



Acorns - Nursery Long Term Plan

Our Nursery Curriculum is thoughtfully designed to spark curiosity, nurture confidence, and support every child's early learning journey. Learning is organised around five broad, familiar themes that recur throughout the year, allowing children to revisit ideas, deepen understanding, and build securely on their existing and prior knowledge. Through play-based, hands-on experiences, children are encouraged to explore, question, create, and make meaningful connections with the world around them.

The recurring themes ensure learning grows in richness and complexity as the year progresses:

- **Ourselves and Our Families** – Helping children develop a strong sense of self, belonging, and relationships, while learning about similarities, differences, and what makes them unique.
- **The Changing Seasons** – Exploring the natural rhythms of the year, noticing changes in weather, clothing, celebrations, and daily life as the seasons shift.
- **Nature and Our World** – Encouraging curiosity about the environment, living things, and the wider world through exploration, observation, and care for nature.
- **Festivals & Diversity** – Celebrating a range of festivals and traditions, fostering respect, inclusion, and an early understanding of different cultures and ways of life.
- **Creativity**– Inspiring creativity and self-expression through colour, texture, music, movement, and a variety of artistic experiences.

Together, these themes weave through the curriculum, creating a rich, inclusive, and engaging learning environment where children feel confident to explore, revisit ideas, and grow as happy, enthusiastic learners.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about me and my family	Traditional Tales	People who help us	Lunar New Year	Life cycles	Holidays
	Animals and Pets	Christmas	Transport	Plants	Being Healthy	Transition
	Feelings	Bonfire Night	Winter	Easter	Spring	Summer
	Woodland and Autumn	Black History Month		Holi		Minibeasts
	Harvest	Diwali				All about me and my favourite things
Events	Welcome to Acorns! Getting to know you and routines Diwali	Nursery rhyme week Hannukah	National Storytelling Week Pancake Day Ramadan Lunar New Year	Ramadan Lunar New Year Easter Mother's Day	Earth Day World Bee day	Father's Day End of year celebration Transition
Key texts	Dear Zoo (rhythm and rhyme) Elmer (diversity)	Shark in the dark (rhythm and rhyme) And Tango makes three (diversity)	Little Rabbit Foo Foo (rhythm and rhyme) Julian is a mermaid (diversity)	The very hungry caterpillar (Rhythm and rhyme) Mixed (diversity)	Oi Frog (Rhythm and rhyme) What happened to you? (diversity)	Don't put your finger in the jelly Nelly (Rhythm and rhyme)



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	The colour Monster (PSED) The Gruffalo (Seasonal)	Worrysaurus (PSED) Stickman (Seasonal)	Lost and found (PSED) Owl Babies (Seasonal)	Guess how much I love you (PSED) Jasper's Beanstalk (Seasonal)	Oliver's fruit salad (PSED) Tree – seasons come and seasons go (seasonal)	Baby goes to market (diversity) The koala who could (PSED) Clean Up! (seasonal)
Other focus texts	Dear Zoo The Colour Monster The Gruffalo, We're going on a bear hunt Little Red Hen	The Gingerbread Man The Princess and the Pea The Three Little Pigs The Gruffalo's Child Stickman, Christmas stories	The Train Ride I wish I was a Pilot One Snowy Night	Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed We're going on an Egg hunt	Tad The Very Hungry Caterpillar The Odd Egg The Best Me Which food will you choose? Oliver's Vegetables and Oliver's Fruit Salad	Traditional Tales The Three Billy Goats Gruff Starting school The Very Grumpy Ladybird Superworm These are my Rocks
Outdoor nature learning focus	AUTUMN Autumn walk, signs of Autumn, spiders, owls, apples,	AUTUMN Autumn walk, signs of Autumn, hibernation (hedgehogs), pumpkins, darkness	WINTER Winter walk, Snowflakes, ice, decorations, Big Garden Bird Watch, clearing the garden,	SPRING Spring walk, rain, Spring flowers, nests, planting, baby animals	SPRING Sunshine and shadows, Care of Plants, wind, summer flowers	SUMMER Care of Plants, litter, bees, streams, caterpillars and butterflies
Cooking	Bread Buns Gruffalo crumble- oatly mix Snack preparation	Gingerbread men Biscuits Pitta pizza Snack preparation	Winter soup- different types Pancakes Snack preparation	Easter nests Egg muffins Banana cake Snack preparation	Flapjack Bread and honey Fruit salad Snack preparation	Cupcakes Summer salad Sandwiches Snack preparation
	Skills – kneading, scooping and mixing	Skills – spreading, scooping and rolling	Skills – chopping and whisking	Skills – mixing, melting and whisking	Skills – spreading, chopping, mashing and mixing.	Skills – spreading, chopping and mixing
Experiences	Autumn walk around our grounds Post a letter to our family	Whole school Christingle service in church Diwali with Mrs Patel Christmas sing along for our family	People who help us visits: Police Vet Paramedic Librarian Caretaker	Plant it, grow it, eat it. Lunar New Year celebration Holi celebration	Chicks Caterpillars and butterflies	Ian's Mobile Farm visit We're going on holiday!



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			Crossing patrol Favourite stories celebration with our families Mystery storyteller			
Celebrations	Nursery information evening for parents Stay and plays for new starters Nursery Christmas stories and songs		Stay and plays for new starters Nursery information evening for Summer starters Mother's Day celebrations		Sports Day Teddy Bears picnic Nursery information evening for September starters Stay and plays for new starters Father's Day celebration	
Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • 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 plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • 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. • Can 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" 					
Nursery rhymes to learn/know	Twinkle, twinkle Twinkle chocolate bar Baa, Baa Black sheep Row, row The wheels on the bus Old Macdonald Ring o ring o roses Wind the bobbin up 1 2 3 4 5 once I caught a fish	Incy-wincy The grand old duke of York Humpty Dumpty Hop little bunnies Jack and Jill If you're happy and you know it I hear Thunder Hickory Dickory Dock	Little Bo Peep Miss Polly had a dolly One finger one thumb See saw Little Miss Muffet	Sing a song of sixpence Down at the station Down in the jungle This is the beehive Two little dickie birds	I had a little turtle Mary, Mary Zoom, zoom, zoom we're going to the moon Hey Diddle Diddle Polly put the kettle on	Mary had a little lamb The animals went in two by two Peter Rabbit I'm a little teapot



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	Head shoulders knees and toes Dingle dangle scarecrow	Peter hammers with one hammer				
	To begin to listen to longer stories. To repeat phrases from a story. To join in with simple rhymes and songs. Join in a conversation.	To recall some key events from a story. To understand a one-step instruction. To repeat phrases from well-known stories. To join in with simple rhymes and songs. Join in and contribute to a conversation.	To begin to pay attention to more than one thing at a time. To follow a one-step instruction. To join in with familiar words/phrases during story time. To re-tell nursery rhymes. To begin a conversation with a friend.	To understand a two-step instruction. To re-tell nursery rhymes. To take turns during a conversation. To use talk to organise themselves and play. To use sentences of three to four words.	To understand and follow a two-step instruction. To re-tell a simple story. To take turns during a conversation. To use talk to organise themselves and play. To use sentences of three to four words.	To pay attention to more than one thing at a time. To use sentences of four to six words. To use sentences with joining words 'because' 'or' 'and.' To use the past and present tense correctly. To understand 'why' questions.
Personal Social and Emotional Development	<p>Develop their sense of responsibility and membership of a community</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in social situations • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Develop appropriate ways of being assertive. • Understand gradually how others might be feeling. • 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. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider- Man in the game, and suggesting other ideas. 					



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•Talk with others to solve conflicts						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To confidently transition into the Nursery setting away from parent/carer.</p> <p>To choose activities around the setting and seek help when needed.</p> <p>To follow the daily routine.</p> <p>Become more outgoing with unfamiliar people, in the safe context of setting.</p> <p>To follow our rules.</p> <p>Talk about their feelings using words like 'happy' 'sad' 'angry' and 'worried'</p> <p>To wash and dry hands thoroughly and independently.</p>	<p>To confidently transition into the Nursery setting away from parent/carer.</p> <p>To choose activities around the setting and seek help when needed.</p> <p>To play alongside others. To follow the daily routine with confidence.</p> <p>Become more outgoing with unfamiliar people, in the safe context of setting.</p> <p>To follow our rules.</p> <p>Talk about their feelings using words like 'happy' 'sad'</p> <p>To wash and dry hands thoroughly and independently.</p>	<p>Be increasingly independent in meeting their own care needs including going to the toilet.</p> <p>To follow the daily routine with confidence and help our new friends to follow.</p> <p>To follow our rules without needing an adult to remind.</p> <p>Develop independence with dressing.</p> <p>To play with another child.</p> <p>Understand gradually how others might be feeling.</p> <p>To express their feelings using words such as happy, sad, angry and worried.</p>	<p>Be increasingly independent in meeting their own care needs including going to the toilet.</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p> <p>To follow our rules without needing an adult to remind.</p> <p>Develop independence with dressing.</p> <p>To play with other children within the setting.</p> <p>Understand gradually how others might be feeling.</p> <p>To express their feelings using words such as happy, sad, angry and worried.</p>	<p>To develop their sense of responsibility.</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p> <p>To play with a range of children within the setting to elaborate and extend ideas.</p> <p>Talk with others to resolve conflict.</p> <p>To talk about their feelings.</p>	<p>To develop their sense of responsibility and community.</p> <p>To turn take with others with adult guidance. To understand 'yours' and 'mine.'</p> <p>To play alongside others.</p> <p>To explore imaginative play, taking different roles.</p> <p>To negotiate solutions to conflicts in their play.</p> <p>To talk about their feelings.</p>
Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>					



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	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <ul style="list-style-type: none"> • 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. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 					
Real PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Pirate One leg balance	Cat Seated balance	Train Floor work	Seaside Stance	Clown Dynamic balance	Squirrel Jumping and landing
	Jungle Counter-balance	Tightrope Sending and receiving	Space Ball skills	Juggling Footwork	Bike Ball chasing	Fairytale Reaction/response
Fine Motor	Daily Dough Disco sessions for all children and a specific focussed fine motor activity is set up within provision each day.					



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	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
	<p>To move in different ways (running, walking, crawling and climbing). To use equipment such as the climbing frame to develop core strength and balance.</p> <p>To use bikes and trikes to further develop balance.</p> <p>To develop confidence with balance on two feet and moving to one.</p> <p>To use large-muscle movements for activities like waving streamers, painting, and mark-making.</p> <p>To use two hands to throw a ball.</p>	<p>To move in different ways (running, walking, crawling and climbing). To use equipment such as the climbing frame to develop core strength and balance.</p> <p>To use bikes and trikes to further develop balance.</p> <p>To develop confidence with balance on two feet and moving to one.</p> <p>To use large-muscle movements for activities like waving streamers, painting, and mark-making.</p> <p>To use two hands to throw a ball.</p>	<p>To move in different ways including hopping, jumping and skipping.</p> <p>To use equipment such as the climbing frame to develop core strength and balance.</p> <p>Develop coordination whilst collaborating with others to manage large items.</p> <p>To use bikes, trikes and scooters to further develop balance.</p> <p>To use large-muscle movements for activities like waving streamers, painting, and mark-making.</p> <p>To use two hands to throw a ball. To aim for a target. To kick a ball.</p>	<p>To move in different ways including hopping, jumping and skipping.</p> <p>To use equipment such as the climbing frame to develop core strength and balance.</p> <p>Develop coordination whilst collaborating with others to manage large items.</p> <p>To use bikes, trikes and scooters to further develop balance.</p> <p>To use large-muscle movements for activities like waving streamers, painting, and mark-making.</p> <p>To use two hands to throw a ball. To aim for a target. To kick a ball.</p>	<p>To use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>To work with others to build and move items safely.</p> <p>To explore obstacle courses and large outdoor equipment.</p> <p>To develop an awareness of others.</p> <p>Explore a wider range of different movements.</p> <p>To decide which movement is most suited to the activity.</p> <p>To use large-muscle movements for activities like waving streamers, painting, and mark-making.</p> <p>To throw and catch a large ball/beanbag with two hands.</p> <p>To kick a ball at a target.</p>	<p>To use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>To work with others to build and move items safely.</p> <p>To explore obstacle courses and large outdoor equipment.</p> <p>To develop an awareness of others.</p> <p>Explore a wider range of different movements.</p> <p>To decide which movement is most suited to the activity.</p> <p>To use large-muscle movements for activities like waving streamers, painting, and mark-making.</p> <p>To throw and catch a large ball/beanbag with two hands.</p> <p>To kick a ball at a target.</p>



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	<p>Fine Motor</p> <p>To squeeze, pull, roll and pinch dough.</p> <p>To use two hands together (one hand stabilises, one manipulates).</p> <p>To use one handed tools and equipment.</p> <p>Attempts snipping with scissors.</p> <p>To make a range of shaped marks with a pencil/crayon/paint.</p> <p>To use a fork when eating.</p>	<p>Fine Motor</p> <p>To squeeze, pull, roll and pinch dough.</p> <p>To use two hands together (one hand stabilises, one manipulates).</p> <p>To use one handed tools and equipment.</p> <p>Attempts snipping with scissors.</p> <p>To make a range of shaped marks with a pencil/crayon/paint.</p> <p>To use a fork when eating.</p>	<p>Fine Motor</p> <p>To confidently use one handed tools and equipment.</p> <p>To begin to explore a preference for dominant hand.</p> <p>To develop good control when mark making.</p> <p>To begin to use a knife and fork.</p> <p>To attempt buttons and zips.</p>	<p>Fine Motor</p> <p>To use scissors to make deliberate snips in paper.</p> <p>To hold pens, crayons and pencils with a more stable grip</p> <p>To develop good control when mark making.</p> <p>Shows emerging hand preference.</p> <p>Can complete simple fine motor tasks with focus.</p> <p>To use a knife and a fork.</p> <p>To develop confidence with buttons and zips.</p>	<p>Fine Motor</p> <p>To develop independence in dressing.</p> <p>To continue to develop good control when mark making with pens and pencils.</p> <p>To develop independence in using a knife and fork and when pouring.</p> <p>To use tools with improved accuracy and control</p> <p>To thread beads, uses tweezers, turns pages one at a time</p> <p>To begins to control lines and shapes in drawings.</p> <p>To use one hand consistently for most tasks.</p>	<p>Fine Motor</p> <p>To develop independence in dressing.</p> <p>To continue to develop good control when mark making with pens and pencils.</p> <p>To develop independence in using a knife and fork and when pouring.</p> <p>To use tools with improved accuracy and control</p> <p>To thread beads, uses tweezers, turns pages one at a time</p> <p>To begins to control lines and shapes in drawings.</p> <p>To use one hand consistently for most tasks.</p>
Literacy	<ul style="list-style-type: none"> •Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom 					



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- the names of the different parts of a book
- page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
 - Engage in extended conversations about stories, learning new vocabulary.
 - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
 - Write some or all of their name.
 - Write some letters accurately.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading and phonics	Engage in extended conversations about stories, learning new vocabulary. Environmental sounds Instrumental sounds Body percussion	Engage in extended conversations about stories, learning new vocabulary. Spot and suggest rhymes Count and clap syllables Instrumental sounds Body percussion Rhythm and rhyme	Understand the five key concepts about print. Spot and suggest rhymes Count and clap syllables Recognise words with the same initial Environmental and instrumental sounds Rhythm and rhyme	Understand the five key concepts about print. Recognise words with the same initial Body percussion Rhythm and rhyme Voice sounds Alliteration Oral blending and segmenting Instrumental sounds	Recognise words with the same initial RWI – letter sounds Rhythm and rhyme Oral blending and segmenting	Recognise words with the same initial Spot and suggest rhymes Count and clap syllables RWI- letter sounds Rhythm and rhyme Oral blending and segmenting
Writing	Make marks with a range of tools/media.	Make marks with a range of tools/media.	Marks begin to convey meaning	Marks begin to convey meaning	Write some letters accurately	Write some letters accurately



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	Makes vertical and horizontal lines.	Makes vertical and horizontal lines.	Drawings are representational	Drawings are representational	Responds to texts through mark making	Responds to texts through mark making
	Begin to draw curved lines and circles.	Begin to draw curved lines and circles.	Can draw curved lines in both clockwise and anticlockwise directions.	Can draw curved lines in both clockwise and anticlockwise directions.	Attempt to write their name	Write their name.
Maths	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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	<p>Colour</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Solve real world mathematical problems with numbers up to 5.</p>
Number	<p>Recognition of up to 3 objects</p> <p>Counts accurately to 3</p>	<p>Recognition of up to 3 objects</p> <p>Counts accurately to 5</p>	<p>Can count 5 objects from a larger group</p> <p>Counts accurately to 10</p>	<p>Begins to compare quantities within 10</p> <p>Using more or less, comparing numbers within 5</p>	<p>Begins to represent numbers within 10 using pictorial representations</p> <p>Experiments with own symbols and numbers</p>	<p>Can use key language total/altogether</p> <p>Solves problems with numbers up to 5</p>
White Rose Maths	<p>More than, fewer than, same</p> <p>Explore and build with shapes and objects</p> <p>Explore repeats</p>	<p>Hear and say number names</p> <p>Begin to order number names</p> <p>I see 1 2 3</p> <p>Join in with repeats</p>	<p>Explore position and space</p> <p>Show me 1 2 3</p> <p>Move and label 1 2 3</p> <p>Explore position and routes</p> <p>Explore patterns</p>	<p>Take and give 1 2 3</p> <p>Match, talk, push and pull</p> <p>Talk about dots Compare and sort collections</p>	<p>Lead on own repeats</p> <p>Start to puzzle</p> <p>Making patterns together</p> <p>Make games and actions</p>	<p>Show me 5</p> <p>My own pattern</p> <p>Stop at 1 2 3 4 5</p> <p>Match, sort and compare</p>
Expressive arts and design	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. 					



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- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tune sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Explore colour and colour mixing</p> <p>Listen with increased attention to sounds</p> <p>Remember and sing entire songs</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Create their own songs or improvise a song around one they know</p>	<p>Listen with increased attention to sounds</p> <p>Explore different textures</p> <p>Create their own songs or improvise a song around one they know</p> <p>Join different materials and explore different textures</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore colour and colour-mixing</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tune sung by another person</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Show different emotions in their drawings and patterns like happiness/sadness</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Sing the melodic shape of familiar songs</p>

Understanding the world

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.



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- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Begin to make sense of their own life story.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To explore different celebrations such as Diwali and Hanukah and develop positive attitudes about the differences between people.</p>	<p>Explore collections of materials with similar/different properties</p> <p>Talk about the differences between materials and changes they notice</p> <p>Explore and talk about different forces they can feel</p>	<p>Show interest in different occupations</p> <p>Explore and talk about different forces they can feel.</p> <p>To understand our local community – local park and library</p> <p>Explore how things work</p> <p>To explore different celebrations such as Ramadan and Lunar new year and develop positive attitudes about the differences between people</p>	<p>Plant seeds and care for growing plants</p> <p>Explore how things work</p> <p>To understand our local community – river and church</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To talk about how they have changed from a baby to now.</p> <p>To explore different celebrations and develop positive attitudes about the differences between people</p>	<p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Understand the need to respect and care for the natural environment and all living things</p> <p>Begin to make sense of their own life-story and family history</p>
Science focus	<p>Brown Bear, Brown Bear, What do you see? Colour, camouflage, light</p> <p>Goldilocks and the three bears Cereal investigation</p>	<p>The Princess and the Pea Materials</p> <p>The Gruffalo's Child Light, stick puppets</p>	<p>Peace at Last Sound</p> <p>What Jackdaw Saw Sound</p>	<p>Pip and Posy The Big Balloon STEM Make a bubble</p> <p>How to find gold STEM Make boats</p>	<p>The Lumberjack's beard Move objects with water Forces</p>	<p>Teatime around the World Make tea, taste tea</p>

Acorns - Nursery Long Term Plan



Ashfield Primary School
COLLABORATIVE LEARNING TRUST



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