



CORBYPRIARY ACADEMY

Nursery – Long Term Plan

Nursery	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Into the Woods	Let's Celebrate	Frozen	Animal Kingdom	See How They Grow	Being Super
PD (Including Kinetic Letters)	<ul style="list-style-type: none"> Toileting Gross motor senses 	<ul style="list-style-type: none"> Gross motor Basic hygiene Manipulation Danger/safety 	<ul style="list-style-type: none"> Spatial awareness Manipulation of tools Fine motor Senses Getting dressed 	<ul style="list-style-type: none"> Basic hygiene Gross motor Healthy eating 	<ul style="list-style-type: none"> Healthy eating Fine motor Spatial awareness Toileting 	<ul style="list-style-type: none"> Fine motor Gross motor Danger/safety Getting dressed Manipulation of tools senses
Lit (Including Fantastics)	<ul style="list-style-type: none"> mark making nursery rhymes traditional stories characters 	<ul style="list-style-type: none"> Mark-making with meaning Concepts of print Non-fiction 	<ul style="list-style-type: none"> Word collector Events Mark-making Concepts of print Story Name (reading) 	<ul style="list-style-type: none"> Word collector Character vocabulary development retelling and sequencing 	<ul style="list-style-type: none"> Picture power Events: sequencing Name (reading) 	<ul style="list-style-type: none"> name practice Picture power Comprehension
Phonics (Little Wandle)	Tuning into sounds	Hearing initial phonemes s,a,t,p,i,n	Identify initial sounds Distinguish between different sounds blend using oral blending m,d,g,o,c,k,e	Identify initial sounds Articulate sounds correctly blend using oral blending u,r,h,b,f,l,j	Identify initial sounds blend using oral blending v w y z qu ch	Identify final sounds of words Blend using oral blending ck x sh th ng nk
Maths	<ul style="list-style-type: none"> Counting Comparing measuring Subitising 	<ul style="list-style-type: none"> Counting 1:1 correspondence Subitising 2D and 3D Shapes 	<ul style="list-style-type: none"> counting partitioning Pattern 	<ul style="list-style-type: none"> Numerals More/less comparison Sorting measure Position Routes 	<ul style="list-style-type: none"> Numerals Measures Sequencing More/ less Comparing 	<ul style="list-style-type: none"> Numerals Addition Shapes
UW	<ul style="list-style-type: none"> Familiar people Immediate environment Natural world Seasons 	<ul style="list-style-type: none"> communities traditions weddings belief 	<ul style="list-style-type: none"> Seasons Natural world Communities traditions 	<ul style="list-style-type: none"> comparison natural world 	<ul style="list-style-type: none"> comparison growth and decay natural world life cycles 	<ul style="list-style-type: none"> Familiar people Communities
EAD	<ul style="list-style-type: none"> Printing Nursery rhymes colour 	<ul style="list-style-type: none"> painting singing performance Kandinsky 	<ul style="list-style-type: none"> chalk dancing percussion Artist study Illustration 	<ul style="list-style-type: none"> drawing Drama – storytelling Vocal sounds Textiles (visual exploration) 	<ul style="list-style-type: none"> Collage Eric Carle – artist Dancing Clay Loud/quiet sounds 	<ul style="list-style-type: none"> pop art singing collage Cutting painting



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Careers	Parkkeeper (Percy the Parkkeeper)	Minister Party organiser Entertainers	Arctic explorers Meteorologists Weather reporters Illustrators Artist	vet zookeeper biologist textile artist	gardener botanist scientist artist sculptor	different jobs for People Who Help Us – half term focus around jobs and careers
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Nursery Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic <i>Possible focus</i>	Into the Woods (Once ready) <i>Woodland animals</i> <i>Autumn</i> <i>Harvest</i>	Let's Celebrate <i>Bonfire Night</i> <i>Birthdays</i> <i>Weddings (RE unit)</i> <i>Thanksgiving</i> <i>Christmas</i>	Frozen <i>Arctic animals</i> <i>Winter</i> <i>Ice (freezing and melting)</i> <i>Svalbard</i>	Animal Kingdom <i>pets</i> <i>farm animals</i> <i>wild animals</i> <i>habitats</i> <i>animals and their babies</i>	See How They Grow <i>life-cycles – beans</i> <i>butterflies</i> <i>children growing</i> <i>gardening and plants</i> <i>Spring</i>	Being Super <i>superheroes</i> <i>People Who Help Us</i> <i>School transition</i> <i>Summer</i>
Possible texts	The Gruffalo Autumn Leaves Little Red Riding Hood Little Red Hen Enormous Turnip	Non-fiction related texts The Nativity	One Snowy Night Jack Frost The Gruffalo's Child Blue Penguin	Hospital Dog Mog and the V.E.T Rosie's Walk Farmer Duck Elmer Dear Zoo Monkey Puzzle	Jack and the Beanstalk The Very Hungry Caterpillar (joint project) Busy Spring In Wiggly's Garden	Clothesline Clues for Jobs People Do Supertato
Possible artists	Andy Goldsworthy (sculpture)	Kandinsky (shapes)	Kazuno Kohara (illustrator and author)	Kuna Indians (Mola Textiles)	Eric Carle (tissue paper and printing) Katie Spragg (clay)	Lichenstein (pop art) Mondrian (colour)
Enhancements	Autumn objects Autumn walk	Celebrate Bonfire Night Christmas party and songs for parents	Winter walk Ice experiments	Visit from a vet with real animals	Caterpillars to hatch Plant Beans Visit from a baby	Emergency services visit



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Vision for EYFS:

EYFS is about developing a love of and engagement with learning and creating an implicit motivation to grow and develop. It has the power to provide equal opportunities for all children to develop holistically. Learning in the early years has a direct impact on children's futures and it has an important role to play in preparing children for their future educational career, but it is also the first opportunity for children to experience school and great care should be taken to ensure that they receive the best possible early education. Our youngest children should be excited about learning within their first few years at school where they can grow in both skills and knowledge, supported by creativity, discovery, exploration, and play.

PSED domains of knowledge (ongoing throughout EYFS):

- Friendships
- Turn-taking
- Sharing
- Rules
- Feelings
- Self-regulation
- Teamwork
- Needs
- confidence

CL domains of knowledge (ongoing throughout EYFS):

- conversation
- stories
- questioning
- instructions
- choices
- jokes
- self-expression
- vocabulary
- listening and attention
- (Reception only) debate/ discussion



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Nursery				
Term: Autumn 1			Topic: Into the Woods	
Domains of knowledge:			Value: Responsibility	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> • Kinetic letters: animal positions • Toileting • Gross motor • senses 	<ul style="list-style-type: none"> • mark making • nursery rhymes • traditional stories • characters • Fantastic lenses 	<ul style="list-style-type: none"> • Counting • Block play • Comparing • measure • Subitising 	<ul style="list-style-type: none"> • Familiar people • Immediate environment • Natural world • Seasons 	<ul style="list-style-type: none"> • Printing • Nursery rhymes • construction • sculpture • colour
Development matters/ end points:			Flight path: 3-4 years (some may be 0-3 exceeding)	
<ul style="list-style-type: none"> • To begin to manage their own basic hygiene needs. • To travel around the setting with confidence • To use tools and equipment safely 	<ul style="list-style-type: none"> • To enjoy listening to nursery rhymes and stories • To look at books independently • To recognise sounds in the environment • To recognise some familiar story characters 	<ul style="list-style-type: none"> • To take part in number songs (up to 5) • To count to 5 • To understand big/small • To subitise amounts to 3 	<ul style="list-style-type: none"> • To know who is in their family and talk about them • To talk about the natural world they can see around them • To know that changes occur in autumn and talk about some of them. 	<ul style="list-style-type: none"> • To explore colour through different media • To print using different resources, exploring the techniques needed. • To engage in familiar role play, such as in the home corner • To explore the sculptures of Andy Goldsworthy and provide resources for the children to create their own.



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Term: Nursery Autumn 2			Topic: Let's Celebrate	
Domains of knowledge:			Value: Respect	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> • Kinetic letters: down bump/ up • Gross motor • Basic hygiene • Manipulation • Danger/safety 	<ul style="list-style-type: none"> • Mark-making with meaning • Fantastic lenses • Concepts of print • Non-fiction 	<ul style="list-style-type: none"> • Counting • 1:1 correspondence • Subitise • Shapes 	<ul style="list-style-type: none"> • communities • traditions • weddings • belief 	<ul style="list-style-type: none"> • painting • singing • performance • Kandinsky
Development matters/ end points:			Flight path: 3-4 years	
<ul style="list-style-type: none"> • Understand the need for safety, especially linked to Bonfire Night • Draw lines and circles using gross motor movements. 	<ul style="list-style-type: none"> • Begin to give meaning to marks, both their own and those made by others. • Holds book correct way up and turns page. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • To know that books can give us information 	<ul style="list-style-type: none"> • Recite numbers to 10 • Know that numbers identify how many objects are in a set • Show an interest in shapes and begin to talk about the shapes of everyday objects. 	<ul style="list-style-type: none"> • To talk about ways their own families celebrate special times • To know how some weddings are celebrated (RE unit: What happens at a wedding?) • To know some of the ways Bonfire Night is celebrated. • To know some of the different ways people celebrate birthdays • To know about a festival from another country (Thanksgiving) 	<ul style="list-style-type: none"> • Take part in a short sung performance. • To sing familiar songs • To learn and experience singing and range of songs. • To explore shapes in art - Kandinsky



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Term: Nursery Spring 1			Topic: Frozen	
Domains of knowledge:			Value: perseverance	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> • Kinetic letters: push/ pull • Spatial awareness • Manipulation of tools • Fine motor • Senses • Getting dressed 	<ul style="list-style-type: none"> • Word collector • Events • Mark-making • Concepts of print • Story • Name (reading) 	<ul style="list-style-type: none"> • counting • partitioning • Pattern 	<ul style="list-style-type: none"> • Seasons • Natural world • Communities • traditions 	<ul style="list-style-type: none"> • chalk • dancing • percussion • Artist study • Illustration
Development matters/ end points:			Flight path: 3-4 years developing	
<ul style="list-style-type: none"> • Moving freely with pleasure and confidence in a range of ways • Use one handed tools and equipment • Beginning to copy some letters and produce some letter shapes 	<ul style="list-style-type: none"> • To know that marks have meaning • To begin to use a range of vocabulary in their own speech • To talk about the main events of a story • To recall longer stories • To recognise their name, with a photograph for support. 	<ul style="list-style-type: none"> • To talk about the different numbers within a number • To physically partition objects into two groups and recognise that these make the same amount when recombined • To begin to recognise patterns and to know what makes a simple pattern • To extend and create simple ABAB patterns. • To notice mistakes in a simple pattern 	<ul style="list-style-type: none"> • To explore how the natural world changes in winter. • To explore another culture and country (Svalbard) • To compare a different environment to our own. • To explore the properties of ice through simple experiments. 	<ul style="list-style-type: none"> • To explore chalk • To explore the work of Kazuno Kahara and create their own simple illustrations. • To move in different ways in response to music, beginning to move rhythmically • To be able to tap out simple repeated rhythms • To know that pictures can tell a story and have a meaning, especially those in stories



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Term: Nursery Spring 2			Topic: Animal Kingdom	
Domains of knowledge:			Value: courage	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> • Kinetic letters: slide • Basic hygiene • Gross motor • Healthy eating 	<ul style="list-style-type: none"> • Word collector • vocabulary development • retelling and sequencing 	<ul style="list-style-type: none"> • Numerals • More/less comparison • Sorting • measure • Position • Routes 	<ul style="list-style-type: none"> • comparison • natural world 	<ul style="list-style-type: none"> • drawing • Drama – storytelling • Vocal sounds • Textiles (visual exploration)
Development matters/ end points:			Flight path: 3-4 years	
<ul style="list-style-type: none"> • To know about safe hygiene around animals and pets • To begin to connect two or more kinetic letters moves using gross motor movements. 	<ul style="list-style-type: none"> • To play around with words and language, • To begin to use a story map to retell a story • To begin to use the terms 'beginning' and 'end'. 	<ul style="list-style-type: none"> • To sort objects by 2 criteria • To compare two groups of objects, saying when they have the same number • To compare objects by their weight or length • To understand positional language – such as under, behind, in front, next to. • To describe a familiar route, such as coming to school, using 'landmarks' to do so. 	<ul style="list-style-type: none"> • To know about some features of animals and talk about what they have observed • To talk about the places in the world where animals are often found and begin to use the word habitat • To make comparisons of different animals • To know key features of their immediate environment and to talk about these. 	<ul style="list-style-type: none"> • To explore the colours and representations in textiles (Molas) • To draw animals or people with some recognisable features • To explore different sounds that they can make with their voices



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Term: Nursery Summer 1			Topic: See How They Grow	
Domains of knowledge:			Value: honesty	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> • Kinetic letters: putting moves together • Healthy eating • Fine motor • Spatial awareness • Toileting 	<ul style="list-style-type: none"> • Picture power • Events: sequencing • Name (reading) 	<ul style="list-style-type: none"> • Numerals • Measures • Sequencing • More/ less • Comparing 	<ul style="list-style-type: none"> • comparison • growth and decay • natural world • life cycles 	<ul style="list-style-type: none"> • Collage • Eric Carle – artist • Dancing • Clay • Loud/quiet sounds
Development matters/ end points:			Flight path: 3-4s	
<ul style="list-style-type: none"> • To be able to travel around, under, over and through balancing and climbing equipment. • To negotiate space successfully when playing racing and chasing games with other children. • To know about different types of food we eat and introduce a balanced diet. 	<ul style="list-style-type: none"> • To begin to know how stories are structured • To suggest how a story might end. • To sequence a familiar story. (Story mapping) • To know that information can be retrieved from posters. • To recognise their name, without a photograph prompt. 	<ul style="list-style-type: none"> • To recognise numerals 1-5 • To match numeral to amount consistently. • To begin to use the language of 'more' and 'fewer' to compare two sets of objects. • To begin to order two objects by their length. 	<ul style="list-style-type: none"> • To know that a caterpillar becomes a butterfly. • To know how to grow a plant and to be able to say some of the things needed to make it grow. • To know that trees and plants grow, and that they start as seeds and bulbs. • To explore Spring and some of its key features. • To know ways in which they have changed since they were babies. 	<ul style="list-style-type: none"> • To know how to manipulate materials to achieve a planned effect. (clay exploration) • To follow Eric Carle's techniques to create a collage in his style. • To move in response to music, sometimes expressing feelings and experiences. • To know how to create loud and quiet sounds with a range of materials and instruments.



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Term: Nursery Summer 2			Topic: Being Super!	
Domains of knowledge:			Value: positivity	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> • Fine motor • Gross motor • Danger/safety • Getting dressed • Manipulation of tools • senses 	<ul style="list-style-type: none"> • Kinetic letters: name practice • Picture power • Fiction • Comprehension 	<ul style="list-style-type: none"> • Numerals • Addition • Shapes 	<ul style="list-style-type: none"> • Familiar people • Communities 	<ul style="list-style-type: none"> • pop art • singing • collage • Cutting • painting
Development matters/ end points:			Flight path: 3-4s/ Reception e	
<ul style="list-style-type: none"> • To begin to use anticlockwise movements and retrace vertical lines. • To begin to know how to cut a simple shape from paper. • To know that we have five senses and to understand some of their purposes. 	<ul style="list-style-type: none"> • To know that words are made up of sounds and that we can use these sounds to help us to read and write. • To orally break up a word (segment) or blend a word • To begin to recognise letters of personal significance such as those in their name • To begin to copy write their names, using the kinetic letters format. 	<ul style="list-style-type: none"> • To begin to know how to find the total of two groups of objects by counting all of them. • To solve real world maths problems with numbers up to 5. • To consistently recognise numerals 1-5 • To talk about and explore 3D shapes, using simple properties. 	<ul style="list-style-type: none"> • To know that there are people who help us and to describe some of their jobs. • To know that superheroes are made up and people who help us are real 	<ul style="list-style-type: none"> • To explore colour in their own art • To know about pop art and explore different examples of this. • To represent something they can see in real life • To develop cutting skills and use of simple tools to create a collage. (in the style of Lichtenstein)