

Dog Kennel Hill Primary School Nursery

Long Term Plan 2024/25



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		Spring 1		Spring 2		Summer 1		Summer 2	
Our Big Question themes	Who am I? <i>Settling in</i>		How do we celebrate? <i>Seasons</i>		Which fairy tales do we love? * <i>Building Animals</i>				How do things grow? <i>Growing</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 Frogs Pawn 		<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>		Diwali <i>By Hannah Elliot</i> Christmas Story		<i>Traditional tales:</i> The Three Little pigs Goldilocks The little red hen The gingerbread man Jack and the Beanstalk Billy Goats Gruff *Due to Nursery operating on a half week system, we will spend two calendar weeks on each text				<i>Egg drop by Mini Grey</i> <i>Oh dear by Rod Campbell</i> The Odd Egg <i>By Emily Gravett</i> Am I Yours? <i>By Alex Latimer</i> The Very hungry Caterpillar <i>By Eric Carle</i>		Walking Through the Jungle <i>By Julie Lacome</i>

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	<p>So much <i>By Trish Booke</i> Lulu's First Day <i>By Anna McQuinn</i> Maisie Goes to Nursery <i>By Lucy Cousins</i> Owl Babies by Martin Waddle Dear Zoo by Rod Campbell We're going on a bear hunt <i>by Micheal Rosen</i></p>	<p>Room on the Broom <i>By Julia Donaldson</i> Stick Man by Julia Donaldson Kippers birthday <i>By Mick Inkpen</i> Where's Spot - Eric Hill Spots Birthday Party -Eric Hill Peace at last - Jill Murphy The Gruffalo - Julia Donaldson</p>		<p>The Bad Tempered ladybird <i>By Eric Carle</i> Lali's Feather <i>By Farhana Zia</i> Monkey Puzzle <i>By Julia Donaldson</i> Jaspers Beanstalk <i>by Nick Butterworth and Mick Inkpen</i> Plant the Tiny Seed <i>by Christie Matheson</i> Titch <i>by Pat Hutchings</i></p>	<p>Whatever Next? <i>By Jill Murphy</i> 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> Beegu <i>by Alexis Deacon</i> The Rainbow Fish <i>by Marcus Pfister</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 hang my things on my special peg Share pictures of the our families/important people Talking about our favorite things to do at Nursery Create a class Charter Setting rules and routines; expectations and boundaries</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.. How have I changed since I was a baby? SHaring our baby photos, talking about what we can do now?</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>

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	Discuss class promises and agree on them as a whole class.					
Physical Development PE coach Gross Motor	<p>Fundamental Movement Experiments with different ways of moving. Begin to negotiate space successfully when walking, running and hopping.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p>	<p>Climbing & Balance Develop core muscles and strength to pull bodies up on climbing equipment. Work on balance when climbing and traveling over, under and around obstacles.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p>	<p>Jumping Practice pushing feet down into the ground to jump with increased height and distance.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p>	<p>Throwing and Catching Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p>	<p>Kicking and Batting Develop co-ordination and eye tracking to kick small and large balls and use a bat to use a bat.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p>	<p>Multi skills and Athletics Practice key skills for Sports Day Activities.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p>
Fine Motor & Mark making/ writing	<p>Rolls, pounds, squeezes and pulls play dough</p> <p>Hold and use a range of small tools and objects such as tambourines, jugs, hammers and mark making tools</p> <p>Begin to turn pages in a book</p>	<p>Use paintbrushes to explore creating dots, lines, circular strokes; develop wrist action</p> <p>Snips with scissors; create Christmas snowflakes</p> <p>Manipulate clay to create diva lamps</p> <p>Use utensils for cooking in small groups</p>	<p>Copies circular, vertical, horizontal strokes and lines with mark making tools</p> <p>Construction with a variety of small materials and tools</p> <p>Use different sized and shaped cutters for making gingerbread biscuits</p> <p>Turn pages of books independently</p>	<p>Trace shapes and lines with mark making tools</p> <p>Begin to form some letters in learnt in phonics</p> <p>Use windup toys and buttons to make things move and go</p> <p>Represent ideas and ascribe meaning to pictures drawn</p>	<p>Planting seeds and using water cans and sprays</p> <p>Manipulate playdough to make snakes, and small balls</p> <p>Begin to hold mark making tools with tripod grasp</p> <p>Begin to write name</p>	<p>Write name and represent some other letters</p> <p>Use scissors to cut straight lines</p> <p>Paint and represent pictures with some details eg eyes nose mouth</p>
Healthy and Self care	Learn daily routines and handwashing	<p>Eat independently</p> <p>Take on and off winter clothes independently</p>	<p>Learn about oral hygiene and brushing teeth</p> <p>Try and taste different foods</p>	Assess risk and be safe at home and in school; is it safe?	Healthy eating and food	Learn how to look after our bodies in the hot weather

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	<p>Use the toilet independently and/or ask for help if needed</p> <p>Eat and use utensils with greater independence</p>	<p>Assess risk and use resources and equipment in school safely</p>	<p>Develop breath control for brain breaks</p>	<p>Road Safety</p> <p>Talk about the body and name body parts.</p>	<p>Learn about growth and change in humans and animals</p>	<p>Talk about ways to keep healthy</p>
<p>Communication and Language</p>	<p>Rhymes and songs that use the whole hand</p> <p>1:1 talking time with adult</p> <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>Rhymes/song that use fingers</p> <p>Introduce Talking Tables</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>Rhymes/songs that cross the midline</p> <p>Act out fairy tales</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>Rhyme Time: rhymes that use the whole body</p> <p>Comment, predict and explain Science experiments 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>Rhymes that: involve games and movement</p> <p>Introduce Story Maker</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>'Rhyme Time' challenge</p> <p>Share and talk about their 'special place' (Tapestry)</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>
<p>Literacy</p>	<p>Share favourite stories/songs/rhymes</p> <p>Join in with actions to rhymes and stories</p> <p>Read stories 1:1</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>Launch 'lending library' for families</p> <p>World Book Day activities</p> <p>Talk about settings in stories</p>	<p>Begin reading sessions with parents</p> <p>Explore information books about animals</p> <p>Make up new endings for favourite stories</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>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>

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	Identify main characters in familiar stories Use Story Sacks	Talk about illustrations in books Story Maps	Begin to tell own stories in 'story tent' use key story words eg once upon a time Story Maps Sequencing stories using pictures	Take greater notice of letters in books and print Children choose books to take home	Story sacks for 'Monkey Puzzle' & 'The very Hungry Caterpillar'	Make an "All About Me" book
Mathematics	Number songs and Rhymes Counting our fingers and toes in sequence Numbers in the environment Exploring numbers 1-5 Noticing shapes in our environment	Numbers for birthdays; birthday cakes and candles Reciting number names in order to 10; fireworks songs Begin to count objects to five using one to one correspondence; fireworks and candles Matching numeral and quantity correctly to 5 Shapes, size, measure for present wrapping (Christmas)	Begin to recognise numbers to 10 Count objects to five accurately using one to one correspondence Separates a group of three or four objects and can see that the total stays the same Size: linked to Goldilocks and the three Bears	Recognise and begin to order numbers to 10 To match a numeral to a quantity (up to 5) To know that a quantity changes if one objects is taken away or added Begin to represent quantities using fingers, marks, objects Count steps, claps, jumps etc.	Recognise and order numbers to 10 To match a numeral to a quantity (to 5 and beyond) Compares two groups of objects, saying when they have the same number Represent quantities using fingers, marks, objects Exploring 1 more and 1 less	Receite and begin to recognise numbers beyond 10 To match a numeral to a quantity (to 5 and beyond) Estimates how many objects they can see and checks by counting them Create simple ABA patterns with objects/shapes
Understanding of the World	Stem Learning: The Natural World, Explore and Observe ○ Fantastic fruits ○ Natural scavenger hunt	Stem Learning: Physical Processes ○ Floating and Sinking ○ Water and Ice ○ Cooking	Stem Learning: Materials ○ Building a house for the Three Little Pigs	Stem Learning: All About me ○ Brilliant Bodies ○ My senses Science Week	Stem Learning: The Natural World, Explore and Observe ○ Minibeast safari ○ Plant parts	Stem Learning: Physical Processes ○ Magic magnets ○ Shadows
Art & Design	Painting and Colour Free exploration of mixing and different tools Printing	Colour Experiment with colour; sand, water, dough, paint mixing linked to Diwali	Textiles and Texture Experiment with materials to make homes and buildings 3D work	Printing Extend body printing Painting and Colour	Drawing Draw and record observations of minibeasts and animals	Drawing Draw and represent pictures of me and others Pattern

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	<p>Hand, finger, body printing</p> <p>Cutting and Sticking Begin to use scissors Use glue sticks to create</p>	<p>Painting Experiment with different painting tools to create fireworks</p> <p>3Dwork Salt dough modeling</p> <p>Cutting and Sticking Continue to develop use of scissors</p>	<p>Building and constructing homes and buildings</p>	<p>Colour mixing; produce shapes and pictures</p> <p>3Dwork Salt dough modeling eggs Building habitats</p>	<p>Pattern Observe and create patterns seen on animals ie butterflies</p>	<p>Represent colour and shape patterns</p>
<p>Music – music specialist</p>	<p>Watching listening & participating Find out singing voices. Explore vocal sounds. Engage and participate in the sessions.</p>	<p>Snowmen & Penguins Experience a range of songs. Explore rhythm through words. Learn how to explore pulse through movement. Explore pitch through singing and sounds</p>	<p>Puppets & Lycra Use puppets and stretchy lycra material during music sessions to bounce props to the beat of the music. Learn to respond to music physically. Learn to join in with and anticipate actions.</p>	<p>Playing the game Explore pulse in my body through movement and actions. Respond to music with greater control through movement. Handle and control small percussion instruments to start and stop ; play loud and soft; play fast and slow</p>	<p>What's in the bag? Have opportunities to listen to live music. Have opportunities to listen to recorded music Learn to retell stories through music</p>	<p>Road to Rio Develop a steady pulse. Find the rhythm of words Explore pulse in the body through listening, singing and responding to music</p>