

Crossley Hall Primary School
2's Nursery Long Term Planning 2021-22

Festivals to be celebrated throughout the year.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks Halloween - 31/10/21 Diwali - 04/11/21 Bonfire Night - 5/11/21 Christmas - 25/12/21	7 weeks Chinese New Year - 1/02/22	7 weeks Holi - 19/03/22 Easter - 17/04/22	5 weeks Eid-al-Fitr - 02/05/22	7 weeks Eid-ul- Adha 09/07/22
Theme	All About me	Farm/Pets Celebrations	Weather	Sizzling Safari	Once upon a time...	Minibeast
Key Questions	What is my name? What do I look like?	What noises do the different farm animals make? Are all the farm animals the same size? How do animals keep warm without a coat, hat and scarf?	What are the different types of weather? What weather do you like?	Which animals would you see on a safari? Where do they live?	How do fairytales start? Who is in a fairytale?	Where do we find minibeasts? What can you find in the garden?
Hook	Looking at the chickens and ducks.	A visit from a school pet (Emily's dog?)	Exploring ice	Large footprints on the floor	Video of the Gingerbread man running through the classroom.	Worms in a wormery
Key Texts	Noisy Farm	Where's Spot	Brown Bear Brown Bear	Dear Zoo	The Gingerbread Man	The Hungry Caterpillar
Role Play	Home corner	Home corner	Home Corner	Home Corner	Home Corner	Home corner

			Pet shop. Christmas		Home corner Jungle/ explorers	Home cornerBaker’s shop	Garden centre
Visits/ Experiences/ Now Press Play		Family pictures	Farm/pets visit NPP: On the farm	Muddy puddle, welly walk.	Chicks	Gingerbread man picnic NPP: Gingerbread man	Caterpillars and Butterflies
p r i m e	Communicati on & Language: Listening, Attention and Understandin g Speaking	Begin to recognise and respond to familiar noises. Uses gestures to communicate and use some talk.	Begin to listen to some stories being read by adults. Understand some action words.	Understand simple concepts. Rapidly learn and use new words.	Begin to understand what, where questions. Begin to have a conversation with an adult or friends.	Show an interest in play with songs and rhymes. Respond to their name and change focus easily.	Begin to understand simple instructions. Begin to use word endings correctly. Use simple sentences
	PSED: Self- Regulation Managing Self Building Relationships	Begin to leave their carer at the door with adult support. Make a special bond with familiar adults	Share what they like and don’t like. Begin to distract themselves when they become upset.	Play alongside others and share resources with adult support. Begin to share and understand how they are feelings	Begin to show an interest in others' play. Begin to know what they should and shouldn’t do to other people.	Shows concern for people who are special to them. Begin to understand others feelings and help when they are upset.	Begin to make special friends. Begin to understand and follow classroom rules.
	Physical Development	Balance blocks to build a tower Begin to run safely in a large space.		Begin to communicate their toileting needs. Begin to help with clothing		Shows control in holding and using jugs to pour.	

S p e c i f i c	<p>⋮</p> <p>Fine Motor Skills</p> <p>Gross Motor Skills</p>	<p>Drink without spilling</p> <p>Begin to hold mark making equipment</p>	<p>Begin to turn pages in a book.</p> <p>Begin to hold and use different tools.</p>	<p>Begin to climb confidently.</p> <p>Begin to make links between their movements and the marks they make</p>
	<p><u>Literacy:</u></p> <p>Reading</p> <p>Writing</p>	<p>Handles books and printed material.</p> <p>Begin to have some favourite songs and rhymes</p>	<p>Begins to show an interest in books.</p> <p>Begins to listen to more rhymes and songs</p>	<p>May start to have a favourite book.</p> <p>May begin to join in with familiar phrases from their favourite book.</p> <p>Begin to join in with songs and rhymes.</p> <p>Begin to distinguish between the marks that they make.</p>
	<p><u>Maths:</u></p> <p>Number</p> <p>Numerical Patterns</p>	<p>Beginning to organise objects into groups.</p> <p>Says some counting words randomly.</p> <p>Beginning to fit shapes into spaces in puzzles.</p>	<p>Enjoys filling and emptying</p> <p>Beginning to make arrangements with blocks and make simple structures.</p> <p>Begin to use language of size.</p>	<p>Begin to understand daily routines with a key event.</p> <p>Recites some number names in order.</p> <p>Begin to select a small group of objects.</p>
	<p><u>Understanding the World:</u></p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Enjoys pictures and stories about themselves.</p> <p>Explores objects in different ways.</p> <p>Remembers where objects belongs</p>	<p>Is interested in different people</p> <p>Matches parts of objects together.</p> <p>Begin to talk about their family.</p>	<p>Enjoys playing with small world models.</p> <p>Notices features about the environments.</p> <p>Begin to imitate everyday actions in pretend play.</p>

	<p><u>Expressive</u></p> <p><u>Arts and</u></p> <p><u>Design:</u></p> <p>Creating with</p> <p>Materials</p> <p>Being</p> <p>Imaginative</p> <p>and</p> <p>Expressive</p>	<p>Begin to move to music. Enjoy listening to rhymes and songs.</p> <p>Explore a range of media through sensory play.</p> <p>Make movements that leave marks in different ways.</p>	<p>Create sounds in different ways.</p> <p>Join in singing favourite songs.</p> <p>Experiment with blocks, colours and marks</p>	<p>Beginning to pretend one object represents another.</p> <p>Begin to make believe by pretending.</p> <p>Begin to make marks to communicate.</p>
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