Barleyhurst Park Primary School

Nursery long term plan: Autumn 1 -Cycle A

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|  | **CLL** | **PD** | **PSED** | **MD** | **Literacy** | **Creative arts** | | **Understanding of the world** |
| Week  1 | Settling children into nursery and opportunity to complete starting point documents | | | | | | | |
| Week  2 | Settling children into nursery and opportunity to complete starting point documents | | | | | | | |
| Week  3  Owl babies | Listening to and following instructions to make  Owl shaped biscuits | Weekly session with sports coach | Ongoing:  -Separate from their carer.  -Can go to the toilet with support  /independently.  -Has awareness of daily routine and rules.  -Beginning to acknowledge others in the environment and share wait for turns | Have an awareness of colour-matching /counting  Egg colour matching/ counting | Owl babies-beginning/middle/ending  -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | Using scissors  Cut and stick materials to painted owls to make a collage | | Who lives at home….  Introduce the Bears family book  Who lived in the nest in the woods?  (Owl babies-Sarsh, Percy and Bill) |
| Week  4  The Gruffalo | Can you make Gruffalo crumble or owl ice cream  Children to discuss what they are doing and stay at an activity. | Weekly session with sports coach | Having an awareness of number/counting (especially number 1)  Counting how many Gruffalo’s in the woods  Using triangles to add the prickles on Gruffalo’s back | The Gruffalo  Enjoying rhyming stories  -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | Choose particular colours for drawings/panting  Draw/paint a character from The Gruffalo selecting the correct colours | | Who is in your family…  Which family member are you drawing in your picture? |
| Week  5  Goldilocks and the three bears | Listen to instructions  *Who can make some porridge? Look at the pictures and follow the instructions* | Weekly session with sports coach | Counting verbally to 5  Have an awareness of number  Compare bear counting on the chairs  *Can you put the bears now in the correct order* | Goldilocks and the three bears  Enjoy and share traditional stories  -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | Select colours for choice  Choose different shapes to create moving bear..Daddy bear, Mummy bear, Baby bear | | Family celebrations….  What food do you like to eat at home with your family? |
| Week  6  Percy the parkkeeper  After the storm | Talking about how Percy and all the animals felt before and after the storm | Weekly session with sports coach | Begin to play with shapes and make a picture  Using different 2-d shapes (circle, square, rectangle, triangle) to make a autumn tree | Percy the park keeper  Enjoy and share traditional stories  -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | Using construction pieces/ loose parks children to make trees, just like the one that blew down in the storm | | Children to explore their school environment and what is in it.  *How can we look after our environment?* |
| Week  7  We’re going on a leaf hunt | Stay at an activity and follow instructions  Use leaves and all natural resources found on walk around school and at home. | Weekly session with sports coach | Begin to play with shapes and make a picture  (use leaves found on leaf walk) | We’re going on a leaf hunt  -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | Use thick paint brushes to create autumn leaves colours | What do you do at home?  Day and night- what do you do in the morning? What about night time? | |
| Week  8 | Specialist week: | Weekly session with sports coach |  | Learning, enjoying rhyme  -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making |  | |  |