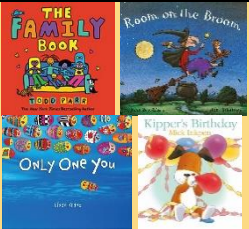


Nursery Long Term Plan 2-3 and 3-4 Mixed

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Potential Themes/ Interests of children	Marvellous Me Welcome to Nursery Autumn Facts for Kids All about Me/My Family My Daily Routine Me and My Body Feelings and Emotions My Favourite Toy Golden Rules People who help us	Let's Celebrate Harvest – Pumpkins Fruits and Vegetables Traditional Tales Nursery Rhymes Healthy Eating Habits Celebrations including Diwali/bonfire Let's Dress up (clothes, shoes and hats) Winter Facts for Kids Christmas Around the World	Animal World Wild Animals Farm Animals Pets Arctic/Safari environments Chinese New Year People who help us Day and Jungle, Animals Animal patterns Night On the farm,	Come Outside Spring Facts for Kids Gardening and flowers Day and Night Minibeasts and their Habitats Life cycles Easter	Our Wonderful World Summer Facts for Kids Dino Discovery Under the Sea Space Natural Phenomena Rainbow and Lightning recycling, using recycled materials. Vehicles	We are Friends International Day (World Map) City we Love, London People who help us Transport Holidays and Travelling Fantasy world/My Favourite Book Summer The seaside Teddy bears picnic
Possible Celebrations & Experiences	Class rules and routines Starting School, Halloween, Autumn, Black History Month,	Diwali, Bonfire Night, Children in Need, Remembrance Day, Christmas, Christmas Nativity	Valentine's Day, Chinese New Year,	World Book Day, Mother's Day, Pancake Day, Fire service visit Easter	World Biscuit Day, World Food Safety day	Father's Day, Sports Day, Transition, Assessment

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Suggested Texts – Fiction and Non-Fiction	 “Boat”, “Under the Mushroom”, “Goldilocks and the Tree Bears”, “Moidodyr”, “Little Red Riding Hood”, “A Life Hat”, “Apple”.	 The Turnip”, “A Bag of Apples” “Grandma’s Garden”, “The Mitten”, “Lifesaver Wand”, “Christmas Tree”, “The Snowy Day”	 “Where the Sparrow Dined”, “Riaba the Hen”, “Ugly Duckling”, “Phone”, “The Tree Little Pigs”, “The Chick and the Duckling”, “Who Said”	 “Fly-Tsokotuha”, “The Little Round Bun”, “Masha and the Bear”, “Clever Little Mouse”, “A Mouse and a Pencil”, “Mamin Prazdnik”, “Guess How Much I Love You”	 “Who Stole the Sun?”, “About Summer”, “Rooster and Paints”, “Capricious Cat”, “Cat Fisherman”, “The Very Hungry Caterpillar”, “Baby Brains”	 “Skilful Hands”, “Can’t You Sleep, Little Bear?”, “Handa’s Surprise”, “Our House”, “Paddington”, “The Queen’s Hat”, “Maisy Goes to London”
Key Questions/ learning	0-3 years: Who are you? What do you look like? Names of simple body parts. Are you excited about Nursery? What are you looking forward to playing with? Tell me about your favourite toy. What happens to	0-3 years: What is Harvest? What happens during Harvest? Have you ever visited a farm? What did you see? What is a celebration? How does your family celebrate? Let’s explore celebrations - Baptisms,	0-3 years: Do you have a favourite animal? Where do they live? Have you ever been to the farm? What is a country? Which animals live in hot/cold countries? How can you travel there? Can you make the sounds or	0-3 years: What is Spring? What happens during Spring? What do you see outside during Spring? What kinds of animals do you think are waking up from their winter sleep during Spring? What is your favourite	0-3 years: What is a book? How can I look after books? Can you use pictures to help you tell a story? What can you see? What is your favourite story? Can you point to where we start reading a	0-3 years: What is the beach? Have you ever been to the beach? What are shells? What is the sea? What is water? What might you see in the water at the beach? Have you ever been on a trip or

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	the trees during Autumn? Who can help me at home or school? 3-4 years: Do we all look the same? What makes you special? What is my body? Where do you live? How does being at Nursery make you feel? What are you looking forward to playing with? What do you like about your favourite toy? What are senses? Who can help me in the community? What changes do you notice during Autumn?	Christmas, Diwali, Remembrance Day, and Bonfire Night. 3-4 years: What fruits and vegetables are harvested during this special time of year? How can we celebrate Harvest? What celebrations do you/your family celebrate? Who do you celebrate with? Does everyone always celebrate in the same way? What is your favourite part about celebrating? Let's explore celebrations - Baptisms, Christmas, Diwali,	actions of any modes of transport? Who helps us? What do you think a police officer/fire fighter does to help us? Where do you live? Do all homes look the same? 3-4 years: What is the name of the place you live? What do you live in (house, flat, bungalow etc.), What is in the world? What is a map/globe? What does the blue/green mean on the map/globe? how do other countries differ from where you live? Can you name any	thing about Spring? What do plants need to grow? What do you see in the sky during the day? What do you see in the sky at night? What do you do in the daytime? What do you do at night time? 3-4 years: What signs of Spring do you notice? What is new life? Can you match animals to their young? Which plants grow in Spring? What do plants need to grow? What happens to a tiny seed as it becomes a big flower or tree? How can I care for them? What clothes do	book? What do you see on the page? Can you tell me about it? Can you name any dinosaurs? What sounds did dinosaurs make? Can you point to where you would see the moon? What colours do you see in a rainbow? How does thunder sound? 3-4 years: How do you handle books carefully and look after them? What is a story? Can you act out a story? Can you use props to help you to retell a story? Can you	holiday? Where did you go? How did you feel? 3-4 years: What might you find at the beach? What do you like to do at the beach? Can you describe the sounds of waves? What lives in rock pools? What is the sea? What is water? Where does it come from? Why and how do people travel on the sea? What lives under the sea? What would you pack in your
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		Remembrance Day, and Bonfire Night.	other countries? What is the weather like in different countries? What do people wear in hot/cold countries? Does everyone speak the same language? Can you name some people who help us in our community and talk about what they do? What is your favourite mode of transport?	we wear during Spring? Which animals are born in Spring? What happens to animals as they change? When the sun is in the sky, what colours do you see? What do you see in the sky at night? Which animals do you think are awake during the day? Which animals do you think are awake during the night? Can you name things we use in the day and things we use at night?	sequence a familiar story? What is your favourite story and why do you like it? Can you use books to help you find out information? What is happening in the story? What do you think dinosaurs like to eat? Do you have a favourite dinosaur and why? What do you think astronauts do in Space? Where do you think rainbows come from? How does thunder make you feel?	suitcase to go on holiday?
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Visits/ Visitors and Events Parental engagement	Stay and play Meet the teacher Different members of the family invited in Grandparents Autumn walks either in local grounds or to the park. Parents evening All about Me Box / Show and Tell Box Parents reading stories in School WOW moments shared	Walk to the Post Office – post letter to Santa. Diwali day – celebrate with music, dancing, food, special clothing or a Hindu visitor. Invite parents in to talk about festivals and different celebrations. Harvest festival Bonfire Night experience Christmas activities Nativity performance Parents talking about the celebrations they have.	Journey within the local area e.g. a walk around the local area or a trip to the park, children’s entertainment area Chinese New Year Celebrations Library visits Parents Evenings WOW moments shared Parents reading stories in school. Book looks for parents to see children’s work.	Spring walk Easter Egg hunt Tractor visit to the school. Visit a library Visit a farm to see animals and their young/Ask a farmer to visit? Gardening day – invite parents/helpers to grow new plants in the setting Discussion with a local farmer	Petting zoo in school.	Ask a fisherman to visit. Beach day in nursery e.g. dressing up, picnic. Parents Evening New children’s visits
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		Family celebration photos shared in school. Christmas Party				
			Parents Evenings WOW moments shared Parents reading stories in school. Book looks for parents to see children's work.	Seeds sent home for parents to plant with their children	Parents joining in with Eid Celebrations Parents Evenings	WOW moments shared Reports discussions Leavers Celebrations
Vocabulary	0-3 years Name, Age, Family. Home. Same, Different. Special, Friends, Pets, Clothes, Activities, Nursery, Play, Rules, Body, Eyes, Nose, Hair, Hands, Feelings, Happy, Sad, Excited, Like, Don't	0-3 years Celebrate, Birthday, Christmas, Party, Happy, Enjoy, Friends, Family, Harvest, Christmas, Diwali, Bonfire Night, Fireworks. 3-4 years	0-3 years: Animal, Baby, Wild, Farm, Pet, Hot, Cold, Country, World, Help, Community, Police Officer, Doctor, Nurse, Fire Service, Lifeguard, Postal Worker, Travel, Transport.	0-3 years: Spring, New Life Change, Hatch, Nest, Grow, Seed, Bulb, Plant, Tree, Leaf, Flower, Minibeast, Environment, Easter. 3-4 years:	0-3 years: Story, Book, Page, Cover, Care, Title, Pictures, Words, Looking, Next, Dinosaur, Sea, Rainbow. 3-4 years:	0-3 years: Water, Rain, Sea, Land, Beach, Shells, Rocks, Rock Pool, Fish, Gills, Scales, Shark, Octopus, Boat, Submarine, Safe, London, City. 3-4 years:

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	Like, See, Smell, Touch, Taste, Hear, Day, Night. 3-4 years Special, Favourite, Same, Different, Similar, Talent, Body, See, Hear, Smell, Taste, Touch, Happy, Sad, Angry, Excited, Emotions. Routine.	Celebrate, Wedding, Christening, Tradition, Anniversary, Easter, Carnival, Festival, Joy, Happiness, Memories, Decorations, Tradition.	3-4 years: Farm, Wild, Pet, Animal, Cub, Hot, Cold, Country, Same, Different, Boiling, Freezing, Seasons, North Pole, South Pole, Rainforest, Dentist, Teacher, Vet, Bus Driver. Transport, Travel.	Habitat, Sunshine, Growth, Season, Grow, Life Cycle, Petals, Care, Protect, Roots, Insect, Spring, Celebrations.	Author, Illustrator, Letters, Words, Listening, Next, Last, Traditional Tale, Structure, Beginning, Middle, End, Character, Hero, Villain, Extinct, Underwater.	Ocean, Habitat, Tide, Coast, Pollution, Environment, Recycle, Pirate, Lifeguard, Coastguard, Life Jacket, Safety, Emergency, Tides, Help, London, Capital City.
Enhanced Provision Ideas	All about Me: Create books/boxes with pictures of children's family members, pets and places they have visited.	Autumn: Look for signs of Autumn whilst collecting leaves and walking through crunchy leaves.	Pancake Day: Role Play Ideas: Pancakes/Frying pans in Home Corner, Animal Hospital. Lemon bubbles: Mixing and making bubbles –	Spring/Life Cycles: Walk around local area/outside space and take photos of signs of spring. Spring colouring – Flowers/Birds	Weather: Set up a designated area to record daily weather observations using a weather chart. Grow plants/grass.	Holidays & Travelling: Shell sorting: (bumpy/smooth, small/large) Counting shells: Can you add the correct

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	Explore reflection using Mirrors. Encourage children to make funny faces and to point to body parts. Provide a variety of fancy dress clothes, hats and accessories that children can use to role-play and explore different identities. Provide mirrors and allow children to look at and create their own face using a range of art materials. Use playdough to create faces. Provide mirrors for extra exploration.	Children to collect leaves, make their own leaf rubbings and compare the shapes and sizes of the leaves they found. Make a Stick Man and decorate. Pumpkin Exploration – provide a range of sizes and colours. Celebrations: Set up party games for children to participate in, encouraging turn taking. Small World: Festive Theme	whisking, filling, pouring, pipettes. Animals: Provide a table with assorted collage materials and place animal templates or pictures for inspiration. Ice Excavation: Provide age appropriate tools to use. Animal Sorting and Matching: Provide sorting mats and pictures of different animals from various hot/cold countries. Creating a bag for Sunny the Meerkat	Observational drawing – Daffodils/Tulips. Create tissue paper sunflowers Blossom Tree Painting – Finger Painting Nature Collage using flowers, sticks, leaves and stones. Make Bird Feeders and use to observe birds that visit outside area. Place pots filled with soil and seeds. Provide magnifying glasses for children to use when observing growth.	Dinosaurs: Fill a tray or sensory bin with sand and bury dinosaur figures for children to discover and excavate using brushes. Create large dinosaur footprints and stick to the floor using masking tape. Encourage children to measure the footprints against their own feet and talk about comparisons. Provide playdough and various objects for children to make	number to the buckets? Make a rock pool for children to explore. Balancing pebbles Wave patterns using paintbrushes, sponges, and cotton buds. Floating/sinking: Create a boat using loose parts. How many bears can you put in your boat before it sinks? Cardboard fish to decorate using different materials
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	Give children access to loose parts, self-portraits and mirrors. Can they create their own face? Encourage children to print their hands and feet in paint. What do they notice? Compare similarities and differences. Fill sensory bins or trays with materials such as sand or water and add objects that represent the children's interests. Provide children with a range of materials and ask children to use the	Dance Party – Musical Statues Firework Pictures: Using sugar paper and coloured chalk. Firework Dancing – Use finger lights if available. Remembrance Day - Make poppies using different art materials. Poppy Printing using fruit/stamps/vegetables . Creating Cards to acknowledge different celebrations.	The World Create 'Globes' using paper plates. Place the wooden building blocks, toy animals, and pictures of famous landmarks. Encourage children to build different structures from around the world using the blocks. Transport: Car/Bike/Plane Wash: Set up a transport station with soapy water and sponges/toothbrushes.	Provide large sheets of paper or card, paintbrushes, natural materials, paint pots, and water. Encourage children to dip the natural materials in paint and use them as paintbrushes. Set up a bird watching zone with mark-making equipment and binoculars. Plant a range of seeds and encourage children to care for them. Bean sorting/counting.	imprints and create their own fossils. Traditional Tales: Construction: Make a Castle. Measure Beanstalks and the Giants feet. Use language to compare. Duplo Beanstalks Junk Modelling Pig and Wolf Characters Construction – Using different materials to build houses and using different	such as glitter, paint and sequins. Bubble wrap fish printing. Pattern fish: Create own stamps using cardboard tubes, double sided tape and string. Animal Sorting: Do they live on land or in the sea? Role Play Opportunities: Travel Agency, Airport, Train Station, Campsite. Fill a large shallow tray with sand and add shells, pebbles, small buckets, spades,
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	resources to represent where they live.	Party Role Play: Make Decorations	Small World: Trains	Bug Hunt: Provide magnifying glasses and mark-making equipment to record findings.	materials to build bridges	plastic sea creatures, towels and water.
	Children to draw around each other with chalk. Encourage children to think about similarities and differences.	Baking Birthday/Celebration Cakes	Bicycle Obstacle Course		What's the time Mr. Wolf?	Postcard Making: Provide a selection of materials for children to make their own postcards. Encourage them to look at photographs of various holiday destinations for inspiration.
	Stick photos of children's faces onto bricks. Encourage children to create structures incorporating their own and their friends photographs.	Decorate Birthday Cakes	Making a boat / vehicle out of junk modelling materials.	Create a bug house/wormery using a range of loose parts/junk modelling.	Create your own troll using loose parts.	
		Playdough Cakes and Candles	Chinese New Year:		Lolly stick rafts for goats.	
	Provide a dollhouse and dolls/figures for children to arrange as their own family.	Rangoli Patterns using coloured rice	Chinese Writing and Numbers in sand.	Butterfly Paintings – Paint on one side and fold to introduce symmetry.	Fork painting – Bears	Travel Obstacle Course: Create an obstacle course that mimics different modes of travel (e.g. jumping through hoops for an airplane, crawling through a tunnel for a train).
	Provide paper plates and other art supplies.	Create own Diva lamps using clay.	Moving pom-poms using chop-sticks.	Measuring growth of Sunflower using measuring equipment and chalk.	Colour/Size Sorting Bears	
		Santa's workshop role play.	Making a Chinese lantern using tissue paper.		Teddy Bears Picnic	
		Diwali Party			Collage Ducks with Feathers	
					Paper Plate Swans	

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	Help children cut out eye holes and create personalised masks.	Letters delivered to Santa Building Santa's Sleigh using loose parts.		Lifecycles Sorting & Matching Day & Night: Provide Black and White Paint, Toy Bugs and Toy Animals and encourage children to create paintings from day time/night time. Provide torches, chalk and objects for children to investigate shadows.	Mark Making with Feathers Make and taste test Porridge Make gingerbread men/scented playdough for children to explore. Make bread Space: Mix sand with black food colouring or paint to create moon sand and provide space-themed toys for children to play with in the sand.	London: Small World: Create a London landmarks small world area with toy models of London landmarks such as Big Ben, Tower Bridge, and the London Eye. Provide toy vehicles to represent transportation.
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					Create a role play area with a small world space set and dress-up costumes. Set up a race track outdoors with cones and flags. Encourage children to 'run fast like a rocket', or to see how many cones they can jump over in a minute.	
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Communication and Language: Listening Attention Understanding	0-3 years: -Turn towards familiar sounds. - Gaze at faces, copying facial expressions and movements. - Make eye contact for longer periods. - Watch someone's face as they talk. 3-4 years: -Enjoy listening to longer stories and can remember much of what happens.	0-3 years: -Recognise and are calmed by a familiar and friendly voice. -Listen to and respond to a simple instruction. -Use gestures like waving and pointing to communicate. 3-4 years: -Pay attention to more than one thing at a time, which can be difficult.	0-3 years: -Understand simple instructions. -Recognise and point to objects if asked about them. -Generally focus on an activity of their own choice and find it difficult to be directed by an adult. 3-4 years: -Use a wider range of vocabulary.	0-3 years: -Listen to other people's talk with interest but can be easily distracted by other things. 3-4 years: -Understand a question or instruction that has two parts.	0-3 years: -Develop pretend play. -Listen to simple stories and understand what is happening, with the help of pictures. -Identify familiar objects and properties for practitioners when they are described. 3-4 years: -Understand 'why' questions.	0-3 years: -Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. -Understand simple questions about 'who', 'what', and 'where' (but generally not 'why') 3-4 years: -Understand a question or instruction that has three parts.
Communication and Language:	0-3 years: -Copy what adults do, taking 'turns' in	0-3 years: -Make sounds to get	0-3 years: -Constantly babble and	0-3 years: -Reach or point to something they want	0-3 years: -Use intonation, pitch	0-3 years: -Start to say how they are feeling, using

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Speaking	conversations (through babbling) and activities. -Try to copy adult speech and lip movements. -Enjoy singing, music and toys that make sounds. -Babble, using sounds like 'baba', 'mamama'. 3-4 years: -Sing a large repertoire of songs.	attention in different ways. -Reach or point to something they want while making sounds. - Copy your gestures and words. 3-4 years: -Know many rhymes, be able to talk about familiar books, and be able to tell a long story	use single words during play. -Use intonation, pitch and changing volume when 'talking'. 3-4 years: -Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	while making sounds. - Copy your gestures and words. -Constantly babble and use single words during play. 3-4 years: Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	and changing volume when 'talking'. -Understand single words in context. -Make themselves understood and can become frustrated when they cannot. 3-4 years: Use longer sentences of four to six words.	words as well as actions. -Start to develop conversation, often jumping from topic to topic. -Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'. 3-4 years: -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a
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						friend and continue it for many turns. -Use talk to organise themselves and their play.
Personal, Social and Emotional Self-Regulation	0-3 years: -Find ways to calm themselves, through being calmed and comforted by their key person. 3-4 years: With support, can find solutions to conflicts and rivalries.	0-3 years: -Find ways of managing transitions, for example from their parent to their key person. 3-4 years: -Find solutions to conflicts and rivalries.	0-3 years: -Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. 3-4 years: -Develop appropriate ways of being assertive.	0-3 years: -Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. 3-4 years: -Talk with others to solve conflicts.	0-3 years: - Feel strong enough to express a range of emotions. 3-4 years: - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	0-3 years: - Safely explore emotions beyond their normal range through play and stories. 3-4 years: - Understand gradually how others might be feeling.
Personal, Social and Emotional Managing Self	0-3 years: -Establish their sense of self.	0-3 years: - Express preferences and decisions. They also try new things and start	0-3 years: - Grow in independence, rejecting help ("me do	0-3 years: - Begin to show 'effortful control'. For example, waiting for a	0-3 years: - Be increasingly able to talk about and	0-3 years: -Are talking about their feelings in more elaborated ways: "I'm

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	3-4 years: - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	establishing their autonomy. - Thrive as they develop self-assurance. 3-4 years: - Develop their sense of responsibility and membership of a community.	it"). Sometimes this leads to feelings of frustration and tantrums. 3-4 years: - Show more confidence in new social situations.	turn and resisting the strong impulse to grab what they want or push their way to the front. 3-4 years: - Increasingly follow rules, understanding why they are important.	manage their emotions. 3-4 years: - Remember rules without needing an adult to remind them. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	sad because..." or "I love it when ...". - Learn to use the toilet with help, and then independently 3-4 years: - Remember rules without needing an adult to remind them. - Make healthy choices about food, drink, activity and toothbrushing.
Personal, Social and Emotional	0-3 years: - Engage with others through gestures, gaze and talk.	0-3 years: - Use gestures, gaze and talk to achieve a goal.	0-3 years: - Play with increasing confidence on their own and with other	0-3 years: - Notice and ask questions about differences, such as skin	0-3 years: - Develop friendships with other children	0-3 years: - Develop friendships with other children

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Building Relationships	3-4 years: - Become more outgoing with unfamiliar people, in the safe context of their setting.	3-4 years: - Become more outgoing with unfamiliar people, in the safe context of their setting.	children, because they know their key person is nearby and available. 3-4 years: - Play with one or more other children	colour, types of hair, gender, special needs and disabilities, and so on. 3-4 years: - Play with one or more other children	3-4 years: - Play with one or more other children, extending and elaborating play ideas.	3-4 years: - Play with one or more other children, extending and elaborating play ideas.
Physical Development Gross Motor Skills	0-3 years: Stretching, Bending, Stamping and Pedalling 3-4 years: - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs,	0-3 years: Stretching, Bending, Stamping and Pedalling 3-4 years: - Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Use large-muscle movements to wave	0-3 years: Balance, Spin, Roll, Run 3-4 years: - Start taking part in some group activities which they make up for themselves, or in teams	0-3 years: - Clap and stamp to music. -Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. 3-4 years: - Increasingly able to use and remember sequences and patterns of movements which	0-3 years: - Enjoy starting to kick, throw and catch balls. - Build independently with a range of appropriate resources. 3-4 years: - Match their developing physical skills to tasks and	0-3 years: - Walk, run, jump and climb – and start to use the stairs independently. - Spin, roll and independently use ropes and swings (for example, tyre swings). -Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

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	or climb up apparatus, using alternate feet.	flags and streamers, paint and make marks		are related to music and rhythm	activities in the setting.	3-4 years: - Choose the right resources to carry out their own plan. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
Physical Development Fine Motor Skills	0-3 years: (Developing Gross Motor Skills) 3-4 years: - Use one-handed tools and equipment, for example, making snips in paper with scissors.	0-3 years: (Developing Gross Motor Skills) 3-4 years: - Use a comfortable grip with good control when holding pens and pencils	0-3 years: - Pass things from one hand to the other. - Let go of things and hands them to another person or drops them. 3-4 years: - Show a preference for a dominant hand	0-3 years: - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 3-4 years: - Be increasingly independent as they get dressed and	0-3 years: - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. - Start eating independently and learning how to use a knife and fork.	0-3 years: - Develop manipulation and control. - Explore different materials and tools. 3-4 years: - Developing Pencil Grip using a dominant hand.

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				undressed, for example, putting coats on and doing up zips.	3-4 years: -With support, developing Pencil Grip using a dominant hand.	
Literacy Comprehension	0-3 years: - Enjoy songs and rhymes, tuning in and paying attention. 3-4 years: -Talk about stories they enjoy.	0-3 years: - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. 3-4 years: -Engage in extended conversations about stories, learning new vocabulary.	0-3 years: -Pay attention and respond to the pictures or the words. 3-4 years: -Develop their phonological awareness, so that they can spot rhymes.	0-3 years: -Repeat words and phrases from familiar stories. 3-4 years: -Develop their phonological awareness, so that they can suggest rhymes.	0-3 years: - Develop play around favourite stories using props. 3-4 years: -Develop their phonological awareness, so that they can count or clap syllables in a word.	0-3 years: -Ask questions about the book. Makes comments and shares their own ideas. 3-4 years: -Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother.
Literacy Word Reading	0-3 years: - Copy finger movements and other gestures.	0-3 years: - Say some of the words in songs and rhymes.	0-3 years: -Sing songs and say rhymes independently,	0-3 years: - Enjoy sharing books with an adult.	0-3 years: - Have favourite books and seek them out, to share with an adult,	0-3 years: - Notice some print, such as the first letter of their name, a bus

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	3-4 years: Understand the five key concepts about print: - Print has meaning. - The names of the different parts of a book. - Print can have different purposes. - Page sequencing. - We read English text from left to right and from top to bottom.	3-4 years: Understand the five key concepts about print: - Print has meaning. - The names of the different parts of a book. - Print can have different purposes. - Page sequencing. - We read English text from left to right and from top to bottom.	for example, singing whilst playing. 3-4 years: Understand the five key concepts about print: - Print has meaning. - The names of the different parts of a book. - Print can have different purposes. - Page sequencing. - We read English text from left to right and from top to bottom.	3-4 years: Understand the five key concepts about print: - Print has meaning. - The names of the different parts of a book. - Print can have different purposes. - Page sequencing. - We read English text from left to right and from top to bottom.	with another child, or to look at alone. 3-4 years: Understand the five key concepts about print: - Print has meaning. - The names of the different parts of a book. - Print can have different purposes. - Page sequencing. - We read English text from left to right and from top to bottom.	or door number, or a familiar logo. 3-4 years: Understand the five key concepts about print: - Print has meaning. - The names of the different parts of a book. - Print can have different purposes. - Page sequencing. - We read English text from left to right and from top to bottom.
Literacy Writing	0-3 years: - Enjoy drawing freely. 3-4 years:	0-3 years: - Enjoy drawing freely.	0-3 years: - Add some marks to their drawings, which they give meaning to.	0-3 years: - Add some marks to their drawings, which they give meaning to.	0-3 years: -- Make marks on their picture to stand for their name.	0-3 years: - Make marks on their picture to stand for their name.

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	- Use some of their print and letter knowledge in their early writing.	3-4 years: - Use some of their print and letter knowledge in their early writing.	3-4 years: - Write some letters accurately	3-4 years: - Write some letters accurately	3-4 years: --Write some or all of their name.	3-4 years: -Write some or all of their name.
Phonics	Phase 1 3-4 years: Phase 1 phonics planning Hear environmental sounds (Aspect 1)	Phase 1: 3-4 years: Phase 1 phonics planning Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2)	Phase 1: 3-4 years: Phase 1 phonics planning Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Hear Body percussion (Aspect 3)	Phase 1: 3-4 years: Phase 1 phonics planning Revise Aspects 1-3. Hear voice sounds (Aspect 6). Oral blending and segmenting (Aspect 7)	Phase 1: 3-4 years: Phase 1 phonics planning Revise Aspects 6-7. Hears rhythm and rhyme (Aspect 4). Hears alliteration (Aspect 5) Introduce set 1 sounds to pre-schoolers	Phase 1/2: 3-4 years: Phase 1 phonics planning Revise Aspects 4 – 7. Introduce set 1 sounds to pre-schoolers

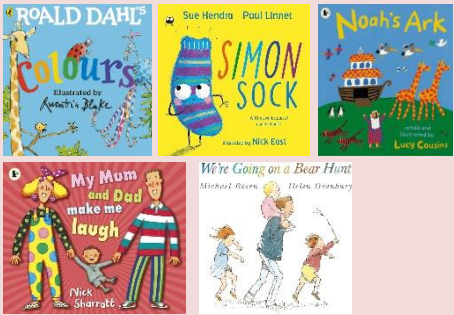
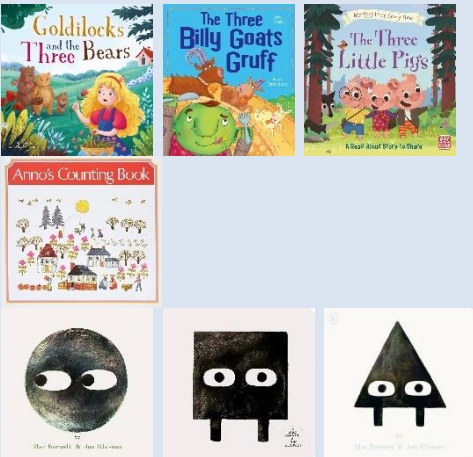
Nursery Long Term Plan 2-3 and 3-4 Mixed

Mathematics	0-3 years:	0-3 years:	0-3 years:	0-3 years:	0-3 years:	0-3 years:
Number Numerical Patterns	- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	- Take part in finger rhymes with numbers. - Develop counting-like behaviour, such as making sounds. - Complete inset puzzles.	- Develop counting-like behaviour, such as pointing. - Climb and squeeze themselves into different types of spaces	- Develop counting-like behaviour, such as saying some numbers in sequence. - React to changes of amount in a group of up to three items. - Build with a range of resources. 3-4 years: - Combine shapes to make new ones – an arch, a bigger triangle, etc. - Notice and correct an error in a repeating pattern. - Describe a familiar route.	- Count in everyday contexts, sometimes skipping numbers. - Compare sizes, weights etc. using gesture and language. 3-4 years: - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Make comparisons between objects relating to size, length, weight and capacity. - Compare quantities using language: 'more than', 'fewer than'.	- Compare amounts, saying 'lots', 'more' or 'same'. - Notice patterns and arrange things in patterns. 3-4 years: - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides',

Nursery Long Term Plan 2-3 and 3-4 Mixed

					- Discuss routes and locations, using words like 'in front of' and 'behind'.	'corners'; 'straight', 'flat', 'round'. - Solve real world mathematical problems with numbers up to 5.
	Objectives covered: -Exploring colours -Matching colours - Naming colours -Finding a matching pair - Exploring same and different - Sort objects by colour, shape and size -Identifying sorting rules - Explaining what they notice - Identifying the numeral 1 and 2 - Subitising 1 and 2 - Counting 1 and 2 - Developing 1-1 correspondence - Developing counting skill and technique - Exploring and extending AB colour patterns - Copying and creating AB movement patterns - Fixing patterns		Objectives covered: - Identifying the numeral 3, 4, 5, 6 - Subitising 3, 4, 5, 6 - Counting 123456 -Developing 1-1 correspondence - Developing counting skill and technique - Introduction to length and height - Introduction to measurement related vocabulary - Introduction to weight - Learn about 2D shapes - Introduction to mass related vocabulary - Introduction to capacity - Introduction to capacity related vocabulary		Objectives covered: - Learning the days of the week - Learning the routine -Sequencing the day and activities - Learning and understanding positional language. -Adding one more -Taking one away -Ordering numerals to 5 -Estimating -Exploring and naming 2D shapes - Using shapes to build pictures -Exploring and naming 3D shapes -Comparing more and less - Counting amounts - Building and splitting numbers in different ways - Developing an in-depth understanding of which number comes next 1-5 and before 0-5. - Getting ready for Reception	

Nursery Long Term Plan 2-3 and 3-4 Mixed

	Related Texts: 		Related Texts: 		Related Texts: 	
	Mathematical Vocabulary: Colour names, pair, same, match, matching pair, same, different, similar, colour, shape, size, big, small, smooth, shape names, rule, one, two, count, subitise, one at a time, patterns.		Mathematical Vocabulary: Number, numeral, count, find, spot, subitise, 1 by 1, touch count, length, height, long, taller, shorter, big, small, measure, weight, weigh, heavy, light, capacity, full, empty, fill, circle, square, triangle, sides.		Mathematical Vocabulary: Days of the week names, daily activity names, first, now, next, today, tomorrow, behind, in front of, next to, beside, under, on top, shape names, one more, one less, before, split, partition, number names.	
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	0-3 years: - Show attention to sounds and music. - Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	0-3 years: - Move and dance to music. -Explore their voices and enjoy making sounds.	0-3 years: - Join in with songs and rhymes, making some sounds. - Respond emotionally and physically to music when it changes. -Make rhythmical and repetitive sounds.	0-3 years: - Explore a range of sound makers and instruments and play them in different ways. -Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	0-3 years: - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. -Enjoy and take part in action songs, such	0-3 years: -Explore different materials, using all their senses to investigate them. -Manipulate and play with different materials. -Use their imagination as they consider what
	3-4 years:	3-4 years:				

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	- Take part in simple pretend play, using an object to represent something else even though they are not similar. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	- Make imaginative and complex 'small worlds' with blocks and construction kits. -Explore different materials freely, to develop their ideas about how to use them and what to make.	3-4 years: -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures.	-Start to make marks intentionally. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 3-4 years: - Explore colour and colour-mixing. -Listen with increased attention to sounds. - Create closed shapes with continuous lines and begin to use these shapes to represent objects.	as 'Twinkle, Twinkle Little Star'. - Start to develop pretend play, pretending that one object represents another. 3-4 years: - Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. - Draw with increasing complexity and detail, such as representing a face with a circle and including details.	they can do with different materials. -Make simple models which express their ideas. 3-4 years: -Create their own songs or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
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Nursery Long Term Plan 2-3 and 3-4 Mixed

Understanding the World Past and Present	3-4 years: Begin to make sense of their own life-story and family's history.					
Understanding the World People, Culture and Communities	0-3 years: / 3-4 years: -Show interest in different occupations. -Explore how things work.	0-3 years: / 3-4 years: -Show interest in different occupations. -Explore how things work.	0-3 years: / 3-4 years: -Show interest in different occupations. -Explore how things work.	0-3 years: -Repeat actions that have an effect. 3-4 years: -Show interest in different occupations. -Explore how things work.	0-3 years: - Notice differences between people. 3-4 years: -Show interest in different occupations. -Explore how things work.	0-3 years: -Make connections between the features of their family and other families. 3-4 years: -Show interest in different occupations. -Explore how things work.
Understanding the World The Natural World	0-3 years: -Explore natural materials, indoors and outside.	0-3 years: --Explore natural materials, indoors and outside.	0-3 years: - Explore materials with different properties.	0-3 years: - Explore materials with different properties.	0-3 years: - Explore and respond to different natural phenomena in their setting and on trips.	0-3 years: - Explore and respond to different natural phenomena in their setting and on trips.

Nursery Long Term Plan 2-3 and 3-4 Mixed

	3-4 years: - Use all their senses in hands-on exploration of natural materials.	3-4 years: - Explore collections of materials with similar and/or different properties.	3-4 years: - Talk about what they see, using a wide vocabulary.	3-4 years: - Plant seeds and care for growing plants. - Continue developing positive attitudes about the differences between people.	3-4 years: - Begin to understand the need to respect and care for the natural environment and all living things. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	3-4 years: - Understand the key features of the life cycle of a plant and an animal. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice.
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