Caedmon Long Term Plan Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My World and Me Where I live All about me My Family Halloween Christmas The Christmas Story   		**Springtime Adventures** Easter Valentine's Day Farm Animals Junk Modelling Project  		**Growing, Exploring and Belonging** Growing Plants Material investigation We are all different/special   	
Wow Moments and Key Events	Transition Harvest	Remembrance Day Halloween Diwali Guy Fawkes & Bonfire night Christmas Christmas Carols and Rhymes	Valentine's Day Pancake Day Chinese New Year	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Coulby Newham Farm		Transition Sports Day Summer Fair Saltburn Trip
Key Texts	Goldilocks and the Three Bears We're Going on a Bear Hunt Brown Bear, Brown Bear What do you see? Where's Spot? The Gingerbread Man Jasper's Beanstalk Dear Zoo Come on, Daisy Each Peach Pear Plum The Three Little Pigs You Choose Hug The Very Hungry Caterpillar The Train Ride Hairy Maclary from Donaldson's Dairy					
Rhymes	Twinkle, twinkle Wind the Bobbin up The Wheels on the bus Humpty Dumpty Hickory Dickory Dock Miss Polly had a Dolly Old Mac Donald Had a Farm Incy Wincy Spider					

	Baa Baa Black Sheep Chick, Chick, Chick, Chick, Chicken, Row, Row, Row your Boat 1, 2, 3, 4, 5, The Grand Old Duke of York I'm a little teapot Jack and Jill Little Miss Muffet					
Listening, Attention and Understanding	Listen to stories including *Goldilocks and the Three Bears*, *We're Going on a Bear Hunt* and *The Gingerbread Man.* Join in with repeated refrains, learn new vocabulary linked to themselves, their family and celebrations, and follow simple instructions. *The Gingerbread Man*,		Listen to stories such as *Brown Bear, Brown Bear. Jasper's Beanstalk* and *Dear Zoo*. Develop understanding of vocabulary linked to farms, animals and Easter and respond to questions about what they have heard.		Listen attentively during investigations, discussions and stories linked to growing, plants and materials. Follow longer instructions and demonstrate understanding by explaining observations and experiences.	
Speaking	Talk about themselves, their families, homes and special events such as Halloween and Christmas. Develop confidence speaking to adults and peers through stories, songs and role play.		Use language to discuss farm animals, Easter celebrations, visits and experiences. Retell familiar stories and explain ideas during model making and creative activities.		Discuss changes in plants, materials and the natural world. Use a wider vocabulary to explain discoveries, ask questions and share opinions and ideas with others.	
Squiggle Early Writing Programme Wiggle me into a Squiggler is designed for the early stages of mark making and physical development used in writing.	Settling in- Getting to know the children.	**Wiggle me into a Squiggle** • Move 1 Up • Move 2 Down • Move 3 Circles	**Wiggle me into a Squiggle** • Move 3 Circles • Move 4 Wiggle • Move 5 Shake	**Wiggle me into a Squiggle** • Move 5 Shake • Move 6 Hop • Move 7 Jump	**Squiggle** Move 5 Shake • Move 6 Hop Move 7 Jump **Wiggle me into a Squiggle** • Move 7 Jump • Move 8 Turning Turtle	**Wiggle me into a Squiggle** • Move 9 Turning Turtle • Move 10 Crawling **Squiggle Whilst You Wiggle** • Dance 1: up, down, side to side, cross over
Maths	**Number Songs** Get to know the children. Introduce and model the areas of provision. **Colours** Recognise and name colours in different contexts. Identify and match colours in toys, nature and the environment. Notice colours in themselves, including hair, skin and clothes. Identify objects that are the same or different colours.	**Compare Amounts** Confidently sort collections into sets, compare and order. Understand that when making comparisons a set can have more, the same or fewer than another set. **Compare, Size, Capacity and Mass** Learning that objects can be compare and ordered according to their size. Use of language such as big and little, small and large to describe a range of objects.	**1** Recognise, count and represent 1. Find one object and match numerals to quantities. Explore 1 through shapes, body parts and actions. Recognise, form and find number 1 in the environment. Explore subitising, dice and Numicon. **Weight** Explore heavy and light objects. Compare and estimate weights.	**3** Recognise, count and represent 3. Find 3objects and match numerals to quantities. Explore triangles and their properties. Practise subitising, dice and Numicon. Explore 3 through actions and objects. **Length and Height** Compare length, height and breadth. Use vocab: longer, shorted, taller, wider and narrower. Compare objects directly and explain differences.	**5** Recognise, count and represent numbers up to 5. Subitise quantities and count forwards and backwards. Find objects and match numerals to quantities. Explore different ways to make 5 (number composition). Practise number formation, Numicon and dice. **1 more and 1 Less** Understand how adding or taking away 1 changes quantity.	

	Explore colour through painting. **Matching** Match objects that are the same. Identify objects that are the same. Explain how objects are the same or different. Develop observation and comparison skills. **Sorting** Sort objects by colour, size and shape. Identify similarities and differences between groups. Explore sorting the same objects in different ways. Develop early critical thinking skills.	Specific language such as tall, long, short can also be introduced. **Simple Patterns** Copy, continue and create their own patterns. Provide patterns with least three full units of repeat. Children will be able to say the pattern out loud.	Use balance scales to check. Use vocab: heavy, heavier, heaviest, light, lighter and lightest. **2** Recognise, count and represent 1. Find two objects and match numerals to quantities. Explore 2 through shapes, body parts and actions. Recognise, form and find number 2 in the environment. Explore subitising, dice and numicon.874	**4** Recognise, count and represent 4. Find 4 objects and match numerals to quantities. Explore squares and rectangles. Understand 4 as two groups of 2. Practise subitising, dice and Numicon. Explore 4 through actions and objects.	Explore one more and one less using real objects. Count forwards and backwards. Use mathematical language: first, then, now. **Shapes** Explore and describe shape properties. Recognise straight, flat, round and curved features. Sort shapes and natural objects by their properties. Identify straight and curved edges.	
UTW	**Peoples, Cultures and Communities** Learn about themselves, their families, where they live, people who help us and celebrations including Christmas. Visitors such as the police help children understand their local community. **The Natural World** Observe seasonal change, weather, animals and the local environment through outdoor exploration and discussion. **Past and Present** Explore family experiences, memories and traditions including Christmas celebrations and familiar events from their own lives.		**Peoples, Cultures and Communities** Explore Easter, church traditions and local community experiences. Learn about farms and how people care for animals and the environment. **The Natural World** Learn about animals, habitats, farms, growth and life cycles through first-hand experiences. **Past and Present** Talk about changes over time through growing plants, life cycles, birthdays and celebrations.		**Peoples, Cultures and Communities** Understand that people are unique and special. Explore similarities and differences between people, experiences and communities through discussions and experiences beyond school. **The Natural World** Investigate plant growth, materials, floating and sinking and changes in the natural environment through practical exploration and scientific enquiry. **Past and Present** Compare changes in living things, discuss experiences across the year and begin to recognise how things change over time.	
Physical Development Gross Motor	Build confidence through balancing, climbing, running, jumping and exploring outdoor spaces such as the school grounds.		Develop coordination through balancing, hopping, obstacle activities and movement experiences linked to animals and stories.		Refine movement through games, throwing, catching, outdoor challenges and activities linked to beach and outdoor learning experiences.	
Physical Development Fine Motor	Develop control through mark making, drawing, dough, threading, painting and using scissors. Begin to form meaningful marks and develop hand strength.		Refine cutting, joining and drawing skills through junk modelling, artwork and creative projects. Increase control when using tools and equipment.		Develop greater precision through writing names, drawing detailed pictures, manipulating small objects and independently managing self-care tasks.	

PSED	**Self-Regulation** Learn nursery routines, separate confidently from carers, recognise feelings and begin to understand appropriate behaviour in a new environment. **Managing Self** Develop independence with routines, hygiene, healthy eating and personal care whilst settling into nursery life. **Building Relationships** Build friendships, learn to share and take turns, and work alongside others during play and class activities.	**Self-Regulation** Develop perseverance and confidence when completing challenges, creating models and learning new skills. Begin to resolve minor conflicts and express emotions appropriately**.** **Managing Self** Take increasing responsibility for personal needs, dressing and managing resources during activities and visits. **Building Relationships** Cooperate during shared projects, visits and role play activities. Develop empathy and understanding of others' feelings and viewpoints.	**Self-Regulation** Show increasing resilience, independence and confidence when facing challenges, carrying out investigations and working collaboratively with others. **Managing Self** Demonstrate readiness for transition by independently managing personal care, following expectations and making healthy and safe choices. **Building Relationships** Work collaboratively during investigations and outdoor learning, demonstrating kindness, respect and confidence within a group.
Expressive Arts and Design	**Being Imaginative and Expressive** Engage in role play linked to homes, families, traditional tales and Christmas. Explore nursery rhymes, songs, music and movement activities. **Creating with Materials** Explore colour, texture and pattern through seasonal crafts, artist studies and creative projects linked to family life, Halloween and Christmas	**Being Imaginative and Expressive** Act out stories such as *The Gingerbread Man*, recreate farm experiences and use music and movement to express ideas and emotions. **Creating with Materials** Design and create models using recycled materials, develop joining techniques and create artwork inspired by visiting artists and seasonal themes.	**Being Imaginative and Expressive** Create imaginative play scenarios inspired by growing, nature and beach experiences. Perform familiar songs confidently and represent ideas through art, movement and role play. **Creating with Materials** Explore colour mixing, transient art, natural materials and creative responses to plants, growth and seaside experiences. Select resources independently for a purpose.