

Nursery Long Term Map 2018-19						
Half term	AUT 1	AUT 2	SPR 1	SPR 2	SUM1	SUM2
Possible Topics depending on children's interests	<i>All about me</i>	<i>Autumn – 'Owl Babies' Christmas</i>	<i>Dinosaurs</i>	<i>Space</i>	<i>Growing: Farm animals, mini beasts, sea animals, jungle animals. Plants</i>	<i>Internationality</i>
<b>PSED</b>	Baseline Obs Circle time daily-rules and expectations. Settling in, separation, feelings, individuality through stories and circle time	Circle time around establishing rules and boundaries together. Building relationships.	Perseverance and concentration. Overcoming difficulties and 'having a go'. Circle time.	Explains own knowledge and understanding, and asks appropriate questions of others	Resolving conflict through negotiation and discussion. Expressing opinions, likes and dislikes <i>Empathy- Develop a deeper sense of empathy (living creatures)</i>	Have the confidence to verbally evaluate and adapt. Begin to negotiate and solve problems through communication Transition to Reception
<b>CLL</b>	Focus on language for communication and thinking. Auditory discrimination, rhythm in words	Attentive listening. Speaking and listening conventions.	Explain thinking and link simple statements	Answer and ask questions to clarify thinking.	Link contributions to topic of discussion.	Use talk to explain, clarify thinking, ideas, feelings and events.
<b>PD</b>	<b>GM</b> -How we move inside and outside. Respond to children's interests and starting point. Explore movement in different ways- Parachute games and circle games. <b>FM</b> - Hand and eye coordination Pouring, filling, painting walls	<b>GM</b> - Test limits and begin to take measured risks. Explore different ways of moving and coordinate movements. <b>FM</b> - Hand and eye coordination Pouring, filling, painting walls. Explore manipulative actions (scissors)	<b>GM</b> -Transporting objects safely- building houses and bridges. Upper body control-Bats and balls, throwing and catching. Negotiate space (circuits and dance) <b>FM</b> -Refine fine manipulative movement.	<b>GM</b> -Move imaginatively. Balance on different parts of the body. <b>FM</b> -Use tools effectively and to achieve a desired effect.	<b>GM</b> - Begin to manage some risks independently without direct supervision. Experiment with different ways of moving (rolls) Climbing equipment (big playground) <b>FM</b> Begin to form recognisable letters.	<b>GM</b> - Running, hopping, jumping, balancing etc. with more coordination and control. <b>FM</b> -Continue to develop the forming of recognisable letters and anticlockwise movements.
<b>LIT</b>	Begin to give meaning to the marks they do as they draw and paint. Begin to recognise their names. To handle books with care. To begin to look at books independently	Begin to develop consistent marks to represent own name. Begin to differentiate between drawing and writing. Enjoy an increasing range of books.	Give meaning to the marks they make. Develop consistent marks to represent their own name. To understand that print carries meaning and is read left to right To begin to recognise sounds and link them to the alphabet	To make consistent marks to represent their name. To ascribe meaning to the marks they see in different places. To continue to develop their phonics knowledge, recognising sounds and linking them to the alphabet	To begin to write their own name independently To continue to develop their phonics knowledge, recognising sounds and linking them to the alphabet (Assisted blending for some of the children)	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Can segment the sounds in simple words and blend them together (Assisted blending) Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books

<b>MATHS</b>	<p>Begin to use some number names and number language spontaneously. Begin to use number accurately in play. Shows curiosity about numbers by offering comments or asking questions To show an interest in shape and space by playing with shapes or making arrangements with objects. To show awareness of similarities of shapes in the environment.</p>	<p>Begin to recite numbers to 10 in order To develop an understanding that the last number they say when counting, represents the number of objects in a set. Show an interest in numerals in the environment and in representing numbers Use shapes appropriately for tasks. Begin to talk about the shapes of everyday objects when describing them</p>	<p>Compare groups of objects, quantities and measures Uses positional language (modelled through daily routines)</p>	<p>Uses familiar objects and common shapes to create and recreate patterns and build models. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape</p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p>	<p>Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations</p>
<b>UTW</b>	<p>Understand that they have similarities and differences that connect them to, and distinguish them from others. To develop friendships and a sense of self</p>	<p>To show interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience.  Recognises and describes special times or events for family or friends</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Can talk about some of the things they have observed such as plants, animals, natural and found objects.  Developing an understanding of growth, decay and changes over time.</p>	<p>Talks about why things happen and how things work Gravity</p>	<p>Looks closely at similarities, differences, patterns and change. (Plants. Develop growing area in nursery with herbs and flowers)</p>	<p>Shows interest in different occupations and ways of life. Enjoys joining in with family customs and routines</p>
<b>EAD</b>	<p>Self Portraits-using different media and materials</p>	<p>EAD- Explore rhythm and create responses to music. Christmas Performance.</p>	<p>Role play and being imaginative – using props Dressing up.</p>	<p>Explore music Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.</p>	<p>Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative</p>	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>
<b>Extras/Assessments</b>	<p>Baseline assessments</p>	<p>Christmas play</p>	<p>Natural history museum</p>		<p>Hounslow Urban Farm</p>	<p>International day at nurse Sports day</p>
<b>Core Texts</b>	<p>What I like about me Marvelous me It's ok to be different</p>	<p>Autumn is here Owl Babies I'm not scared</p>	<p>Dinosaurs love underpants The dinosaur who pooped a planet How to grow a dinosaur Dinosaur time</p>	<p>Aliens love underpants Wanda There's no place like space Whatever next I want to be an astronaut</p>	<p>The very hungry caterpillar Dear Zoo Handa's surprise Rainbow fish Smiley Shark Shark in the Park</p>	<p>I want to be.. Multi-cultural books</p>