





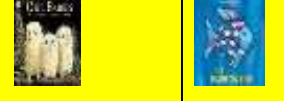



# All Saints Catholic Primary School



**'We shine on our own, but we shine brighter together'**

## Nursery 2 Long Term Plan 2021-22

	Autumn			Spring			Summer		
R.E.	Myself	Welcome	Birthday	Celebrating	Gathering	Growing	Good News	Friends	Our World
Topic	Superheroes		Fairy Tales	Forest Homes	Food from Around the World		Birds	Under the Sea	
<b>Literacy</b>	 Noticing print, repeating words and phrases from familiar stories, seek out favourite books to share, make marks to stand for name		 Engage in conversation about stories, learn and apply new vocabulary, draw freely, add meaningful marks to pictures, make marks to stand for name	 Begin to understand five key concepts of print: -print has meaning - page sequencing - print can have different purposes -we read English left to right, top to bottom -Know the names of different parts of a book Sometimes predict how the story will end or what will happen next	 Develop a stronger understanding of the five key concepts of print: -print has meaning - page sequencing - print can have different purposes -we read English left to right, top to bottom -Know the names of different parts of a book Add meaningful marks to pictures		 Uses some print and letter knowledge in early writing, says what their marks mean, can map out a story through drawing, knows that stories have a beginning, middle and end, has conversations about stories	 Write some or all of name, write some letters, talk about characters, events and setting of a story, understand a word is made of letters, able to make up own story, writes some letter sounds accurately	
<b>Phonics</b>	Poetry Basket Autumn Booklet  Phase 1 – Aspect 1 (Environmental sounds) and Aspect 2 (Instrumental sounds)		Poetry Basket Autumn Booklet  Phase 1 – Aspect 2 (Instrumental sounds) and Aspect 3 (Body percussion)	Poetry Basket Spring Booklet  Phase 1 – Aspect 3 (Body percussion) and Aspect 4 (Rhythm and Rhyme)	Poetry Basket Spring Booklet  Phase 1 – Aspect 4 (Rhythm and Rhyme) and Aspect 5 (Alliteration)		Poetry Basket Summer Booklet  Phase 1 – Aspect 5 (Alliteration) and Aspect 6 (Voice sounds)	Poetry Basket Summer Booklet  Phase 1 - Aspect 6 (Voice sounds) and Aspect 7 (Oral Blending and Segmenting) *Children who are ready begin Phase 2	
<b>Maths</b>	Sorting, Colours, Matching (same), Reciting numbers to 5, Number 1, 1:1 Correspondence, Give me one, Circles, Represent using fingers		Number 2, Give me 2, Notice patterns in environment, Making arrangements with natural items, Copy ABAB patterns, Size categorise, Odd one out, Number 3, Subitise 1,2,3, First, second, third, Triangles	Review 1,2,3, Sets, Number 4, Numeral/quantity, Squares, Rectangles, Odd one out, Sort and match, Same/different, Number 5, Counting actions, Subitise within 5	Copy a pattern, Continue a pattern ABAB, Comparing groups and sets, Exploring and building with shapes, Separates a group of 3/4/5 objects in different ways, One more one less within 5, Measure and capacity (empty, full)		Sorting Shapes, Subitise small numbers, Numerals 1-5, Order 1-5, Irregular arrangements, Counting 1:1, Count backwards, Size (tall/short), Comparing numbers (more, fewer, greater, less than)	Weight (heavy/light), Separate a group of up to 5 objects in different ways beginning to recognise the total is still the same, Shape properties, Begins to find the total of items in 2 groups by counting all of them, Subitise within 5	



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<b>Science</b>	Exploring natural materials (noticing differences and changes), 4 seasons, how to care for immediate environment and the wider world (recycling), categorising by material	Temperature can change materials (heat, freeze, melt), Investigate shadows, how people and animals adapt to seasonal changes	Plants and animals that change as they grow, animals habitats and homes, Living and non-living things, respect and care for environment and living things	The environment supports us to live and grow, planting seeds and caring for growing plants, life cycle of plants and animals	Variety of different types of animals, animals change as they grow, shining light through some materials but not others, feeling and experiencing various forces (push, pull, twist)	Different underwater animals and plants, respect and care for the environment and living things in the oceans, lakes and wetlands, explore how things work, sinking and floating
<b>Art</b>	Explore: Colour, textile, shapes and cutting  Kandinsky felt circles	Explore: dough, clay and malleable materials  Salt dough decorations	Explore: Textures, joining techniques and materials  Klimt Gold trees	Explore: printing and colour mixing  Warhol-style print making	Explore: different art tools, resources, drawing and feelings  Mondrian Squares in different media	Explore: painting techniques, masterpieces, shape and colour  Matisse Goldfish painting
<b>Computing</b>	Explore and tinker with technology in role play area	Listen to and follow instructions on a voice recorder, Learn how to take a photo on ipad with support	Tinker with robot mouse, Experiment with programming Robot Mouse with support	Create a map from Rosie’s Walk for Robot Mouse to travel on, Online Safely with Smartie the Penguin	Use online art app to make a drawing or design with adult support	Barefoot – Boats Ahoy
<b>D&amp;T</b>	Select and use activities and resources, with help when needed  Use large-muscle movements to wave flags and streamers, paint and make marks.	Choose the right resources to carry out their own plan  Use one-handed tools and equipment, for example, making snips in paper with scissors.	Explore how things work.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.	Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
<b>Geography</b>	Continue developing positive attitudes about the differences between people	There are different types of weather that change, directions can be followed and lead to different places	Explore and respond to different natural phenomena	There are different countries in the world, what a map looks like, a map is about a place	Continue developing positive attitudes about the differences between people	Explore natural material with different properties
<b>History</b>	Weather changes daily, similarities and differences between themselves and others	Celebrating special days, recognise and describe special times and events for families and friends	Yesterday, today, tomorrow, things in nature change with time, names for baby animals, question why things happen and give explanations	Similarities and differences between families, communities and traditions, showing ideas through talk, drawing and emergent writing	Information can be retrieved from books and computers	Answer “how” and “why” questions in response to stories, notice that things in nature change with time (land and animals)



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<b>MFL (Spanish)</b>	Hola, buenos dias, como te llamas, me llamo	Numbers 1-5, Navidad, animales	Los colores	Las frutas, la pascua	Los acciones	Numbers 5-10
<b>Music</b>	IN HARMONY	IN HARMONY	IN HARMONY	IN HARMONY	IN HARMONY	IN HARMONY
<b>PE</b>	Gymnastics	Dance	Body management	Speed, agility, travel	Manipulation and coordination	Cooperate and solve problems
<b>RSE</b>	Journey in Love: Social	Journey in Love: Social	Journey in Love: Physical	Journey in Love: Physical	Journey in Love: Emotional	Journey in Love: Emotional
<b>PSED</b>	Play with increasing confidence on their own and with other children, express a range of emotions, enjoy exploring new places with their key person, able to show ‘effortful control’	Be increasingly able to talk about and manage their emotions, Notice and ask questions about differences, Develop friendships with other children, Safely explore emotions beyond their normal range through play and stories.	Select and use activities and resources, with help when needed, Develop their sense of responsibility and membership of a community, Become more outgoing with unfamiliar people, Show more confidence in new social situations, Play with one or more other children, extending and elaborating play ideas, Begin to be increasingly independent in meeting their own care needs	Increasingly begin to follow rules, understanding why they are important, Do not always need an adult to remind them of a rule, Develop appropriate ways of being assertive, Talk with others to solve conflicts, Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’, Begin to understand how others might be feeling.	To be able to play in a group with friends, and make up ideas of things to do and games to play, To begin to manage feelings and talk about emotions, To understand how others might be feeling	To be responsible and be confident to be part of own community, To be ready for new experiences like starting reception, To be able to follow rules and know why they are important, To begin to find solutions to quarrels
<b>C&amp;L</b>	Understand and act on longer sentences, Understand and use simple questions about ‘who’, ‘what’ and ‘where’, Listen to simple stories and understand what is happening, with the help of the pictures, Identify familiar objects and properties when they are described	Enjoy listening to longer stories and can remember much of what happens, Use a wider range of vocabulary.	Understand a question or instruction that has two parts, Understand ‘why’ questions, Sing a large repertoire of songs.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story, Learn lots of new words and use them in play	Starts a conversation with adults and friends, Enjoy listening to longer stories and can remember what happens in them, Understand a question with two parts like, Use talk to organise play, Focus on a chosen activity for at least ten minutes, Is independent in meeting own care needs	Join in at group time by putting up hand and waiting their turn to talk, Be able to talk about thoughts even when they disagree, Use longer sentences of four to six words when talking, Understand when asked “why?” and “how?” questions, Sit quietly and listen for fifteen minutes, Able to move away from distractions when concentrating
<b>Phys Dev</b>	Continue to develop their movement, balancing, riding and ball skills, Beginning to match their developing physical skills to tasks	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm,	With support collaborate with others to manage large items, Uses one-handed tools and equipment, Use a comfortable	Begin to be increasingly independent as they get dressed and undressed, Make healthy choices about	Goes up steps and stairs, or climb up apparatus, using alternate feet, Use large-muscle movements to wave	Is independent and helps to get dressed and undressed, Makes healthy choices about food, drink, activity and tooth brushing,



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	and activities in the setting, Go up steps and stairs, or climb up apparatus, using alternate feet, Skip, hop, stand on one leg and hold a pose for a game like musical statues, Uses large muscle movements to wave flags and streamers, paint and make marks.	Choose the right resources to carry out their own plan.	grip with good control when holding pens and pencils, Start to eat independently and learning how to use a knife and fork, Show a preference for a dominant hand	food, drink, activity, Start taking part in some group activities which they make up for themselves, or in teams.	flags and streamers, paint and make marks, Continue to develop movement, balancing, riding and ball skills, Able to eat independently and use a knife and fork, Uses a comfortable grip with good control when holding pens and pencils	Developing their small motor skills so that they can use a range of tools competently, safely and confidently, To have an awareness of safety and manage own risks, Matches developing physical skills to tasks and activities, Effectively uses one-handed tools and equipment, Beginning to write letters or marks that can be recognised
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