

# St Mary's Catholic Primary School

## Nursery Long Term Plan

### 2023-2024 Cycle 2



	Who Am I? Autumn 1	Once Upon A Time! Autumn 2	Who Lives Among Us? Spring 1	Let's See What's Outside! Spring 2	Ticket Please! Summer 1	Little People Big Dreams! Summer 2
<b>Religious Education</b>	Creation and Covenant Prophecy and Promise		Galilee to Jerusalem Desert to Garden		To the Ends of the Earth Dialogue and Encounter	
<b>PSHE</b>	<b>Religious Understanding:</b> Handmade with Love <b>Me, My Body and My Health</b> I am me Head, Shoulders, Knees and Toes Ready Teddy	<b>Emotional Wellbeing</b> I like, you like, we all like Good feelings, bad feelings Let's get real	<b>Keeping Safe</b> Safe inside and out My body, my rules Feeling poorly People who help us <b>Media Literacy and digital resilience</b> The role of the internet in everyday life Not all information online is true Internet Safety Week	<b>Religious Understanding:</b> Role model <b>Personal Relationships</b> Who's who You've got a friend in me Forever Friends	<b>Religious Understanding</b> God is Love Loving God, Loving others <b>Economic Wellbeing: Money</b> What is money?	<b>Living in the Wider World:</b> Me, You, Us <b>Economic Wellbeing:</b> <b>Aspirations, Work and Career</b> Jobs help people to earn money to pay for things <b>Journey in Love</b>
<b>Key Texts</b>	Owl babies Mum and Dad make me laugh Kippers' Birthday Skewee Tidy Titch	The Three little pigs David and Goliath No Dinner for Anansi Whatever Next The Nativity	Daniel and the Lion's Den Handa's Surprise The Tiger Who Came to Tea We're Going on a Bear Hunt	The Easter story Jaspers Beanstalk My Mum The Runaway Pea Planting a Rainbow	You Can't Take an Elephant on the Bus The Wheel's on the Bus go Round and Round Mr Grumpy's outing Going on holiday Me on the map Rosie's Walk	In The Beginning My Dad is Fantastic Little People Big Dreams
<b>Literacy</b>	Draw my face  Draw my family  Learning new vocabulary from texts and knowing how to hold a book, turning the pages.	Learning to write my name  Talking about the problems in our set text  Naming different parts of the book	Understanding the meaning behind our set texts  Clapping syllables in my name and other words  Listing animals 'z' for Zebra	Sequencing the Easter story  Talking about different ways a story can end  Spotting rhymes in our stories	Drawing simple maps  Looking at some common words and initial sounds  Writing a holiday travel list  Spotting rhymes in The Wheels on the Bus	Writing independently inside a Fathers' Day Card  Sequence the Creation story  Becoming an author/illustrator  When I grow up I want to be... (writing task)
<b>Communication and Language</b>	Talk about their family and the people they live with in a group Engage in pretend play in the home corner Draw their family and people they live with and talk about what they have drawn Engage in pretend restaurant play Join in repeated phrases in traditional tales		Learning rhymes about animals and simple nursery rhymes Listen to, talk about and remember Daniel and the Lions Den and the Easter Story which which are both long stories Respond correctly to two step instructions		Introduce more vocabulary from set texts. Understand and answer who, what, when where and why questions in response to set texts	

<b>Maths</b>	<p><b>Counting</b> Recite numbers to 10 Touching each item saying one number for each item (stable order) Noticing numerals (number symbols) Beginning to subitise one and two objects with support Experiment with symbols and mark making</p> <p><b>Shape</b> Talk about and explore 2D and 3D shapes</p> <p><b>Positional language</b> Finding my way round a familiar environment</p> <p><b>Measure</b> Exploring differences in size, length, weight and capacity in independent play</p> <p><b>Patterns</b> What happens next – the pattern of everyday routines</p>		<p><b>Counting</b> Recite numbers to 15 Say one number for each item in order Know that the last number reached when counting a set of objects tells you how many there are in total (cardinal principle) Recognising numbers of personal significance Visually comparing two groups when one group is at least double the size of the other Experiment with symbols and mark making Compare quantities using vocabulary including more than and fewer than.</p> <p><b>Shape</b> Finding and naming 2D shapes in the environment Continue talk about 3D shapes</p> <p><b>Positional language</b> Respond to some spatial and positional language</p> <p><b>Measure</b> Using describing words more, lots, full, empty, same, big, fat, thin to describe quantities and amounts Using the language of first and then (time)</p> <p><b>Patterns</b> Identify patterns all around – copying and create ABAB patterns</p>		<p><b>Counting</b> Recite numbers to 20 Beginning to link numerals and amounts – showing the right number of objects to match the numeral, up to 5 Recognising numbers of personal significance Representing numbers 0-5 using my fingers Compare quantities using vocabulary including more than and fewer than.</p> <p><b>Shape</b> Using 2D and 3D shapes to create pictures and models</p> <p><b>Positional language</b> Practically explore positional language</p> <p><b>Measure</b> Finding the longer/shorter, heavier/lighter and more/less full of two items</p> <p><b>Patterns</b> Recognising a repeating pattern and discussing using informal language</p>	
<b>Understanding of the World</b>	<p>Who am I?</p> <p>Who is in my family?</p> <p>Where do I live? House/flat/bungalow</p> <p>Who do I live with?</p>	<p>Past events from my childhood</p> <p>Forest School – commenting and exploring the outdoors</p> <p>Tales from around the world</p>	<p>Planting animals on a map</p> <p>Looking after pets</p> <p>Life cycles of animals</p> <p>Exploring extinct animals</p>	<p>Sowing and reaping: plants</p> <p>New life</p> <p>Retelling the Easter story</p> <p>Forces we can feel</p> <p>Talking about my route to school</p>	<p>Using positional language when giving directions</p> <p>Metals, plastics and wood – exploring materials</p> <p>Learning old ways and new ways of travelling</p>	<p>The Creation Story</p> <p>Dinosaurs</p> <p>Learning about the land and sea, seven continents</p> <p>Putting events in chronological order</p> <p>Learning different careers and occupations</p>



Respect Ourselves, Respect  
Others, Respect our School,  
Love God

<b>Expressive Arts and Design</b>	<p>Choosing my own materials to make a picture</p> <p>Home corner</p> <p>Listening to sounds Environmental, animal, household, musical instruments</p>	<p>Making rockets from junk modelling</p> <p>Advent Wreath</p> <p>Christmas baubles</p> <p>Santa's Workshop</p> <p>Colour mixing for firework display</p>	<p>Cutting different lines</p> <p>Cutting around the animals</p> <p>Making food for animals</p> <p>Using instruments to make different sounds</p> <p>Making animals patterns</p>	<p>Rainbow paintings</p> <p>Easter songs</p> <p>Using instruments to make up beats</p> <p>Showing emotions in drawing the Easter story e.g Jesus is happy now Jesus is sad. Also other characters.</p>	<p>Using shapes to draw different types of transport</p> <p>Learning to fold by making airplanes</p> <p>Exploring textures</p>	<p>Weaving skills – weaving the world</p> <p>Designing a Fathers' Day Card using own choice materials</p> <p>Dressing up</p>
<b>Communication and Language</b>	<p>All about me books</p> <p>Explore and discuss my new school</p> <p>Fiction and nonfiction books</p> <p>Daily story time</p>	<p>Me and My World – seen through all activities and adult modelling</p> <p>Language Groups</p> <p>Partner Work</p> <p>Story Telling</p> <p>Fiction and non-fiction books</p> <p>Daily story time</p>	<p>Daily story time</p>	<p>Daily story time</p>	<p>Daily story time</p>	<p>Daily story time</p>
<b>Physical Development</b>	<p>Using scissors</p> <p>Holding a pencil</p> <p>Moving in different ways around obstacles Squiggle dance</p>	<p>Mat work: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>Racing games Obstacle course</p> <p>Bench work/Balancing Dance: Space</p>	<p>Ball skills Chasing and racing games Dance: Butterflies</p>	<p>Ball skills Obstacles Dance and drama: Jack and the Beanstalk Moving in different ways</p>	<p>Outdoor Area Races Hoops and ribbons Skipping ropes and sack races</p>

<b>Computing</b>	IWB games	Computing systems and networks: using a computer	Programming 1: all about instructions	Computing systems and networks: exploring hardware	Programming 2: programming Bee-Bots	Data Handling: introduction to data
<b>PSED</b>	Circle times: my family I like/I do not like Explore my new surroundings My new friend is ... Our families- Every family is different and unique What makes me unique? I am special Our school rules Being independent	Circle time: How can we keep safe on Firework night? How can we care for wild animals? How might Percy feel that he has lost his animals? Which clothes do we need to wear in different seasons? How do you celebrate Christmas?	Who is there to help us? How can we solve a problem if someone takes our toy? Feelings: How do you feel? Why? (linked to CAL) How do we make someone feel better if they feel sad? Families: Who is in Baby bears family? Who is in your family? (differences and similarities) Families: Who is in Baby bears family? Who is in your family? (differences and similarities) Picnic on the moon	How we can share and take turns (finding a compromise) Our favourite stories and explain why. Caring for God's creatures in our environment. How do we stay healthy? Healthy eating, oral health, screen time, sleep, road safety What are we planning on doing with our families over Easter?	What Makes a good Classroom? Feelings: scared, brave (linked to Jack and the Beanstalk) Feelings: Excited/ worried: Linked to Jack and the Beanstalk Feelings: determined/ persevere Linked to Jack and the Beanstalk	Linked heavily to needs of the class to assist transition to Reception