



Herne Bay Infant School and Seashells Nursery Nursery Long Term Plan 2019-2020

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Connector and enquiry	What makes me unique? All About Me Trip/Visit: African Drumming / Nursery Rhyme Challenge	How do people celebrate? Celebrations & Winter Wonderland Trip/Visit: Christmas card posting & bakery visit or church visit / Christmas Singalong (and to Nursing Home)	What makes a good story? Once Upon a Time Trip/Visit: Visit to look at a construction site, visit from Chinese traditional dancers.	What do plants need to grow? Growing Things Trip/Visit: Visit from Y1/2 children for reading exchange, Minibeast/Reptiles Experience visit / Park visit Easter Egg Hunt	How does it move? Transport & Vehicles Trip/Visit: Fire Engine visit / Fire Station / Train station / train ride	How do things change? Rhyme Time Trip/Visit: Bear Hunt Family Trail / Sports Week / Circus Skills / Dentist visit / End of Year Parties
Learning Questions	Who is in my family? How can we look after pets? How can we make friends? What colour are my hair and eyes? What are my favourite foods? How do we look after babies? What foods / activities do I like that my friends don't like?	- Diwali - Christmas - Christmas in other countries What are fireworks like? What happens to ice when you add salt / food colouring / warm water?	What is a character? What is the story setting? What should you do if you break something belonging to someone else? How can you build a strong house? How can you build a bridge? How do Jewish people celebrate Hannukah? How do people celebrate Chinese New Year?	What are the different parts of plants called? How can you find out which plant is tallest / shortest? What should you eat to stay healthy? How can we keep safe at home? What is your favourite story?	How do chicks / tadpoles grow? How do different vehicles move? What is in space? Which materials float or sink? Where could you go on a train / bus / plane? How do Muslim people celebrate Eid ul Fitr?	How do caterpillars grow and change? What happens to our bodies when we exercise? How can you look after your teeth? How is school the same as / different to nursery?
Key Texts	The Owl Babies This is Our House Baby Elephant Guess How Much I Love You So Much Handa's Surprise Lima's Red Hot Chilli Oi Frog	Pumpkin Soup Story of Rama and Sita Jesus' Christmas Party Little Robin Red Vest Freddie and the Fairy	Goldilocks and the 3 Bears The 3 Little Pigs The 3 Billy Goats Gruff Chinese New Year story Buri and the Marrow Hannukah Story	Jack & the Beanstalk Jasper's Beanstalk Titch Oliver's Vegetables Rosie's Walk Supertato	Mr Gumpy's Outing Duck in a Truck Whatever Next The Train Ride Car Car Truck Jeep Pirates Love Underpants	This is the Bear stories (and the Scary Night) The Gruffalo Room on the Broom We're Going on a Bear Hunt Each Peach Pear Plum The Doorbell Rang Starting School Stories
Key Songs & Rhymes	Twinkle Twinkle Row Row Your Boat Incey Wincey Spider Little Miss Muffet 12345, Once I caught a Fish Humpty Dumpty 5 Currant Buns Pat-a-Cake Hot Cross Buns Hey Diddle Diddle Jack and Jill 5 Little ducks 5 Little Leaves 5 Big Dinosaurs 1234, someone's at the kitchen door Wind the Bobbin Up Open shut them Sleeping Bunnies Dingle dangle Scarecrow Ring a ring o roses	Jingle Bells When Santa got stuck up the chimney There was a green tree long ago Christmas pudding Away in a Manger Twinkle Twinkle 1 Elephant went out to play	Oh a dragon's very fierce There was a princess long ago When Goldilocks went to the House of the Bears Old MacDonald	Healthy eating songs: 1234 someone's at the kitchen door Chop chop choppity chop 5 A Day Someone's in the kitchen with Dinah Tommy Thumb There's a worm at the bottom of the garden	Mm mm went the little green frog one day 5 Little Speckled Frogs Down at the station early in the morning Engine Engine Number 9 Twinkle Twinkle Chocolate Bar 5 Little Men in a Flying Saucer Zoom we're going to the moon Bouncing up and down on my big red tractor Row Row Your Boat When I was one I sucked my thumb What shall we do with a seasick sailor?	There's a tiny caterpillar on a leaf Who stole the cookie from the cookie jar Starting school songs This is the way we .., early in the morning See the little Sandy girl



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3 prime areas of learning and development	Personal, Social and Emotional Development R.E	<p>Nursery routines and rules.</p> <p>Introduce School Values Characters</p> <p>Separating from significant adult</p> <p>Building relationships with other children and staff.</p> <p>How to make friends</p> <p>Learning children's names in Key Group</p> <p>Circle times: Introduce circle time rules & routines</p>	<p>Christmas Story and Traditions (including other cultures)</p> <p>Divali story</p> <p>My Talking Boxes</p> <p>Circle times</p> <p>Staying Safe: My Safety Circle: Adults who can help me at nursery & home</p>	<p>Resolving conflicts</p> <p>Sharing and turn taking</p> <p>Valentine's Day</p> <p>Circle times</p> <p>Hannukah</p> <p>Chinese New Year</p> <p>Personal preferences (porridge toppings)</p> <p>Key group Home Bears (voting on names)</p> <p>Staying Safe: Saying "No"</p>	<p>Revisit feelings and emotions</p> <p>Understanding of Easter</p> <p>Mother's Day</p> <p>Circle times</p>	<p>Self-awareness – looking positively at themselves</p> <p>Conflict Resolution</p> <p>Eid Ul Fitr</p> <p>Circle times</p>	<p>Begin Transition including starting school stories, playground and lunchtime visits.</p> <p>Sports day – working as a team</p> <p>Father's Day</p> <p>Circle times</p> <p>Staying Safe: NSPCC Pants Rule</p>
	<p>Throughout the year the children will:</p> <ul style="list-style-type: none"> Learn about, name and express feelings and emotions in self and others. Begin to initiate conversations with adults and peers Learn how to form and develop good relationships Express own needs and opinions. Experience the responsibility of carrying out small tasks. 		<ul style="list-style-type: none"> Develop confidence in new situations Communicate likes, dislikes and interests. Become independent in selection of resources Develop an awareness of behavioural expectations within the setting/school Learn to share and take turns with resources. Learn to develop play in a group Begin to communicate about own home and community. 				
	Physical Development P.E	<p>Support independent management of personal hygiene.</p> <p>Movement within and around the nursery</p> <p>Skills to put on coat / apron and change shoes / boots</p> <p>Safe use of tools including scissors, cutting fruit & using jugs to pour</p>	<p>Traveling and climbing</p> <p>Write Dance – large mark-making</p> <p>Scissor control to make paper snowflakes</p>	<p>Balancing</p> <p>Large apparatus</p> <p>Yoga & Relaxation</p>	<p>Throwing and catching</p> <p>Small apparatus</p> <p>Healthy Eating Songs & Games</p> <p>Staying Safe: Safety in the home: safe and dangerous items</p>	<p>Fine motor control (including scissor skills)</p> <p>Movement as a form of expression</p> <p>Running games</p> <p>Staying Safe: Road Safety</p>	<p>Good practices - exercise, eating, sleeping and hygiene</p> <p>Fitness Week – daily fitness challenge</p> <p>Sports day – working as a team</p> <p>Healthy Eating Songs & Games</p>
<p>Throughout the year children will:</p> <ul style="list-style-type: none"> Develop tripod grip and pen control Learn to use one handed tools and equipment Learn to negotiate space safely 		<ul style="list-style-type: none"> Develop control in holding and using equipment Become independent in self-care and management of personal hygiene Experiment with different ways of moving 					



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	Communication and Language	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> • Learn to speak with confidence during circle/carpet times • Learn to listen and respond appropriately with relevant comments, questions or actions • Play games that require listening skills such as Simon says... • Be able to follow instructions involving several ideas and actions • Be able to discriminate different environmental sounds • Be able to ask a range of questions. <ul style="list-style-type: none"> • Answer open-ended questions relating to stories or events • Be able to identify patterns, draw conclusions, explain effect, predict, and speculate • Use appropriate story language to re-enact/re-tell/predict simple and familiar stories • Express themselves effectively, using past, present and future forms effectively • Develop narratives and encourage language play through stories such as Goldilocks • Experiment with words and sounds, such as nonsense rhymes • Experience regular activities to develop speaking and listening skills (and vocabulary) including: My Talking Box, Home Bears, planned role play, Circle Time, small world play, stories & non-fiction texts. 					
4 specific areas of learning and development	<p>Literacy</p> <p>RWI</p>	<p>Environmental sound discrimination</p> <p>Book handling</p> <p>Independent mark making</p> <p>Recognising my name label</p> <p>Mark-making own name</p> <p>Drawing and mark-making names of family members</p>	<p>Story Structure</p> <p>Describes main story settings, events and principal characters.</p> <p>Independent mark making</p> <p>Writing letter to Santa</p>	<p>Story Structure</p> <p>Describes main story settings, events and principal characters.</p> <p>Act out familiar stories as a group</p> <p>Helicopter Stories: Inventing own stories – awareness of story structure</p> <p>Independent mark making</p>	<p>Non-fiction books</p> <p>Describes main story settings, events and principal characters.</p> <p>Helicopter Stories: Inventing own stories – awareness of story structure</p> <p>Writing of individual sounds and own name</p> <p>Writing plant labels</p> <p>Writing shopping lists, price labels and signs for role play shop</p> <p>World Book Week: Our favourite stories from home, reading with older pupils</p>	<p>Non-fiction books</p> <p>Describes main story settings, events and principal characters.</p> <p>Writing own name independently</p> <p>Recognising familiar words in the nursery environment – labels</p> <p>Recognising environmental print – road signs</p> <p>Helicopter Stories: Inventing own stories – awareness of story structure</p> <p>Making maps</p>	<p>Story Structure</p> <p>Non-fiction texts: caterpillar / butterfly life cycle</p> <p>Describes main story settings, events and principal characters</p> <p>Helicopter Stories: Inventing own stories – awareness of story structure</p> <p>Writing own name independently</p> <p>Writing invitations to end of year parties</p> <p>Making up poems as a group</p> <p>Recognising familiar words in the environment – labels</p> <p>Bear Hunt trail: Repeated refrains</p>
		<p>Introduction of speech sounds, 1 per week as focus</p> <p>m a s d t s</p> <p>Recapping of all sounds, phonic related games, Fred talk</p>	<p>Introduction of speech sounds, 1 per week as focus</p> <p>n p g o c k</p> <p>Recapping of all sounds, phonic related games, Fred talk</p>	<p>Introduction of speech sounds, 1 per week as focus</p> <p>u b f e l h</p> <p>Recapping of all sounds, phonic related games, Fred talk</p>	<p>Introduction of speech sounds, 1 per week as focus</p> <p>sh r j v y w</p> <p>Recapping of all sounds, phonic related games, Fred talk</p>	<p>Introduction of speech sounds, 1 per week as focus</p> <p>th z ch qu x ng nk</p> <p>Recapping of all sounds, phonic related games, Fred talk</p>	
	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> • Be introduced and to and learn about the rhyme and rhythm in spoken words and to recognise alliteration. • Listen to and joins in with stories and poems, one-to-one and also in small groups. • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Be introduced to new and alternative words extending their vocabulary 						



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Mathematics	<p>Number Rhymes</p> <p>Saying numbers in order</p> <p>Use language of quantity</p> <p>Represent numbers using fingers</p> <p>Simple shapes and patterns</p> <p>Categorisation</p> <p>Language of size</p> <p>Potato counting & shop play</p> <p>Cooking</p>	<p>Numeral Recognition within environment</p> <p>Comparing quantities</p> <p>Counting 1:1 correspondence</p> <p>Language of time – before, later soon.</p> <p>Wrapping different shaped boxes (presents)</p> <p>Cooking & weighing</p>	<p>Matching numeral to quantity</p> <p>Counting 1:1 correspondence to 10 or more</p> <p>Counting steps, claps, jumps</p> <p>Positional language</p> <p>Language to describe shapes</p> <p>Cooking & weighing</p>	<p>Separating groups recognising total remains the same</p> <p>Writing numerals</p> <p>Counting object out of a group</p> <p>Mathematical problem solving</p> <p>Cooking & weighing</p>	<p>2D shapes</p> <p>Repeating patterns</p> <p>More and less</p> <p>Mathematical problem solving</p> <p>Cooking & weighing</p>	<p>How many altogether</p> <p>Length and non-standard units of measure</p> <p>Tallying to record number</p> <p>Sharing out equally (The Doorbell Rang story)</p> <p>3D shapes</p> <p>Capacity</p> <p>Symmetry: Butterfly paintings</p> <p>Measures time in simple ways</p> <p>Cooking & weighing</p>
Understanding the world Geography/History/ICT /RE	<p>Notice similarities and differences.</p> <p>Communicate sense of own family and relations</p> <p>Remembering and discussing significant events</p> <p>Showing care for living things</p> <p>Comments and asks questions about the natural world.</p> <p>Seasonal changes: Autumn</p> <p>Operating CD player</p>	<p>Fireworks</p> <p>Exploring pumpkins (sensory)</p> <p>CD player / remote control</p> <p>Talk about what makes them unique – My Talking Boxes</p> <p>Planting spring bulbs</p> <p>Dark den & torches</p> <p>Investigating Ice</p> <p>Christmas celebrations in other cultures (Romania, Poland etc.)</p>	<p>Recall of experiences over Christmas holidays</p> <p>Remote control dinosaurs</p> <p>Looking at different types of housing & materials (3 little pigs)</p> <p>Building bridges with different materials (3 Billy Gats Gruff)</p>	<p>Technological toys</p> <p>Growth and change over time – planting seeds / taking care of plants</p> <p>Grow broad beans (& measure)</p> <p>Plant potatoes, carrots, beans</p> <p>Minibeast / Reptile Experience visit</p>	<p>Hatching Chicks / Tadpole-frog life cycle</p> <p>Different occupations: police, paramedics, firefighters, pilots, train drivers, astronauts, construction workers etc.</p> <p>Investigating floating / sinking with different materials</p> <p>Planets & space</p> <p>Investigating maps, atlas & globe</p> <p>Growth and change over time – planting seeds / taking care of plants</p> <p>Beebots - programming</p>	<p>Butterflies</p> <p>Using i-pad to take photos – favourite place in nursery & on transition visits</p> <p>Looking after our health – role of health professionals – Nurse / dentist visit</p> <p>Looking at Old bears & New Bears (sense of time) – This is the Bear stories</p>
Expressive Arts and Design Music/Art/Drama/ D.T	<p>Singing</p> <p>Experimenting and constructing with blocks</p> <p>Independent junk modelling skills</p> <p>Exploring colours and textures</p> <p>Mark making</p> <p>Potato printing (harvest)</p> <p>Dancing and ring games</p>	<p>Firework Pictures and Paintings</p> <p>Fireworks dance</p> <p>Exploring changes in colour and sound</p> <p>Nativity songs</p> <p>Christmas cards/craft</p> <p>Divali craft and cooking</p> <p>Printing (including hand prints)</p>	<p>Building model houses & dens (different construction materials)</p> <p>Valentine days cards</p> <p>Chinese Restaurant role play</p> <p>Chinese Lion Dance & music making</p> <p>Helicopter Stories: Making up & acting out our own stories</p>	<p>Printing</p> <p>Easter cards/crafts</p> <p>Mother's day crafts</p> <p>Helicopter Stories: Making up & acting out our own stories</p> <p>Grocers role play</p> <p>Matisse – Snail</p> <p>Fruit/food printing</p> <p>Observational painting (daffodils)</p>	<p>Clay mini-beasts</p> <p>Self portraits</p> <p>Eid 'henna' hand decorations Mehndi</p> <p>Train / plane / boat / space journey role play</p> <p>Whatever Next role play (space rocket)</p> <p>Pirate Role Play</p> <p>Observational drawings: chicks / tadpoles</p> <p>Printing with vehicles, tyre tracks</p>	<p>Father's day cards/crafts</p> <p>Exploring texture</p> <p>Fruit/food printing</p> <p>Natural art & patterns in nature</p>



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British Values

Democracy / Rule of Law / Individual Liberty and Mutual Respect / Tolerance of those with different faiths and beliefs

Staying Safe programme