

ST TERESA'S RC PRIMARY SCHOOL
Nursery Long Term Planner 2024/25

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Learning Challenge. Interests and lines of enquiry	How many different Nursery rhymes do you know?	Where does the day go at night?		Who went to Grandma's house?	What can you see on air, land, and sea?		How does your garden grow?	Who do you want to be?
Religion <i>Matthew 7:24 Therefore, everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.</i>	Myself Caritas	Welcome World Religion Birthdays		Celebrating Gathering	Gathering Growing		Good News Friends	Friends Our World
Celebrations and Festivals	International Dot Day International Peace Day European Day of Languages World Space week Recycle Week Black History month World Animal Day	All saints Day Bonfire Night World Science week Remembrance Day Anti-Bullying week Nursery Rhyme week Maths Week ST Andrew's Day 1st Sunday of Advent		Epiphany World Religion Week Burns Night RSPB Bird watching week Chinese New Year Safer internet Day Kindness week	Pancake Day Lent St David's Day World Book Day British Science Week St Patricks Day Mother's Day Palm Sunday Holi Easter		St George's Day Outdoor classroom Day Ramadan Eid Ascension Pentecost Father's Day	

	Diwali Harvest Festival							
Personal, Social and Emotional Development <i>Ephesians 4:29</i> <i>Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.</i>	Self-Regulation. Managing Self. Building Relationships. PSED is not specifically planned for across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, managing self and developing self-regulation. Select and use activities and resources, with help when needed. This helps them to achieve the goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling							
Physical Development <i>Philippians 4:13</i> <i>I can do all things through him who gives me strength</i>	Fundamental skills (Move-with) Gross + Fine Motor skills	Fundamental skills (Move-with) Gross + Fine Motor skills		Body management Gross + Fine Motor skills	Speed, agility and travel Gymnastics Gross + Fine Motor skills		Manipulation and coordination Gymnastics Gross + Fine Motor skills	Cooperate and solve problems Dance Gross + Fine Motor skills
Communication and Language <i>1 Corinthians 14:10</i> <i>There are doubtless many different languages in the world, and none is without meaning</i>	Listening, Attention and Understanding. Speaking C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on CLL. Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat? Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh- multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”							

<p>Literacy <i>2 Corinthians 3:2</i> <i>You are our letter, written in our hearts, known and read by all;</i></p>	<p>Comprehension + Word reading Key Texts Colour Monster came to school. The Dot All are welcome</p> <p>Phonics Phase 1 Aspect 1-6 Rhythm and Rhyme Environmental sounds Instrumental sounds.</p> <p>Writing Enjoy drawing freely</p>	<p>Comprehension + Word reading Key Texts Owl Babies Leaf Man Stick Man Can't you sleep little bear?</p> <p>Phonics Phase 1 Aspect 1-6 Environmental sounds Instrumental sounds. Body percussion</p> <p>Writing Make marks on their picture to stand for their name</p>		<p>Comprehension + Word reading Key Texts The Gruffalo Little Red Riding Hood Goldilocks We're going on a bear hunt.</p> <p>Phonics Phase 1 Aspect 1-6</p> <p>Writing Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Comprehension + Word reading Key Texts A busy day for birds Walking through the jungle Rainbow Fish Mad about minibeasts</p> <p>Phonics Phase 1 Aspect 1-6 Aspect 6 - Voice Sounds Aspect 7 - Oral Blending and Segmenting Letter of the week</p> <p>Writing Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page</p>		<p>Comprehension + Word reading Key Texts Jack and the beanstalk Jasper's beanstalk Plant a rainbow Oliver's vegetables</p> <p>Phonics Phase 1 Aspect 7 Oral Blending and Segmenting Letter of the week</p> <p>Writing Write some or all of their name.</p>	<p>Comprehension + Word reading Key Texts Ten Little Superheroes Ten little robots Ten little dinosaurs Ten little pirates</p> <p>Phonics Phase 1 Aspect 7 Oral Blending and Segmenting Letter of the week</p> <p>Writing Write some letters accurately Initial sounds/oral blending segmenting</p>
<p>Mathematics <i>2 Chronicles 15:7</i> <i>But as for you, be strong and do not give up, for your work will be rewarded.</i></p>	<p>Number – Counting to 3</p> <p>Shape, Space & Measure – Patterns - Order of events -measure – weight</p>	<p>Number – Counting to 5 1:1 Counting to 3 Subitising 2</p> <p>Shape, Space & Measure – Patterns - Time Language</p>		<p>Number – Counting to 5 Cardinality to 3</p> <p>Shape, Space & Measure – Measure: Size ordering Capacity</p>	<p>Number – Counting to 5 1:1 counting to 4 Cardinality to 4 Subitising 3</p> <p>Shape, Space & Measure – Measure: Tall and short</p>		<p>Number – Counting to 8 Cardinality to 5</p> <p>Shape, Space & Measure- Positional language Discuss a familiar route</p>	<p>Number – Counting to 10</p> <p>Shape, Space & Measure – 3D shapes – cube cuboid sphere - Measure: Length/height</p>

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Understanding the World <i>Psalm 111:2 Great are the works of the LORD; They are studied by all who delight in them.</i>	The natural world Autumn Leaves Past and present/People, culture and communities ‘Come and See’ Celebrations and Festivals	The natural world Light and Dark Past and present/People, culture and communities ‘Come and See’ Celebrations and Festivals		The natural world Winter wonderland Past and present/People, culture and communities ‘Come and See’ Celebrations and Festivals	The natural world Habitats Spring into life Past and present/People, culture and communities ‘Come and See’ Celebrations and Festivals		The natural world Plants and Growing Past and present/People, culture and communities ‘Come and See’ Celebrations and Festivals	The natural world Summer sun Past and present/ People, culture and communities ‘Come and See’ Celebrations and Festivals
Expressive Arts and Design <i>Romans 12:6 Having gifts that differ according to the grace given to us, let us use them: if prophecy, in proportion to our faith;</i>	Creating with materials Inspired by Kandinsky “Circles” The Dot Being Imaginative and Expressive Imaginative play. Singing songs. Playing instruments. Composers- Mussorgsky Britten	Creating with materials Inspired by Van Gogh “Starry Night” Being Imaginative and Expressive Imaginative play. Singing songs. Playing instruments. Composers- Elgar Tchaikovsky		Creating with materials Inspired by Andy Goldsworthy “Spirals” Being Imaginative and Expressive Imaginative play. Singing songs. Playing instruments. Composers- John Adams Hyden	Creating with materials Inspired by Katsushika Hokusai “The Great Wave” Being Imaginative and Expressive Imaginative play. Singing songs. Playing instruments. Composers- Vivaldi Camille saint saens		Creating with materials Inspired by Georgia O Keeffe “Flowers” Being Imaginative and Expressive Imaginative play. Singing songs. Playing instruments. Composers- Mozart Stravinsky	Creating with materials Inspired by Giuseppe Arcimboldo Pablo Picasso Being Imaginative and Expressive Imaginative play. Singing songs. Playing instruments. Composers- Beethoven