatively with others. Follow rules independently (bucket filling) Have simple strategies to cope with different feelings. Start to understand how others might be feeling 					
Spiritual Moral Social Cultural	<ul style="list-style-type: none"> Black History Month 	<ul style="list-style-type: none"> Anti-bullying week Children in need 	Children’s mental health week.	International women’s day.	<ul style="list-style-type: none"> Earth day. 	<ul style="list-style-type: none"> World Ocean Day. 				
British Values	<ul style="list-style-type: none"> Rule of Law 	<ul style="list-style-type: none"> Democracy 	<ul style="list-style-type: none"> Tolerance 	<ul style="list-style-type: none"> Mutual respect 	<ul style="list-style-type: none"> Individual liberty 	<ul style="list-style-type: none"> Revisit and reinforce all British values. 				
Physical Development	Gross Motor: <ul style="list-style-type: none"> PE lesson: Basics (moving safely, spatial aware/stopping) 		Gross Motor: <ul style="list-style-type: none"> PE lesson: Physical Literacy and 121 Action Kids – Val Sabin 		Gross Motor: <ul style="list-style-type: none"> PE lesson: Physical Literacy and 121 Action Kids – Val Sabin 		Gross Motor: <ul style="list-style-type: none"> PE lesson: Jungle Journey 		Gross Motor: <ul style="list-style-type: none"> PE lesson: Dance – The Little Book of Dance PE: Sports Day practice 	
<ul style="list-style-type: none"> Use the toilet independently. Run and jump. Climb stairs using alternate feet 		<ul style="list-style-type: none"> Manage own toileting needs (use toilet/wash and dry hands) Handle some of your own hygiene needs (e.g., handwashing, tooth brushing) Match movements to tasks e.g., run to chase, crawl through tunnels, etc. 		<ul style="list-style-type: none"> Use the toilet independently (including hygiene) and usually dry. Make healthy choices (food, drink, exercise) Able to balance (balance bikes, scooters, climbing) Skip, hop, and stand on one leg. Use large scale movements 						
Fine Motor: <ul style="list-style-type: none"> Funky Fingers <ul style="list-style-type: none"> Show a preference for a dominant hand. 		Fine Motor: <ul style="list-style-type: none"> Funky Fingers <ul style="list-style-type: none"> Start to eat using a knife and fork. Start to manage putting on coats, zips, etc. 		Fine Motor: <ul style="list-style-type: none"> Funky Fingers <ul style="list-style-type: none"> Gain confidence using one handed tool. Use a comfortable grip with some control when using pencils, etc. 						

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Literacy – Reading Phonics	<ul style="list-style-type: none"> Starting to develop play around favorite stories and props. Understand letters and print e.g., left to right and top to bottom, page sequencing, book parts, etc. Starting to notice rhyme and clap syllables. Listen to short stories, songs and rhymes and join in with any known ones 		<ul style="list-style-type: none"> Sequence events from stories heard. Hear the sounds in words and start to blend them. Spot words with the same initial sound Use some vocabulary from books in play 		<ul style="list-style-type: none"> Talk about stories I heard. Use good phonological awareness including oral blending skills, rhyme, alliterations and syllables. Use some story language or new vocabulary in play 	
	Letters and Sounds – Phase 1		Little Wandle s,a,t,p,i,n,m		Little Wandle j v w y z qu ch	
Literacy - Writing	<ul style="list-style-type: none"> Demonstrate good gross motor skills in making large marks e.g., playground chalk, water painting. Show understanding of the sounds in words (Phase 1 Toy Talk) Apply some print knowledge to writing e.g., m for mummy. Write the first letter of my name 		<ul style="list-style-type: none"> Demonstrate good fine motor control when using tools e.g., scissors, threading. Segment words (with support) Change the initial sound to make new words e.g., hat, cat, mat, sat, pat, fat. Use a wider print knowledge for writing. Write some of own name 		<ul style="list-style-type: none"> Write some letters with good formation. Orally segment single sound CVC words e.g., c-a-t Say the initial sound in most words. Apply print knowledge to emergent writing. Write own name 	
Mathematics	<ul style="list-style-type: none"> Recite numbers to 5 and beyond. Subitise to 2 Make comparisons between objects – size, length, weight and capacity. Spot patterns and talk about them e.g., stripes on a scarf. Start to use vocabulary to describe the time of the day that things happen e.g., morning, dinner time, afternoon, evening. Use shapes for building, thinking about their properties e.g., flat sides for stacking 		<ul style="list-style-type: none"> Say one number name for each item. Show ‘finger’ numbers to 5 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. Make comparisons between quantities. Extend patterns that have been made. Create own simple patterns (ABAB) Start to talk about upcoming events e.g., birthday and then talk about what happened after the event. Combine shapes to make new ones e.g., a bridge/arch, bigger square, etc. 		<ul style="list-style-type: none"> Count, order, recognise and use numbers to 5. Subitise up to 3 objects Compare quantities using the vocabulary of greater, less, more, fewer and the same. Talk about patterns and spot errors. Continue and create patterns. Sequence a pattern of events using time language e.g., first, next, then. Talk about 2D and 3D shapes using informal vocabulary e.g., sides, straight, round, flat 	
Understanding the World RE Agreed Syllabus	<ul style="list-style-type: none"> Talk about self – ensure learn each other’s name with correct pronunciation. Begin to make sense of own life-story and family’s history – photographs from birth to now. Seize opportunities spontaneously such as the birth of a new baby. Show interest in different occupations – what would you like to be when you grow up? What do family members do? Continue developing positive attitudes about the differences between people – compare themselves to their peers (appearance including skin colour, hair type). 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. Listen to religious music - Harvest 	<ul style="list-style-type: none"> Talk about self – what celebrations have you been involved in e.g., birthdays, weddings. Bonfire Night Begin to make sense of own life-story and family’s history – discuss family celebrations. Begin to make sense of own life-story and family history – what is your experiences with people in the community? Do your family work in the community? Do you know anybody that works in the community? — what is your experience of Diwali / Hanukkah / Christmas? How do you celebrate? How have you seen others celebrate? Continue to develop positive attitude towards the between people that work in the community. -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. Dress up and act out scenes from stories – the Nativity. Explore authentic religious artefacts. Talk about the difference between materials and changes they notice – relate to cooking – BAKER? Listen to religious music – Diwali, Hanukkah, Christmas 	<ul style="list-style-type: none"> Begin to make sense of own life-story and family’s history – what is your experience of winter / cold / snow? 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. 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. Talk about the difference between materials and changes they notice – focus on melting ice 	<ul style="list-style-type: none"> Begin to make sense of own life-story and family’s history – what pets do you / your family have? Show interest in different occupations - vets. Understand the key features of the life cycle of an animal – everyday pets from baby to adult. Begin to understand the need to respect and care for the natural environment and all living things – looking after pets. Dress up and act out scenes from stories – the Easter Story Explore authentic religious artefacts. Listen to religious music – Easter Understand the key features of the life cycle of an animal – hatching chicks! 	<ul style="list-style-type: none"> Begin to make sense of own life-story and family’s history – what is your garden like? Do you grow things at home? Use senses to explore natural materials e.g., bark, leaves, seeds. Explore collections of materials with similar and/or different properties – sort a wide range of natural materials. Plant seeds and care for growing plants – look at growth, change and decay. Understand the key features of the life cycle of a plant – grow simple plants e.g., cress / beans / sunflowers. Understand the key features of the life cycle of an animal – hatching eggs-caterpillars. 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. Listen to religious music – the natural world 	<ul style="list-style-type: none"> 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 Use senses to explore natural materials e.g., rocks, shells and pebbles from the beach. Explore collections of materials with similar and/or different properties – sort and group things found on the beach. Show an interest in different occupations – relate to seaside. Explore and talk about different forces – link to boats/water. Talk about the difference between materials and changes they notice – floating and sinking what would float/sink on the sea at the seaside?
Christian Celebrations	<ul style="list-style-type: none"> Harvest Festivals 	<ul style="list-style-type: none"> Christmas 	<ul style="list-style-type: none"> Epiphany 	<ul style="list-style-type: none"> Lent and Easter 	<ul style="list-style-type: none"> Ascension 	<ul style="list-style-type: none"> Trinity
Other religious celebrations.	<ul style="list-style-type: none"> Sukkot (Judaism) 	<ul style="list-style-type: none"> Diwali (Sikhism and Hinduism) 	<ul style="list-style-type: none"> World religion day 	<ul style="list-style-type: none"> Vaisakhi (Sikhism) 	<ul style="list-style-type: none"> Vesak day (Buddhism) 	<ul style="list-style-type: none"> Al-Hiraj (Islamic)

**Expressive Arts
and Design**

**LOOSE PARTS -
DRAWING**
Create faces / self-portraits.
Use mirrors to draw self-portraits.

PAINTING
Create simple paintings when studying
different festivals.

PRINTING
Use different printing resources to
create winter scenes.

3D / SCULPTURE
Use a variety of materials (including
dough) to build model pets and their
homes.

COLLAGE
Make nature collages.
(see Twinkl nature themed collage
pack)

PAINTING:
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