



Rotherhithe Primary School Nursery

Long Term Plan 2021/22



Core Activities

Core activities create the building blocks for all learning, growth and development in EY. Through the planning cycle Core Activities are shaped by children's interests. Practitioners adapt and plan through these activities to support development in the Prime and Specific Areas with an appropriate level of challenge to simulate and engage all learners.

	Sand and Water Tray	Cooking	Forest School	Gardening	Block Play	Malleable Materials	Role Play	Small World	Painting & Colour mixing	Junk Modeling	Finger Gym
	Indoor and outdoor continuous provision	Weekly	Elements incorporated into outdoor provision.	Adult led planting in response to the seasons. Free play 'garden area'	Indoor and outdoor continuous provision. Planned challenges to link with texts.	Playdough, foam, jelly beads, cloud dough, clay.	Home corner throughout the year. Additional role play in children's interests.	Indoor and outdoor linked to themes and interest led.	Begins adult led as children develop skills work independently at painting stations.	Open ended opportunities promoting independence. Adults support planning and reviewing work.	Range of activities to build up finger strength and dexterity
	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2					
Our Big Question themes	Who am I? <i>Settling in</i>	How do we celebrate? <i>Seasons</i>	What fairy tales do we love? <i>Building</i>	How can I look after myself and others? <i>Things that Go</i>	How do things grow? <i>Animals</i>	What is out there? <i>Transition</i>					
Special Events	<ul style="list-style-type: none"> Birthdays Stay and Play days Welcome Day for Parents 	<ul style="list-style-type: none"> Birthdays Fireworks night Halloween Diwali Eid-Ui-Fitr Christmas Hanukkah Diversity Month 	<ul style="list-style-type: none"> Birthdays New Years Valentine's Day Chinese New Year Children's Mental Health Week Pancake Day World Book Day 	<ul style="list-style-type: none"> Birthdays Mother's Day St. Patrick's Day Science Week Easter 	<ul style="list-style-type: none"> Birthdays St. George's Day Ramadan & Eid Carnival School celebration 	<ul style="list-style-type: none"> Birthdays Father's Day Sports Day International Day 					
Local Outings / Visitors	<ul style="list-style-type: none"> <i>Settling in</i> 	<ul style="list-style-type: none"> Park walk Post Box Shop/Supermarket 	<ul style="list-style-type: none"> Park Shop/supermarket 	<ul style="list-style-type: none"> Emergency Service Visitors Nurse visit Chicks 	<ul style="list-style-type: none"> Farm Caterpillars 	<ul style="list-style-type: none"> Beach trip 					
Possible Texts	Together we can <i>By Caryl Hart</i> Ruby Goes to Nursery I can do it! <i>By Patricia Hegarty</i> So much <i>By Trish Boone</i>	Diwali <i>By Hannah Elliot</i> Christmas Story Room on the Broom <i>By Julia Donaldson</i> Owl Babies <i>By Martin Waddell</i>	<i>Traditional tales:</i> The Three Little pigs Goldilocks Billy Goat's Gruff The Gingerbread Man	My Amazing Body <i>By Pat Thomas</i> The Naughty Bus <i>By Jan Oke</i>	The Very hungry Caterpillar <i>By Eric Carle</i> The Bad Tempered ladybird <i>By Eric Carle</i> Lali's Feather <i>By Farhana Zia</i>	Walking Through the Jungle <i>By Julie Lacome</i> Whatever Next? <i>By Jill Murphy</i>					



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	<p>Lulu's First Day <i>By Anna McQuinn</i> Maisie Goes to Nursery <i>By Lucy Cousins</i> We're going on a Bear Hunt <i>By Michael Rosen</i></p>	<p>Gruffalo <i>By Julia Donaldson</i> We're going on a leaf Hunt Kippers birthday <i>By Mick Inkpen</i></p>	<p>Jack and the Beanstalk</p>	<p>The train ride <i>By June Crebbin</i> The Odd Egg <i>By Emily Gravett</i> Tony Mitton books on Things that go!</p>	<p>Monkey Puzzle <i>By Julia Donaldson</i></p>	<p>Last Stop on Market Street <i>By Matt de la Pena</i> We're going on a Lion Hunt <i>By David Axtell</i> Sharing a sea shell <i>By Julia Donaldson</i> Look up <i>By Nathan Byron</i></p>
<p>Personal Social Emotional Development</p>	<p>Who am I? Being the Best I can Be. Settling into our new Nursery Get to know and develop a bond with key worker Play name games Learn areas of the classroom and school routines Learn to self-register and hand my things on my special peg Share pictures of the our families/important people Create a class Charter Setting rules and routines; expectations and boundaries Discuss class promises and agree on them as a whole class.</p>	<p>What are feelings? Introduce Zones of Regulation and exploring different feelings Talking about our own feelings and understanding feelings of others Kind and unkind behaviour; being a good friend Learn to use 'conflict resolution' Create 'cool down' areas when we need time to calm down Introduce brain breaks and quiet/calm times Termly Review; my proudest moments from this term</p>	<p>What is special about me? Learn about special customs and beliefs Similarities and differences and how we show respect Set our personal targets and goals Mindfulness activities linked to children's mental health week Small group turn taking games Fairy tales: -explore characters and their actions. Eg Goldilocks and the big bad wolf. -think of stories from others perspectives how might the Giant feel?</p>	<p>How can I help others? Who helps look after us? How to help one another and what to do if you need help. The importance of being kind and gentle. What makes a great friend: know that words have an impact on others Termly Review; my proudest moments from this term Introduce 'experts' for all areas</p>	<p>What am I proud of? Look at how we are growing and changing; What can I do now that I couldn't do before? Playing co-operatively in a group. Children work on projects in groups lead by their own interests. Children build confidence to share their proud moments Explore what makes us feel different ways. I feel proud when... I feel happy when..</p>	<p>What is special about the world around me? Special places in my community Where are my friends and family from? Explore similarities and differences How to look after the environment. Termly Review; my proudest moments from this term Transition to Reception</p>
<p>Physical Development PE coach Gross Motor</p>	<p>Fundamental Movement Experiments with different ways of moving. Begin to negotiates space successfully when walking, running and hopping.</p>	<p>Climbing & Balance Develop core muscles and strength to pull bodies up on climbing equipment . Work on balance when climbing and</p>	<p>Jumping Practice pushing feet down into the ground to jump with increased height and distance.</p>	<p>Throwing and Catching Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects.</p>	<p>Kicking and Batting Develop co-ordination and eye tracking to kick small and large balls and use a begin to use a bat.</p>	<p>Multi skills and Athletics Practice key skills for Sports Day Activities. Wheeled toys</p>



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	Wheeled toys Bikes, scooters and other wheeled toys.	traveling over, under and around obstacles. Wheeled toys Bikes, scooters and other wheeled toys.	Wheeled toys Bikes, scooters and other wheeled toys.	Wheeled toys Bikes, scooters and other wheeled toys.	Wheeled toys Bikes, scooters and other wheeled toys.	Bikes, scooters and other wheeled toys.
Fine Motor & Mark making/ writing	Rolls, pounds, squeezes and pulls play dough Hold and use a range of small tools and objects such as tambourines, jugs, hammers and mark making tools Begin to turn pages in a book	Introduce Write Dance for small groups Use paintbrushes to explore creating dots, lines, circular strokes; develop wrist action Snips with scissors; create Christmas snowflakes Manipulate clay to create diva lamps Use utensils for cooking in small groups	Write Dance Activities Copies circular, vertical, horizontal strokes and lines with mark making tools Construction with a variety of small materials and tools Use different sized and shaped cutters for making gingerbread biscuits Turn pages of books independently	Write Dance Activities Trace shapes and lines with mark making tools Begin to form some letters in learnt in phonics Use windup toys and buttons to make things move and go Represent ideas and ascribe meaning to pictures drawn	Write Dance Activities Planting seeds and using water cans and sprays Manipulate playdough to make snakes, and small balls Begin to hold mark making tools with tripod grasp Begin to write name	Write Dance Activities Write name and represent some other letters Use scissors to cut straight lines Paint and represent pictures with some details eg eyes nose mouth
Healthy and Self care	Learn daily routines and handwashing Use the toilet independently and/or ask for help if needed Eat and use utensils with greater independence	Eat independently Take on and off winter clothes independently Assess risk and use resources and equipment in school safely	Learn about oral hygiene and brushing teeth Try and taste different foods Develop breath control for brain breaks	Assess risk and be safe at home and in school; is it safe? Road Safety Talk about the body and name body parts.	Healthy eating and food Learn about growth and change in humans and animals	Learn how to look after our bodies in the hot weather Talk about ways to keep healthy
Communication and Language	Rhymes and songs that use the whole hand 1:1 talking time with adult	Rhymes/song that use fingers Introduce Talking Tables	Rhymes/songs that cross the midline Act out fairy tales	Rhyme Time: rhymes that use the whole body Comment, predict and explain Science experiments	Rhymes that: involve games and movement Introduce Story Maker	'Rhyme Time' challenge Share and talk about their 'special place' (Tapestry)



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	<p>Introduce 'Word Time' for daily vocabulary input</p> <p>Introduce What's in the Box?</p> <p>Sorting and classifying toys and objects</p> <p>Labelling objects; what are they for?</p> <p>Dress up games & Puppet Play</p> <p>Phase 1 phonics: Tuning into sounds: sound discrimination of instrumental sounds and body percussion</p>	<p>Share and talk about Tapestry posts</p> <p>Mystery Box and Touchy feely bags</p> <p>Action games and songs for verbs</p> <p>Prepositions: under, behind, in front of, on top of.</p> <p>Phase 1 phonics: Listening and Remembering Sounds: Rhythm and rhyme Voice sounds</p>	<p>Sequence and retell stories; first, then, now</p> <p>Use language related to measure for size; big, small, medium</p> <p>Introduce 'story telling tent'</p> <p>Phase 1 phonics: Talking about sounds (developing vocabulary and language comprehension) Playing with initials sounds, can you hear and say initial sounds</p>	<p>Introduce 'Big Picture' answer who, what and where questions</p> <p>Opposites: fast/slow quiet/loud big/small</p> <p>Phase 1 phonics: Oral blending and segmenting: reproduce audibly the phonemes they hear, in order, all through the word</p> <p>Read Write Inc Phonics Begin first set of sounds, link sound to phoneme</p>	<p>Explain 'odd one out' scenes</p> <p>Listening games for identifying animal sounds</p> <p>Use language related to length and weight</p> <p>Read Write Inc Phonics Continue with children's next steps following RWI sound order</p>	<p>Begin to answer 'why' questions</p> <p>Listen and do 2-3 part instruction activities</p> <p>Use language related to time; today, tomorrow, yesterday</p> <p>Read Write Inc Phonics Continue with children's next steps following RWI sound order</p>
Literacy	<p>Share favourite stories/songs/rhymes</p> <p>Join in with actions to rhymes and stories</p> <p>Read stories 1:1</p> <p>Identify main characters in familiar stories</p> <p>Use Story Sacks</p>	<p>Share stories in small groups</p> <p>Listen and join in with repeated refrains</p> <p>Recognise familiar words in environment and own name</p> <p>Talk about illustrations in books</p>	<p>Launch 'lending library' for families</p> <p>World Book Day activities</p> <p>Talk about settings in stories</p> <p>Begin to tell own stories in 'story tent' use key story words eg once upon a time</p>	<p>Begin reading sessions with parents</p> <p>Explore information books about 'things that go'</p> <p>Make up new endings for favourite stories</p> <p>Take greater notice of letters in books and print</p> <p>Children choose books to take home</p>	<p>Children create their own stories with 'story maker'</p> <p>Sequence stories; beginning, middle and end</p> <p>Begin to make and create our own story books</p> <p>Story sacks for 'Monkey Puzzle' & 'The very Hungry Caterpillar'</p>	<p>Complete 'book reviews' of favourite stories</p> <p>'Rhyme Time' challenge</p> <p>Change characters in a story; "we're going on a lion hunt"</p> <p>Make an "All About Me" book</p>
Mathematics	<p>Number songs and Rhymes</p> <p>Counting our fingers and toes in sequence</p> <p>Numbers in the environment</p>	<p>Numbers for birthdays; birthday cakes and candles</p> <p>Reciting number names in order to 10; fireworks songs</p>	<p>Begin to recognise numbers to 10</p> <p>Count objects to five accurately using one to one correspondence</p>	<p>Recognise and begin to order numbers to 10</p> <p>To match a numeral to a quantity (up to 5)</p>	<p>Recognise and order numbers to 10</p> <p>To match a numeral to a quantity (to 5 and beyond)</p>	<p>Receive and begin to recognise numbers beyond 10</p> <p>To match a numeral to a quantity (to 5 and beyond)</p>



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	<p>Exploring numbers 1-5</p> <p>Noticing shapes in our environment</p>	<p>Begin to count objects to five using one to one correspondence; fireworks and candles</p> <p>Matching numeral and quantity correctly to 5</p> <p>Shapes, size, measure for present wrapping (Christmas)</p>	<p>Separates a group of three or four objects and can see that the total stays the same</p> <p>Size: linked to Goldilocks and the three Bears</p>	<p>To know that a quantity changes if one objects is taken away or added</p> <p>Begin to represent quantities using fingers, marks, objects</p> <p>Count steps, claps, jumps etc.</p>	<p>Compares two groups of objects, saying when they have the same number</p> <p>Represent quantities using fingers, marks, objects</p> <p>Exploring 1 more and 1 less</p>	<p>Estimates how many objects they can see and checks by counting them</p> <p>Create simple ABA patterns with objects/shapes</p>
<p>Understanding of the World</p>	<p>Stem Learning: The Natural World, Explore and Observe</p> <ul style="list-style-type: none"> o Fantastic fruits o Natural scavenger hunt 	<p>Stem Learning: Physical Processes</p> <ul style="list-style-type: none"> o Floating and Sinking o Water and Ice o Cooking 	<p>Stem Learning: Materials</p> <ul style="list-style-type: none"> o Building a house for the Three Little Pigs 	<p>Stem Learning: All About me</p> <ul style="list-style-type: none"> o Brilliant Bodies o My senses <p>Science Week</p>	<p>Stem Learning: The Natural World, Explore and Observe</p> <ul style="list-style-type: none"> o Minibeast safari o Plant parts 	<p>Stem Learning: Physical Processes</p> <ul style="list-style-type: none"> o Magic magnets o Shadows
<p>Art & Design</p>	<p>Painting and Colour</p> <p>Free exploration of mixing and different tools</p> <p>Printing</p> <p>Hand, finger, body printing</p>	<p>Colour</p> <p>Experiment with colour; sand, water, dough, paint mixing linked to Diwali</p> <p>Painting</p> <p>Experiment with different painting tools to create fireworks</p> <p>3Dwork</p> <p>Salt dough modeling</p>	<p>Textiles and Texture</p> <p>Experiment with materials to make homes and buildings</p> <p>3D work</p> <p>Building and constructing homes and buildings</p>	<p>Printing</p> <p>Extend body printing</p> <p>Painting and Colour</p> <p>Colour mixing; produce shapes and pictures</p>	<p>Drawing</p> <p>Draw and record observations of minibeasts and animals</p> <p>Pattern</p> <p>Observe and create patterns seen on animals</p>	<p>Drawing</p> <p>Draw and represent pictures of me and others</p> <p>Pattern</p> <p>Represent colour and shape patterns</p>
<p>Music – music specialist</p>	<p>Watching listening & participating</p> <p>Find out singing voices. Explore vocal sounds.</p> <p>Engage and participate in the sessions.</p>	<p>Snowmen & Penguins</p> <p>Experience a range of songs. Explore rhythm through words.</p> <p>Learn how to explore pulse through movement.</p> <p>Explore pitch through singing and sounds</p>	<p>Puppets & Lycra</p> <p>Use puppets and stretchy lycra material during music sessions to bounce props to the beat of the music.</p> <p>Learn to respond to music physically.</p> <p>Learn to join in with and anticipate actions.</p>	<p>Playing the game</p> <p>Explore pulse in my body through movement and actions.</p> <p>Respond to music with greater control through movement.</p> <p>Handle and control small percussion instruments to</p>	<p>What's in the bag?</p> <p>Have opportunities to listen to live music.</p> <p>Have opportunities to listen to recorded music Learn to retell stories through music</p>	<p>Road to Rio</p> <p>Develop a steady pulse.</p> <p>Find the rhythm of words</p> <p>Explore pulse in the body through listening, singing and responding to music</p>



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				start and stop ; play loud and soft; play fast and slow		
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