Barleyhurst Park Primary School

Nursery long term plan: Spring 1-

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|  | **CLL** | **PD** | **PSED** | **MD** | **Literacy** | **Creative arts** | **Understanding of the world** |
| Week1 (4 days) | First 4 days back at Nursery will be spent getting the children back into nursery expectations, routines. Explore and Learning will be set up to promote sharing, turn taking and independence  |
| Week2Pigs | Pig in the pondListening to the story and responding to what happened to the pigs and why. |  (Sports coach) | Farmyard heads and tailsTurn taking game to make the farmyard animal  | Where is the pig? On top, in, out- farm buildings  | -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 circles -different sized to make pig shapes | Explore products that come from a pig |
| Week3Chicken | Little red henRetelling the story,Who, what, when |  (Sports coach) | Did the little red hen have any help? How do you help your family or friends?  | How many eggs?? More/less than a given number/other box?  | -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 | Drawing chicken using drawn/painted shapes and adding detail to picture-feathers | Explore ingredients that the Little Red Hen farmed.Make bread |
| Week4Cow | Farmyard HullabalooJoining in with the rhyme, repeated phrases |  (Sports coach) | Discuss the mess in the farm yardChildren to discuss how we keep our Nursery tidy | Using junk modelling/ wooden blocks build a cow shed | -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 | Template picture of cow-use different tools and resources to add detail to picture | Looking at old and new tractors (other forms of transport on farms) |
| Week5Sheep | Farmer DuckTalk about why the farmer was lazy in simple sentences and use the word ‘and’ |  (Sports coach) | How did the duck feel in our story? Children to share when they have felt sad/happy | How many sheep? Can you tell me without counting?  | -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 | Woolly jumper collage picture- cut and stick wool to create own jumper | Using all senses and tools children to look at sheep wool*Can you describe it? Can you use it?*  |
| Week 6Specialist week |  |  (Sports coach) |  |  |  |  |  |