



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?	Big Adventures with Little Feet	Ready Steady Grow	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)	Where do we live in the UK / world? Travel and transport Animals and their habitats Comparing places Seasons and the weather Food from around the world Different customs and traditions	Plants and flowers Ourselves What lives in a pond? Life cycles Planting seeds Healthy eating Minibeasts and their habitats	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	Bubbling magic potions Cooking marshmallows on the fire	Valentine's Day (14.2.24)	Spring walk - signs of spring	Caterpillars to butterflies	Under the Sea Singing songs



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	<p>Cooking vegetable soup / bread</p> <p>Visits from key workers / people who help us</p> <p>Black History Month (October)</p>	<p>Bonfire Night / Fire / Sparkler safety / firefighter visit / Guy Fawkes</p> <p>Remembrance Day</p> <p>Christmas nativity</p> <p>Food tasting from different cultures: Diwali</p> <p>Dancing and cooking</p> <p>Christmas Time / Nativity</p>	<p>Exploring frost, snow, ice</p> <p>Ice experiment: Release the dinosaurs from the ice!</p> <p>Launching rockets (Simple science)</p> <p>Creating Maps – The World - Where do we live? Map of the United Kingdom</p> <p>Lunar New Year (10.2.24)</p> <p>Dinosaur dig!</p> <p>Shrove Tuesday (13.2.24)</p>	<p>Building and investigating a bug hotel</p> <p>Forest school</p> <p>Growing plants from seeds</p> <p>Exploring food from around the world (celebrating difference)</p> <p>Weather experiments</p> <p>Mother's Day (10.3.23)</p> <p>World Book Day (2.3.23)</p> <p>St Piran's Day (5.3.24)</p> <p>Easter (31.3.24)</p>	<p>(observation of growth)</p> <p>Tadpoles</p> <p>Growing plants / flowers / food from seed, bulb and plug plant including sunflower competition</p> <p>Experiment growing a bean in a bag</p> <p>Exploring food (healthy food choices)</p> <p>Regrowing vegetables</p> <p>Drawing plants and flowers</p>	<p>and sea shanties</p> <p>Pirate day</p> <p>Map work: Find the Treasure</p> <p>Father's Day (16.6.23)</p> <p>End of year family picnic</p> <p>Making a healthy lunch</p>
Trips and Visit	<p>Visits from people who help us</p> <p>Autumn treasure trail</p>	<p>Forest School – Fire safety</p> <p>Visit from a firefighter</p> <p>Owl Sanctuary visit</p>	<p>Winter weather walk</p>	<p>Lanhydrock trip</p> <p>Newquay Zoo trip</p> <p>Mark's Ark visit</p>	<p>Heligan trip</p>	<p>Beach Trip</p>
Key Stories (Reading Spine)	<p>Key Texts:</p> <p>The Colour Monster</p> <p>The Three Little Pigs</p> <p>Nursery Rhymes</p> <p>The Colour of Happy</p>	<p>Key Texts:</p> <p>Where's My Teddy?</p> <p>Goldilocks and the Three Bears</p> <p>Nursery Rhymes</p> <p>We're Going on a Bear Hunt</p> <p>Knufflebunny</p>	<p>Key Texts:</p> <p>I Know an Old Lady who Swallowed a Fly</p> <p>The Enormous Turnip</p> <p>Nursery Rhymes</p>	<p>Key Texts:</p> <p>Dear Zoo</p> <p>The Gingerbread Man</p> <p>Nursery Rhymes</p>	<p>Key Texts:</p> <p>Jasper's Beanstalk</p> <p>Jack and the Beanstalk</p> <p>Nursery Rhymes</p> <p>Titch</p>	<p>Key Texts:</p> <p>10 Little Pirates</p> <p>The Ugly Duckling</p> <p>Nursery Rhymes</p>



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	<p>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>I Love You, Blue Kangaroo! The Teddy Robber The Christmas Story</p>	<p>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>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>Planting a Rainbow Oliver's Vegetables Mad About Minibeasts Tad Jump, Frog, Jump The Sunflower Sword The Very Hungry Caterpillar</p>	<p>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>
<p>Nursery Reading / Phonics (Birth to 3)</p>	<p>I enjoy sharing books with an adult.</p> <p>I can pay attention and respond to the pictures or words.</p> <p>I enjoy songs and rhymes. I can tune in and pay attention.</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 happening, with the help of the pictures.</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> <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana'



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						and 'computer'. I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.
Nursery Reading / Phonics (3 and 4)	<p>Listening and attending: tuning into sounds and auditory discrimination.</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>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>	<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 meaning to the marks I make.</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>
Nursery Writing (3 and 4)	<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 can draw with increasing complexity and detail, such as representing a face</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</p>	<p>I can write some letters accurately.</p>



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			I am beginning to show a preference for a dominant hand.	with a circle and including details.	at the top of the page; I can write 'm' for mummy. I can write some or all of my name.	
Nursery Maths (Birth to 3)	I can combine objects like stacking blocks and cups. I can put objects inside others and take them out again.	I can take part in finger rhymes with numbers. I can react to changes of amount in a group of up to three items.	I can compare amounts, saying 'lots', 'more' or 'same'. I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.	I can climb and squeeze myself into different types of spaces. I can build with a range of resources. I can complete inset puzzles.	I can compare sizes, weights, etc, using gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'heavy'. I can notice patterns and arrange things in patterns.
Nursery Maths (3 and 4)	I am developing fast recognition of up to 3 objects, without having to count them individually ('subitising'). I can recite numbers past 5. I can say one number for each item in order: 1,2,3,4,5. I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). I can show 'finger numbers' up to 5. I can link numerals and amounts: for example, I can show the right	I can experiment with my own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5. I can compare quantities using language: 'more than', 'fewer than'.	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'.	I can understand position through words alone – for example, "The bag is under the table," - with no pointing. I can describe a familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'.	I can make comparisons between objects relating to size, length, weight and capacity. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. I can combine shapes to make new ones – an arch, a bigger triangle, etc.	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. I can extend and create ABAB patterns – stick, leaf, stick, leaf. I can notice and correct an error in a repeating pattern. I am beginning to describe a sequence of events, real or



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	number of objects to match the numeral, up to 5.					fictional, using words such as 'first', 'then...'
PSED Nursery (SCARF)	<p>SCARF: Me and My Relationships Marvellous me! I'm special People who are special to me</p> <p>Class Rules: Behavioural expectations in the classroom</p>	<p>SCARF: Valuing Difference Me and my friends Friends and family Including everyone</p> <p>Oral Hygiene: teeth cleaning linked to visit from Brighter Smiles</p>	<p>SCARF: Keeping Safe People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body</p>	<p>SCARF: Rights and Respect Looking after myself Looking after others Looking after my environment</p>	<p>SCARF: Being my Best What does my body need? I can keep trying I can do it!</p>	<p>SCARF: Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families</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, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor</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, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip</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, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using</p>	<p>Squiggle Whilst You Wiggle Cosmic Yoga Healthy Movers: Hot Hot Hot Treasure Aiming High Steering</p> <p>Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting,</p>	<p>Squiggle Whilst You Wiggle Cosmic Yoga Healthy Movers: Yum Yum Munch Crunch 5-a-day Whatever the Weather</p> <p>Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough,</p>	<p>Squiggle Whilst You Wiggle Cosmic Yoga Healthy Movers: Deep Blue Sea We are Brilliant</p> <p>Walking, running, jumping, climbing, balancing, kicking, catching, threading,</p>



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	Pencil grip Dressing / undressing independently	Dressing / undressing independently	gross and fine motor Pencil grip Dressing / undressing independently	weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently
Nursery Expressive Arts and Design (Birth to 3)	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.	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.	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.	I enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'.	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.	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.
Nursery Expressive Arts and Design (3 and 4)	I can take part in simple pretend play, using an object to represent something else even though they are not similar. I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	I can explore different materials freely, to develop my ideas about how to use them and what to make. I am developing my own ideas and deciding which materials to use to express them. I can join different materials and explore different textures. <i>Making Christmas pictures / cards / decorations</i> <i>Making hot chocolate</i>	I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details.	I can explore colour and colour-mixing. I can listen with increased attention to sounds. I can respond to what I have heard, expressing my thoughts and feelings. <i>Create a jungle display</i>	I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs or improvise a	I can play instruments with increasing control to express my feelings and ideas. <i>Create an under the sea display</i> <i>Sand painting</i> <i>Exploring patterns on shells and pebbles</i>



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	<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>Baking biscuits Exploring paint to make firework pictures Making Diva lamps Singing Christmas songs Nativity / Christmas performance</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>Sing animal songs and rhymes Easter crafts Planting seeds Mother's Day crafts Exploring the weather</p>	<p>song around one I know.</p> <p>Exploring plants and flowers Planting seeds Creating bug hotels</p>	<p>Junk-modelling lighthouses and boats Father's Day crafts Transient art</p>
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