

Cavendish Primary
Nursery Long Term Plan
2020/2021

	Autumn Term		Spring Term		Summer Term	
	Getting To Know You	Long, Long Ago	Once Upon A Time	The Great Outdoors	Wild World	On The Move
	7 weeks	7 weeks	6 weeks	5 weeks	8 weeks	7 weeks
Visits / events	Baseline Assessments/ phonics	Halloween Diwali – Nov 4th Christmas Production	Chinese new year – 12 th Feb (Ox) Pancake day	Trip: Farm Visit Easter	Eid – May 12 th (TBC)	Transition Sports Day Enterprise Fair
English	<p>Nursery rhymes: Twinkle, twinkle Humpty Dumpty Old McDonald Baa, baa black sheep</p> <p>Books: Rosie’s Walk Little Red Hen</p> <p>Distinguishes between the different marks they make. 22-36m Sometimes gives meaning to the marks as they draw and paint. 30-50m</p>	<p>Books: Winnie the Witch Stomp, Chomp Here Come The Dinosaurs Portside Pirates/ That’s Not My Pirate The Nativity Story</p> <p>Sometimes gives meaning to the marks as they draw and paint. 30-50m Ascribes meaning to the marks they see in different places. 30-50m</p>	<p>Books: Goldilocks and the Three Bears The Gingerbread Man The 3 Little Pigs</p> <p>Sometimes gives meaning to the marks as they draw and paint. 30-50m Ascribes meaning to the marks they see in different places. 30-50m</p>	<p>Books: The Hungry Caterpillar What the Ladybird Heard Jack and the Beanstalk</p> <p>Sometimes gives meaning to the marks as they draw and paint. 40-60m Ascribes meaning to the marks they see in different places. 40-60m</p>	<p>Books: We’re Going On A Bear hunt Giraffes Don’t Dance Commotion In The Ocean</p> <p>Writes own name and other things such as labels, captions. 40-60m Hears and says initial sounds in words. 40-60m Sometimes gives meaning to the marks as they draw and paint. 40-60m</p>	<p>Books: Car, Car, Truck, Jeep The Magic Train Ride Zoom Rocket Zoom</p> <p>Writes own name and other things such as labels, captions. 40-60m Hears and says initial sounds in words. 40-60m Gives meaning to marks they make as they draw, write and paint. 40-60m</p>
Maths	Reciting numbers to 10 Representing numbers in different ways	Counting objects– accurate touch counting. Comparing groups of objects.	Recognise that amounts change in a group of objects. Number recognition.	Writing and forming numbers. Recognising numbers and amounts are the same.	Separating objects in different ways – knowing total stays the same. Number recognition.	Counting how many is in a group/ counting out of a bigger group. 2D/3D shapes

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	<p>Positional/size language</p> <p>Selects a small number of objects when asked. 22-36m</p> <p>Recites some number names in sequence. 22-36m</p> <p>Uses some language of quantities such as more/ a lot. 22-36m</p> <p>Recites numbers in order to 10. 30-50m</p> <p>Begins to use the language of size. 22-36m</p> <p>Uses positional language. 30-50m</p>	<p>2D shapes/ pattern.</p> <p>Creates and experiments with symbols and marks representing ideas of numbers. 22-36m</p> <p>Begins to make comparisons between quantities. 22-36m</p> <p>Uses some number names and number language spontaneously. 22-36m</p> <p>Recites numbers in order to 10. 30-50m</p> <p>Knows that numbers identify how many are in a set. 30-50m</p> <p>Beginning to talk about everyday shapes. Round/ tall. 22-36m</p>	<p>Touch counting.</p> <p>Count claps, sound not just objects.</p> <p>Know that a group of things changes in quantity when something is added or taken away. 22-36m</p> <p>Sometimes matches numeral and quantity correctly. 30-50m</p> <p>Shows an interest in numbers in the environment. 30-50m</p> <p>Realises not only objects but anything can be counted including steps, claps and jumps. 30-50m</p>	<p>Number problem activities.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. 30-50m</p> <p>Sometimes matches numeral and quantity correctly. 30-50m</p> <p>Shows an interest in number problems. 30-50m</p>	<p>Looks at amounts being the same/ different.</p> <p>Size – comparing.</p> <p>Separates a group of objects of three or four objects in different ways, beginning to recognise that the total is still the same. 30-50m</p> <p>Counts out from a larger group. 40-60m</p> <p>Counts objects to 10 and beginning to count beyond 10. 30-50m</p> <p>Shows an interest in shapes in the environment. 30-50m</p>	<p>Problem solving.</p> <p>Recognise some numerals of personal significance 40-60m</p> <p>Selects the correct numeral to represent 1 to 5 then 1-10 objects. 40-60m</p> <p>Counts an irregular arrangement of up to 10 objects. 40-60m</p> <p>Counts objects up to 10 and beginning to count beyond. 40-60m</p> <p>Beginning to talk about everyday shapes. Round/ tall. 22-36m</p>
Physical development	<p>Exploring the outdoor area, using different equipment safely. Making obstacle courses.</p>	<p>Developing moving and handling skills through scissor work/ painting.</p>	<p>Using dominant hand to draw, mark make and write.</p>	<p>Moving in outdoor spaces, using digging tools and hunting for mini-beasts.</p>	<p>Practising name writing. Moving to music.</p>	<p>Forming letters through physical moves, paint and phonics.</p>
Communication	<p>Expressing immediate needs.</p>	<p>Expressing immediate need. Joining in with rhymes.</p>	<p>Joining in with rhymes and stories. Descriptions.</p>	<p>Descriptions. Questions.</p>	<p>Questions. Recalling events.</p>	<p>Recalling events in order. Adding detail using new vocab.</p>
PSHE	<p>SCARF – Me And My Relationships</p> <ul style="list-style-type: none"> All about me 	<p>SCARF – Valuing Difference</p> <ul style="list-style-type: none"> Same and different Different families and homes 	<p>SCARF – Keeping Myself Safe</p> <ul style="list-style-type: none"> Keeping my body safe People who help me 	<p>SCARF – Rights and Responsibilities</p> <ul style="list-style-type: none"> Looking after myself and my friends 	<p>SCARF – Being My Best</p> <ul style="list-style-type: none"> Bouncing back (growth mind set) Exercise and sleep 	<p>SCARF Growing and Changing</p> <ul style="list-style-type: none"> Changes

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		<ul style="list-style-type: none"> Kindness and caring 	stay safe	<ul style="list-style-type: none"> Caring for my environment 		
The World	Seasons – Autumn Classroom awareness – sense of place	Changing materials – witch’s potions Dinosaur habitats, history of dinosaurs Sea habitats	Seasons – Winter Changing materials - ice, baking, cooking porridge	Exploring garden habitats Growing and planting seeds Mini beast facts Where food comes from	Jungle habitats Jungle animals Animal habitats	Transport Occupations Growing older
People and Communities	Self-awareness Families Who is in our class?	Celebrations and traditions – Christmas and Diwali	Celebrations and traditions – Chinese New Year	Celebrations and traditions – Easter Jobs – linked to the farm	Celebrations and traditions – Eid	New class Transition events
RE		Understanding the Christmas story and the cultural views and values.	Different cultures/ foods from around the world – differences and similarities in cultures.	Understanding the Easter story and other people’s religious views.	Understanding Eid celebrations and other people’s religious views.	
Exploring media and materials	Self portraits Printing – leaves Observational drawing Colour mixing	Potion mixing Making pirate props Making Xmas decorations	Designing and making gingerbread characters Building constructions	Collage – farm animals	Sculpting – salt dough animals	3d modelling – linked to transport
Children’s interests	Please note the above activities are suggestions and may differ according to the children’s needs and interests.					