

St Richard's RC Primary School Long-Term Plan 2021-2022

(Year: Nursery)

	Autumn 1 (6.6weeks)	Autumn 2 (7 weeks)	Spring 1 (6.8 weeks)	Spring 2 (6.8 weeks)	Summer 1 (5 weeks)	Summer 2 (6.4 weeks)
<b>Half-termly Theme</b>	<b>My Family Homes &amp; Harvest</b>	<b>Welcome, Baptism, Advent, Christmas</b>	<b>Traditional Tales</b>	<b>Spring and Growing</b>	<b>Animals</b>	<b>Transport and Holidays</b>
<b>Religious Education</b>	<b>BTK: Our Lady's birthday Caritas: Family &amp; Community Come and see: God knows my name</b>	<b>BTK: All Saints &amp; All Souls Caritas: Stewardship Come and see: Baptism/Christmas birthday</b>	<b>BTK: The Feast of the Presentation of Our Lord Caritas: Dignity of work Come and see: Celebrations</b>	<b>BTK: Lenten symbols and legends Caritas: Rights and responsibilities Come and see: Gathering/Growing and Easter</b>	<b>BTK: Pentecost Caritas: Solidarity of the common good Come and see: Pentecost and Good News</b>	<b>BTK: St Richard Caritas: Dignity of the human person Come and see: Reconciliation Universal Church Other Religions</b>
<b>Communication &amp; Language Listening, Attention &amp; Understanding Speaking</b>	<b>Owl Babies, Elmer, Rainbow Fish, Handa's Surprise. Enjoying singing songs and rhymes, following instructions. 'I can' celebrations. Talking about ourselves and our families.</b>	<b>The Jolly Postman, The Stick Man, The Wonky Donkey, The Jolly Christmas Postman, The Snowman, Father Christmas. Using props and puppets to retell, acting out stories and using role play/small world to recreate familiar texts. Christmas play.</b>	<b>Enjoying traditional tales: The 3 Little Pigs, Goldilocks and the 3 Bears, Red Riding Hood, the 3 Billy Goats Gruff, Jack and the Beanstalk, acting out and recreating using cottage role play and small world. Organising talk in full sentences.</b>	<b>Looking at a range of non-fiction texts with information about animals and plants. E.g. The Very Hungry Caterpillar, The Enormous Turnip, The Gingerbread Man, The Giant Jam Sandwich. Stories about new life and Spring. Retelling stories, sequencing, making up our own stories and sharing with each other</b>	<b>Looking at a range of non-fiction texts with information about animals. Looking at rhyme and animal poetry. Retelling stories, sequencing, making up our own stories and sharing with each other, using connectives</b>	<b>Topic related stories, such as those with pirate adventures, under the sea themes such as 'Tiddler' and travel such as 'We all go travelling by'. Looking more thoroughly at story language, adding detail and discussing tense.</b>
<b>Personal, Emotional &amp; Social Development Self- Regulation Managing Self Building Relationships</b>	<b>Establishing rules and routines. Getting to know each other, singing songs, learning to take turns and play games. Looking after ourselves and our environment</b>	<b>Consolidate and reinforce routines. Understanding the importance of healthy food choices.</b>	<b>Working together to be good friends. Talking about right and wrong</b>	<b>How are we growing and changing? What can we do now that we couldn't at the beginning of the year? How can we improve? Celebrating our successes.</b>	<b>Working together to solve problems. Helping each other and developing independent skills</b>	<b>Staying safe when travelling, road safety, importance of seats belts/booster seats etc. Sharing with each other linked to pirate's treasure. Inclusion linked to pirates' differences.</b>
<b>Physical Development Gross Motor Skills Fine Motor Skills</b>	<b>Developing spatial awareness, Working upon fine and gross motor skills to aid pencil control and mark making.</b>	<b>Exploring how our bodies move, considering healthy bodies including food and exercise. Using ride-on toys, and outdoor equipment.</b>	<b>Climbing and balancing on different equipment.</b>	<b>Developing our control of gross motor skills. Relating exercise and healthy eating to growth and new life.</b>	<b>Running, hopping, skipping, jumping. Focus on fine motor skills in animal drawings.</b>	<b>Throwing and catching skills. Consolidation of climbing. Following instructions to travel around the outdoor play area</b>
<b>Literacy Comprehension Word Reading Writing</b>	<b>Mark making, name writing, letter shapes, daily phonics sessions, fiction and non-fiction texts about ourselves, our bodies, our homes.</b>	<b>Mark making, writing initial sounds, name writing, daily phonics sessions, reading stories with refrains, rhyme and repeated words</b>	<b>Writing for different purposes (e.g. a list of items to take to Grandma, materials that the 3 pigs need to</b>	<b>Developing our reading and writing skills further linked to topic work. Using our growing phonics</b>	<b>Exploring rhyme and rhythm to create own poems, share work with others. Letter formation</b>	<b>Reading cvc words Writing cvc words Writing simple sentences</b>

			build their homes). Retelling stories in their own words. Introduction of individual reading books – discuss pictures	knowledge to write simple words. Discussing how things grow and sequencing.		
<b>Phonics</b>	Phonics baseline Phonic Sounds Phase 1 Phase 2 : s,a,t,p	Phase 1 phonics, Phase 2 : satpin	Phase 1 Phonics Phase 2 phonics	Phonics Daily Guided Reading Phase 1 phonics Phase 2 phonics	Phonics Daily Guided Reading Phase 1 Phonics, Phase 2 Phonics	Phonics Daily Guided Reading Story Sacks Consolidate Phase 2 phonics
<b>Mathematics Number Numerical Patterns</b>	Finger rhymes, counting songs, matching amounts to numeral, positional language, exploring pattern Shapes: square, circle, triangle, rectangle	Making simple comparisons of size and amounts, Representing 123, comparing 123, composition of 123. Circles and triangles, positional language, representing numbers to 10	Numbers 10-15 Counting reliably Playing number games and puzzles Length and height comparisons	Numbers 16-20 2D & 3D shapes and patterns.	Consolidation of numbers to 20. Counting objects reliably. Using pennies to exchange for goods in role play.	First, then, now. Find my pattern. Recognising and ordering numbers confidently to 20.
<b>Understanding the World Past &amp; Present People, Culture &amp; Communities The Natural World</b>	Our families and friends, growing and changing timeline. Our local area, similarities and differences between families and individuals. Celebrate Black History Month.	Exploring changes in the weather, looking for signs of change in the environment such as trees and wildlife. Celebrations such as Diwali, Advent, Christmas.	Looking at our local area. Where do we live? Which buildings and places do the children pass on their way to school? Do we live in cottages in the middle of forests? What are our houses made of?	Exploring how things grow, planting seeds, investigating seeds in fruits and vegetables. Looking at how a baby grows and changes.	Exploring animal habitats, comparing animals from around the world, exploring mother and baby animals.	Sun safety Road safety People who help us Different forms of travel
<b>Expressive Arts &amp; Design Creating with Materials Being Imaginative &amp; Expressive</b>	Early mark making skills. Drawing and Painting. 3D modelling (including recycled).  Self-portraits using a variety of materials such as pencil, paint, chalk, charcoal. Designing homes using junk modelling and craft materials. Sing a range of well-known nursery rhymes and songs	Mark making and painting continued. Embossing into foil and using pattern.  Make Diwali lamps from clay, bonfire night paintings, colour mixing, stick man pictures, creating twig people, painting with twigs stained glass windows, salt dough decorations, painted snow men Seasonal colours, using collage and printing techniques. Making Christmas decorations	Textiles - spoon puppets (story characters). Taking rubbings around our buildings. Finger puppets. Making houses belonging to the 3 pigs using straw, twigs and printing techniques for bricks. Printing with sponges – brick patterns / rectangular patterns. Collage the bridge for the goats to walk over. Paint pictures of the bears, goats and pigs	Collage and Printing - butterfly collage and printing mixed media. Cutting skills and tearing skills. Fruit and vegetable printing - printing on fabric to make tea towels/ table cloth. First observational drawings of vegetables and fruit. Make a book about the Giant Jam Sandwich / Sam's Sandwich. Use of collage materials and textures. Combine with writing.	Drawing /painting pet animal's / farm animals / wild animals (including Eric Carle's work for animals in his stories.)  Creating animals from clay / salt dough. Papier mache animals. Animal paw prints. Track the animal.  Using pastels to create animal patterns.	3D modelling and sculpture. Varied transport with wheels/without.  Outdoor painting /printing with tyres / wheels.  Using Renoir's paintings of holidays and transport. Using Impressionist artists (including Monet and Pissarro). Sand pictures.  Sky painting and colour mixing. Underwater texture and pattern
<b>Relationships Education</b>	<a href="#">Handmade With Love.</a>	<a href="#">Role Model. Who's Who?</a>	<a href="#">You've Got a Friend in Me. Forever Friends.</a>	<a href="#">Safe Inside and Out. My Body, My Rules.</a>	<a href="#">Feeling Poorly. People Who Help Us.</a>	<a href="#">God is Love. Loving God, Loving Others. Me, You, Us.</a>