

Crossley Hall
Nursery 3's Long Term Planning 2020-21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals to be celebrated throughout the year.	7 weeks	7 weeks Halloween - 31/10/21 Bonfire Night - 5/11/20 Diwali - 4/11/21 Christmas - 25/12/20	7 weeks Chinese New Year - 01/02/22	6 weeks Holi - 19/03/22 Easter - 17/04/22	5 weeks Eid-al-Fitr - 02/05/22	7 weeks Eid-al-Adha 10/07/22
Theme	All about Me	Season changing	Beware of the dragon!	Once upon a time...	Gardens and growing	Tickets please!
Key Questions	Does everyone have the same people in their house? How many birthdays have you had and how did you celebrate? How are you the same and different to your friends?	Where do rainbows come from? Do we have the same weather every day? What happens to trees throughout the seasons? Which animals live in a wood? What is your favourite celebration?	Who lives in a castle? What features are on a castle? Are dragons and wizards real? What are the roles of Kings and Queens?	Who keeps us safe in the community? What is the role of the police? Should you take things that are not yours? How have times changed from the stories? (Jack and Jill, Hansel and Gretel)	What do plants need to grow? Which food do we get from plants? What minibeasts can we find? What types of places do we find minibeasts? Are plants the only things that grow and change?	Where do buses take you? How does everyone in the class travel to school? What other transport do we know about?

Hook		Family photos from home.	Autumn Walk	A dragon coming from the roof.	Porridge on the floor Room messed up.	Planting their own vegetables.	Watching the traffic from the road, what can you see?
Key Texts		We're Going a bear hunt	Little Red Riding Hood	There are no Dragons in this book.	Goldilocks and the 3 bears	Jaspers Beanstalk	Naughty Bus
Role Play		Home Corner + Bear Cave	Home Corner + Grandma's Cottage	Home Corner + Castle Baby Clinic	Home Corner + 3 Bears House	Home Corner + Garden Centre	Home Corner + Garage
Visits/ Experiences/ Now Press Play		Bear hunt walk	Autumn Walk NPP-Little Red Riding Hood	A visit from a knight and princess.	A visit from a Police Officer Chicks NPP: Goldilocks	Zoolab NPP: Minibeasts	Bus Ride? NPP: Transport
P r i m e	Communication & Language:	Listening and talking to new adults and friends.	Listen to stories and begin to retell small amounts.	Share our ideas.	Use imaginative language.	Anticipating events in stories.	Begin to use words to link their thoughts together
	Listening, Attention and Understanding	Beginning to join in with story time – listening and staying focused.	Follow simple instructions.	Learn new words and begin to use them.	Join in with stories – using simple story language.	Confidently answering questions – Who, what, when.	E.G and, because
	Speaking				Begin to use tenses correctly.		Start to create simple stories and tell them to friends.
							Begin to answer how and why questions.

	<u>PSED:</u> Self-Regulation Managing Self Building Relationships	Classroom routines and rules (discuss how it makes adults and children feel). Support children in making friends.	Talk about different feelings Identify and model how to share and take turns. Confident to ask people for help. Beginning to help adults and friends in the classroom.	Motivation to explore new areas and activities, learning new things and persevering. Continue to encourage turn taking and sharing.	Demonstrates friendly behaviour and forming good relationships. Know some actions and words can hurt others' feelings.	Able to work in a group, extending and elaborating play ideas. Able adapt to different events, social situations and changes in routine	Aware of boundaries set and behavioural expectations in the setting. Keeps play going by responding to what others are saying and doing. Initiates conversation and takes account of what others say.
	<u>Physical Development:</u> Fine Motor Skills Gross Motor Skills	To start to mark make using a range of different tools. Stand momentarily on one foot. Catch a large ball. Begin to be independent in self-care.		Begin to use tripod grip to hold writing tools. Move freely in a range of ways - rolling, jumping, crawling etc. Begin to run and negotiate space successfully. Begin to use one handed tools and equipment. Observe the effect of activity on their body.		Show preference for a dominant hand. Hold pencil effectively with good control to make marks and symbols. Copy some letters. Experiments with different ways of moving. To be independent in self-care.	
s p e	<u>Literacy:</u> Comprehe	Enjoys rhyming and rhythmic activities.	Listens to and joins in with stories and poems, one-to-	Sometimes give meaning to marks as they draw and paint.	Recognises familiar words such as own name	Show interest in authors and illustrators.	Gives meaning to marks as the draw and paint.

c i f i c	nsion	Look at books independently.	one and in small groups.	Describe main story settings and main characters.	and advertising logos.	Know that print carries meaning and is read left to right and top to bottom.	Beginning to hear and says the initial sounds in words and link sounds to letters.
	Word Reading	Distinguish between different marks they make.	Join in with repeated refrains.		Beginning to be aware of the way stories are structured.		
	Writing						
	<u>Maths:</u> Number Numerical Patterns	Use number names in play. Show curiosity about numbers. Recite numbers in order to 5 then 10. Counting beginning to use 1:1 correspondence. (1-3) Anticipates specific time-based events, developing a sense of daily routine. Uses positional language.		Recite numbers in order to 10 and beyond. Counting using 1:1 correspondence to 5. Know numbers identify how many objects in a set. Shows an interest in numerals and shapes in the environment. Shows an interest in number problems. Sometimes matches numeral and quantity correctly (1-5) Shows an interest in shape and space.		Recognises some numerals of personal significance. Recognise numerals 1-5. Recite numbers in order to 20. Counting using 1:1 correspondence to 10. Begin to use mathematical names for 2D and 3D shapes and talk about the shapes of everyday objects, e.g. tall, round.	
	<u>Understanding the World:</u> Past & Present	<u>Exploring a significant person:</u> ME - My life so far. How old am I? My birthdays so far. <u>What can you</u>	<u>Local Study:</u> The seasons - develop an understanding of change. Sorting items between winter and summer. Look	<u>British History</u> What is the role of Kings and queens? Look at the Royal family, present kings and Queens.	<u>Significant event:</u> Jack and Jill - what is the nursery rhyme telling us about how life has changed? Where do we get water from?	<u>Mini beast exploration:</u> How many mini beasts can we name? Where can we find mini beasts?	<u>Local Area</u> Compare pictures of Autumn 2 local walk with the present day. How has it changed? Has everything

	<p>People, Culture and Communities</p> <p>The Natural World</p>	<p><u>see?</u> What part of our body helps us see things?</p> <p>What can you find in our environment?</p> <p>Can you hide something and make a simple map so you remember where it is?</p> <p>Exploring the positional language to talk about directions around the environment.</p>	<p>back at September and the weather - how is it changing?</p> <p>Develop an understanding of now and then.</p> <p>How do my family celebrate birthdays?</p> <p>Look at the celebrations happening during the term – does this happen at everyone's house?</p>	<p>Look at similarities and differences with the local environment then and now.</p>	<p>Where did Jack and Jill get water from? How has that changed?</p> <p>What is a hill? Where do you find hills?</p>	<p>Building a minibeast hotel – what sort of places do they like to live?</p> <p>Can we create representations of different mini beasts?</p>	<p>changed?</p> <p>Look at how people travel in our local environment. Do a traffic study to see which vehicles we can see.</p>
	<p><u>Expressive Arts and Design:</u></p> <p>Creating with Materials</p> <p>Being Imaginative</p>	<p><u>Artist Focus:</u> Andy Warhol (faces/people) Beginning to represent faces when mark making and adding more detail.</p>	<p><u>Artist Focus:</u> Mondrian (shape) Understands they can use lines to enclose space, and then use these shapes to represent.</p> <p>Use various materials and</p>	<p><u>Artist Focus</u> Georges Seurat (pointillism) Using colour for a purpose.</p> <p>Enjoys joining in singing, dancing and exploring sounds.</p>	<p><u>Artist Focus:</u> Paul Klee (colour) Develops preferences for forms of expression.</p> <p>Explores colour and how colours can be changed.</p>	<p><u>Artist Focus:</u> Matisse (the snail) Manipulate materials to achieve planned effect.</p> <p>Explores how sounds can be</p>	<p><u>Artist Focus:</u> Hockney (sunflowers) Explores what happens when they mix colours.</p> <p>Create simple representations</p>

	e and Expressive	<p>Explores and begins to be interested and talks about mixed media and textures.</p> <p>Relises tools can be used for a purpose.</p>	beginning to construct, stacking vertically and horizontally making enclosures and creating spaces.	Engages in imaginative role-play based on first hand experiences..	Uses available props to support role-play.	changed and taps out simple repeated rhythms.	<p>of events, people and objects.</p> <p>Uses simple tools and techniques competently and appropriately.</p>
--	-----------------------------	---	---	--	--	---	--