

Crossley Hall
Nursery 3's Long Term Planning 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals to be celebrated throughout the year.	7 weeks	7 weeks Halloween - 31/10/22 Bonfire Night - 12/11/22 Diwali - Christmas - 25/12/22	6 weeks Chinese New Year - 22/01/23	6 weeks Holi - 08/03/23 Easter - 09/04/23	6 weeks Eid-al-Fitr - 21/04/23	7 weeks 29/06/23
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 Gretal)	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:	Enjoy listening to longer stories and can remember much of what happens.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Understand how to listen carefully and why listening is important. Learn new vocabulary and use it throughout the day.	Ask questions to find out more and to check they understand what has been said to them.
	Listening, Attention and Understanding	Pay attention to more than one thing at a time, which can be difficult Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as:	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication but may continue to have problems with irregular tenses and	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.		Articulate their ideas and thoughts in well-formed sentences
Speaking							

		“Get your coat and wait at the door”.		plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.			
	<u>PSED:</u>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Play with one or more other children, extending and elaborating play ideas.	Increasingly follow rules, understanding why they are important.	Develop appropriate ways of being assertive.	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
	Self-Regulation					Talk with others to solve conflicts.	Understand gradually how others might be feeling.
	Managing Self	Develop their sense of responsibility and membership of a community.	Show more confidence in new social situations.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Remember rules without needing an adult to remind them.	Make healthy choices about food, drink, activity and toothbrushing	
	Building Relationships				Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.		
	<u>Physical Development:</u>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.		Start taking part in some group activities which they make up for themselves, or in teams.		Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	
	Fine Motor Skills	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.		Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.		Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	
	Gross Motor Skills	Use large-muscle movements to wave flags and streamers, paint and make marks		Use one-handed tools and equipment, for example, making snips in paper with scissors.		Use a comfortable grip with good control when holding pens and pencils.	
				Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		Show a preference for a dominant hand.	
						Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	

S p e c i f i c	Literacy:	print has meaning Repeat words and phrases from familiar stories Develop play around favourite stories and props	count or clap syllables in a word Use some of their print and letter knowledge in their early writing.	spot and suggest rhymes print can have different purposes Write some or all of their name.	spot and suggest rhymes print can have different purposes Write some or all of their name.	recognise words with the same initial sound, such as money and mother Write some letters accurately.	recognise words with the same initial sound, such as money and mother Write some letters accurately.
	Comprehension	Enjoy listening to longer stories and can remember much of what happens. the names of the different parts of a book, page sequencing Use some of their print and letter knowledge in their early writing.	Repeat words and phrases from familiar stories Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Engage in extended conversations about stories Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Sing a large repertoire of songs.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Start a conversation with an adult or a friend and continue it for many turns.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	Maths:	Cardinality & Counting Children know number names to 5 and can recite some number names in sequence. Counting back from 3 or 5. Select a small number of objects from a group when asked (1-3)	Shape & Space Select shapes appropriately for tasks -Learning common 2D shapes Use shapes appropriately for tasks Categorises objects by Shape, size, colour	Cardinality & Counting Recites numbers in order to 10 1:1 correspondence (in a line) 1:1 correspondence of irregular patterns Subitise to 1-6	Pattern Matching patterns (spotty socks/stripy) AB pattern Body percussion AB actions Introduce Positional Language	Cardinality & Counting 1:1 correspondence (in a line) matching the numeral 1-5 (then to 10) Subitising 1-6 match with numeral Compare 2 groups of objects and recognise when they have the same	Shape & Space Select shapes appropriately – Recapping common 2D shapes Select shapes appropriately – introduce a 3D shape Combine shapes to make new ones Measure
	Number						
	Numerical Patterns						

		Select a small number of objects from a group when asked (1-5)		Compare 2 groups of objects and recognise when they have the same number (Subitise and count)		number (Subitise and count) Counts out objects to 5/10 from a group understanding that the number they stop on is the total value.	Compare Length long / short, Height
Understanding the World: Past & Present People, Culture and Communities The Natural World	<p><u>Exploring a significant person:</u> ME - My life so far. How old am I? My birthdays so far.</p> <p><u>What can you see?</u> What part of our body helps us see things? What can you find in our environment? Can you hide something and make a simple map so you remember where it is? Exploring the</p>	<p><u>Local Study:</u> The seasons - develop an understanding of change. Sorting items between winter and summer. Look back at September and the weather - how is it changing? Develop an understanding of now and then. How do my family celebrate birthdays? Look at the celebrations happening during the term – does</p>	<p><u>British History</u> What is the role of Kings and queens? Look at the Royal family, present kings and Queens. Look at similarities and differences with the local environment then and now.</p>	<p><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? Where did Jack and Jill get water from? How has that changed? What is a hill? Where do you find hills?</p>	<p><u>Mini beast exploration:</u> How many mini beasts can we name? Where can we find mini beasts? Building a minibeast hotel – what sort of places do they like to live? Can we create representations of different mini beasts?</p>	<p><u>Local Area</u> Compare pictures of Autumn 2 local walk with the present day. How has it changed? Has everything changed? Look at how people travel in our local environment. Do a traffic study to see which vehicles we can see.</p>	

		positional language to talk about directions around the environment.	this happen at everyone's house?				
	<p><u>Expressive Arts and Design:</u></p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p><u>Artist Focus:</u> Andy Warhol (faces/people) Beginning to represent faces when mark making and adding more detail.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</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 beginning to construct, stacking vertically and horizontally making enclosures and creating spaces.</p>	<p><u>Artist Focus</u> Georges Seurat (pointillism)</p> <p>Using colour for a purpose.</p> <p>Enjoys joining in singing, dancing and exploring sounds.</p> <p>Engages in imaginative role-play based on first hand experiences..</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>Uses available props to support role-play.</p>	<p><u>Artist Focus:</u> Matisse (the snail)</p> <p>Manipulate materials to achieve planned effect.</p> <p>Explores how sounds can be changed and taps out simple repeated rhythms.</p>	<p><u>Artist Focus:</u> Hockney (sunflowers)</p> <p>Explores what happens when they mix colours.</p> <p>Create simple representations of events, people and objects.</p> <p>Uses simple tools and techniques competently and appropriately.</p>

