



Nursery long term plan – 2023-24



At Khalsa Primary School our aim is to develop a well-rounded member of the future wider society. We do this through a memorable and modern curriculum. This gives our children a variety of aspirations to achieve their ever increasing potential with Sikhi in their heart.

<u>Nursery</u>	<u>7 weeks</u>	<u>7 weeks</u>	<u>7 weeks</u>	<u>5 weeks</u>	<u>5 weeks</u>	<u>7 weeks</u>
	<u>Autumn 1</u> <u>All about me in our wonderful world</u> Settling in (3 week) RBA Baseline (2 weeks) India The Taj Mahal (2 weeks)	<u>Autumn 2</u> <u>Celebrations</u> Understanding Celebrations. Who celebrates different festivities; when and why? Which celebrations are purposeful for us, which celebrations do we do?	<u>Spring 1</u> <u>Traditional Tales</u> Three little pigs (3 weeks) The Great Race (1week) 3 Billy Goats Gruff (2 weeks)	<u>Spring 2</u> <u>Monsters</u> Gruffalo (2 weeks) Dinosaurs (T-Rex) (2 weeks) Not now Bernard (3 weeks)	<u>Summer 1</u> <u>Growing</u> The very Hungry Caterpillar (1 week) Jack and the Beanstalk (2 weeks) Jaspers Beanstalk (2 weeks)	<u>Summer 2</u> <u>Food</u> The Tiger Who came to tea (3 weeks) Foods from around the world (3 weeks) Assessment week (1 week)
<u>Books</u>	Monkey Puzzle Peace at last Books on India	Maisy goes to a wedding Kipper’s Birthday Books on India	Three little pigs The Great Race The Three Billy Goats Gruff	The Gruffalo Non-fiction texts around Dinosaurs Not now Bernard	The very Hungry Caterpillar Jack and The Beanstalk	The Tiger Who came to tea Non-Fiction Texts related to food
<u>Role Play</u>	Home corner	Restaurant/cafe	Dentist	Jungle	Garden centre	Zoo/jungle/farm
<u>Literacy</u>	<i>Focus:</i> <i>Name Writing</i> <i>Drawing family members</i> <i>Recognising name, writing name</i> <i>Draw a picture of your family and label it.</i> <i>Bear-cub (animal/young)</i> • Sometimes gives meaning to marks as they draw and paint.	Rhyming activities Making celebration cards Retell a story • Gives meaning to marks they make as they draw, write and paint • Hears and says the initial sound in words • Continues a rhyming string.	Draws pictures from story map and writes parts of the story Character description. Fill in speech bubbles, what did they say? Shopping list for Grandma Get Well soon cards • Begins to break the flow of speech into words. • Can segment the sounds in simple	Label a picture of a policeman/fire fighter/doctor – what do they wear? • Writes own name and other things such as labels, captions • Uses some clearly identifiable letters to communicate meaning,	Bean/Sunflower diary • Links sounds to letters, naming and sounding the letters of the alphabet. and in sequence. • Attempts to write short sentences in meaningful contexts.	Handwriting – clearly identifiable letters Editing own work Poem about animals – description



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	<ul style="list-style-type: none"> • <i>Ascribes meanings to marks that they see in different places.</i> 		words and blend them together.	representing some sounds correctly.		
Communication and Language	<p>Listens and responds Use language to imagine and recreate roles Explore with sounds Directionality</p>	<p>Enjoy using language Listens attentively Use talk to organise thoughts</p>	<p>Enjoy using language Listen attentively Character and sequence in stories</p>	<p>Respond to stories etc. Imagine/recreate roles</p>	<p>Character and sequence in stories</p>	<p>Use talk to organise thoughts and ideas.</p>
Personal, Social and emotional development	<p>Relationships Dress/undress Follow rules awareness of own needs Select and use resources Independently Daily routine, fire alarm, toilet – wash hands, lunchtime routine,</p>	<p>Respects cultures Treats people with respect Expect respect from others Pants discussions Respect for cultures and beliefs</p>	<p>Right and wrong Consequences of actions Select activities Use resources independently Talking to strangers/safer strangers</p>	<p>Motivation to learn Try new activities Use and select resources independently Internet safety</p>	<p>Right and wrong Consequences of actions Select activities Use resources independently Stealing</p>	<p>Show feelings Develop concentration Select activities - use resources independently Friendship – feelings and emotions</p>
Mathematics	<p><u>Early mathematical experiences:</u> Classifying, matching, comparing and ordering.</p> <p>Pattern and early number: Recognise, describe and copy patterns. Count one, two and three objects reliably.</p>	<p>Represent, count and order. One more and one fewer. Addition and Subtraction within 6 Combination and partitioning. Explore and represent addition and subtraction. Explore the concept of zero. Measures: Length Estimate, compare and explore the weight, capacity, size</p>	<p>Numbers within 10 Count, represent, recognise and order. One more/greater and one fewer/less. Addition and Subtraction within 10 Augmentation and reduction. Practise addition and subtraction including using zero. Numbers within 15</p>	<p>Grouping and Sharing Explore counting in equal groups and sharing into equal groups. Numbers within 20 Count, represent and order. One more/greater and one fewer/less. Investigate number combinations Ordinal numbers and</p>	<p>Describe and sort shapes. Use shapes to recognise, continue and create pattern. Addition and Subtraction Applying the structures. Exploring commutativity. Comparing two amounts. Doubling and halving. Money Recognise coin</p>	<p>Measures Compare and describe capacities, volumes, weights and lengths. Depth of numbers within 20 Explore strategies and representations. Apply knowledge of all concepts in their surrounding environment. Recognise and extend a pattern.</p>



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		<p>and length of everyday objects. Use everyday language to talk about capacity, weight and size.</p> <p>Shape and Sorting Explore, describe and sort 3-D shapes. Use mathematical language to describe position.</p> <p>Calendar and Time Explore days of the weeks, seasons and time. Ordinal language when sequencing events. Measure short periods of time in simple ways.</p>	<p>Explore, represent, count and order. One more and one fewer.</p>	<p>consolidate patterns.</p> <p>Double and Half Understand and apply the concept of double and half.</p>	<p>values. Explore different combinations of coins. Change from ten pence.</p>	<p>Numbers beyond 20 Recognise, compare and say numbers to 50 in order. One more and one less.</p>
Physical Development	<p>Use small and large equipment Move with control and coordination Awareness of space Letter Formation</p>	<p>Awareness of space Use small and large equipment Move with confidence and imagination Letter Formation</p>	<p>Travel around, under, over, through Awareness of space Use small and large equipment Letter Formation</p>	<p>Move with confidence and imagination Use small and Large equipment Handle materials with safety and control Letter Formation</p>	<p>Use small and Large equipment Handle materials with safety and control Move with coordination Letter Formation</p>	<p>Travel around, under, over, through Use small and Large equipment Awareness of space Letter Formation</p>



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Understanding of the world	My home – Who lives in my home Different types of houses. Terrace/detached/flat/bungalow low Homes around the world Teddy bears picnic – teddies from home. Shows interest in the lives of people who are familiar to them.	How we celebrate at home How people celebrate around the world Past and present Know about own and others' cultures Use ICT to support learning Sound – vibrations (Science) Different types of leaves/colours Fire safety – fireworks	Look at similarities, differences, patterns and change Ask why things happen and how things work Use ICT to support learning 5 senses: Eye, mouth, ears, nose, touch Wolf – what they look like/sound/live	Ask why things happen and how things work Use ICT to support learning Fire safety, apples-decay What is the equipment used for eg...Stethoscope/hose pipe.	Build and construct and adapt work Select tools and techniques Ask why things happen and how things work, Growing a plant Healthy eating What part of the flower/plant can we eat? What do plants need to grow?	Identify features in the natural world Find out about Local environment Cooking and experimenting. Where does food come from?
Expressive Arts and Design	Self-portraits/ Pictures of your family members Explore sounds and sing familiar rhymes and songs	Recognise musical patterns and sing songs Express ideas creatively Exploring different artist techniques. Use role play to explore family traditions and customs	Move to music and sing songs Use imagination Building bridges using recycled materials	Move to music and sing songs Use imagination creatively	Explore 2D/3D art Move to music and sing songs Respond to senses creatively	Explore 2D/3D art Explore sounds and sing songs Use imagination creatively
Visits Events						Farm animals and bouncy castle.