


## Nursery Long Term Planning Cycle A

 <b>Healdswood Infant and Nursery School</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Where will I go?</b> (journeys, transport)	<b>I wonder...</b> (celebrations, birthdays, Christmas, Diwali, bonfire night)	<b>Imagine...</b> (science, changes, colour)	<b>Nurturing nature...</b> (spring animals, growing, food, lifecycles)	<b>Once upon a time...</b> (fairy tales, rainbow rules)	<b>Unexpected oceans...</b> (beach, sea creatures, rock pools)
<b>Important Events</b>	Autumn Harvest Halloween	Winter Christmas Bonfire Night Diwali Remembrance Day Christingle	Chinese New Year Shrove Tuesday Ash Wednesday	Spring Easter Mother's Day	St Georges Day	Summer Father's Day
<b>Visits and Visitors</b>	*Autumn stay & play *Grandparent's day *Remembrance Day Assembly (vicar) *Pumpkin Picking trip	*Firefighters Visit *Parents Crafts *Nativity *Indian food tasting *Santa	*Chinese food tasting *Science visitor	*Hatching chicks/ducks *Vicar making palm crosses in school *Mummies afternoon *Spring stay & play	*Fairy tale visitor	*Summer trip *Daddies afternoon *Graduation *Sports Day *Celebration Picnic
<b>Communication and Language</b>	Listening and attention, Understanding and Speaking are taught continuously throughout the year across all areas of learning. Key vocabulary can be found on the Medium-Term Planning and is explicit in the environment, with an emphasis on introducing new and interesting words through the curiosity approach. Key vocabulary is also shared with parents prior to each topic beginning.					
<b>Physical Development</b>	<b>PE-</b> Parachute Games: Moving in different ways.	<b>PE-</b> Dance: Moving in different ways.	<b>PE-</b> Gymnastics: Spatial Awareness.	<b>PE-</b> Dance: Spring Expressive Movement.	<b>PE-</b> Gymnastics: Balance and controlled movement.	<b>PE-</b> Gymnastics: Balance and controlled movement. Games: Sports Day.
	Squiggle whilst you wiggle	Squiggle whilst you wiggle	Squiggle whilst you wiggle	Squiggle whilst you wiggle	Squiggle whilst you wiggle	Squiggle whilst you wiggle
	Follow up activities in the environment (eg marks displayed in the creative area.)					
<b>PSED</b>	<b>PSHE-</b> Talking Points: Families	<b>PSHE-</b> Talking Points: Caring Friendships	<b>PSHE-</b> Talking Points: Mental Wellbeing	<b>PSHE-</b> Talking Points: Healthy Me	<b>PSHE-</b> Talking Points: Respectful Relationships	<b>PSHE-</b> Talking Points: Being Safe
	Woodland friend to be sent home weekly to explore children's daily lives.					
<b>Literacy</b>	Over the year, quality texts are used for Talk for Writing, alongside key rhymes and poems. A wide range of texts are experienced both in the environment and at group times to promote a love of reading. Phonics is taught systematically in order to developing children's speaking and listening skills and lays the					


	foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.					
	Rosie's Walk	How to make Jelly	There was a Princess Long Ago	Farmer Duck	Brown Bear, Brown Bear	Rainbow Fish
	*Jack and Jill *Round and round the garden *Daisey Bell *Wee Willy Winky *1, 2 buckle my shoe	*5 fat sausages *Jelly on a plate *Pat a Cake *Twinkle, twinkle little star *Christmas is coming	*I can sing a rainbow *Oranges and lemons *I hear thunder *It's raining it's pouring *Boys and girls	*Baa, baa, woolly sheep *5 fat peas *Mary had a little lamb *5 little ducks *Little Bo Peep	*Hey diddle, diddle *Hickory, dickory dock *Sing a song of sixpence *The Grand Old Duke of York *Queen of hearts	*1, 2, 3, 4, 5 *Row, row, row your boat *Rub a dub, dub *I am tiny turtle *Seashells
	Poem of the week, displayed and voted for by the children.					
<b>Mathematics</b>	Daily routine: days of the week (yesterday and today), number of the week, finding the number, make the number with numicon (move on to partitioning), count that many actions, write the number on the board. 2D shape of week, see if they can spot it in the environment). The whole Mathematics curriculum is promoted within the environment. <b>Know</b> that each day has different weather, e.g. rain.					
<b>Understanding the World</b>	<b>Science-</b> Experimenting with ramps and different materials.	<b>Science-</b> Talking about winter and experimenting with melting and freezing.	<b>Science-</b> Experimenting with colour, magnets, fizzy experiments and growing crystals (awe and wonder).	<b>Science-</b> Lifecycles of chicks and produce. Naming and grouping animals.	<b>Science-</b> Experimenting with waterproofing using wax.	<b>Science-</b> How to care for animals and the environment (pollution) and their habitats.
	<b>Geography-</b> Immediate environment - Going on walk around school and making a map.  <b>Know</b> that places in the environment can be used to navigate the area. Know that physical features can be used to locate a place. <b>Know</b> that I attend	<b>Geography-</b> Different countries - Exploring polar regions and maps.  <b>Know</b> that there are human and physical features in our environment.				<b>Geography-</b> Immediate environment - Exploring what the sea is and the features of the seaside.  <b>Know</b> that physical features can be used to locate a place. <b>Know</b> that there are human and physical features in our environment.

	<p>school and am part of nursery.</p> <p><b>Know</b> some features of the school ground.</p> <p><b>Know</b> that there are human and physical features in our environment.</p>					
	<p><b>History-</b> Immediate family.</p> <p><b>Know</b> that they have changed since being a baby.</p> <p><b>Know</b> significant individuals are people who are familiar in their lives such as family, friends.</p> <p><b>Know</b> that they can talk about the past.</p> <p><b>Know</b> that significant events in my own life are important, e.g. birthday</p> <p><b>Know</b> that they have changed since being a baby.</p> <p><b>Know how</b> old they are.</p>	<p><b>History-</b> Talk about Bonfire Night and Remembrance Day.</p> <p><b>Know</b> about the past and present primarily through experiences and storytelling.</p> <p><b>Know</b> that they can talk about the past.</p> <p><b>Know</b> that some events or experiences are special.</p> <p><b>Know</b> that significant events in my own life are important, e.g. birthday</p> <p><b>Know</b> how old they are.</p>	<p><b>History-</b> Explore how things work - Technology then and now.</p> <p><b>Know</b> that some objects are old and some are new.</p> <p><b>Know</b> that they can talk about the past.</p>	<p><b>History-</b> Explore how things work - Farm machinery then and now.</p> <p><b>Know</b> that some objects are old and some are new.</p> <p><b>Know</b> that they can talk about the past.</p>	<p><b>History-</b> What a castle is St Georges Day.</p> <p><b>Know</b> about the past and present primarily through experiences and storytelling.</p> <p><b>Know</b> that they can talk about the past.</p> <p><b>Know</b> that some events or experiences are special.</p>	
	<p><b>RE-</b> Learning about special people. Introduce take 5 breaths.</p>	<p><b>RE-</b> Diwali (Rama and Sita Storytime) focus on symbol of light and food.</p> <p>Christmas (Nativity Story) focus on birthdays, baby</p>	<p><b>RE-</b> Chinese New Year (The Great Race) focus on red and food.</p> <p>Shrove Tuesday, Ash Wednesday focus on how Christians</p>	<p><b>RE-</b> Easter (Easter Storytime) palm crosses (Palm Sunday) focus on new beginnings.</p>	<p><b>RE-</b> Eid storytime</p>	<p><b>RE-</b> Noah's Ark storytime</p>

		showers and how the world changed. Remembrance Day focus on religious symbols. Explore religious artefacts.	celebrate. Moses/passover			
	<b>ICT-</b> Introduce purple mash whole class. Remote control cars. Free play with keyboards.	<b>ICT-</b> Christmas card/calendar- paint program. Torches.	<b>ICT-</b> Recording using talking tins and cameras. E-safety week. Independent paint program on IWB.	<b>ICT-</b> Bee-bots. Explore simple city whole class.	<b>ICT-</b> Explore IWB games.	<b>ICT-</b> Whole class research. Produce a simple pictogram as a whole class.
<b>Expressive Arts and Design</b>	<b>Art-</b> Take one picture. Observational drawing of themselves  <b>Know</b> that there is a range of drawing media. <b>Know</b> that there are different occupations.	<b>Art-</b> Making Diva Lamp with salt dough and experimenting with decoration.  Making wrapping paper by experimenting with print.  <b>Know</b> that materials can be manipulated in a range of ways, <i>e.g. rolling, kneading.</i> <b>Know</b> that materials can be combined. Know that marks can be made using print.	<b>Art-</b> Experimenting with textiles.  <b>Know</b> that materials can be combined.	<b>Art-</b> Take one picture. Natural collage.  <b>Know</b> that materials can be combined.	<b>Art-</b> Painting linked to the science experiment.  <b>Know</b> that colours of paint can be experimented with.	<b>Art and DT-</b> Recapping previously taught skills.
	<b>DT-</b> Making vehicles by fixing and fastening.  <b>Know</b> that materials can be joined together.		<b>DT-</b> Design and make a biscuit. Verbally evaluate.		<b>DT-</b> Design and make their dream castle. Verbally evaluate.	

	<p><b>Know</b> that an opinion can be formed about a product that has been made.</p> <p><b>Know</b> that products can move.</p>		<p><b>Know</b> that that an idea can be made into a product, e.g. castle</p> <p><b>Know</b> that an opinion can be formed about a product that has been made.</p> <p><b>Know</b> that there are different foods and an opinion can be formed about food that we enjoy.</p>		<p><b>Know</b> that that an idea can be made into a product, e.g. castle</p> <p><b>Know</b> that materials can be joined together.</p> <p><b>Know</b> that an opinion can be formed about a product that has been made.</p>	
	<p><b>Music-</b> Weekly rhyme time. Listening to a variety of music at tidy time.</p>	<p><b>Music-</b> Weekly rhyme time. Listening to a variety of music at tidy time. Diwali – cultural music 'Happy birthday' Christmas carols of music at tidy time.</p>	<p><b>Music-</b> Weekly rhyme time. Chinese music Listening to a variety of music at tidy time.</p>	<p><b>Music-</b> Weekly rhyme time. Listening to a variety of music at tidy time.</p>	<p><b>Music-</b> Weekly rhyme time. Listening to a variety of music at tidy time.</p>	<p><b>Music-</b> Weekly rhyme time. Listening to a variety of music at tidy time.</p>

## Nursery Long Term Planning Cycle B

 <b>Healdswood Infant and Nursery School</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>What makes me unique?</b> (family, homes)	<b>I wonder...</b> (celebrations, birthdays, Christmas, Diwali, bonfire night)	<b>Curious characters...</b> (traditional tales, rainbow rules)	<b>Let's explore...</b> (garden, mini-beasts, plants, lifecycles)	<b>Who will I be?</b> (jobs, transport)	<b>Hidden treasures...</b> (pirates, mermaids)
<b>Important Events</b>	Autumn Harvest Halloween	Winter Christmas Bonfire Night Diwali Remembrance Day Christingle	Chinese New Year Shrove Tuesday Ash Wednesday	Spring Easter Mother's Day	St Georges Day	Summer Father's Day
<b>Visits and Visitors</b>	*Autumn stay & play *Grandparent's day *Remembrance Day Assembly (vicar) *Pumpkin Picking trip	*Firefighters Visit *Parents Crafts *Nativity *Indian food tasting *Santa and reindeers	*Chinese food tasting *Class pets	*Live caterpillars *Vicar making palm crosses in school *Mummies afternoon *Spring stay & play	*Science visitor	*Summer trip *Daddies afternoon *Graduation *Sports Day *Celebration Picnic
<b>Communication and Language</b>	Listening and attention, Understanding and Speaking are taught continuously throughout the year across all areas of learning. Key vocabulary can be found on the Medium-Term Planning and is explicit in the environment, with an emphasis on introducing new and interesting words through the curiosity approach. Key vocabulary is also shared with parents prior to each topic beginning.					
<b>Physical Development</b>	<b>PE-</b> Parachute Games: Moving in different ways.	<b>PE-</b> Dance: Moving in different ways.	<b>PE-</b> Gymnastics: Spatial Awareness.	<b>PE-</b> Dance: Spring Expressive Movement.	<b>PE-</b> Gymnastics: Balance and controlled movement.	<b>PE-</b> Gymnastics: Balance and controlled movement. Games: Sports Day.
	Squiggle whilst you wiggle	Squiggle whilst you wiggle	Squiggle whilst you wiggle	Squiggle whilst you wiggle	Squiggle whilst you wiggle	Squiggle whilst you wiggle
Follow up activities in the environment (eg marks displayed in the creative area.)						
<b>PSED</b>	<b>PSHE-</b> Talking Points: Families	<b>PSHE-</b> Talking Points: Caring Friendships	<b>PSHE-</b> Talking Points: Mental Wellbeing	<b>PSHE-</b> Talking Points: Healthy Me	<b>PSHE-</b> Talking Points: Respectful Relationships	<b>PSHE-</b> Talking Points: Being Safe
	Woodland friend to be sent home weekly to explore children's daily lives.					
<b>Literacy</b>	Over the year, quality texts are used for Talk for Writing, alongside key rhymes and poems. A wide range of texts are experienced both in the environment and at group times to promote a love of reading. Phonics is taught systematically in order to developing children's speaking and listening skills and lays the					

	foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.					
	Owl Babies	That's not my Polar Bear	The Three Little Pigs	The Very Hungry Caterpillar	Dear Zoo	How to find Treasure
	*I'm a little teapot *Miss Polly had a Dolly *Polly put the kettle on *Head, shoulders, knees and toes *One finger, one thumb	*Goosey, goosey ganger *Wind the bobbin up *London's burning *I'm a little snowman *Here we go round the mulberry bush	*Pop goes the weasel *Humpty Dumpty *Mary, Mary *Three Blind Mice *Little Boy Blue	*Incy Wincy Spider *Wiggly Woo *2 Little Birds *5 Little Speckled Frogs *Little Miss Muffet	*Doctor Foster *London Bridge *5 currant buns *The farmers in his den *I went to the animal fair	*A sailor went to sea *When I was one *What do we do with a drunken sailor *Bobby Shafto *Ride a cock horse
	Poem of the week, displayed and voted for by the children.					
<b>Mathematics</b>	Daily routine: number of the week, finding the number, make the number with numicon (move on to partitioning), count that many actions, write the number on the board. 2D shape of week, see if they can spot it in the environment). The whole Mathematics curriculum is promoted within the environment.					
<b>Understanding the World</b>	<b>Science-</b> Learning about themselves through their senses.	<b>Science-</b> Experimenting with fireworks in a glass and fizzy candy canes.	<b>Science-</b> Experimenting with gingerbread men, house materials and magnets.	<b>Science-</b> Lifecycles of plants. Naming and grouping animals. Exploring decay- composting and wormery.	<b>Science-</b> Exploring how to stay healthy through hygiene, exercise and diet.	<b>Science-</b> Experimenting with floating and sinking.
	<b>Geography-</b> Immediate environment - Going on walk around school and noticing features of the building.  <b>Know</b> that places in the environment can be used to navigate the area. Know that physical features can be used to locate a place. <b>Know</b> that I attend school and am part of nursery. <b>Know</b> some features of the school ground.	<b>Geography-</b> Different countries - Exploring polar regions and maps.  <b>Know</b> that there are human and physical features in our environment.		<b>Geography-</b> Immediate environment - How school has changed since Autumn. Changing seasons  <b>Know</b> that physical features can be used to locate a place. <b>Know</b> that there are human and physical features in our environment.		<b>Geography-</b> Immediate environment - Seaside's now.  <b>Know</b> that physical features can be used to locate a place. <b>Know</b> that there are human and physical features in our environment.

	<p><b>Know</b> that there are human and physical features in our environment.</p>					
	<p><b>History-</b> Immediate family.</p> <p><b>Know</b> that they have changed since being a baby.</p> <p><b>Know</b> significant individuals are people who are familiar in their lives such as family, friends.</p> <p><b>Know</b> that they can talk about the past.</p> <p><b>Know</b> that significant events in my own life are important, e.g. birthday</p> <p><b>Know</b> that they have changed since being a baby.</p> <p><b>Know how</b> old they are.</p>	<p><b>History-</b> Talk about Bonfire Night and Remembrance Day.</p> <p><b>Know</b> about the past and present primarily through experiences and storytelling.</p> <p><b>Know</b> that they can talk about the past.</p> <p><b>Know</b> that some events or experiences are special.</p> <p><b>Know</b> that significant events in my own life are important, e.g. birthday</p> <p><b>Know</b> how old they are.</p>			<p><b>History-</b> Explore how things word - Transport then and now.</p> <p>Different occupations - Nurses today.</p> <p><b>Know</b> that some objects are old and some are new.</p> <p><b>Know</b> that they can talk about the past.</p>	<p><b>History-</b> Figures from the past - Pirates now.</p> <p><b>Know</b> that some objects are old and some are new.</p> <p><b>Know</b> that they can talk about the past.</p>
	<p><b>RE-</b> Learning about special people. Introduce take 5 breaths.</p>	<p><b>RE-</b> Diwali (Rama and Sita Storytime) focus on symbol of light and food.</p> <p>Christmas (Nativity Story) focus on birthdays, baby showers and how the world changed.</p>	<p><b>RE-</b> Chinese New Year (The Great Race) focus on red and food.</p> <p>Shrove Tuesday, Ash Wednesday focus on how Christians celebrate. Moses/passover</p>	<p><b>RE-</b> Easter (Easter Storytime) palm crosses (Palm Sunday) focus on new beginnings.</p>	<p><b>RE-</b> Eid storytime</p>	<p><b>RE-</b> Noah's Ark storytime</p>



		Remembrance Day focus on religious symbols.				
	<b>ICT-</b> Introduce purple mash whole class. Remote control cars. Free play with keyboards.	<b>ICT-</b> Christmas card/calendar- paint program. Torches.	<b>ICT-</b> Recording using talking tins and cameras. E-safety week. Independent paint program on IWB.	<b>ICT-</b> Bee-bots. Explore simple city whole class	<b>ICT-</b> Explore IWB games.	<b>ICT-</b> Whole class research. Produce a simple pictogram as a whole class.
<b>Expressive Arts and Design</b>	<b>Art-</b> Drawing self-portraits. Take one picture  <b>Know</b> that there is a range of drawing media. <b>Know</b> that there are different occupations.	<b>Art-</b> Making Diva Lamp with salt dough and experimenting with decoration.  Making wrapping paper by experimenting with print.  <b>Know</b> that materials can be manipulated in a range of ways, <i>e.g.</i> <i>rolling, kneading.</i> <b>Know</b> that materials can be combined. <b>Know</b> that marks can be made using print.	<b>Art-</b> Painting characters.  <b>Know</b> that marks can be made using print. <b>Know</b> that colours of paint can be experimented with.	<b>Art-</b> Natural collage.  <b>Know</b> that materials can be combined.	<b>Art-</b> Experimenting with textiles. Take one picture  <b>Know</b> that materials can be combined. <b>Know</b> that colours of paint can be experimented with.	<b>Art and DT-</b> Recapping previously taught skills.
	<b>DT-</b> Making toys by fixing and fastening.  <b>Know</b> that materials can be joined together. <b>Know</b> that an opinion can be formed about a product that has been made.		<b>DT-</b> Design and make their fairy tale house. Verbally evaluate.  <b>Know</b> that that an idea can be made into a product, <i>e.g.</i> castle <b>Know</b> that materials can be joined together.		<b>DT-</b> Design and make a fruit kebab. Verbally evaluate.  <b>Know</b> that that an idea can be made into a product, <i>e.g.</i> castle <b>Know</b> that an opinion can be formed about a	

	<b>Know</b> that products can move.		<b>Know</b> that an opinion can be formed about a product that has been made.		product that has been made. <b>Know</b> that there are different foods and an opinion can be formed about food that we enjoy.	
	<b>Music-</b> Weekly rhyme time. Listening to a variety of music at snack time.	<b>Music-</b> Weekly rhyme time. Listening to a variety of Diwali – cultural music ‘Happy birthday’ Christmas carols of music at snack time.	<b>Music-</b> Weekly rhyme time. Chinese music Listening to a variety of music at snack time.	<b>Music-</b> Weekly rhyme time. Listening to a variety of music at snack time.	<b>Music-</b> Weekly rhyme time. Listening to a variety of music at snack time.	<b>Music-</b> Weekly rhyme time. Listening to a variety of music at snack time.