



Long Term Sequence: Nursery

	Autumn Term		Spring Term		Summer Term		
Topic	<i>Marvellous Me</i>	<i>Special Times</i>	<i>People who help us</i>	<i>In the Garden</i>	<i>Bugs, bugs, bugs!</i>	<i>The Seaside</i>	
High-Quality Texts	<p>Bear Hunt </p> <p>The Train Ride </p> <p>Each Peach </p> <p>I Am Enough </p> <p>Peace At Last </p> <p>The Leaf Thief </p> <p>Whatever Next! </p>	<p>The Little Red Hen </p> <p>Stick Man </p> <p>The Nativity Story </p> <p>Room On A Broom </p> <p>The Colour Monster </p> <p>The Best Diwali Ever </p>	<p>Supertato </p> <p>Florence Nightingale (Nf) </p> <p>Alan's Big Scary Teeth </p> <p>Dear Zoo </p> <p>Mr Wolf's Pancakes </p> <p>How Do You Make A Rainbow </p>	<p>The Three Little Pigs </p> <p>Jasper's Beanstalk </p> <p>The Easter Story </p> <p>One Springy Day </p> <p>Festival Of Colours </p> <p>Poppy And The Blooms </p>	<p>The Very Hungry Caterpillar </p> <p>Oi Frog </p> <p>Arrrrh Spider </p> <p>The Bumble Bear </p> <p>Omar The Bees And Me </p> <p>Matisse Magical Trail </p>	<p>The Gingerbread Man </p> <p>What The Ladybird Heard At The Seaside </p> <p>Tiddler </p> <p>The Odd Fish </p> <p>Super Duper You </p> <p>Lost And Found </p>	
	Core Rhymes	<p>Heads Shoulders Knees And Toes</p> <p>If You're Happy And You Know It</p>	<p>It's Raining Its Pouring</p> <p>Wheels On The Bus</p>	<p>Pat A Cake</p> <p>Miss Molly</p>	<p>Baa Baa Black Sheep</p> <p>Wind The Bobbin Up</p>	<p>Incy Wincy Spider</p> <p>Wiggly Woo</p>	<p>Row Row Your Boat</p> <p>Humpty Dumpty</p>
	Communication and Language	<p>Through the use of talking floor books:</p> <p>Ourselves, our family</p> <p>What our school is like</p> <p>Where we live and our houses</p>	<p>Through the use of talking floor books:</p> <p>Harvest</p> <p>Christmas celebrations</p> <p>Diwali</p> <p>Bonfire night</p> <p>Halloween</p>	<p>Through the use of talking floor books:</p> <p>Looking after our teeth- the dentist</p> <p>About Florence Nightingale</p> <p>Who is part of our school community?</p> <p>Seasons</p>	<p>Through the use of talking floor books:</p> <p>Growing</p> <p>Gardens at home and school</p> <p>Types of flowers</p>	<p>Through the use of talking floor books:</p> <p>Life cycles</p> <p>Minibeasts</p> <p>Our teeth and oral health</p> <p>Growing outdoors</p> <p>Bees</p>	<p>Through the use of talking floor books:</p> <p>Beaches in the UK</p> <p>Pollution</p> <p>Sea creatures</p> <p>Changes/transition</p>
	Personal, Social and Emotional Development (PSHE)	<p>Being Me In My World</p> <p>Self-identity</p> <p>Understanding feelings</p> <p>Being in a classroom</p> <p>Being gentle</p> <p>Rights and responsibilities</p>	<p>Celebrating Difference</p> <p>Identifying talents</p> <p>Being special</p> <p>Families</p> <p>Where we live</p> <p>Making friends</p> <p>Standing up for yourself</p>	<p>Dreams and Goals</p> <p>Challenges</p> <p>Perseverance</p> <p>Goal-setting</p> <p>Overcoming obstacles</p> <p>Seeking help</p> <p>Jobs</p> <p>Achieving goals</p>	<p>Healthy Me</p> <p>Exercising bodies</p> <p>Physical activity</p> <p>Healthy food</p> <p>Sleep</p> <p>Keeping clean</p> <p>Safety</p>	<p>Relationships</p> <p>Family life</p> <p>Friendships</p> <p>Breaking friendships</p> <p>Falling out</p> <p>Dealing with bullying</p> <p>Being a good friend</p>	<p>Changing Me</p> <p>Bodies</p> <p>Respecting my body</p> <p>Growing up</p> <p>Growth and change</p> <p>Fun and fears</p> <p>Celebrations</p>
		<p>Parts of the body.</p> <p>What I look like.</p> <p>Tooth brushing.</p> <p>Handwashing.</p> <p>Looking after my things.</p>	<p>Importance of teeth.</p> <p>Learning to put on a coat.</p> <p>Begin to select and use activities and resources with help.</p> <p>Begin to have a sense of responsibility.</p> <p>Have help to manage conflict.</p>	<p>What a dentist does.</p> <p>Learning to do zips</p> <p>Selects own activities.</p> <p>Will play with a range of different children.</p> <p>Will begin to solve their own conflict.</p>	<p>Healthy food for my teeth.</p> <p>Know mistakes are part of learning.</p> <p>Take turns.</p> <p>Try out and be confident in new situations e.g. trip.</p>	<p>How to look after my teeth.</p> <p>Learning to take shoes on and off.</p> <p>Will play with others.</p> <p>Will take part in pretend play with different roles.</p>	<p>Losing teeth and change.</p> <p>Transition to new class.</p> <p>Confident in new social situations.</p> <p>Confidently follows the rules and routines expected of them.</p>

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Physical Development	Fine motor Build towers with blocks. Big marks on large paper with pens, brushes and other tools moving to small marks like lines & circles. Snips with assisted scissors. Washes hands with support. Learn to put on own coat. Use fork to eat dinner.		Fine motor Drawing pictures which are recognisable. Copy patterns such as zig-zags & crosses. Cuts across paper with scissors. Use cutlery with increasing control. Threading items.		Fine motor Cuts along a straight line and around straight sided shapes. Writes swirls, spirals & diagonal lines. Copies recognisable letters in their name. Building towers with smaller blocks and connector kits.	
	Gross Motor Jumping 2 feet to 2 feet and then on and off objects. Kicking and throwing large balls. Balancing on crates and planks and tyres with support. Stepping up and down off crates. Ride a balance bike pushing along with feet.		Gross Motor Rides a trike, beginning to use pedals. Walks on tip-toes and runs with some control. Throwing beanbags into a hoop and rolling a ball to knock skittles. Able to balance confidently across planks and crates. Beginning to hop and skip.		Gross Motor Catches a large ball. Stands on one foot for a few seconds. Runs & turns skilfully. Ride balance bikes with speed and control. Ride a trike and use pedals. Can run and turn with better control.	
Literacy	Comprehension Interest and enjoyment in stories. Join in rhyme. Learn story vocabulary. Recognise their name and that print has meaning.		Comprehension Features of a book. Enjoyment and join in rhyme and stories. Learn story vocabulary. Answer simple questions about a story.		Comprehension Make predictions. Answer a range of questions about a story. Perform rhymes and stories. Have favourite stories to talk about.	
	Word Reading/Phonics Launchpad for Literacy- pre-phonics skills. Naming RWI picture cards.		Word Reading/Phonics Launchpad for Literacy- pre-phonics skills. Oral blending and single letter sounds.		Word Reading/Phonics Launchpad for Literacy- pre-phonics skills. Oral blending and single letter sounds. Learning to blend 3 sound words.	
	Writing Enjoy making marks with different medias. Copy simple patterns. Trace the first letter in their name. Give marks meaning.		Writing Copy patterns with increased complexity. Create drawings with more detail. Trace and copy letters in their name. Identify and copy initial sounds.		Writing Create detailed drawings. Copy their name or write some letters without name card. Write lists and labels with initial sounds. Correctly form some letters.	
Mathematics	Colours Matching Sorting	Number 1 Number 2 (subitising) Pattern	Subitising Number 3 Number 4	Number 5 Measures – mass, capacity, length	More and Fewer One more/one less 2D shape 3D shape	Number composition Night and day Positional language
Understanding the World (Big Ideas)	Past and Present (History) Talking about learning last week/yesterday. Looking at their baby pictures and how they've changed.	Past and Present (History) Talking about learning last week/yesterday. Talk about celebrations e.g. last Christmas. Talk about birthdays and family times.	Past and Present (History) Talking about learning last week/yesterday. Learn about remembrance. Learn about Florence Nightingale.	Past and Present (History) Talking about learning last week/yesterday. Talk about birthdays and family times.	Past and Present (History) Talking about learning last week/yesterday. Talk about dinosaurs living in the past - in small world. Fossils & bones.	Past and Present (History) Talking about learning last week/yesterday. Compare pictures of the seaside in the past and talk about.
	People, culture & community (Geography) Talk about who I live with and my family and where I live and the community. Walk around our school grounds and describe what they see in their environment. Explore world through texts 'We're going on a bear hunt'	People, culture & community (Geography) Explore world through texts 'Stick Man' - snow/cold place. Walks to the wildlife area and in the local area to make sense of the world around us.	People, culture & community (Geography) Create a map/drawing of school. Walks to the wildlife area and in the local area to make sense of the world around us.	People, culture & community (Geography) Walk around the garden to look at features and draw what they see. Introduction to maps at visit to Austerfield.	People, culture & community (Geography) Walks to the wildlife area and in local area to make sense of world around us.	People, culture & community (Geography) See the oceans on a world map. Look at seaside places in England on a map and go to the seaside to make sense of new place. Explore the world through texts- what the ladybird head at the seaside.
	People, culture & community (RE) Which times are special and why? - Expressing Talk about their family – parents and grandparents and siblings. I am enough story- talk about differences between people	People, culture & community (RE) The Nativity Talk about celebrations e.g. Diwali. Have family members in to share interests/ talents e.g. parents who can bake/DIY/ police etc	People, culture & community (RE) Which stories are special and why? – Believing Talk about roles of people around them including dentist visit.	People, culture & community (RE) Easter Have family members in to share interests/ talents e.g. parents who can bake/DIY/ police etc Festival of Colours - talk about differences between people	People, culture & community (RE) What is special about our world? - Living Have family members in to share interests/ talents e.g. parents who can bake/DIY/police etc Super Duper You/Omar and the Bees - talk about differences between people	
	The Natural World (Science) Seasonal changes and weather. Natural materials- conker, leaf, husk.	The Natural World (Science) Seasonal changes and weather. Changes in matter- melting and Freezing in cold weather.	The Natural World (Science) Seasonal changes and weather. Plant bulbs and seeds. Talk about forces – the wind.	The Natural World (Science) Seasonal changes and weather. Plants and growing. Parts of a plant and similar/different. Changes in matter- melting chocolate. Natural materials- petals, grass, wood.	The Natural World (Science) Seasonal changes and weather. Observe plants changing and care for plants- what it needs. Observe and care for mini beasts and animals. Life cycle of a butterfly.	The Natural World (Science) Seasonal changes and weather. Seaside animals. Floating and sinking. Looking after our oceans. Natural materials- sand, glass, water, plastic.
Expressive Arts and Design	Creating with materials (Art) Basics of painting and drawing with a range of media.	Creating with materials (Art) Printing with paint and basic paper collage.	Creating with materials (Art) Exploring collage and colour mixing. Kandinsky - Circles 	Creating with materials (Art) Stencils and paint, joining and junk models.	Creating with materials (Art) Junk modelling and observation painting. Henry Matisse - link to storybook. 	Creating with materials (Art) Clay work. Revisiting skills from the year.

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	Creating with materials (DT) Cooking- using tools knives/whisk/grating Cutting fruit and vegetables, Buttering/spreading on bread or crackers, whisking milkshake/eggs, grating cheese for scones/sandwich Making a bag to collect things/ bear hunt adventure. Bird feeders		Creating with materials (DT) Cooking- observe the effects of heat Making buns rise, Bread rising, Melting chocolate/marshmallows, Pancakes cooking. Selecting the best resources for den building outside (link to 3 little pigs) Sewing introduction. Threading in and out. Making shakers with different sounds.		Creating with materials (DT) Cooking- using further tools- rolling, kneading, cutters and decorating. Roll out biscuits, cut and decorate, Porridge and pizza with toppings, jam tarts. Building a minibeast hotel outside. Making a fish/creature from plastic- recycle link.	
	Being imaginative and expressive (Music/drama) Learn nursery rhyme songs (as listed above). Play movement and listening games. Nativity performance. Loud and quiet/long and short sounds.		Being imaginative and expressive (Music/drama) Playing and making instruments for performances with stories and songs. Creating actions to accompany songs and stories. Learn nursery rhyme songs (as listed above). Play instruments/ clap out syllables.		Being imaginative and expressive (Music/drama) Learn nursery rhyme songs (as listed above). Sea Shanty songs. Moving in response to music. Begin to understand the beat.	
Experiences	Autumn walk to wildlife area Walk around school grounds Photos and sessions with family Harvest	Nativity Diwali celebration	Winter walks Children's mental health week Nurse/dentist visit Relatives visit to share skills	Spring walks Austerfield study centre Tadpoles Visit to shop	National smile week (revisits oral hygiene) Butterfly growing kits/world bee day	Enjoying summer weather Visit to the seaside World oceans day

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