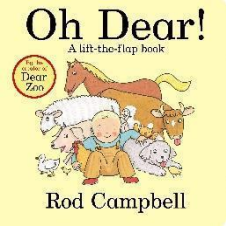
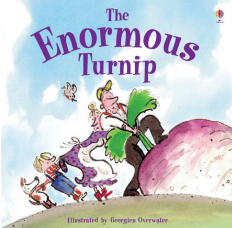
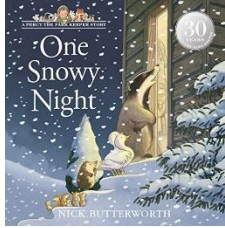
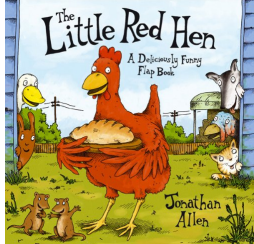
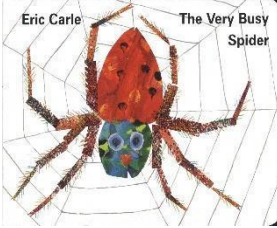
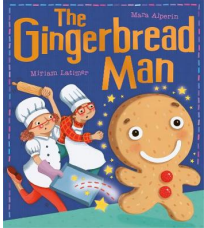


**Grove House Primary School**  
**Nursery Long Term Planning 2023-24**

Festivals to be celebrated throughout the year.	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b> Halloween - 31/10/23 Bonfire Night - 5/11/23 Diwali – 12/11/23 Christmas - 25/12/23	<b><u>Spring 1</u></b> Chinese New Year - 10/02/24	<b><u>Spring 2</u></b> Holi – 24/03/24 Easter - 31/03/24	<b><u>Summer 1</u></b> Eid-al-Fitr - 9-10/04/24 Kings Birthday 27/04/24	<b><u>Summer 2</u></b> King's birthday - 17/06/24 Eid -Ul- Adaah 16-20/06/23
<b>Theme</b>	<b>On the farm</b>	<b>Look At Me</b>	<b>Wonderful Weather</b>	<b>I can make a rainbow</b>	<b>Minibeast Explorers</b>	<b>Tickets please!</b>
<b>Key Questions</b>	What noises do the different farm animals make?  Are all the farm animals the same size?  How do you animals keep warm without a coat, hat and scarf?	Does everyone have the same people in their house?  How many birthdays have you had and how did you celebrate?  What is your favourite celebration?	Do we have the same weather every day?  Where do rainbows come from?  What's your favourite type of weather?	Which is your favourite colour?  What happens when we mix colours together?  Have you ever seen a blue cat?	What minibeasts can we find?  What types of places do we find minibeasts?  What do minibeasts like to eat?	Where do buses take you?  How does everyone in the class travel to school?  What other transport do we know about?
<b>Key Vocabulary</b>	Animals Noises Farmer Barn Size	I, me, mine Family Seasons Autumn Celebrations	Weather Icicle Snowflake Winter	Rainbow Favourite Hatch/ grow Colour Spring	Creatures Minibeasts Explore Observe Worms	Transport Vehicle Adventure Travel Summer
<b>Hook</b>	Small animal to Visit	Family photo display	Weather station arrives in the garden!	Create visual rainbow in provision	Meet the giant African snails	Bus spotting

<p><b>Key Texts</b></p>							
<p><b>Visits/ Experiences/ Now Press Play</b></p>		<p><b>Lion Learners visit NPP: On the farm</b></p>	<p>Planting bulbs to surprise us in spring!  <b>World Nursery Rhyme Week 13-17th Nov</b></p>	<p>Muddy puddle welly walk  <b>NPP: Weather</b></p>	<p>Eggs to hatch</p>	<p><b>Spider Hunt (around school grounds)</b></p>	<p>A gingerbread man hunt and picnic  <b>NPP: Gingerbread Man</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>P r i m e</b></p>	<p><b>Communication &amp; Language:</b></p> <p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking</b></p>	<p>Listening and talking to new adults and friends.</p> <p>Beginning to join in with story time – listening and staying focused.</p> <p>Answering simple questions – Who, what, when.</p>	<p>Listen to stories and begin to retell small sections.</p> <p>Joining in with nursery rhymes and simple songs.</p> <p>Follow simple instructions - 1 step, moving to 2 steps</p>	<p>Share our ideas. Adding more detail to extend simple sentences.</p> <p>Learn new words and begin to use them.</p> <p>Answering questions – Why, how.</p>	<p>Use imaginative language.</p> <p>Join in with stories – using simple story language. Knowing repeated refrains.</p>	<p>Anticipating events in stories.</p> <p>Asking questions – Who, what, when - to find out more information.</p>	<p>Begin to use some time language – now I am, next I will, today, tomorrow, yesterday.</p> <p>Start to create simple stories and tell them to friends.</p> <p>Use a wider range of vocabulary learnt over the year.</p>
	<p><b>PSED:</b></p> <p><b>Self- Regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b></p>	<p>Classroom routines and rules (discuss how it makes adults and children feel).</p> <p>Support children in making friends.</p>	<p>Talk about different feelings. Identify and model how to share and take turns.</p> <p>Bonfire safety</p>	<p>Motivation to explore new areas and activities, learning new things and persevering.</p> <p>Continue to encourage turn taking and sharing.</p>	<p>Demonstrates friendly behaviour and forming good relationships.</p> <p>Knowing some actions and words can hurt others' feelings.</p>	<p>Able to work in a group, extending and elaborating play ideas.</p> <p>Able adapt to different events, social situations and changes in routine</p>	<p>Aware of boundaries set and behavioural expectations in the setting.</p> <p>Find solutions to problems or conflict.</p>

		Begin to be independent in self-care (support throughout the year).	Initiates conversation and takes account of what others say.				
	<p><b>PSHE (SCARF)</b></p> <p>Focused through activities and circle times</p>	<p><b>Me and my Relationships</b></p> <p>-Marvellous me! - I'm special - People who are special to me</p>	<p><b>Valuing Differences</b></p> <p>-Me and my friends -Friends and family -Including everyone</p>	<p><b>Keeping Safe</b></p> <p>-People who help me and keep me safe -Safety indoors and outdoors -What's safe to go into my body</p>	<p><b>Rights and Respect</b></p> <p>-Looking after myself -Looking after others -Looking after my environment</p>	<p><b>Being my Best</b></p> <p>-What does my body need? -I can keep trying I can do it!</p>	<p><b>Growing and Changing</b></p> <p>-Growing and changing in nature -When I was a baby -Girls, boys and families</p>
	<p><b>Physical Development:</b></p> <p><b>Fine Motor Skills</b></p> <p><b>Gross Motor Skills</b></p>	<p>Show a preference for a dominant hand.</p> <p>Experiment with a range of movements - walk, jump, crawl, squat, roll</p> <p>To start to mark make using a range of different tools.</p> <p>Stand momentarily on one foot.</p> <p>Catch a large ball.</p>		<p>Begin to use tripod grip to hold writing tools.</p> <p>Move freely in a range of ways - rolling, jumping, crawling etc.</p> <p>Begin to run and negotiate space successfully.</p> <p>Begin to use one handed tools and equipment.</p> <p>Observe the effect of activity on their body.</p>		<p>Show preference for a dominant hand.</p> <p>Hold the pencil effectively with good control to make marks and symbols.</p> <p>Copy some letters - link with basic Phase 2 phonics and name writing for Reception starters.</p> <p>Experiments with different ways of moving.</p> <p>To be independent in self-care.</p>	
<b>S</b> <b>p</b> <b>e</b> <b>c</b> <b>i</b>	<p><b>Literacy:</b></p> <p><b>Comprehension</b></p> <p><b>Word Reading</b></p>	<p>Enjoys rhyming and rhythmic activities.</p> <p>Looks at books independently.</p>	<p>Listens to and joins in with stories and poems, one-to-one and in small groups.</p>	<p>Sometimes give meaning to marks as they draw and paint e.g. 'I'm writing a list or a birthday card'</p>	<p>Recognises familiar words such as their own name and advertising logos.</p>	<p>Show interest in authors and illustrators.</p>	<p>Gives meaning to marks as the draw and paint.</p>

fi c	<b>Writing</b>	Distinguish between different marks they make.	Start to retell simple stories using our story maps.	Describe main story settings and main characters.	Start to write their names.  Beginning to be aware of the way stories are structured.	Start to understand fiction and non-fiction.  Know that print carries meaning and is read left to right and top to bottom.	Know how to record some letters.  Beginning to hear and says the initial sounds in words and link sounds to letters.
	<b>Maths:</b>  <b>Number</b>  <b>Numerical Patterns</b>	Use number names in play.  Show curiosity about numbers.  Recite numbers in order to 5 then 10.  Fast recognition of 3 objects through subitising.  Counting beginning to use 1:1 correspondence. (1-3)  Shows an interest in shape and space.  Anticipates specific time-based events, developing a sense of daily routine.  See simple patterns.	Recite numbers in order to 10 and beyond.  Counting using 1:1 correspondence to 5.  Know numbers identify how many objects in a set.  Shows an interest in numerals and shapes in the environment.  Shows an interest in number problems.  Sometimes matches numeral and quantity correctly (1-5)  Compare amounts - more, less  Uses positional language.  Create their own repeating patterns.	Recognises some numerals of personal significance.  Recognise numerals 1-5.  Recite numbers in order to 20.  Counting using 1:1 correspondence to 10.  Sequencing events into order - first, then, after, next, finally  Begin to use mathematical names for 2D and 3D shapes and talk about the shapes of everyday objects, e.g. tall, round, corners, straight, flat			
	<b>Maths</b> <b>Vocabulary</b>	Numbers, subitising, counting, shapes, size, time, how many, patterns, Morning, Afternoon, evening, Night Time	On, Under, Next to, In, Over, Behind, Position, order, compare, First, Next, Then, After, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Square, circle, rectangle, triangle, cube, cuboid, cylinder. tall, round, corners, straight, flat Today, Tomorrow, yesterday, Size, Big, Small Medium, Bigger/est, Smaller/est			

					Long/short, Longer/est, Heavy/light, Heavier/est, Lighter/est, Balance	
<b>Understanding the World:</b>  <b>Past &amp; Present</b>  <b>People, Culture and Communities</b>  <b>The Natural World</b>	<u>What animals live on the farm?</u> Have you ever been to a farm? Discuss trips that have happened with family members.  What do the farm animals eat?  Setting up small world farms.  Which is your favourite farm animal?	<u>Birthday Celebrations</u> ME - My life so far. How old am I? My birthdays so far.  Begin to make sense of their own life-story and family's history.  How do my family celebrate birthdays?  Look at the celebrations happening during the term – does this happen at everyone's house?	<u>The seasons</u> Develop an understanding of change. Sorting items between winter and summer. Look back at September and the weather - how is it changing?  Develop an understanding of now and then.	<u>What can you see?</u> What part of our body helps us see things?  What can you find in our environment?  Can you hide something and make a simple map so you remember where it is?  Exploring the positional language to talk about directions around the environment.  <b>Eggs - chicks</b> Understand the key features of the life cycle of a plant and an animal.	<u>Mini beast exploration:</u> How many mini beasts can we name?  Where can we find mini beasts?  Building a minibeast hotel – what sort of places do they like to live?  Can we create representations of different minibeasts? (Early observational diagrams)  Begin to understand the need to respect and care for the natural environment and all living things.  Plant seeds and care for growing plants.	<u>Transport</u> Where do I live? How do I travel to school?  What journey's have I been on and how did I get there? Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Parents bring in photos of them on journeys e.g. the bus to town.

	<p><b><u>Expressive Arts and Design:</u></b></p> <p><b>Creating with Materials</b></p> <p><b>Being Imaginative and Expressive</b></p>	<p><b><u>Artist Focus:</u></b> Steven Brown (animals)</p> <p>Using colour for a purpose.</p> <p>Enjoys joining in singing, dancing and exploring sounds.</p> <p>Engages in imaginative role-play based on first hand experiences.</p>	<p><b><u>Artist Focus:</u></b> Andy Warhol (faces/people)</p> <p>Beginning to represent faces when mark making and adding more detail.</p> <p>Explores and begins to be interested and talks about mixed media and textures.</p> <p>Singing new songs - linked to nativity and performance skills - adding instruments.</p>	<p><b><u>Artist Focus:</u></b> Mondrian (shape)</p> <p>Understands they can use lines to enclose space, and then use these shapes to represent.</p> <p>Use various materials and is beginning to construct, stacking vertically and horizontally making enclosures and creating spaces.</p>	<p><b><u>Artist Focus:</u></b> Paul Klee (colour)</p> <p>Develops preferences for forms of expression.</p> <p>Explores colour and how colours can be changed.</p> <p>Uses available props to support role-play.</p>	<p><b><u>Artist Focus:</u></b> Matisse (the snail)</p> <p>Manipulate materials to achieve planned effect - Can say what they want to create and what media they plan to use.</p> <p>Explores how sounds can be changed and taps out simple repeated rhythms.</p>	<p><b><u>Artist Focus:</u></b> Hockney (sunflowers)</p> <p>Explores what happens when they mix colours. (Move towards powder paint ready for Reception)</p> <p>Create simple representations of events, people and objects.</p> <p>Uses simple tools and techniques competently and appropriately.</p>
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