



# All Saints Catholic Primary School



**‘We shine on our own, but we shine brighter together’**

## Nursery 1 Long Term Plan 2021-22

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Topic</b>	<b>Babies and Me Identity and Diversity</b>	<b>The Zoo Identity and Diversity</b>	<b>Forests Sustainable Development</b>	<b>Bees Sustainable Development</b>	<b>Wheels Globalisation</b>	<b>Farms Globalisation</b>
<b>PSED</b>	Find ways of managing transitions, for example from their parent to their key person, Increasing desire to be independent, To be aware of rules and boundaries, Beginning to learn about the golden rules: for example ‘kind hands’, ‘walking feet’.	Beginning to express preferences and decisions, try new things and start establishing their autonomy, Begins to feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person, Play with increasing confidence on their own and with other children, Feel strong enough to express a range of emotions.	Develop play with other children, Begin to show ‘effortful control’, begin to recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn’t do.	Notice differences, such as skin colour, types of hair, gender, special needs and disabilities, etc, Safely explore emotions beyond their normal range through play and stories, Be increasingly able to talk about and manage their emotions, Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.	Are talking about their feelings in more elaborated ways: “I’m sad because...”, Develop independence and will try to do things by themselves, Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings.	Find ways of managing transitions to the next Nursery room, Play with increasing confidence on their own and with other children, Feels strong enough to express a range of emotions, Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person, Is able to show ‘effortful control’.
<b>Phys Dev</b>	Try a wider range of foods with different tastes and textures, Gradually gain control of their whole body through continual practice of large movements, Build independently with a range of appropriate resources, Walk, run, jump and climb – and start to use the stairs independently, Beginning to develop manipulation and control. (through playdough, threading, puzzles etc.), When holding crayons, chalks etc, *Makes connections between their movement and the marks they make.	Beginning to sit on a push-along wheeled toy, use a scooter or ride a tricycle, Clap and stamp to music., Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them, Explore different materials and tools. (Playdough, real tools, hammers)	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress, Develop manipulation and control (one handed tools), Holds mark making tools with thumb and all fingers.	Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks, Go up steps and stairs, or climb up apparatus, using alternate feet, Enjoy starting to kick, throw and catch balls, Able to build independently with a range of appropriate resources	Spin, roll and independently use ropes and swings, To begin to use one-handed tools and equipment, Beginning to recognise danger and seeks support of significant adults for help, Kicks a stationary ball with either foot, Throws a ball with increasing force, Starts to catch a large ball by using two hands and their chest to trap it.	Continue to develop their movement, balancing, riding, 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, Use large muscle movements to wave flags and streamers, paint and make marks.








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Phys Dev	Gymnastics	Dance	Body management	Speed, agility, travel	Manipulation and coordination	Cooperate and solve problems
<b>PE</b>						
<b>C&amp;L</b>	Enjoy singing, music and toys that make sounds, Listen and respond to a simple instruction, Recognise and point to objects if asked about them, Understand and follow simple instructions, Copy your gestures and words, Understand single words in context	Beginning to talk about people and things that are not present, Start to say how they are feeling, using words as well as actions, Listens to and enjoys rhythmic patterns in rhymes and stories, Beginning to ask simple questions	Beginning to know many rhymes, Start to develop conversation, Develop pretend play, Asking questions, Listens with interest to the noises adults make when they read stories, Identifies action words by following simple instructions, Begin to understand more complex sentences	Begin to talk about familiar book, can shift to a different task if attention is fully obtained, Uses language to share feelings, experiences and thoughts, Beginning to use talk to organise themselves and their play	Be able to talk about familiar books, Listens to familiar stories with increasing attention and recall, Understands the use of objects. – what do we use to cut, Use a wider range of vocabulary based on their own experiences.	Understand and act on longer sentences, Understands and uses simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’), Listen to simple stories and understand what is happening, with the help of the pictures, Identify familiar objects and properties when they are described.
<b>C&amp;L</b>  <b>MFL (Spanish)</b>	Hola, buenos dias, como te llamas, me llamo	Numbers 1-3, Navidad, animals (el zoo)	Los acciones, como estas?	Los colores, la pascua	Numbers 1-5	Las frutas, los animals (el ferme)
<b>Literacy</b>	 <p>Copy finger movements and other gestures, Enjoys songs and rhymes tuning in and paying attention, Pay attention and responds to the pictures or the words, Enjoy drawing freely, Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	 <p>Enjoys sharing books with an adult, Enjoys drawing freely., Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes, Sing songs and say rhymes independently, for example, singing whilst playing, Pay attention and responds to the pictures or the words.</p>	 <p>Have favourite books and seeks them out, to share with an adult, Repeat words and phrases from familiar stories, Enjoys drawing and writing on paper, on screen and on different textures, Say some of the words in songs and rhymes</p>	 <p>Add some marks to their drawings, which they give meaning to, Develop play around favourite stories using props, Ask questions about the book. Makes comments and shares their own ideas, To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.</p>	 <p>Develop play around favourite stories using props, Beginning to join in with conversations about stories and learn new vocabulary</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me), Sing songs and say rhymes independently, for example, singing whilst playing, Repeat words and phrases from familiar stories, Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone, Make marks on their picture to stand for their name</p>



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						(recognise important prints to me)
<b>Literacy</b>	Poetry Basket Autumn Booklet	Poetry Basket Autumn Booklet	Poetry Basket Spring Booklet	Poetry Basket Spring Booklet	Poetry Basket Summer Booklet	Poetry Basket Summer Booklet
<b>Phonics</b>	Nursery Rhymes, Settling in, exploring the setting. Practicing listening skills.	Phase 1 – Aspect 1 (Environmental sounds)	Phase 1 – Aspect 2 (Instrumental sounds)	Phase 1 – Aspect 3 (Body percussion)	Phase 1 – Aspect 4 (Rhythm and Rhyme)	Phase 1 – Aspect 5 (Alliteration) Aspects 1,2,3,4 review
<b>Maths</b>	React to changes of amount in a group of up to three items, Beginning to recite number names in sequence, Take part in finger rhymes with numbers, Numbers 1 and 2, Big and Little, Circles	Combine objects like stacking blocks and cups. Put objects inside others and take them out again, Build with a range of resources, Complete inset puzzles, Beginning to categorise objects according to properties such as shape or size, Numbers 1,2,3, High and Low, Today, Triangles	React to changes of amount in a group of up to three items, Recites some number names in sequence, Beginning to recite numbers past 5, Beginning to show finger numbers up to 5, Numbers 1,2,3,4, Heavy/Light, Squares, Patterns, Big/Little	Beginning to categorise objects according to properties such as shape or size, Beginning to use positional language, Notices patterns and arrange things in patterns, Climb and squeezing selves into different types of spaces, Talk about and identifies the patterns around them, Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, Numbers 1-5, More, Yesterday, Patterns, High/Low	Counts up to three or four objects by saying one number name for each item, Subitise to 3, Recite numbers past 5, Say one number for each item in order, Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’), Experiment with their own symbols and marks as well as numerals, Selects a small number of objects from a group when asked, Compare amounts, saying ‘lots’, ‘more’ or ‘same’, Review Shapes, tomorrow	Uses positional language, Make comparisons between objects relating to size, length, weight and capacity, Select shapes appropriately when building or creating, Combine shapes to make new ones, Talk about and identifies the patterns around them, Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’, <b>Days of the week</b>
<b>Understanding the World</b>  (Science, History, Geography)	Repeat actions that have an effect. (Exploring how things work), Explore materials with different properties., Beginning to explore natural materials, indoors and outside  Science: Names of body parts, caring for a baby, healthy food tasting History: What I was like as a baby	Explore and respond to different natural phenomena in their setting and on trips.  Science: names for different animals that live in the zoo, describe variety of animals, notice differences between animals, natural habitats  Geography: seasons and changes in the weather	Make connections between the features of their family and other families, Notice differences between people  Science: names for forest animals and their babies, habitats History: share traditional tales about the forest	Beginning to plant seeds and care for growing plants, Explore collections of materials with similar and/or different properties.  Science: Where does honey come from? Observe how a flower grows.	Talk about the differences between materials and changes they notice, Notice differences between people and vehicles. Show interest in different occupations (pilot, conductor, driver)  Geography: seasons and changes in the weather	Explore how things work, Able to talk about what they see, using new vocabulary. Beginning to use all their senses in hands-on exploration of natural materials  Science: Plant seeds and care for growing plants. (showing respect for the natural world)



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<b>Expressive Arts and Design</b>	Explore face patterns, Explore paint using fingers and other parts of their bodies as well as brushes and other tools.	Explore different materials, using all their senses to investigate them. (cornflour, shaving foam for example), Beginning to make marks intentionally.	Begin to use their imagination as they consider what they can do with different materials, Manipulate and play with different materials using various tools like scissors, cutters, hammers.	Beginning to make simple models which express their ideas, Makes marks intentionally. (in flour, sand, pens, crayons, paint etc),Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools, Explore different materials, using all their senses to investigate them.	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make, Able to make simple models which express their ideas with support. i.e. junk modelling, loose parts, Beginning to develop their own ideas and then decide with support which materials to use to express them, Explore colour and colour-mixing	Use their imagination as they consider what they can do with different materials, Make simple models which express their ideas
<b>Art and DT</b>						
<b>EAD</b>	Tuning In	Tuning In	Tuning In	Tuning In	Tuning In	Tuning In
<b>Music</b>						