

## Long Term Plan for Nursery at Magdalen Gates Primary School (2022-2023)

	Autumn 1 Whole school theme Community	Autumn 2 Whole school theme Change and progress	Spring 1 Whole school theme Exploration and discovery	Spring 2 Whole school theme Technological advancement	Summer 1 Whole school theme Climate and sustainability	Summer 2 Whole school theme Conflict and Power
<p>Understanding the World</p> <p>Geography</p> <p>1 x carpet session per fortnight</p> <p>1 x weekly theme</p>	<p><i>Understanding position by words alone, using words like “in front of” and “behind”</i></p> <p>Where’s the teddy? Positional language game at carpet time.</p> <p>Hibernation – Fixing our bug hotel</p>	<p><i>Know that there are different countries in the world and they we live in Norwich, England.</i></p> <p><i>Discuss routes and locations. Describe a familiar route.</i></p> <p>How can I find my way home?</p> <p>Supporting stories – <i>Rosie’s’ Walk, On the Way Home</i></p>	<p>How can we help look after our garden?</p> <p>What animals live in our country?</p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p>	<p>How do we get to the castle? (castle on playground and then wider to Norwich Castle)</p> <p><i>Know that there are different countries in the world and that we live in Norwich, England.</i></p>	<p>Why is the world so blue? Supporting story - The Snail and the Whale</p> <p><i>Know that there are different countries in the world and talk about the differences they have seen or experiences in photos.</i></p>	<p>Where is a good hiding place?</p> <p>Animal homes</p> <p><i>Understand position by words alone Discuss routes and locations, using words like “in front of” and “behind” Describe a familiar route.</i></p>
<p>Understanding the World</p> <p>History</p> <p>1 x carpet session per fortnight</p> <p>1 x weekly theme</p>	<p><i>Begin to make sense of their own life-story and family’s history.</i></p> <p>Who lives in my house?</p> <p>Supporting Stories - <i>When I was little like you</i> Jill Paton Walsh</p> <p><i>When I was little: A four year-olds’s memoir of her youth</i> Jamie Curtis</p> <p>Black History Month</p> <p>Traditional Nursery Rhyme – Wind the Bobbin Up – with reference to pictures</p>	<p><i>Begin to make sense of their own life-story and family’s history.</i></p> <p>Having a positive attitude to differences</p> <p>Who is in my family? Special events such as birthdays, festivals</p> <p>Talking about photos, memories</p> <p>Question: How have I changed?</p> <p>Retelling what their parents told us about our life story and family</p>	<p><i>Notice differences between people.</i></p> <p>Different Occupations, people and things that help us: jobs, equipment, vehicles.</p> <p>We are all good at different things – what are you good at?</p> <p>Traditional Nursery Rhyme – Polly put the kettle on – with reference to pictures</p>	<p><i>Make connections between the features of their family and other families</i></p> <p>Families in different countries – similarities and differences to us</p> <p>Supporting stories – children and their families based in other cultures/countries</p> <p>Traditional Nursery Rhyme – Hickory Dickory Dock – with reference to pictures</p>	<p><i>Make connections between the features of their family and other families</i></p> <p>Black and white photos of children and families – similarities and differences to today</p> <p>Supporting stories - <i>My Great Grandpa</i> – Martin Wadell. <i>Peepo!</i> – Janet and Alan Ahlberg</p> <p>Question: Granny, were you ever little like me?</p> <p>Traditional Nursery Rhyme – Ten in the Bed – with reference to pictures</p>	<p><i>Begin to make sense of their own life-story (moving up to big school</i></p> <p>Starting school – Janet and Allen Ahlberg</p> <p>Traditional Nursery Rhyme – Jack and Jill – with reference to pictures</p>

		Traditional Nursery Rhyme – Miss Polly had a Dolly – with reference to pictures				
Understanding the World Science 1 x carpet session per fortnight 1 x weekly theme	Touch  <i>Explore materials with different properties.</i>  Explore natural materials, indoors and outside.  Explore collections of materials with similar and/or different properties.  <i>Use all senses in hands-on exploration of natural materials.</i>	Taste  <i>Make healthy choices about food and drink.</i>  Toothbrushing.  What we eat at special times – healthy and unhealthy – the healthy reindeer  <i>Use all senses in hands-on exploration of natural materials.</i>	Listen  'What's in the box? What might this object be made of? What could it be?  Musical instruments – how do they sound different and why?  <i>Use all senses in hands-on exploration of natural materials.</i>	Sight  <i>Understand the key features of the life cycle of a plant and an animal.</i>  <i>Talk about what we can see around us, using a wide vocabulary.</i>  Weather  Nature scavenger hunts on school grounds  <i>Use all senses in hands-on exploration of natural materials.</i>	Smell  Planting seeds and caring for growing plants.  <i>Begin to understand the need to respect and care for the natural environment and all living things.</i>  <i>Use all senses in hands-on exploration of natural materials.</i>	Touch (wet experiments)  Explore and talk about different forces we can feel.  Volcanos  Sinking and floating  Magnetism  <i>Use all senses in hands-on exploration of natural materials.</i>
<p>Understand that there are changes in the natural world through seasons Spring Summer, Autumn, Winter hunts around school. Thinking about what we need to wear to be dressed suitably for the weather. Supporting stories specifically linked to the seasons and changes around us.</p>						
Understanding the World RE 1 x carpet session per fortnight 1 x weekly theme	<i>Discovery RE module: What makes people special? (Christianity, Judaism)</i>	<i>Discovery RE module: What is Christmas? (Christianity)</i>	<i>Discovery RE module: How do people celebrate? (Hinduism)</i>	<i>Discovery RE module: What is Easter? (Christianity)</i>	<i>Discovery RE module: What can we learn from stories? (Christianity, Islam, Hinduism, Sikhism)</i>	<i>Discovery RE module: What makes places special? (Christianity, Islam, Judaism)</i>
Understanding the World Technology	Role playing with digital devises. Where have I seen technology?	Operating and playing with electronic devices and toys. What does this button do?	Making something happen on a digital device. Can I make it work?	Listening to sound, music and stories. How can technology entertain us?	Recognising a range of digital devices. What's that device?	Exploring robotic toys. Can I make it move?

Understanding the World	Creating a “Let’s celebrate with Magdalen Gates Nursery” book where we celebrate the lives of the nursery children. E.g birthdays, Halloween, Christmas, Eid, Diwali, Valentines, weddings. Accessible to children as continuous provision.					
Maths  Weekly continuous provision invitations to play  2 x weekly adult led activity for each child	Master the Curriculum modules:  Colours. matching and sorting.	Master the Curriculum modules:  Colours. matching and sorting.  Number 1 and 2 and Pattern	Master the Curriculum modules:  Number 3, 4, and 5	Master the Curriculum modules:  Number 6  Height and Length  Mass and Capacity	Master the Curriculum modules:  More/fewer  1 more, 1 fewer  2D shapes	Master the Curriculum modules:  Number composition  Night and day  Positional language
Physical Development  Early Writing	Mark making with chalks, paintbrushes, pens  <i>Drawing some marks on paper, not always distinguishable</i>  Mark making tools available in all playing and learning environments	Adult modelling of writing  Making lists together, making and writing cards and letters  Mapping journeys together. Following lines with fingertip  Whiteboard for collection of new words and learning.	Children beginning to give meaning to the marks they make  Shapes in nature – following large pattern outlines, wavy and straight lines  Introduction of self-registration	Following large pattern outlines such as wavy lines or straight lines  Circles and dots  Writing first letter of name  <i>Children giving meaning to the marks they make</i>	<i>Using pens/ pencils/ paintbrushes with developing tripod grip</i>  <i>Drawing some recognisable pictures and giving meaning to marks</i>  Introduction of name writing templates	<i>Using pens/ pencils/ paintbrushes with developing tripod grip</i>  <i>Forming some letter shapes/ copying or writing own name</i>  <i>Writing for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters)</i>  Introduction of ‘yes’ jobs – writing activities to be completed today.
Early Writing Goal	To write first letter of name and some other letters					
Physical Development  Gross motor	Exploring physical environment of nursery – swinging, balancing, throwing, jumping, running  Balancing, Squirrel	Real PE Foundations – book hall slot for Monday at 11.00  Fairytale Cat	Real PE Foundations – book hall slot for Monday at 11.00  Jungle Space	Real PE Foundations – book hall slot for Monday at 11.00  Train Bike	Real PE Foundations – book hall slot for Monday at 11.00  Clown Juggling Tightrope	Real PE Foundations – book hall slot for Monday at 11.00  Pirate Seaside
PD Gross Motor Goal	To be able to ride a balance bike or 3-wheeled scooter					

PD Fine Motor Goal	To be able to spread butter and/or jam onto their own toast					
Joining Goal	Complete a lacing picture using a simple running stitch					
Problem Solving and Resilience Goal	Complete a puzzle with at least 20 pieces					
Personal, Social and Emotional Development	Settling period, forming trusting relationships with key adults	<i>Looking to a supportive adult for help in resolving conflict with peers</i>	Beginning to understand meaning and value of turn-taking	Understanding of meaning and value of turn-taking	Introduction of 'show and tell' – one child to present, all others to ask a question	Continuation of 'show and tell' – one child to present, all others to ask a question
Building Relationships	Forming identity as members of our nursery community through group activities -snack time and carpet time  Knowing each other's names	Introduction of small group activities involving turn-taking – 2 children with adult support  <i>Seeking out companionship with adults and other children, sharing experiences and play ideas</i>	Introduction of small group activities involving turn-taking – 3 children with adult support	Introduction of small group activities involving turn-taking – 4 children with adult support  <i>Showing increasing consideration of other people's needs and gradually more impulse control, e.g. giving up a toy to another who wants it</i>	<i>Using experiences of adult behaviours to guide social relationships and interactions</i>  Introduction of 'learning buddies' – older members of school community to visit nursery weekly to support learning	Continuation of 'learning buddies' – older members of school community to visit nursery weekly to support learning  <i>Developing particular friendships with other children, which help them to understand different points of view and to challenge own and others' thinking</i>
PSED Managing Self Goal	To be increasingly independent getting dressed and undressed, for example, putting coats on and doing up zips, putting on shoes					
PSED Self-Regulation and Building Relationships Goal	To play a turn taking game with a group of friends and an adult – and lose!					
Communication and Language	10 new words introduced as they occur in learning. To be displayed and referred to frequently. To be shared with home at end of half term – can the children explain the meaning to their families?	10 new words introduced as they occur in learning. To be displayed and referred to frequently. To be shared with home at end of half term – can the children explain the meaning to their families?	10 new words introduced as they occur in learning. To be displayed and referred to frequently. To be shared with home at end of half term – can the children explain the meaning to their families?	10 new words introduced as they occur in learning. To be displayed and referred to frequently. To be shared with home at end of half term – can the children explain the meaning to their families?	10 new words introduced as they occur in learning. To be displayed and referred to frequently. To be shared with home at end of half term – can the children explain the meaning to their families?	10 new words introduced as they occur in learning. To be displayed and referred to frequently. To be shared with home at end of half term – can the children explain the meaning to their families?
Vocabulary						
Communication and Language	<i>Setting expectations on carpet – 10 minutes of story/singing.</i>	<i>Introduction of number and turn-taking rhymes.</i>	<i>Be able to sing a large repertoire of songs, know many rhymes, be able to talk about familiar books.</i>	<i>Adult emphasis on Sustained Shared Thinking - Working together in an intellectual way to: solve a problem,</i>	<i>Be able to start a conversation with an adult or a friend and continue it for many turns</i>	<i>Understand and answer 'why' questions, like: "Why do you think the caterpillar got so fat?"</i>
Listening, Attention and Understanding		<i>Reinforce expectations on carpet – 10-15 minutes.</i>				

Speaking	<i>Setting snack time expectations: conversation, patience, independence</i>  Welcomm and Blanks baseline assessments completed	<i>Introduction of 'school legs' – sitting cross-legged and listening to teacher</i>	<i>Introduction of small group sessions – story sacks etc.</i>	<i>clarify a concept, evaluate activities, extend a narrative</i>		<i>Be able to tell a long story</i>
Speaking Goal	To have a conversation with a member of the Reception team					
Communication and Language	Welcomm and Word Aware activities as whole class based on previous half term's needs					
Expressive Arts and Design  Creating with Materials  Being Imaginative and Expressive	Becoming familiar and confident with handling art resources, inside and outside	Half termly artist – Frida Kahlo  Colours, collage, gluing/sticking, papier mache  Wild animals  Self portraits	Half termly artist – Pablo Picasso  Shades of blue  Shades of pink  Abstraction  <i>Enjoying and responding to playing with colour in a variety of ways</i>	Half termly artist – Non-European art  Clay sculptures  Textiles  <i>Using tools for a purpose</i>	Half termly artist – Georgia o Keefe  Natural forms, observational drawings  Sharing creations and talking about the process	Half termly artist – Van Gogh  <i>Using 3D and 2D structures to explore materials and/or to express idea</i>  Exploring different techniques for joining materials (glues, tapes, staples etc)
Expressive Arts and Design  Music  Weekly collaboration with Reception class	<i>A sky full of colour</i>  Pitch (Peekaboo)  Rhythm (Bricks and Mortar)  Beat (Clap your hands)	<i>Amazing African Animals</i>  Pitch(One finger, One thumb)  Rhythm (Flip Flap)  Beat (walk the beat)	<i>Fabulous Food</i>  Pitch(Jack in the box)  Rhythm (Shake up)  Beat (Drum the beat)	<i>Living in the City</i>  Pitch (My House )  Rhythm (Chuffa Train)  Beat (Tap the Beat)	<i>Let's go green</i>  Pitch (Hello Anjali)  Rhythm (Here comes the Postman)  Beat (Stick-tapping)	<i>Who shall I be today?</i>  Pitch (cup of tea)  Rhythm (The Handy Band)  Beat (Tap the beat everywhere)
Music	Class composer – Vivaldi – select different pieces throughout the year Range of musical genres played on class CD player, accessible to children as continuous provision					
Performance Goal	To sing a nursery rhyme with a group of friends					