



Shortlanesend Nursery Long Term Planning 2023-2024



	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 5 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Main Theme	All about me!	Why Do We Celebrate?	People Who Help Us!	How Does your Garden Grow?	Big Adventures with Little Feet!	I Wonder What's at the Seaside?
Characteristics of effective teaching and learning (CoETL)	<p style="text-align: center;">Playing and Exploring: Exploring Elephant – I explore and plan my ideas Go-For-It Gorilla – I try new activities based on my interests Choosing Chimp - I make independent choices</p> <p style="text-align: center;">Active Learning: Persevering Parrot – I keep trying Proud Peacock – I achieve my goals Analysing Alligator – I am beginning to correct my mistakes by myself</p> <p style="text-align: center;">Creating and Thinking Critically: Slinky-Linky Snake – I can make links between ideas Reflecting Rhino – I can check my progress and see how well I am doing Creative Chameleon – I have my own ideas</p>					
Other Possible Themes and lines of enquiry (These mini ideas within the themes may change or be replaced depending on the children's interests)	Starting nursery (rules, routines and boundaries) All About Me – My family / My home / Our community Relationships and feelings (Colours - feelings/emotions) Autumn	Birthdays Autumn/Winter Diwali Nursery Rhyme Week Remembrance Day Bonfire Night Christmas	Valentine's Day Chinese New Year Winter/Ice Superheroes Looking after ourselves People Who Help Us	Easter World Book Day St. Piran's Day Seasons and weather Plants and flowers Ourselves What lives in a pond? Life cycles Planting seeds Healthy eating	Where do we live in the UK/world? World Bee Day St George's Day May Day Africa Day World Fair Trade Day Animals/Minibeasts and their habitats	Holidays/Journeys Lifeguards Looking after the ocean Pirates Local beaches River and Estuaries, Lighthouses Fishing Water Cycle Weather
Enrichment Activities	Making my family book. (Children bring in photos)	Bubbling magic potions	Community Heroes Day	Growing plants / flowers / food from seed, bulb sunflower	Flying' to a different country	Pirate day Map work: Find the Treasure



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	Autumn Trail –Forest School walk Cooking vegetable soup / bread	Bonfire Night / Fire / Sparkler safety / Guy Fawkes Cooking marshmallows on the fire Remembrance Day Food tasting from different cultures: Diwali Dancing and cooking Christmas nativity Christmas Time / Nativity	Dress up as your favourite person who helps you Chinese New Year Parade Ice experiment: Release the dinosaurs from the ice!	Experiment growing a bean in a bag Exploring food (healthy food choices) Regrowing vegetables Drawing plants and flowers Pancake Day Weather experiments World Book Day dress up as favourite character	Animal Cam/Virtual Zoo National Storytelling Week Bug Hotel Caterpillars to butterflies	Sports Day Graduation
Trips and Visit	Newquay Zoo	Fire safety Visit from a firefighter Owl Sanctuary visit	Visit from a police/ nurse/ vet/ doctor Winter weather walk	Spring walk – signs of spring Tadpoles Eden Project	Farm Visit	Lifeguard/coastguard visit – beach/water safety Beach Visit
Story Spine	Elmer	Stickman	Rosie’s Hat	The Sunflower Sword	We’re going on a Bear Hunt	Hooray for Fish!
Key Stories	The Colour Monster Maisy Goes to Nursery	Little Glow A Day to Remember Dipal’s Diwali	The Smartest Giant in Town A Superhero Like You	Jack and the Beanstalk The Very Hungry Caterpillar	Dear Zoo Handa’s Hen Rumble in the Jungle	Snail and the Whale Sharing a Shell



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	<p>The Family Book</p> <p>10 Little Finger 10 Little Toes</p> <p>Happy in our Skin</p> <p>Owl Babies</p>	<p>Elmer's Christmas</p> <p>The Gingerbread Man</p> <p>The Christmas Nativity</p>	<p>Lost and Found</p> <p>The Storm Whale in Winter</p> <p>Lunar New Year Around the World</p>	<p>Planting a Rainbow</p> <p>The Tale of Three Trees</p> <p>The Teeny Weeny Tadpole</p>	<p>We're going to find the monster</p> <p>Jack and the Flumflum tree</p> <p>The Journey Home From Grandpa's</p>	<p>Pirates Love Underpants</p> <p>What the Ladybird Heard at the Seaside</p> <p>Shark Lady</p> <p>Somebody swallowed Stanley</p>
Key Nursery Rhymes	<p>1,2,3,4,5 Once I caught a Fish Alive</p> <p>Heads, Sholders, Knees, and Toes</p> <p>3 Little Speckled Frogs</p> <p>3 Cheeky Monkeys Swinging in a tree</p> <p>I'm a Little Hedgehog</p> <p>Big Red Combine Harvester</p>	<p>1 Finger 1 Thumb</p> <p>1,2 Buckle My Shoe</p> <p>Firework Number Rhyme</p> <p>I'm a Little Snow Man</p> <p>Christmas Pudding</p> <p>We wish you a merry Christmas</p> <p>Twinkle twinkle Christmas star</p>	<p>Three Little Kittens</p> <p>4 Tedy Bears</p> <p>5 Snow Men</p> <p>Miss Polly Had a Dolly</p> <p>Goldilocks went to the House of the Bears</p>	<p>I'm a Little Bean</p> <p>Driving Along in a Big Green Tractor</p> <p>Ba ba Black Sheep</p> <p>Dingle Dangle Scarecrow</p> <p>Old McDonald</p> <p>How to Make the Flowers Grow Song</p>	<p>5 Little Men in a Flying Saucer</p> <p>Humpty Dumpty</p> <p>Ring a Roses</p> <p>Jack and Jill</p> <p>The Wheels of the Bus</p> <p>Down at the Station</p>	<p>Sleeping Bunnies</p> <p>One Big Hippo</p> <p>Row Row Row Your Boat</p> <p>I had a little Turtle</p> <p>1,2,3,4,5 Once I caught a Fish Alive</p> <p>A Sailor Went to Sea</p> <p>The Big Ship Sails</p>
Key Maths Books	<p>Mixed</p> <p>A Pair of Socks: Matching</p> <p>Sorting at the Market</p>	<p>123 to the Zoo</p> <p>One Duck Stuck</p> <p>A Book of Pattern Play</p>	<p>Goldilocks and the Three Bears</p> <p>Anno's Counting Book</p>	<p>The Spots and the Dots</p> <p>Jack and the Bean Stalk</p>	<p>We're going on a bear hunt</p> <p>Bear in a Square</p> <p>When I Build with Blocks</p>	<p>Nibbles Numbers</p> <p>Doggies</p> <p>My Granny Went to Market</p>



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			Pete the Cat and is 4 groovy buttons	How Much Does a Ladybird Weigh?		
Communication and Language	Communication and Language is developed throughout the year through high quality interactions through daily group discussions, circle times, stories, singing and nursery rhymes. It is closely linked with our reading and phonics.					
Reading/ Phonics	<p>I enjoy sharing books with an adult.</p> <p>I can pay attention and respond to the pictures or words.</p> <p>I enjoy songs and rhymes. I can tune in and pay attention.</p> <p>Listening and attention: tuning into sounds and auditory discrimination.</p> <p>I can listen with increased attention to sounds.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p>	<p>I can join in with songs and rhymes, copying sounds, rhythm, tunes, and tempo.</p> <p>I can say some of the words in songs and rhymes.</p> <p>I can listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Rhythm and rhyme</p> <p>I can sing a large repertoire of songs.</p> <p>I can remember and sing entire songs.</p> <p>I know many rhymes.</p> <p>I can talk about familiar books and I can tell a long story.</p>	<p>I can copy finger movements and other gestures.</p> <p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Rhyme, syllables and alliteration</p>	<p>I can sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I can repeat words and phrases from familiar stories.</p>	<p>I can ask questions about the book. I can make comments and share my own ideas.</p>	<p>I can develop play around favourite stories using props.</p> <p>I can use the speech sounds p, b, m, w.</p> <p>I can pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer'.</p> <p>I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p>



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<p>Phonics Scheme</p>	<p>Phonological Awareness: Stage One Speech Detection</p>	<p>Phonological Awareness: Stage Two Syllable Awareness</p>	<p>Phonological Awareness: Stage Three & Four Onset Rime Rhyme Detection I can understand the 5 key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and top to bottom • the names of the different parts of a book • page sequencing. </p>	<p>Phonological Awareness: Stage Five & Six Initial Sounds Rhyme Production I am developing my phonological awareness so that I can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. </p>	<p>RWInc Nursery: Speed Sounds – Set 1 Sounds Pinny Time Fred Talk</p>	<p>RWInc Nursery: Speed Sounds – Set 1 Sounds Pinny Time Fred Talk I can engage in extended conversations about stories, learning new vocabulary.</p>
<p>Personal, Social and Emotional Development (PSED)</p>	<p>SCARF: Me and my relationships Marvellous Me! I'm special People who are special to me</p>	<p>SCARF: Valuing differences Me and my friends Friends and family Including everyone</p>	<p>SCARF: Keeping Safe People who help keep me safe Safety indoors and outdoors What's safe to go into my body</p>	<p>SCARF: Rights and Respect Looking after myself Looking after others Looking after my environment</p>	<p>SCARF: Being my Best What does my body need? I can keep trying I can do it!</p>	<p>SCARF: Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families</p>
<p>Physical Development</p>	<p>Children develop their physical development through access to the outdoor provision for gross motor skills such as balancing, riding and ball skills, going up steps and apparatus using alternate feet, hop and stand on one leg and hold a pose.</p> <p>Children have daily adult led sessions to develop their gross motor skills which includes yoga, big movement songs, dough disco, funky fingers, adult-led movement to music (supporting children to remember sequences and patterns of movement to music), Cosmic Kids, Healthy Movers.</p>					



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	<p>During continuous provision child have access to a range of resources to support their gross and fine motor skills including funky finger activities (Cutting, weaving, threading, manipulating tweezers, pinching etc), playdough, mark making and construction.</p> <p>According to their individual needs children are supported to become increasingly independent with their own selfcare needs such at toileting and dressing.</p> <p>Children become confident in using a knife and fork having school dinners within the hall.</p> <p>Children are supported to identify and make healthy choices with their food and drink choices during our daily snack times.</p>					
<p>Literacy</p>	<p>My coordination is developing.</p> <p>I can pass things from one hand to the other</p> <p>I can use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>I will know how to draw horizontal lines</p>	<p>I can use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.</p> <p>I am starting to make marks intentionally. I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>I am developing manipulation and control as I explore different materials and tools</p> <p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I am beginning to show a preference for a dominant hand.</p>	<p>I enjoy drawing freely.</p> <p>I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>I can add some marks to my drawings, which I give meaning to, for example, "That says mummy."</p> <p>I can use some of my print and letter knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy.</p> <p>I can write some of or all of my name.</p>	<p>I can make marks on my pictures to stand for my name.</p> <p>I can write some letters accurately.</p>
<p>Maths</p>	<p>Master The Curriculum: Colours Matching Sorting</p>	<p>Master The Curriculum: Number 1 Number 2 Patterns</p>	<p>Master The Curriculum: Number 3 Number 4 Number 5</p> <p>I can compare amounts, saying</p>	<p>Master The Curriculum: Number 6 Height & Length Mass Capacity</p>	<p>Master The Curriculum: Sequencing Positional Language More than/Fewer 2D Shape 3D Shape</p>	<p>Master The Curriculum: Number Composition What Comes After? What Comes Before? Numbers to 5</p>



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	<p>I can combine objects like stacking blocks and cups.</p> <p>I can put objects inside others and take them out again. I can categorise and make comparisons of objects by colour, shape, and size.</p> <p>I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers.</p> <p>I can use informal language such as 'pointy', 'spotty' and 'blobs'</p>	<p>I can take part in finger rhymes with numbers.</p> <p>I can react to changes of amount in a group I am developing fast recognition of up to three objects without having to count them individually. (subitising)</p> <p>I can say one number for each object in order: 1,2,3,4,5.</p> <p>I can extend an ABAB pattern.</p> <p>I can notice and correct an error in a repeating pattern</p>	<p>'lots', 'more' or 'same'.</p> <p>I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>I can show finger numbers up to five.</p> <p>I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p>	<p>I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. I can recite numbers past 5.</p> <p>I can solve real world mathematical problems with numbers up to five.</p> <p>I can make comparisons between objects relating to their size, weight, length, and capacity.</p>	<p>I can climb and squeeze myself into different types of spaces.</p> <p>I can build with a range of resources.</p> <p>I can complete inset puzzles.</p> <p>I can compare quantities using the language 'more than' and 'fewer than'.</p> <p>I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language.</p> <p>I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof.</p> <p>I can combine shapes to make new ones.</p>	<p>I can compare sizes, weights, etc, using gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'heavy'.</p> <p>I can notice patterns and arrange things in patterns. I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p> <p>I can understand position through word alone – for example 'the bag is under the table' with no pointing.</p> <p>I can describe as familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'</p>
<p>Understanding the World (UTW)</p>	<p><i>History</i> How have I change from a baby?</p>		<p><i>History</i> The Easter Story</p>		<p><i>History</i> Dinosaurs</p>	



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	<i>Geography</i> The Journey to Nursery <i>Science</i> What are my 5 Senses?		<i>Geography</i> Where Do I Live? <i>Science</i> How Does Ice Melt?		<i>Geography</i> What is a Beach? <i>Science</i> Push and Pull Cars/Magnets	
	<p>I am beginning to make sense of my own life-story and my family history.</p> <p>I repeat actions that have an effect, for example rolling a ball down a pipe or dropping a stone into water and observing the splash</p> <p>I use all my senses in hands-on exploration of natural materials</p>	<p>I can explore materials with different properties</p> <p>I can explore collections of materials with similar and different properties.</p>	<p>I can make connections between the features of my family and other families</p> <p>I can show an interest in different occupations.</p> <p>I am developing positive attitudes about the difference between people.</p> <p>I know there are different countries in the world and talk about differences the have seen in pictures.</p>	<p>I can explore different materials, indoors and outdoors.</p> <p>I can plant seeds and care for growing plants.</p> <p>I can understand key features of a plant lifecycle.</p>	<p>I can respond to and explore natural phenomena within the setting.</p> <p>I can describe the life cycle of an animal.</p> <p>I can talk about the difference between materials and changes I notice.</p>	<p>I can notice differences between people.</p> <p>I can talk about different forces and how they feel.</p>
Expressive Art and Design (EAD)	<p>I can show attention to sounds and music.</p> <p>I can respond emotionally and physically to music when it changes.</p> <p>I can move and dance to music.</p>	<p>I can join in with songs and rhymes, making some sounds.</p> <p>I can make rhythmical and repetitive sounds.</p> <p>I can explore a range of sound-makers and</p>	<p>I notice patterns with strong contrasts, and I am attracted by patterns resembling the human face.</p> <p>I am starting to make marks intentionally.</p>	<p>I enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star'.</p> <p>I can explore colour and colour-mixing.</p> <p>I can listen with increased attention to sounds.</p>	<p>I am starting to develop pretend play, pretending that one object represents another, for example, holding a wooden block to my ear and pretending it's a phone</p>	<p>I can explore different materials, using all my senses to investigate them.</p> <p>I can manipulate and play with different materials.</p>



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	<p>I can anticipate phrases and actions in rhymes and songs.</p> <p>I can explore my voice and enjoy making sounds.</p> <p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>instruments and play them in different ways.</p> <p>I can explore different materials freely, to develop my ideas about how to use them and what to make.</p> <p>I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p>	<p>I can explore paint, using my fingers and other parts of my body as well as brushes and other tools.</p> <p>I can express my ideas and feelings through making marks, and sometimes give a meaning to the marks</p> <p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like</p>	<p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I know.</p>	<p>I can use my imagination as I consider what I can do with different materials.</p> <p>I can make simple models which express my ideas.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p>
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			happiness, sadness, fear, etc.			
Creative Ideas	<p><i>Creating self-portraits</i></p> <p><i>Painting still-life flowers</i></p> <p><i>Creating collages</i></p> <p><i>Junk-modelling houses</i></p> <p><i>Exploring musical Instruments</i></p> <p><i>Dancing to music from different cultures</i></p> <p><i>Making soup</i></p>	<p><i>Making Christmas pictures / cards / decorations</i></p> <p><i>Making hot chocolate</i></p> <p><i>Baking biscuits</i></p> <p><i>Exploring paint to make firework pictures</i></p> <p><i>Making Diva lamps</i></p> <p><i>Singing Christmas songs</i></p> <p><i>Nativity / Christmas performance</i></p>	<p><i>Listening to music as a stimulus for art</i></p> <p><i>Making lanterns, exploring Chinese text, using puppets to act out stories,</i></p> <p><i>Chinese dragon dancing, creating our own music</i></p> <p><i>Valentines Day Craft</i></p> <p><i>Draw what kind of super hero would you be?</i></p>	<p><i>Easter crafts</i></p> <p><i>Planting seeds</i></p> <p><i>Mother's Day crafts</i></p> <p><i>Exploring plants and flowers</i></p> <p><i>Exploring the weather</i></p>	<p><i>Draw journey to nursery</i></p> <p><i>Earth day craft</i></p>	<p><i>Sand painting</i></p> <p><i>Exploring patterns on shells and pebbles</i></p> <p><i>Junk-modelling lighthouses and boats</i></p> <p><i>Father's Day crafts</i></p> <p><i>Transient art</i></p>