



Bugle School: Nursery Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me!	Let's Celebrate!	How Big is Big?	Ready Steady Grow	Big Adventures with Little Feet	I Wonder What's at the Seaside?
C of EL	Lenny Lion's Learning Zoo: <i>Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon & Slinky Linky Snake</i>					
Possible Lines of Enquiry (These mini ideas within the themes may change or be replaced depending on child interest or fascination)	Starting nursery (rules, routines, and boundaries) All About Me - My family / My home / Our community People who help us (when I grow up) Relationships and feelings (Colours - feelings / emotions)	Birthdays Harvest Halloween Bonfire Night Diwali (25.10.22) Christmas (Toys The Nativity, Christmas Lists)	Buildings Dinosaurs and fossils Space Our World (The weather)	Seasons and weather Plants and flowers Ourselves What lives in a pond? Life cycles Planting seeds Healthy eating	Where do we live in the UK / world? Travel and transport Animals / Minibeasts and their habitats Comparing places	On the water / under the water Pirates Beach safety and pollution Holidays (where in the world shall we go?) Send me a postcard! Seaside art
Enrichment	Autumn Trail – Forest School walk Cooking vegetable soup / bread	Bubbling magic potions Cooking marshmallows on the fire Bonfire Night / Fire / Sparkler safety /	Valentine's Day (14.2.23) Exploring frost, snow, ice	Spring walk - signs of spring Tadpoles Growing plants / flowers / food	Caterpillars to butterflies (observation of growth)	Under the Sea Singing songs and sea shanties Pirate day



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	<p>Visits from key workers / people who help us Black History Month (October)</p>	<p>firefighter visit / Guy Fawkes Remembrance Day Christmas nativity Food tasting from different cultures: Diwali Dancing and cooking Christmas Time / Nativity</p>	<p>Ice experiment: Release the dinosaurs from the ice! Launching rockets (Simple science) Creating Maps – The World - Where do we live? Map of the United Kingdom Chinese New Year (22.1.23) Dinosaur dig! Shrove Tuesday (21.2.23)</p>	<p>from seed, bulb and plug plant including sunflower competition Experiment growing a bean in a bag Exploring food (healthy food choices) Regrowing vegetables Drawing plants and flowers Weather experiments Mother's Day (19.3.23) World Book Day: 3rd March Easter Monday (10.4.23)</p>	<p>Building and investigating a bug hotel Forest school</p>	<p>Map work: Find the Treasure Father's Day (18.6.23) End of year family picnic Making a healthy lunch</p>
Trips and Visit	<p>Visits from people who help us Autumn treasure trail Early Years Music Service</p>	<p>Forest School – Fire safety Visit from a firefighter Owl Sanctuary visit</p>	<p>Winter weather walk</p>	<p>Eden Project or Heligan trip Mark's Ark visit</p>	<p>Newquay Zoo trip – minibeasts Lanhydrock trip Bodmin Steam railway trip</p>	<p>Beach Trip</p>
Key Stories (Reading Spine)	<p>N: Key Texts: The Colour of Happy</p>	<p>N: Key Texts: Where's My Teddy? Goldilocks and the Three Bears</p>	<p>N: Key Texts: I Know an Old Lady who Swallowed a Fly</p>	<p>N: Key Texts: Jasper's Beanstalk</p>	<p>N: Key Texts: Dear Zoo The Gingerbread Man</p>	<p>N: Key Texts: 10 Little Pirates</p>



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The Three Little Pigs Nursery Rhymes	<p>The Three Little Pigs Nursery Rhymes The Colour Monster Kipper's Book of Colours Monsters Love Colours Penguins Love Colours Silly Sally All Kinds of People Goat Goes to Playgroup Feelings Is Your Mama a Llama?</p>	<p>Nursery Rhymes We're Going on a Bear Hunt Knufflebunny Where's My Teddy? I Love You, Blue Kangaroo! The Teddy Robber The Christmas Story</p>	<p>The Enormous Turnip Nursery Rhymes The Weather Girls Blue Hat, Green Hat Kipper's Book of the Weather We're Going on a Leaf Hunt Mad About Dinosaurs The Giant Jam Sandwich One Day on Our Blue Planet Rosie's Hat Aliens Love Underpants</p>	<p>Jack and the Beanstalk Nursery Rhymes Titch Planting a Rainbow Oliver's Vegetables Mad About Minibeasts Tad Jump, Frog, Jump The Sunflower Sword</p>	<p>Nursery Rhymes The Very Hungry Caterpillar The Three Billy Goats Gruff The Animal Boogie Find Spot at the Zoo In The Jungle A Busy Day for Birds 1,2,3 to the Zoo Brown Bear, Brown Bear, What Do You See? Poo in the Zoo The Train Ride</p>	<p>The Ugly Duckling Nursery Rhymes Rumpelstiltskin What the Ladybird Heard at the Seaside Spot Goes to the Beach That's Not my Pirate... Hooray for Fish! Fidgety Fish and Friends Surprising Sharks The Fish Who Could Wish She Sells Seashells</p>
Nursery Reading / Phonics (Birth to 3)	<p>I enjoy sharing books with an adult.</p> <p>I can pay attention and respond to the pictures or words.</p>	<p>I can join in with songs and rhymes, copying sounds, rhythm, tunes and tempo.</p> <p>I can say some of the words in songs and rhymes.</p> <p>I can listen to simple stories and understand what is</p>	<p>I can copy finger movements and other gestures.</p> <p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>I can sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I can repeat words and phrases from familiar stories.</p>	<p>I can ask questions about the book. I can make comments and share my own ideas.</p>	<p>I can develop play around favourite stories using props.</p> <p>I can use the speech sounds p, b, m, w.</p> <p>I can pronounce:</p>



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Nursery Reading / Phonics (3 and 4)	<p>I enjoy songs and rhymes. I can tune in and pay attention.</p> <p>I can listen with increased attention to sounds.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p>	<p>happening, with the help of the pictures.</p> <p>Rhythm and rhyme</p> <p>I can sing a large repertoire of songs.</p> <p>I can remember and sing entire songs.</p> <p>I know many rhymes. I can talk about familiar books and I can tell a long story.</p>	<p>Rhyme, syllables and alliteration</p> <p>Introducing RWInc: Fred Talk</p> <p>I can understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and top to bottom • the names of the different parts of a book • page sequencing. 	<p>RWInc: Fred Talk games</p> <p>I am developing my phonological awareness so that I can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. 	<p>RWInc Nursery: Speed Sounds – Set 1 Sounds Pinny Time Fred Talk</p>	<ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'. <p>I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p> <p>RWInc Nursery: Speed Sounds – Set 1 Sounds Pinny Time Fred Talk</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p>
Nursery Writing (Birth to 3)	<p>My coordination is developing. I can pass things from one hand to the other.</p>	<p>I can use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.</p> <p>I am starting to make marks intentionally.</p>	<p>I am developing manipulation and control as I explore different materials and tools.</p>	<p>I enjoy drawing freely.</p> <p>I can express ideas and feelings through making marks, and sometimes give a</p>	<p>I can add some marks to my drawings, which I give meaning to, for example, "That says mummy."</p>	<p>I can make marks on my pictures to stand for my name.</p>



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<p>Nursery Writing (3 and 4)</p>	<p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I am beginning to show a preference for a dominant hand.</p>	<p>meaning to the marks I make.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>I can use some of my print and letter knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy.</p> <p>I can write some or all of my name.</p>	<p>I can write some letters accurately.</p>
<p>Nursery Maths (Birth to 3)</p>	<p>I can combine objects like stacking blocks and cups. I can put objects inside others and take them out again.</p>	<p>I can take part in finger rhymes with numbers.</p> <p>I can react to changes of amount in a group of up to three items.</p>	<p>I can compare amounts, saying 'lots', 'more' or 'same'.</p> <p>I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</p>	<p>I can climb and squeeze myself into different types of spaces.</p> <p>I can build with a range of resources.</p> <p>I can complete inset puzzles.</p>	<p>I can compare sizes, weights, etc, using gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'heavy'.</p> <p>I can notice patterns and arrange things in patterns.</p>
<p>Nursery Maths (3 and 4)</p>	<p>I am developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>I can recite numbers past 5.</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>I can experiment with my own symbols and marks as well as numerals.</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p>	<p>I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p>	<p>I can understand position through words alone – for example, "The bag is under the table," - with no pointing.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>I can make comparisons between objects relating to size, length, weight and capacity.</p> <p>I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>I can combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>I can talk about and identify the patterns around me. For example, stripes on clothes, designs on rugs and wallpaper. I can use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>I can notice and correct an error in</p>



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	<p>I can show 'finger numbers' up to 5.</p> <p>I can link numerals and amounts: for example, I can show the right number of objects to match the numeral, up to 5.</p>					<p>a repeating pattern.</p> <p>I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
PSED Nursery (Jigsaw)	<p>Jigsaw: Being Me in My World Who... Me?! How am I Feeling Today? Being at Nursery Gentle Hands Our Rights Our Responsibilities</p> <p>Class Rules: Behavioural expectations in the classroom</p>	<p>Jigsaw: Celebrating Difference What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing Up For Yourself</p> <p>Oral Hygiene: teeth cleaning linked to visit from Brighter Smiles</p>	<p>Jigsaw: Dreams and Goals Challenge Never Giving Up Setting a Goal Obstacles and Support Flight to the Future Award Ceremony</p>	<p>Jigsaw: Healthy Me Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger</p>	<p>Jigsaw: Relationships My Family and Me! Make friends, make friends, never ever break friends Part 1 Make friends, make friends, never ever break friends Part 2 Falling Out and Bullying Part 1 Falling Out and Bullying Part 2 Being the best friends we can be</p>	<p>Jigsaw: Changing Me My Body Respecting My Body Growing Up Growth and Change Fun and Fears Celebration</p> <p>Transition into Reception Class and School Readiness</p>
Nursery PE (Healthy Movers)	<p>Squiggle Whilst You Wiggle Cosmic Yoga Healthy Movers: Choo Choo Wiggle, Weave and Watch</p> <p>Walking, running, jumping, climbing, balancing, kicking,</p>	<p>Squiggle Whilst You Wiggle Cosmic Yoga Healthy Movers: Pop the Bubbles Smiley Brush Brush</p> <p>Walking, running, jumping, climbing, balancing, kicking, catching, threading,</p>	<p>Squiggle Whilst You Wiggle Cosmic Yoga Healthy Movers: Birds in Trees Pick up Packets Hide and Seek</p> <p>Walking, running, jumping, climbing,</p>	<p>Squiggle Whilst You Wiggle Cosmic Yoga Healthy Movers: Yum Yum Munch Crunch 5-a-day Whatever the Weather</p>	<p>Squiggle Whilst You Wiggle Cosmic Yoga Healthy Movers: Hot Hot Hot Treasure Aiming High Steering</p> <p>Walking, running, jumping, climbing,</p>	<p>Squiggle Whilst You Wiggle Cosmic Yoga Healthy Movers: Deep Blue Sea We are Brilliant</p> <p>Walking, running, jumping,</p>



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	<p>catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>	<p>climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently</p>
<p>Nursery Expressive Arts and Design (Birth to 3)</p>	<p>I can show attention to sounds and music. I can respond emotionally and physically to music when it changes. I can move and dance to music. I can anticipate phrases and actions in rhymes and songs, like 'Peepo'. I can explore my voice and enjoy making sounds.</p>	<p>I can join in with songs and rhymes, making some sounds. I can make rhythmical and repetitive sounds. I can explore a range of sound-makers and instruments and play them in different ways.</p>	<p>I notice patterns with strong contrasts and I am attracted by patterns resembling the human face. I am starting to make marks intentionally. I can explore paint, using my fingers and other parts of my body as well as brushes and other tools. I can express my ideas and feelings through making marks, and sometimes give a meaning to the marks I make.</p>	<p>I enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'.</p>	<p>I am starting to develop pretend play, pretending that one object represents another, for example, holding a wooden block to my ear and pretending it's a phone.</p>	<p>I can explore different materials, using all my senses to investigate them. I can manipulate and play with different materials. I can use my imagination as I consider what I can do with different materials. I can make simple models which express my ideas.</p>
<p>Nursery Expressive</p>	<p>I can take part in simple pretend play, using an object to represent</p>	<p>I can explore different materials freely, to develop my</p>	<p>I can create closed shapes with continuous lines, and</p>	<p>I can explore colour and colour-mixing.</p>	<p>I can remember and sing entire songs.</p>	<p>I can play instruments with increasing control</p>



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<p>Arts and Design (3 and 4)</p>	<p>something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Creating self-portraits Painting still-life flowers Creating collages Junk-modelling houses Exploring musical instruments Dancing to music from different cultures Making soup</p>	<p>ideas about how to use them and what to make.</p> <p>I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> <p>Making Christmas pictures / cards / decorations Making hot chocolate Baking biscuits Exploring paint to make firework pictures Making Diva lamps Singing Christmas songs Nativity / Christmas performance</p>	<p>begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Listening to music as a stimulus for art Making lanterns, exploring Chinese text, using puppets to act out stories, Chinese dragon dancing, creating our own music</p>	<p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p> <p>Easter crafts Planting seeds Mother's Day crafts Exploring plants and flowers Exploring the weather</p>	<p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I know.</p> <p>Create a jungle display Sing animal songs and rhymes</p>	<p>to express my feelings and ideas.</p> <p>Create an under the sea display Sand painting Exploring patterns on shells and pebbles Junk-modelling lighthouses and boats Father's Day crafts Transient art</p>
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