
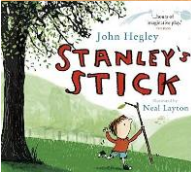
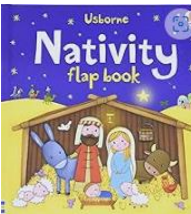
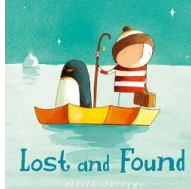
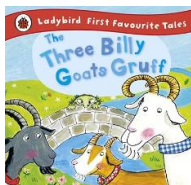
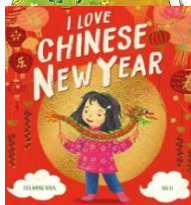
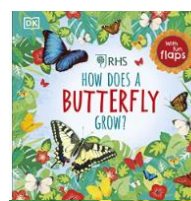


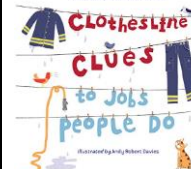

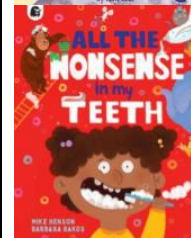
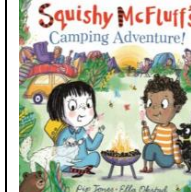

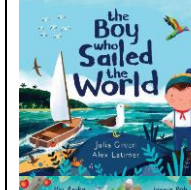
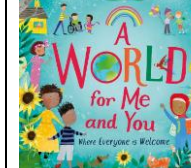
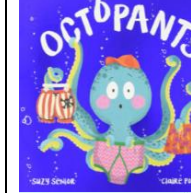

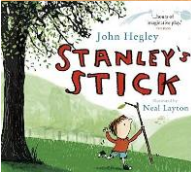
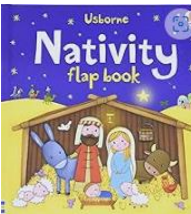
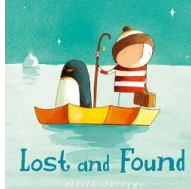
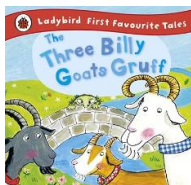
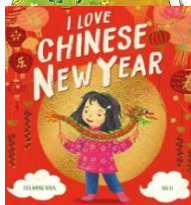
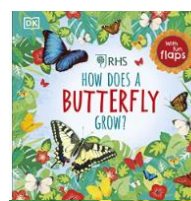


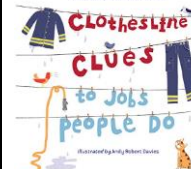

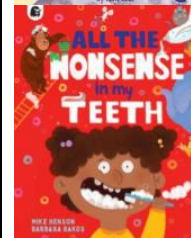
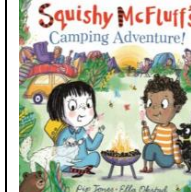

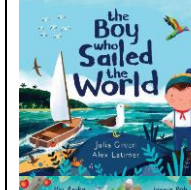
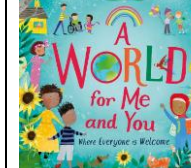
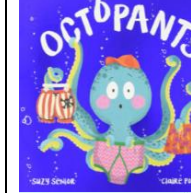
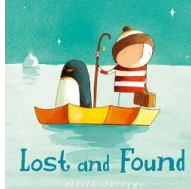
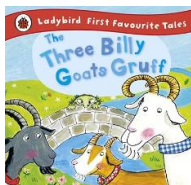
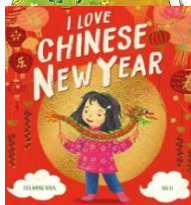
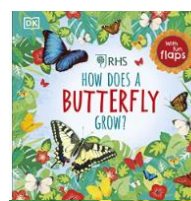


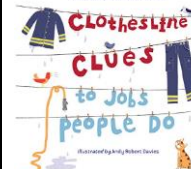

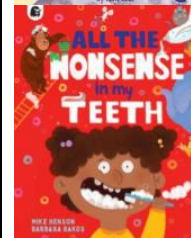
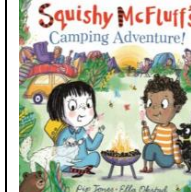

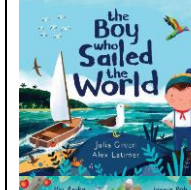
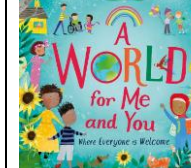
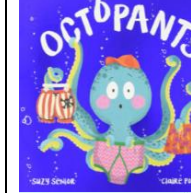
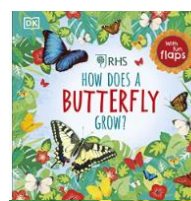


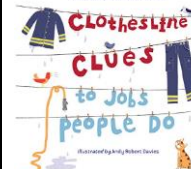

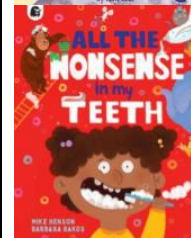
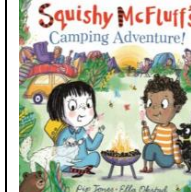

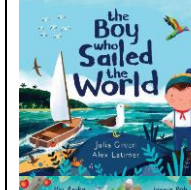
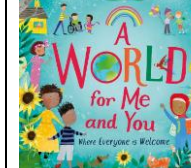
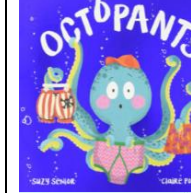

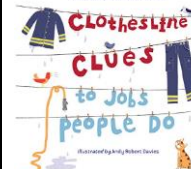

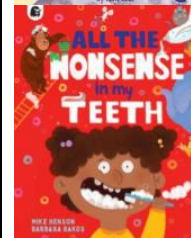
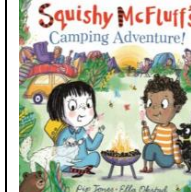

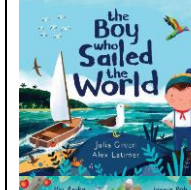
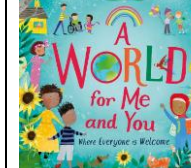
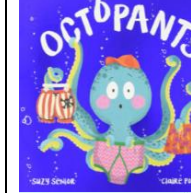
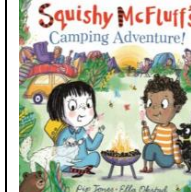

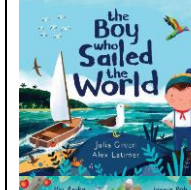
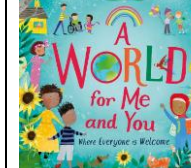
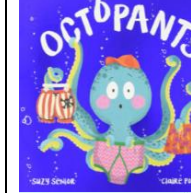


Chaucer Infant and Nursery School – Nursery Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical me	Nature’s toy box	Tell me a story	Circle of life	Search for a hero	Wonderful world
Key Texts	<div><p>Lulu's First Day</p></div> <div><p>ALL ARE WELCOME</p></div> <div><p>Don't Call Me Sweet!</p></div> <div><p>What MAKES me a ME?</p></div> <div>Hand washing song One finger, one thumb If you're happy and you know it Dumpty Humpty 5 little ducks Like an owl (tune to London bridge)</div> <td><div><p>THE BEST OF DIWALI EVER</p></div><div><p>the LEAF THIEF</p></div><div><p>NOT A STICK</p></div><div><p>STANLEY'S STICK</p></div><div><p>Nativity flap book</p></div><div>Nursery rhyme week – TBC 2 little dicky birds Twinkle twinkle This is the way – Diwali Autumn leaves 5 little reindeers Jingle Bells We Wish You A Merry Christmas</div><td><div><p>Robin's Winter Song</p></div><div><p>Lost and Found</p></div><div><p>Ice in the Jungle</p></div><div><p>The Tiger Who Came to Tea</p></div><div><p>The Three Billy Goats Gruff</p></div><div><p>I LOVE CHINESE NEW YEAR</p></div><div>I'm a little snowman Here we go round the mulberry bush 5 Little snowmen Old MacDonald Down in the jungle Chinese New Year Rhyme</div><td><div><p>A Good Place</p></div><div><p>THE VERY HUNGRY CATERPILLAR</p></div><div><p>The Crunching Munching Caterpillar</p></div><div><p>HOW DOES A BUTTERFLY GROW?</p></div><div><p>THAT'S MY FLOWER!</p></div><div>Incy, wincy spider There’s a tiny caterpillar 5 little woodlouse Lots of minibeasts It’s raining, it’s pouring</div><td><div><p>TEN LITTLE SUPERHEROES</p></div><div><p>KNOCK KNOCK SUPERHERO</p></div><div><p>Clothesline CLUES to Jobs people do</p></div><div><p>REAL SUPERHEROES</p></div><div><p>ALL THE NONSENSE in my TEETH</p></div><div><p>WINDNESS moltes us STRONG</p></div><div>Miss Polly had a dolly 5 currant buns Being helpful I’m a firefighter There are lots of people to help us song Brush, brush, brush your teeth.</div><td><div><p>There's a Tiger on the Train</p></div><div><p>Squishy McFluff's Camping Adventure!</p></div><div><p>Emma Jane's Aeroplane</p></div><div><p>the Boy who Sailed the World</p></div><div><p>A WORLD for Me and You</p></div><div><p>ONE DAY</p></div><div><p>OCTOPANTS</p></div><div><p>THE PIRATES</p></div><div>Down at the station Wheels on the bus The big ship sails 1 2 3 4 5, once I caught a fish... 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Additional Event(s)	<p><u>International Dot Day</u> 15th September Grandparents Day – 2nd Oct First day of Autumn – 23rd September</p>	<p>Bonfire Night - 5.11.2023 Remembrance Day - 11.11.2023 Diwali- 12.11.2023 Nursery Rhyme Week 13th – 19th November November</p>	<p>Chinese New Year- 10.2.2024 Valentine’s Day- 14.2.2024 RSPB's Big Schools' Birdwatch 8th Jan – 23rd Feb <u>Penguin Awareness Day</u> 20th January</p>	<p>World Book Day – 2.3.2024 British Science Week - WC 8.3.2024 Mother’s Day – 10.3.2024 Red Nose Day- 17.3.2024 Easter – 31.3.2024</p>	<p>Aspiration week? Space Day – 3rd May <u>Mental Health Awareness Week</u> - May 9 - May 15</p>	<p>World Oceans Day- 8.6.2024 Healthy Eating Week – WC 10.6.2024 Father’s Day - 16.6.2024 Children’s art week (end of June)</p>

		Children In Need 17 th November Anti-bullying week 11-15 November	Shrove Tuesday 13 th February			Celebrations of the year (picnics, transition)
Parent Partnership	Parent consultations Grandparents day Story time	Christmas craft day	Invite parents in to share their favourite story with small groups of children.	Mini beast/planting day Book café - WBD	Invite parents in to talk about their jobs/aspirations	Under the sea themed day
Communication and language	<ul style="list-style-type: none"> Listen to other people's talk. Listen to simple stories and understand what is happening with the help of pictures. Understand simple words in context. To understand frequently used words. To copy gestures and words. Start to develop pretend play. 	<ul style="list-style-type: none"> Recognise and point to objects when asked. Listen and to respond to simple instructions. To focus on an activity of their own choice. To use single words in play. Start to say how they are feeling, using words and actions. Enjoys singing familiar songs. Continue to develop pretend play. 	<ul style="list-style-type: none"> Know some rhymes. Talk about familiar books. Enjoy listening to longer stories and to remember much of what has happened. Start to develop conversation. Use longer sentences of four to six words. Start to say how they are feeling using words and actions. Take part in pretend play using an object to represent something else. 	<ul style="list-style-type: none"> Identify familiar objects when described. Use an increasing range of vocabulary. Understand simple 'who', 'what' and 'where' questions. Enjoy singing, music and toys that make sounds. Sing an increasing repertoire of songs. Use talk to organise themselves. Begin to develop stories using small world equipment. 	<ul style="list-style-type: none"> Understand and act on longer sentences. Pay attention to more than one thing at a time. To develop their communication. Can start a conversation. Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> Use new vocabulary through the session. Engage in simple non-fiction books Know a range of rhymes and songs. Be able to express a point of view. Begin to develop more complex storylines in their pretend play.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> To begin to take turns. Express a range of emotions. Safely explore emotions through play and stories. Establish their sense of self. Develop friendships with others. Play with others, sharing and taking turns. 	<ul style="list-style-type: none"> To manage transition from parent to key person. Think as they develop self-assurance. Grow in independence, rejecting help. Learn to use the toilet independently. To play with increasing confidence. Talk about their feelings. 	<ul style="list-style-type: none"> Increasingly follow rules. Be increasingly able to talk and manage their emotions. Begin to understand gradually how others might be feeling. Develop their sense of responsibility. Become more outgoing with familiar people in nursery. Begin to play with one or more children. 	<ul style="list-style-type: none"> Follow rules and understand why they are important. Able to talk and manage their emotions. Notice and ask questions about differences. Be increasingly independent in meeting their own needs. Begin to show more confidence in new situations. Play cooperatively with others. 	<ul style="list-style-type: none"> Remembering rules with less adult support. Select and use resources with help when needed. Play with others beginning to resolve conflict (with adult support) Playing with others extending and elaborating play ideas. 	<ul style="list-style-type: none"> Increasingly remember rules without being reminded Increasingly able to moderate their feelings. To manage their own needs, using the toilet, washing and drying hands (with some reminders). Develop their sense of responsibility and membership of a community. Talk with others to solve conflicts (with adult support). Think about the perspectives of others (with adult support).
PSHE (PSHE Matters)	Being me Exploring emotions	Changes Bullying matters (Anti-bullying week 11-15 th Nov)	Being safe (safer internet day) Relationships	Being responsible Growing up	Drug education Being healthy	Difference and Diversity Money matters
Physical Development: Gross motor	I am beginning to enjoy kicking, throwing and catching balls. I can walk, run, jump and climb – and start to use the stairs independently.	I can start to kick large balls. I can begin to move in time to music I can skip, hop, stand on one leg and hold a pose for a game like musical statues. I can transport resources from one space to another	I can start to throw large balls. I can move in the time to the music. I can safely transport resources from one space to another.	I am using large play equipment (e.g., slide) with control. I can kick and throw a large ball I can use equipment (e.g., scarves and streamers) and follow a pattern of movement (e.g., from squiggle / dough disco).	I can kick and throw a smaller ball. I can balance along different gross motor resources. I can join in with gross motor movements.	I confidently join in with gross motor movements (e.g., from squiggle / dough disco) I am confident to have a go a range of physical activities. For example- balancing, riding bikes/scooters, ball skills, skip and hop.

<div>Squiggle</div> <div>Fine motor</div>	<div>Squiggle – up and down</div> <div>Side to side</div>	<div>Squiggle – circle (big and small)</div>	<div>Squiggle –the wiggle (up and down)</div> <div>The wiggle (side to side</div>	<div>Squiggle – hump (rainbow)</div> <div>Move the hump</div> <div>The under hump</div> <div>Move the hump</div>	<div>Squiggle - diagonal lines</div> <div>Left and right</div>	<div>Squiggle – zig zag (up and down)</div> <div>Zig zag (side to side)</div>
	<ul style="list-style-type: none">I can begin to explore different materials and tools.I can take part in some fine motor skills to do things independently.	<ul style="list-style-type: none">I can explore different one-handed toolsI can independently use a spoon for eating.I can put my coat on but I cannot fasten it yet.I can take my shoes off.	<ul style="list-style-type: none">I can use scissors to ‘snip’ different materials (this may be two handed)I can control a variety of one-handed tools (e.g., paintbrushes, felt pens, pencils, printing, chalks etc).I can take my shoes off and put them back on again.	<ul style="list-style-type: none">I can control a variety of one-handed tools (e.g., paintbrushes, felt pens, pencils, printing, chalks etc).I can finish fastening my coat when an adult has started it.I can use scissors to ‘snip’ different materials (one handed but this this may be easy grip or string scissors).I can take my shoes off and put on my wellies.	<ul style="list-style-type: none">I can use a fork and spook for eating.I can use one handed scissors (can be easy grip or spring) to cut through a material.I can take my wellies off and put my shoes back on.	<ul style="list-style-type: none">I can cut along a straight line using scissors.I can explore a range one handed tools in my playI am beginning to show a preference for a dominant hand.I am beginning to zip up my own coat.

	<ul style="list-style-type: none"> Name and describe people who are familiar to them. Make connections between the features of their family and other families. Notice difference between people Discuss experiences of visiting different places. Notice difference between people. Talk about what they see, using a wide vocabulary- naming body parts, changes from themselves as a baby. <p>Vocabulary: body, head, eyes, ears, mouth, tongue, nose, neck, arms, elbows, legs, knees, face, hair, teeth, fingers, school</p> <p>Skills: look closely</p>	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in the nursery setting. Talk about the differences between materials and changes they notice. Talk about what they see, using a wide vocabulary- link to winter e.g. leaves falling. Repeat actions that have an effect. <p>Vocabulary: light, dark, Seasons, weather, Autumn, cold, rain, animal, head, leg, body, hands, paws, feather, stick, leaf</p> <p>Skills: watch, feel, smell.</p>	<ul style="list-style-type: none"> Develop positive attitudes towards others. Talk about what they see, using a wide vocabulary- link to winter e.g. snow and ice and frost. Explore natural materials, inside and outside- exploring the cold e.g. ice. Talk about the differences between materials and changes they notice. <p>Vocabulary: Winter, seasons, weather, cold, snow, wind, weather, hard, soft.</p> <p>Skills: explore</p>	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of a plant and an animal (butterfly). Talk about what they see using a wide vocabulary. I can talk about what I see, using vocabulary I have heard from my grownups and in books. <p>Vocabulary: Spring, seasons, sun, rain, warm, weather.</p> <p>Vocabulary: plants, seed, tree, flower, animal, leaf, grow. Egg, caterpillar, grow, change, leaf, butterfly, cocoon, eat.</p> <p>Skills: observe, find out</p>	<ul style="list-style-type: none"> Talk about people around them and their occupations. Show interest in different occupations. Begin to talk about members of their family and community. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. <p>Vocabulary: jobs, help, community, doctor, nurse, firefighter, dentist, school, safe, superhero, powers, kind, helpful, healthy, unhealthy</p>	<p>differences they have experienced or seen in photos.</p> <ul style="list-style-type: none"> Begin to understand some places are special to members of their community. Comment on familiar images in the past. Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar/different properties- rockpools, pebbles, shells, sand etc. Explore and talk about different forces they can feel- water pushing up a plastic boat (concept of floating), push/ pull. <p>Vocabulary: Summer, seasons, sun, warm, old, new, hard, soft.</p> <p>Skills: magnifying glass</p>
Expressive Arts and Design	<ul style="list-style-type: none"> To notice patterns with strong contrast and attract patterns resembling the human face. Start to make marks intentionally. Explore different materials, using all their senses to investigate. 	<ul style="list-style-type: none"> To express ideas and feelings through making marks. Begin to give meaning to the marks they make. Explore paint, using fingers and other tools such as brushes. Manipulate and play with different materials. 	<ul style="list-style-type: none"> Use their imagination as they consider what they can do with different materials. Join different materials to make simple models and explore different textures to express their ideas. 	<ul style="list-style-type: none"> Draw with more control. Create closed shapes with continues lines, begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> Explore different materials freely to develop their ideas about how to use them and what to make. Explore basic colour and colour mixing. Make imaginative and complex ‘small worlds’ with blocks and construction kits. 	<ul style="list-style-type: none"> Develop their own ideas and decide which materials to use to express them. Show different emotions in drawings and paintings.
Music	<ul style="list-style-type: none"> Joins in with rhymes, making some sounds. Anticipate phrases and actions in songs. Enjoy and take part in action songs. Shows attention to sounds and music. 	<ul style="list-style-type: none"> Responds emotionally and physically to music when it changes. (Move and dance to music). Explore their voices and enjoy making sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments. 	<ul style="list-style-type: none"> Remember to sing entire songs. Move and dance to music. 	<ul style="list-style-type: none"> Sing the pitch of a song sung by an adult (pitch match). Play instruments with increasing control. 	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing feelings & thoughts. 	<ul style="list-style-type: none"> Sing a melodic shape “moving melody” of a familiar song. Play instruments with control and to express their feelings and ideas.
	NOTE: Red = discrete programmes & units of work					