

Palace Fields Primary School – Long Term Plan

2024/2025

Reception & Nursery

THIS PLAN IS SUBJECT TO CHANGE

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	All About Me Families Homes Senses Autumn Vegetables Halloween	Winter Bonfire Night Diwali Christmas Space	Valentine’s Day Chinese New Year (Jan 29 <sup>th</sup> 2025) Recycling Superheroes / People Who Help Us	Spring Animals/minibeasts Dinosaurs Mother’s Day St Patricks Day Easter	Growing Lifecycles (non-fiction) Aspirations St George’s Day Summer Plants	School Ready Seaside Pirates Summer Father’s Day
<b>WOW Enhancements</b>	Autumn Walk Make vegetable soup Baking hedgehog bread Pumpkin picking	Winter walk Fire service visit- Firework safety Diwali Celebrations Christmas Show	Emergency services- visit Chinese Food Tasting Chinese Dragon Dance	Pancake Making Minibeast hunt Norton Priory- visit	Planting Chicks	External visit? Reception graduation
<b>Home/School Links</b>	Meet the team (welcome) Phonics workshop Reading books Home Learning	Christmas crafts Christmas Show Stay & play Reading books Home Learning	Class showcase Stay & play Reading Books Home Learning	Mother’s Day breakfast Stay & play Reading books Home Learning	EYFS nursery rhyme sing along Stay & play Reading books Home Learning	Father’s day afternoon celebration Stay & play Reading books Home Learning
<b>Key Texts</b>	The something (R) Leaf Man (R) The Three Little Pigs (N) We are all different (N) My five senses (N)	Star in a jar How to catch a star? The Best Diwali Ever (N) Maisy’s Surprise Birthday party (N) We’re Going Elf Hunt (N)	Juniper Jupiter Supertato The Story of Rama and Sita (N) The Little Red Hen (N) The Gingerbread Man (N)	Little Red Mad about minibeasts The Polar bear and the Snow Cloud (N) Dear Zoo (N) 1,2,3 Do the Dinosaur (N)	The extraordinary gardener Handa’s Surprise Jaspers beanstalk (N) The Very Hungry Caterpillar (N)	The Storm Whale The Pirates are coming The Sharing Shell (N) The train Ride (N)
<b>Communication and Language</b>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes.</li> <li>Use talk to organise themselves and their play.</li> <li>Begin to use simple sentences.</li> <li>Understand simple questions about ‘who’, ‘what’ and ‘where’.</li> <li>Express a point of view</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time.</li> <li>Use newly learnt vocabulary.</li> <li>Sing a large repertoire of songs/rhymes.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play.</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Talk about familiar books and my favourite stories.</li> <li>Use a wider range of vocabulary.</li> <li>Use longer sentences of four to six words.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Follow instructions involving two parts.</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Understand “why” questions.</li> <li>Use longer sentences of four to six words.</li> <li>Sing a large repertoire of songs.</li> <li>Talk about familiar books.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Listen carefully and respond to instructions.</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Sing a large repertoire of songs.</li> <li>Be able to tell a longer story.</li> <li>Be able to express a point of view and to debate when they disagree.</li> <li>Express my own ideas.</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Sing a large repertoire of songs.</li> <li>Be able to tell a longer story.</li> <li>Be able to express a point of view and to debate when they disagree.</li> </ul>
	<b>Reception</b> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> <li>Develop social phrases</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs paying attention to how they sound.</li> <li>Learn rhymes poems and songs.</li> <li>Engage in non-fiction books</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Listen carefully to rhymes and songs paying attention to how they sound.</li> <li>Learn rhymes poems and songs.</li> <li>Engage in non-fiction books</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Retell the story, once they have developed a deep familiarity with the</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Listen carefully to rhymes and songs paying attention to how they sound.</li> <li>Learn rhymes poems and songs.</li> <li>Engage in non-fiction books</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Develop social phrases</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>Listen carefully to rhymes and songs paying attention to how they sound.</li> <li>Learn rhymes poems and songs.</li> <li>Engage in non-fiction books</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> <li>Develop social phrases</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Listen carefully to rhymes and songs paying attention to how they sound.</li> <li>Learn rhymes poems and songs</li> <li>Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

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<p align="center"><b>Ideas</b></p>	<ul style="list-style-type: none"> <li>Introduce new vocab- Words of the week.</li> <li>Ready, steady write (RSW) vocab.</li> <li>Morning routines/and day routines.</li> <li>Reading and talking about the vocab in different texts.</li> <li>Rhyme/song time daily</li> <li>Daily story time</li> <li>Circle time talking about summer holidays- Use of summer diary.</li> <li>Questioning around families using family pictures.</li> <li>Talking about our home and families.</li> <li>Retelling the three little pigs/acting out using props.</li> <li>Joining in with the story</li> <li>Retell 'The Something' through use of song and sequence it using pictures.</li> <li>The something small world set up.</li> <li>Books about autumn</li> <li>Books on vegetables and harvest.</li> <li>Recipe books and cards.</li> <li>Vegetables in the home corner and mud kitchen.</li> <li>Give clear instructions on how to make a vegetable soup.</li> <li>Three little pig's crime scene (N)</li> <li>Three little pig's construction area (N)</li> <li>Talk about the features on a face when making pizza faces (N).</li> <li>Describe likes and dislikes when tasting a variety of fruits (N).</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>text, some as exact repetition and some in their own words</p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs paying attention to how they sound.</li> <li>Learn rhymes poems and songs.</li> <li>Engage in non-fiction books</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	
		<ul style="list-style-type: none"> <li>Listening activities – games using musical instruments</li> <li>Daily rhyme/song time</li> <li>Daily story time</li> <li>Firework theme in CP- painting, playdough.</li> <li>Role play Space station</li> <li>Space &amp; star books in CP.</li> <li>Small world Winter themed</li> <li>Explore the vocabulary in our RSW texts (R)</li> <li>Questioning about the text making predictions before it is read.</li> <li>Teddy bears birthday party (N)</li> <li>Recreate the Elf hunt (N)</li> <li>Christmas songs</li> <li>Santa's building workshop in construction area.</li> <li>Elf wrapping/post office role play area.</li> <li>Learn Makaton- Rudolph the red noise reindeer.</li> </ul>	<ul style="list-style-type: none"> <li>Daily story time</li> <li>Daily rhyme/song time.</li> <li>Looking at key vocab around key texts in RSW.</li> <li>Model questioning daily and praise children who ask questions to develop their learning.</li> <li>Junk modelling focus.</li> <li>Recycling books in CP.</li> <li>Recycling station- Children to talk about why they are putting different materials in different places.</li> <li>Role play- Superhero HQ.</li> <li>People who help us costumes.</li> <li>What I want to be when I am older day.</li> <li>Chinese new year enhancements in home corner.</li> <li>Set problem solving challenges</li> <li>Debate as to whether evil pea is evil or not- pros and cons.</li> <li>Evil pea come to class and do naughty things</li> <li>Follow clear instructions to make bread/gingerbread men (N).</li> </ul>	<ul style="list-style-type: none"> <li>Daily story times</li> <li>Daily rhyme/song time.</li> <li>Pull key vocab from texts</li> <li>Little Red story maps and retelling of the story.</li> <li>Talk about exciting experiences e.g butterflies, chicks and so on.</li> <li>Look at spring and talk about the changes the children have noticed.</li> <li>Life cycle books</li> <li>Habitats small world areas.</li> <li>Debate around can we have a zoo animal as a pet? Pros and cons.</li> <li>Talk about our favourite animals</li> <li>dinosaur small world</li> <li>dinosaur egg arrives</li> </ul>	<ul style="list-style-type: none"> <li>Explore RSW key vocab.</li> <li>Daily rhyme/song time.</li> <li>Daily story time.</li> <li>Handa's surprise children talk about and choose their own favourite fruits.</li> <li>Retell Handa's surprise- change the fruit in the story.</li> <li>retell stories using story maps</li> <li>Africa books in CP</li> <li>Healthy eating books.</li> <li>Non-fiction books around planting and summer</li> <li>Talking about how we care for plants (N) by planting our own beans.</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhyme/song time.</li> <li>Daily story time</li> <li>Explore vocab in focused texts</li> <li>Retell the stories</li> <li>Rock pool small world</li> <li>Pirate/beach role play.</li> <li>Travel agents (Slight focus on transport).</li> <li>World maps</li> <li>Geography books in CP.</li> <li>Talk about our memories from Reception/ nursery.</li> </ul>
<p align="center"><b>Personal, Social and Emotional Development</b></p>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Separate from their parent/carer with growing confidence</li> <li>Manage themselves through daily transitions – coming into Nursery, going outside, snack, home time.</li> <li>Help with tidy up routines</li> <li>Know where resources belong</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Talk about their feelings using words like "happy, sad, angry or worried"</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs.</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Help with tidy up routines</li> <li>Know where resources belong</li> <li>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.</li> <li>Become more outgoing with unfamiliar people in the safe context of their setting.</li> <li>Increasingly follow rules, being able to understand why they are important.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs.</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people in the safe context of their setting.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. <ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind me.</li> <li>Develop appropriate ways of being assertive.</li> </ul> </li> <li>Talk about their feeling using words like "happy, sad, angry or worried"</li> <li>Understand gradually how others might be feeling</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Show more confidence in new social situations.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries.</li> <li>Remember rules without needing an adult to remind me.</li> <li>Talk about their feeling using words like "happy, sad, angry or worried"</li> <li>Understand gradually how others might be feeling</li> <li>Make healthy choices about food, drink, activity and tooth brushing</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Show more confidence in new social situations</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Remember rules without needing an adult to remind me.</li> <li>Understand gradually how others might be feeling</li> <li>Make healthy choices about food, drink, activity and tooth brushing</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Show more confidence in new social situations</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Remember rules without needing an adult to remind me.</li> <li>Understand gradually how others might be feeling</li> <li>Make healthy choices about food, drink, activity and tooth brushing</li> </ul>

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	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs – personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs – personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs – personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs – personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs – personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs – personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>
<b>Jigsaw</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• All about me, show and tell, circle time to get to know what the children like/dislike etc.</li> <li>• Family pictures around the classroom (home corner).</li> <li>• Visual time tables with transitions.</li> <li>• Tidy up songs</li> <li>• Class charter</li> <li>• Jigsaw calm me time.</li> <li>• Turn taking modelled by adults constantly.</li> <li>• Teeth brushing (dental hygiene) what foods are good/bad for our teeth?</li> <li>• Science experiment showing the effects of sugar on our teeth.</li> <li>• Science experiment- Soap, pepper and water.</li> <li>• How are Dan/The Three little pigs feeling?</li> <li>• Talk about pigs leaving home-link to transition. (N)</li> <li>• Toileting and handwashing support</li> <li>• Reception children (roles in class- tidy up teams)</li> <li>• Book vote- democracy.</li> <li>• Dance lessons- External teacher ®</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Show and tell/ Circle times.</li> <li>• Turn taking games</li> <li>• Continuous provision child led and initiated activities</li> <li>• Being a safe pedestrian- Can we plan a safe route to the park?</li> <li>• Firework safety- Visit from the fire services.</li> <li>• Weekly Jigsaw lessons for both Nursery and Reception.</li> <li>• Dance lessons- External teacher ®</li> <li>• Comparing Christmas’ to our friends, talking about what our Christmas’ look like. (N)</li> </ul>	<ul style="list-style-type: none"> <li>• Role play Chinese new year</li> <li>• Using chopsticks- Resilience/perseverance.</li> <li>• Food tasting- children express their opinions on what Chinese food they do and do not like.</li> <li>• How do the characters feel in a story?</li> <li>• How do the police help people- Can the children show collaboration and cooperation within the classroom? How can we help supertato and the other vegetables break free from evil pea- Can the children use teamwork and problem solving skills to get them all free? Can they set a goal and execute it?</li> <li>• Social stories</li> <li>• Weekly jigsaw lessons.</li> <li>• Regular physical activity in class and during PE.</li> <li>• Aspirations day ®</li> </ul>	<ul style="list-style-type: none"> <li>• Show and tell/circle times.</li> <li>• Having a good sleep routine- How can we get ready for bed? Why is bedtime so important?</li> <li>• Weekly jigsaw lessons.</li> <li>• Social stories.</li> <li>• Healthy food tasting- express likes/dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Show and tell/ circle time.</li> <li>• Why did Handa pick those foods to take to Akeyo? What would you take?</li> <li>• Blind food testing</li> <li>• Weekly jigsaw sessions.</li> <li>• Social stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition to reception and</li> <li>• Emotions- How can we understand our emotions? What techniques can we use to help us feel better?</li> <li>• Revisit ‘Worry monster’ and ‘to my teacher’ to spark conversations about going to Reception/ Year 1.</li> <li>• Reflective sessions</li> <li>• Show and tell/ circle time.</li> </ul>
<b>Physical Development</b>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one handed tools and equipment.</li> <li>• Being increasingly independent as they get dressed and undressed.</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one handed tools and equipment.</li> <li>• Show a preference for a dominant hand.</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• To have some ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus using alternative feet.</li> <li>• Match their developing physical skills to tasks and activities in the setting</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan</li> <li>• Collaborate with others to manage large items</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• To balance.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan</li> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• To ride scooters, bikes and trikes.</li> <li>• Choose the right resources to carry out their own plan</li> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Show a preference for a dominant hand.</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting.</li> <li>• Choose the right resources to carry out their own plan</li> <li>• Collaborate with others to manage large items.</li> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> </ul>

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		<ul style="list-style-type: none"> <li>Being increasingly independent as they get dressed and undressed</li> </ul>	<ul style="list-style-type: none"> <li>Use one handed tools and equipment.</li> <li>Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> </ul>		<ul style="list-style-type: none"> <li>Show a preference for a dominant hand.</li> <li>Increasingly be able to use and remember sequences and directions of movements which are relevant to music and rhythm.</li> </ul>
	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Revise and refine fundamental movement skills they have already acquired</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Revise and refine fundamental movement skills they have already acquired</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Further develop the skills they need to manage the school day successfully.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Further develop the skills they need to manage the school day successfully.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Further develop the skills they need to manage the school day successfully.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Further develop the skills they need to manage the school day successfully.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Further develop the skills they need to manage the school day successfully.</li> </ul>
<p><b>Ideas</b></p>	<ul style="list-style-type: none"> <li>Dance</li> <li>PE Sessions</li> <li>Dough disco/funky fingers</li> <li>Squiggle while you wiggle- Large paper on the floor</li> <li>Leaf painting and printing.</li> <li>CP independent choices in creative area</li> <li>Learn to create own playdough using minimal ingredients.</li> <li>Act out the three little pigs e.g. run away from the big bad wolf (N)</li> <li>Building three little pigs houses with small manipulatives (N)</li> <li>Three little pig's music and movements (N)</li> <li>Creating a deep dark hole for Dan's ball in a range of ways. How can we get the ball out?</li> <li>Draw and paint pigs/hedgehogs.</li> <li>Design your own house</li> <li>Self portraits</li> <li>Peeling and chopping vegetables for soup.</li> </ul>	<ul style="list-style-type: none"> <li>Yoga</li> <li>P.E sessions</li> <li>Name writing</li> <li>Outside mark making- Large paintbrushes, spray bottles and chalk.</li> <li>Dough disco/funky fingers</li> <li>Squiggle while you wiggle</li> <li>Musical statues</li> <li>Writing at table in writing area and books for RWI.</li> <li>Writing in phonics groups</li> <li>Writing letters in the writing area.</li> <li>Labelling images.</li> <li>Dough Diwali patterns.</li> <li>Painting patterns.</li> <li>Rangoli patterns small and large scale.</li> <li>Creating Christmas themed crafts</li> <li>Go on a walking journey</li> <li>Preparing own snack i.e. butter own bread.</li> </ul>	<ul style="list-style-type: none"> <li>Sorting different materials using tweezers</li> <li>Using the bikes/scooters outdoors</li> <li>Writing in small groups during phonics/literacy.</li> <li>Dough disco/funky fingers.</li> <li>Litter picking.</li> <li>Recycle posters.</li> <li>Junk modelling.</li> <li>Assault course using outdoors tyres, crates, planks etc.</li> <li>Design a superhero</li> <li>Write captions and sentences to describe a superhero</li> <li>Free the evil pea</li> <li>Act out actions from the Gingerbread man looking at different speeds and movements (N)</li> </ul>	<ul style="list-style-type: none"> <li>Dough disco/Funky fingers.</li> <li>Throwing and catching</li> <li>Target aim games.</li> <li>Constructing large building with large loose parts.</li> <li>Mother's day cards.</li> <li>Drawing different life cycles.</li> <li>PE sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawings of fruit, flowers and beans.</li> <li>Labelling fruit</li> <li>Going on a journey through Africa</li> <li>Summer observational drawing</li> <li>Planting and digging</li> <li>Pulling and pushing vegetables in the vegetable patch</li> <li>Scissor cutting activities.</li> <li>PE sessions</li> <li>Bats and balls.</li> <li>Footballs.</li> </ul>	<ul style="list-style-type: none"> <li>PE sessions</li> <li>Sports day</li> <li>Drawing treasure maps</li> <li>Going on a treasure hunt</li> <li>Scrub the deck using large brushes</li> <li>Construct a pirate ship</li> <li>Transporting the shells with tweezers.</li> <li>Writing words in the sand.</li> </ul>
	<p><b>Nursery</b></p>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print.</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print focussing on the structure of stories.</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print.</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print.</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print.</li> </ul>

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<b>Literacy</b>	<ul style="list-style-type: none"> <li>Exposed to the five key concepts about print. <ul style="list-style-type: none"> <li>Print has meaning</li> <li>Print can have different purposes</li> <li>We read English text from left to right and from top to bottom</li> <li>The names of the different parts of a book</li> <li>Page sequencing</li> </ul> </li> <li>Spot and suggest rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Spot and suggest rhymes</li> <li>Enjoys rhythmic and musical activity with percussion instructions, actions, rhymes and songs.</li> <li>Distinguish between marks they make.</li> <li>Enjoys drawing and writing on paper, screens or different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Spot and suggest rhymes</li> <li>Joins in with repeated refrains and anticipates key events/phrases.</li> <li>Count or clap syllables in word</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Enjoys looking at books independently.</li> </ul>	<ul style="list-style-type: none"> <li>Count or clap syllables in word</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Talks about characters in a story and begins to make predictions to endings.</li> <li>Imitate adults writing by making continuous lines of shapes and symbols (early writing).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some words with the same initial sounds.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print knowledge in their early writing.</li> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some words with the same initial sounds.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately</li> <li>Begin to write initial sounds of words.</li> </ul>
	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>
	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Form lower-case and capital letters correctly.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words.</li> <li>Read a few common exception words matched with the schools phonic programme.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words.</li> <li>Read a few common exception words matched with the schools phonic programme.</li> <li>Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Read a few common exception words matched with the school's phonic programme.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>RWI/RSW lessons.</li> <li>Blending CVC words in hoops.</li> <li>Writing CVC words</li> <li>Reading a wide range of texts including traditional tales and non-fiction.</li> <li>Re-read familiar stories and traditional tales to build on children's vocab.</li> <li>Different types of texts around the classroom</li> <li>Label hedgehogs.</li> <li>singing nursery rhymes daily and recognising the rhyming words in the songs.</li> <li>Books around the CP.</li> <li>Daily story times with a specific focus.</li> <li>Daily fine motor activities to help develop fine motor skills</li> <li>Pinny time in the setting</li> <li>Guess the sound games (N)</li> <li>Large mark making opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>RWI &amp; RSW schemes.</li> <li>Daily story time sessions with a specific focus.</li> <li>CVC labelling challenges</li> <li>Fred frog games</li> <li>Letter sounds in writing area.</li> <li>Reading simple words.</li> <li>Have 1.1.-1.5 words in provision.</li> <li>Christmas themed books around classroom.</li> <li>Daily fine motor</li> <li>Pinny time</li> <li>Exposure to recognise names (N)</li> <li>Write, draw/ mark make Christmas cards and lists.</li> </ul>	<ul style="list-style-type: none"> <li>RWI &amp; RSW schemes.</li> <li>Daily story time sessions with a specific focus.</li> <li>Introduce red words and challenge words for the week display around the classroom.</li> <li>Daily fine motor.</li> <li>Pinny time.</li> <li>Read longer words such as chick<sup>®</sup></li> <li>Read simple sentences related to familiar stories. <sup>®</sup></li> <li>Recycle theme books.</li> <li>Enhance phonics stations with ditty books for the children to read independently. <sup>®</sup></li> <li>Design their own superhero/superhero costume.</li> <li>Superhero books.</li> <li>Re write Supertato</li> <li>Label the vegetables</li> </ul>	<ul style="list-style-type: none"> <li>RWI &amp; RSW schemes.</li> <li>Daily story time sessions with a specific focus.</li> <li>Writing challenges</li> <li>Red word challenges</li> <li>Roll read and write in writing areas</li> <li>Write shopping lists in the home corner.</li> <li>A variety of texts in the home corner based around children's interests and topics.</li> <li>Begin to write names (N)</li> </ul>	<ul style="list-style-type: none"> <li>RWI &amp; RSW schemes.</li> <li>Daily story time sessions with a specific focus.</li> <li>Write simple sentences to describe objects/characters/pictures.</li> <li>Label fruit</li> <li>Rewrite own version of the story.</li> <li>Story maps for Handa's surprise.</li> <li>Lots of texts related to Africa around the classroom.</li> <li>Fred Frog and Special Friend Challenges</li> </ul>	<ul style="list-style-type: none"> <li>RWI &amp; RSW schemes.</li> <li>Daily story time sessions with a specific focus.</li> <li>Introduce phonics to Nursery</li> <li>Character descriptions</li> <li>Sentence a day</li> <li>Fix my sentence</li> <li>Red word challenges</li> <li>Seaside and summer books</li> </ul>
<b>Maths</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>
	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually. ('subitising')</li> <li>Show finger numbers up to 5</li> <li>Recognise colours and be able to sort them.</li> <li>Match colours.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing amounts based on more, less or the same.</li> <li>Notice and make simple patterns.</li> <li>Talk about and identify the patterns around them.</li> <li>Introduce 2D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Say one number for each item up to 2.</li> <li>Show finger numbers up to 2.</li> <li>Identify the numerals 1 and 2.</li> <li>Count out the correct number of objects up to 2.</li> </ul>	<ul style="list-style-type: none"> <li>Say one number for each item up to 4.</li> <li>Show finger numbers up to 4.</li> <li>Identify the numerals 1,2,3,4.</li> <li>Count the correct number of objects up to 4.</li> <li>Focus on one more and one less.</li> </ul>	<ul style="list-style-type: none"> <li>Say one number for each item up to 5.</li> <li>Show finger numbers up to 5.</li> <li>Identify the numerals 1,2,3,4,5.</li> <li>Count the correct number of objects up to 5.</li> <li>Compare length and height.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using 'more than fewer than'</li> </ul>

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		<ul style="list-style-type: none"> <li>• Make comparison between objects relating to weight.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise and name a variety of everyday 3D shapes.</li> <li>• Select shapes appropriately.</li> <li>• Combine shapes to make new ones.</li> <li>• Begin to describe a sequence of events real or fictional, using words such as first, then.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Extend and create ABAB patterns.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Link numerals and amounts.</li> <li>• Explore 3D shapes in play.</li> <li>• Explore capacity.</li> </ul>
	<p><b>Reception – Mastering Number</b></p> <ul style="list-style-type: none"> <li>• Baseline</li> <li>• <u>Subitising:</u></li> <li>• Perceptually subitise within 3.</li> <li>• Identify subgroups in larger arrangements.</li> <li>• Create their own patterns for numbers within 4.</li> <li>• Practise using their fingers to represent quantities which they can subitise.</li> <li>• Experience subitising including temporal patterns made by sound.</li> <li>• <u>Cardinality:</u></li> <li>• Relate the counting sequence to cardinality, seeing that the least number spoken gives the number in the entire set.</li> <li>• Develop 1:1 correspondence.</li> <li>• <u>Composition:</u></li> <li>• See that all numbers can be made of 1s.</li> <li>• <u>Comparison:</u></li> <li>• Use the language of comparison, including ‘more than’, ‘fewer than’.</li> <li>• Compare sets just by looking.</li> <li>• Compare sets according to a range of attributes including by their numerosity.</li> </ul>	<p><b>Reception – Mastering Number</b></p> <ul style="list-style-type: none"> <li>• <u>Subitise:</u></li> <li>• Subitise within 5, perceptually and conceptually depending on the arrangement.</li> <li>• <u>Cardinality:</u></li> <li>• Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.</li> <li>• Begin to count beyond 5.</li> <li>• Begin to recognise numerals, relating these to quantities they can subitise and count.</li> <li>• <u>Composition:</u></li> <li>• Explore the concepts of wholes and parts by looking at a range of objects that composed of parts, some of which can be taken apart and some of which cannot.</li> <li>• Explore the composition of numbers within 5.</li> <li>• <u>Comparison:</u></li> <li>• Compare sets through looking, subitising and matching.</li> <li>• Compare sets by matching seeing that when every object can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>	<p><b>Reception - MNP</b></p> <ul style="list-style-type: none"> <li>• Comparing and ordering numbers within 5.</li> <li>• Composition of numbers up to 5.</li> <li>• Time</li> <li>• Counting 0.</li> <li>• Introduction of 5 and ten frames.</li> </ul>	<p><b>Reception – MNP</b></p> <ul style="list-style-type: none"> <li>• Addition to 10.</li> <li>• Comparing and ordering numbers up to 10.</li> <li>• Number bonds to 10.</li> <li>• Exploring patterns.</li> <li>• Measuring lengths and heights.</li> <li>• Capacity</li> <li>• 2D and 3D shapes.</li> </ul>	<p><b>Reception - MNP</b></p> <ul style="list-style-type: none"> <li>• Counting on &amp; counting back</li> <li>• Explore and represent patterns within numbers up to 10.</li> <li>• Compare quantities up to 10 in different contexts.</li> <li>• Counting to 20</li> <li>• Doubling</li> <li>• Halving and sharing</li> <li>• Odds and evens</li> </ul>	<p><b>Reception - MNP</b></p> <ul style="list-style-type: none"> <li>• Measure</li> <li>• Mass</li> <li>• Volume &amp; Capacity</li> <li>• Money</li> <li>• Data</li> <li>• Problem Solving</li> </ul>

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<p align="center"><b>Ideas</b></p>	<p>Nursery:</p> <ul style="list-style-type: none"> <li>Autumn walk counting objects we find.</li> <li>Sorting colours- Colour walk.</li> <li>Matching colours</li> <li>Five little monkey's and Five speckled frog's song &amp; actions.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Ordering numbers to 3.</li> <li>Number blocks 1,2,3.</li> <li>Introduction to number block 4 (briefly).</li> <li>Counting how many live in our homes</li> <li>Numicon challenges</li> <li>Sorting autumnal objects i.e. conkers, pinecones, leaves etc.</li> <li>Repeated patterns using action cards.</li> <li>Capacity- making witches potions, focus on vocab.</li> <li>Weighing classroom objects and playdough using scales, focus on vocab.</li> </ul>	<p>Nursery:</p> <ul style="list-style-type: none"> <li>Counting presents in Christmas workshop.</li> <li>Spotting patterns on wrapping paper.</li> <li>Make own wrapping paper linked to patterns.</li> <li>Compare the weight of different presents and classroom objects.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Sequencing our day using visual timetable.</li> <li>Sequence morning and night routines.</li> <li>Comparing how many on and off the bus using maths stories.</li> <li>Diwali patterns</li> <li>Patterns Diwali</li> <li>Months of the year song</li> <li>Sorting children by birthday months</li> <li>One more or one less board games.</li> <li>Rocket ship building.</li> <li>Guiding a rocket through a route (positional language).</li> <li>Patterns in the sand</li> <li>Patterns Diwali</li> <li>Looking at part part whole models indoors and outdoors (larger scale).</li> <li>Composition of numbers up to 5 using numicon.</li> <li>Number blocks up to 5.</li> <li>Matching dice faces.</li> <li>Teddy Bears picnic linked to sharing.</li> </ul>	<p>Nursery:</p> <ul style="list-style-type: none"> <li>Rotate tuff tray linked to the numbers 1 &amp; 2.</li> <li>Number 1 &amp; 2 number hunt.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Maths no problem</li> <li>Numicon challenges</li> <li>Tens frames</li> <li>Part-whole tuff trays.</li> <li>Litter picking and comparing how much litter collected</li> <li>Daily counting activities</li> <li>Addition using two pieces of numicon</li> <li>Ordering numicon</li> <li>Outdoor number lines</li> <li>Missing numbers</li> <li>Variety of 3D shapes in loose parts.</li> <li>Capacity through water play.</li> <li>Comparing amounts of ingredients used to make sausage rolls.</li> </ul>	<p>Nursery:</p> <ul style="list-style-type: none"> <li>Rotate tuff tray linked to the numbers 3 &amp; 4.</li> <li>Number 3 &amp; 4 number hunt.</li> <li>Create junk model animals using everyday 3D shapes.</li> <li>Make animal biscuits following first, then, next instructions.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Maths no problem</li> <li>Farm animal counting</li> <li>Building homes and houses using 2D and 3D shapes for different animals.</li> <li>Adding ingredients to make pancakes</li> <li>Comparing each other's height</li> <li>Variety of 3D shapes in loose parts'</li> <li>Capacity through water play</li> <li>Comparing amounts of ingredients used to make pancakes</li> <li>Number sentence tuff trays</li> <li>Part wholes</li> <li>Tens frames</li> <li>AB shape patterns i.e. 2D,3D,2D,3D.</li> <li>Number sentence tuff trays.</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story of Jaspers Beanstalk.</li> <li>Create patterns using jelly beans</li> <li>Grow beans and compare height.</li> <li>Make marks to represent how many flowers during summer walk.</li> <li>Put the amount of seeds to match the number on the plant pot.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Maths no problem</li> <li>Daily counting activities</li> <li>Daily register counting the children in class</li> <li>Counting the fruit in Handa's basket</li> <li>Exploring African patterns in creative area.</li> <li>Creating own patterns</li> <li>Sharing fruit</li> <li>Adding additional fruit to a basket</li> <li>Halving fruit and counting how many pieces we have</li> <li>Ladybirds and butterfly doubling</li> <li>Odd and evens sorting numicon</li> <li>Planting and filling pots with soil</li> </ul>	<ul style="list-style-type: none"> <li>Share shells and compare more or less.</li> <li>Solve problems on how to share things evenly.</li> <li>Talk about how could we help others in different situations help them solve a problem (sharing shell)</li> <li>Compare of sand focussing empty, full, half full.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Maths no problem</li> <li>Number stories</li> <li>Making teen numbers using numicon</li> <li>Weighing potatoes</li> <li>Shopping centre with money</li> <li>Making amount using money</li> <li>Creating shopping lists and with the correct amounts</li> </ul>
	<p align="center"><b>Understanding</b></p>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Have their own sense of family and make sense of their own life stories.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Explore how things work.</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>Talk about members of their family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Explore new and familiar experiences outdoors.</li> <li>Recognise there are familiar events (bonfire, Christmas) whilst learning about other celebrations.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore how things work.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Explore and talk about different forces they can feel.</li> <li>Show an understanding of where they live and who they live with.</li> <li>Develop an understanding of differences between people.</li> <li>Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe that they see, feel and hear whilst outside.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural material and be able to describe what they can see, hear or feel.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Talk about the differences they notice between materials and the changes they notice.</li> <li>Show interest in different occupations.</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate in different ways.</li> <li>Describe that they see, feel and hear whilst outside.</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Observe changes in the environment- seasons.</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Describe that they see, feel and hear whilst outside.</li> </ul>

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<p style="text-align: center;"><b>The World</b></p>	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Describe that they see, feel and hear whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Explore the natural world around them.</li> <li>Describe that they see, feel and hear whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some environments that are different from the one in which they live.</li> <li>Know different states and how they change.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Recognise some environments that are different from the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some environments that are different from the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some environments that are different from the one in which they live.</li> </ul>
	<p style="text-align: center;"><b>Ideas</b></p>	<ul style="list-style-type: none"> <li>Family pictures – displayed in the home corner</li> <li>Autumn walks</li> <li>Selection of diverse texts.</li> <li>Who lives in my house?/What do our houses look like?</li> <li>Mud kitchen</li> <li>Loose parts</li> <li>Sound hunts</li> <li>Autumn Tuff Trays</li> <li>Pumpkin nail and hammer (FMS)</li> </ul>	<ul style="list-style-type: none"> <li>Where is India on a map?</li> <li>Taste Indian foods</li> <li>Diwali</li> <li>Observe the effects of the changing seasons e.g. leaves falling from trees</li> <li>Sort presents by their materials</li> <li>Christmas messy tuff trays</li> <li>Compare Christmas in different countries</li> <li>Compare Christmas in our communities (N)</li> <li>Ice melting observations</li> <li>Daily weather songs</li> <li>Winter walk – what can they see/hear/smell.</li> </ul>	<ul style="list-style-type: none"> <li>Baking some Gingerbread Men and tasting them.</li> <li>Where is China on a map?</li> <li>Look at and compare like/culture in China?</li> <li>Try Chinese food</li> <li>Recycling</li> <li>Litter picking around school</li> <li>Sorting materials</li> <li>The importance of looking after the ocean/environment.</li> <li>Pancake making in playdough – push and pull</li> <li>Careers day</li> <li>When I grow up I want to be...</li> </ul>	<ul style="list-style-type: none"> <li>Butterflies in class- Lifecycles</li> <li>Spring walks</li> <li>Planting sunflowers</li> <li>Retell the Hungry Caterpillar</li> <li>Look at animals from different countries and their habitats</li> <li>Observational drawings of trees / different plants</li> <li>Explore lifecycles</li> <li>Chicks</li> <li>Easter celebrations</li> <li>Sort animals depending on where they live</li> <li>Understanding why we celebrate mother's day.</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise – explore Africa and different cultures.</li> <li>African dancing workshop</li> <li>Tasting African foods</li> <li>Looking at the different clothing and patterns on the clothing</li> <li>Compare the weather on the BBC weather app</li> <li>Look at the celebration of Eid and any children in our school/class who celebrate it</li> <li>Plant cress heads, sunflowers, grass tuff tray for bug small world play, discussing plant needs for growth and observing processes</li> <li>Planting beans (N).</li> </ul>
	<p style="text-align: center;"><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Explore colour and colour mixing,</li> <li>Remember and sing entire songs.</li> <li>Playing instruments with increasing control to express their feelings and ideas.</li> <li>Draw with increasing complexity and detail such as representing a face with a circle and including details.</li> </ul>	<p style="text-align: center;"><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Create closed shapes with the continuous lines and begin to use these shapes to represent objects</li> <li>Explore colour and colour mixing,</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Playing instruments with increasing control to express their feelings and ideas.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> </ul>	<p style="text-align: center;"><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Explore colour and colour mixing,</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> </ul>	<p style="text-align: center;"><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Make imaginative and complex "small worlds" with blocks and construction kits, such as a city with different building and a park.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Explore colour and colour mixing,</li> <li>Remember and sing entire songs.</li> <li>Draw with increasing complexity and detail such as representing a face with a circle and including details.</li> </ul>	<p style="text-align: center;"><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Make imaginative and complex "small worlds" with blocks and construction kits, such as a city with different building and a park.</li> <li>Join different materials and explore different textures.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing,</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone song sung by another person.</li> <li>Sing the melodic shape.</li> </ul>	<p style="text-align: center;"><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Make imaginative and complex "small worlds" with blocks and construction kits, such as a city with different building and a park.</li> <li>Join different materials and explore different textures.</li> <li>Explore colour and colour mixing,</li> <li>Remember and sing entire songs.</li> <li>Create their own songs or improvise a song around an object they know.</li> </ul>
	<p style="text-align: center;"><b><u>Reception</u></b></p>	<p style="text-align: center;"><b><u>Reception</u></b></p>	<p style="text-align: center;"><b><u>Reception</u></b></p>	<p style="text-align: center;"><b><u>Reception</u></b></p>	<p style="text-align: center;"><b><u>Reception</u></b></p>	<p style="text-align: center;"><b><u>Reception</u></b></p>



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<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> <p><b>KAPOW Art/DT- Structures: Junk modelling</b></p>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>KAPOW Art/DT - Drawing: Marvellous marks</b></p>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Develop storylines in their pretend play.</li> </ul> <p><b>KAPOW Art/DT - textiles: Bookmarks.</b></p>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Develop storylines in their pretend play.</li> </ul> <p><b>KAPOW Art/DT - Painting and mixed media: Paint my world.</b></p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>KAPOW Art/DT - Structures: Boats</b></p>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>KAPOW- Sculpture and 3D: Creation s</b></p>
<p><b>Ideas</b></p>	<ul style="list-style-type: none"> <li>Autumn themed animals</li> <li>Small world – The Something</li> <li>Small world – The Three Little Pigs</li> <li>Small world- Links to Autumn.</li> <li>Home corner</li> <li>Self portraits</li> <li>Jacob Lawrence – exploring different works.</li> <li>Daily rhymes</li> <li>Leaf men art</li> <li>Leaf printing (N)</li> <li>Construction build houses for the three little pigs (N)</li> <li>Sensory activities- cornflour, guess the smell (N).</li> </ul>	<ul style="list-style-type: none"> <li>Rangoli patterns</li> <li>Salt painting fireworks</li> <li>Father Christmas workshop</li> <li>Christmas carols</li> <li>Christmas themed arts and crafts – painting and colouring</li> <li>Nursery rhymes</li> <li>Weekly big draw</li> <li>Drawing planets</li> <li>Musical instruments to represent space</li> <li>Small world (people from different cultures linked to Diwali)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly big draw</li> <li>Nursery rhymes</li> <li>Home corner- Chinese theme</li> <li>Small world (people from different cultures link to Chinese new year)</li> <li>Gingerbread man decorating</li> </ul>	<ul style="list-style-type: none"> <li>Construct animal habitats – bug hotel</li> <li>Small world (mini beasts)</li> <li>Small world (dinosaurs/fossils)</li> <li>Butterfly painting</li> <li>Nursery rhymes</li> <li>Weekly big draw</li> <li>Create an Easter Egg collage</li> <li>Stained glass window art.</li> <li>Mother’s day cards and crafts.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly big draw</li> <li>Nursery rhymes</li> <li>Creating nests for chicks</li> <li>Painting chicks</li> <li>Painting flowers</li> <li>Observational drawings- flowers, beans.</li> <li>Fruit painting linked to The Very Hungry Caterpillar (N)</li> </ul>	<ul style="list-style-type: none"> <li>Small world (different jobs)</li> <li>Beach themed painting</li> <li>Exploring different textiles</li> <li>Summer transient art</li> <li>Small world underwater an</li> <li>Sculpture – salt dough shells/crab/star fish</li> <li>Pirate ship construction</li> <li>Messy play treasure</li> <li>Small world – pirate ships</li> <li>Graduation songs</li> </ul>