

# NURSERY LONG TERM PLAN 2016-17

## TOPIC OVERVIEW

This outlines the topics and theme weeks that will be taught in FS1 this academic year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Welcome to Nursery Take One Picture Who we are Diwali Theme Week	Halloween Bonfire Night Blast off to space People who help us Christmas	Story Telling (one story per week): -Little White Owl -Noah's Ark -Goldilocks -3 Little Pigs -Going on a Bear Hunt -Handa's Surprise Each week we shall send the Little White Owl a story he can read to his friends.	Tree Week Our outdoors Magical creatures Mother's Day Easter	Plants and Growing Minibeast Butterflies Derby Project	Pets and Animals Fathers Day Zoo Animals Transition

### Throughout the year we will:

- Enhance learning provisions in line with children's needs and interests
- Adapt topic/themes in line with current events
- Look to work flexibly with children and families to provide relevant and engaging learning opportunities/experiences.

## AREAS OF LEARNING OVERVIEW

This details the objectives that we will be working on throughout the year

### PRIME AREAS OF LEARNING

<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Learn to speak with confidence during carpet/circle times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Learn how to greet and interact with friends and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary relating to topics</li> <li>• Learn how to make their needs known</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Developing gross motor skills through outdoor play; running, climbing, balancing, building etc...</li> <li>• Developing fine motor skills such as; pencil grip, scissor control, manipulating small objects (threading, jigsaws, small construction), developing hand strength using malleable materials (dough etc) and when using writing tools.</li> <li>• Learning self-help skills; general hygiene, toileting, washing hands, feeding themselves appropriately etc...</li> </ul>	
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Learn to speak with confidence to new adults and friends.</li> <li>• Learning to share toys with others.</li> <li>• Learning to play alongside others.</li> <li>• Learn classroom routines and rules.</li> <li>• Be supported children in making friends.</li> <li>• Developing relationships with other people.</li> <li>• Learn to make new friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to take turns.</li> <li>• How to deal with our emotions appropriately.</li> <li>• Developing confidence during carpet and circle times.</li> <li>• Expressing their feelings and interests to their friends.</li> <li>• Caring for each other and animals.</li> <li>• Understanding others needs and feelings</li> <li>• Dealing with changes in a positive way.</li> </ul>

### SPECIFIC AREAS OF LEARNING

<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Listening to a range of stories during carpet time</li> <li>• Mark making using different resources – drawing ourselves</li> <li>• Visiting the school library</li> <li>• Recognising print in the environment</li> <li>• Reading buddies – sharing books with other children</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to form letters, numerals and shapes</li> <li>• Enhancing pencil control</li> <li>• Writing our name and drawing ourselves</li> <li>• Retelling stories through role play</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Counting through songs, stories and in their play</li> <li>• Recognising quantities of objects</li> <li>• Recognising numbers in the environment</li> <li>• Using some number names and language</li> <li>• Say some number names in sequence</li> <li>• Show awareness of number in the environment</li> <li>• Exploring 2D shapes in the environment</li> <li>• Show awareness of time through class routines</li> <li>• Comparing objects by mass or size</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting number rhymes</li> <li>• Exploring different shapes, spaces and measures</li> <li>• Chanting forwards to 10 (and beyond)</li> <li>• Appreciate numbers can say how many objects in a set</li> <li>• Using fingers to represent numbers</li> <li>• Show interest in different measures; time, length, weight</li> <li>• Recognise, name and order numerals to 10</li> <li>• Counting objects, sounds or actions</li> <li>• Combine small sets and count the total</li> </ul>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>• Talking about ourselves, our interests, families, favourite things.</li> <li>• Sharing thoughts and experiences about families, how families can be similar and different to others.</li> <li>• Sharing our knowledge and experience about the different people in the community.</li> <li>• Thinking about different people and how they help us.</li> <li>• Talking about those who are important to us and why</li> <li>• Sharing experiences and feelings about different festivals and how they are celebrated.</li> <li>• Recognising signs of the seasons, exploring using senses, noticing change in the weather and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising signs of spring, new plants, animals and change in weather.</li> <li>• Thinking about the locality, what buildings, shops, landmarks are around – sharing knowledge</li> <li>• Comparing different animals – how are they different (appearance, diet etc)</li> <li>• Exploring different technologies in nursery – touchscreens, ipads, beebots etc</li> <li>• Using technology for a purpose – completing a program, painting etc</li> <li>• Experiencing extended uses of technology, cameras, phones, computers for making pictures and letters.</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Using a range of media, tools and materials in their artwork (drawing, painting, modelling, collages, printing, working with textiles etc)</li> <li>• Explore different musical instruments and use them to make music</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the different materials and developing their own ideas.</li> <li>• Using their imagination for role play</li> </ul>