

# Oasis Limeside Nursery Long Term Planning



**Key:** Geography Link History Link Science Link Music Link Art Link Computing Link D&T Link RE Link

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Welcome to Nursery Welcome and Wellbeing Week Who lives in my house	Welcome to Nursery Welcome and Wellbeing Week Who lives in my house	All about me and my family  Owl Babies	All about me and my family  Owl Babies	All about me and my family  Happy in our Skin.	All about me and my family  My body Funny bones	All about me and my family  Our 5 senses Funny bones
Autumn 2	Autumn  The Leaf Thief	Autumn  The Leaf Thief	Lets Celebrate  Kippers Birthday	Lets Celebrate  What do you celebrate?	Festivals  Diwali  Little Glow	Festivals: What is Christmas?  What the ladybird heard at Christmas	Festivals: How is Christmas celebrated?  The Nativity story
Spring 1	Seasons  Tree	Seasons  The Something	People who help us.  Emergency	People who help us.  Emergency	Superheroes who help us  Supertato	Superheroes who help us  Supertato	People Who Help Us - Lulu Loves the Library
Spring 2	Oasis Habitudes  Stompysaurus Fergul is fuming	Oasis Habitudes  Stompysaurus Fergul is fuming	Healthy Eating  The Hungry Caterpillar	Healthy Eating  The Hungry Caterpillar	On the Farm  Farmer Duck	On the Farm  Farmer Duck	

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	Angry Cookie	Angry Cookie					
Summer 1	Eid In My Mosque	Growing The Enormous Turnip	Growing The Enormous Turnip	Growing Jaspers Beanstalk	Life Cycles The Teeny Weeny Tadpole	Life Cycles The Teeny Weeny Tadpole	
Summer 2	Transport The Journey home from Grandpa's	Transport The Journey home from Grandpa's	Transport Cars and trucks and things that go up	Transport Cars and trucks and things that go up	Environment/Taking care of our planet. Clean Up!	Environment/Taking care of our planet. Clean Up!	Transition

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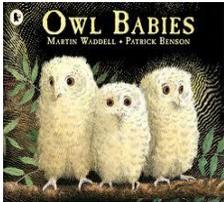
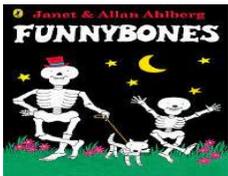
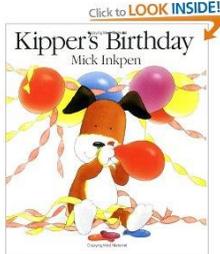
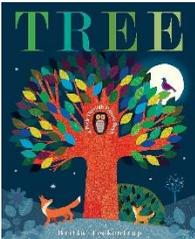
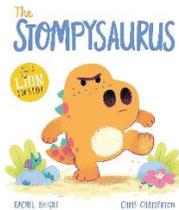
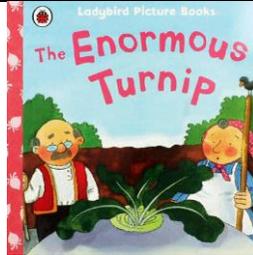
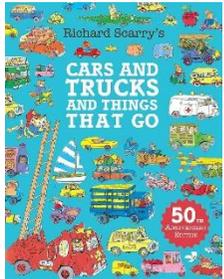


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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Leading Question</b>	<p>I've just joined school and I'm learning about my place in the world.</p> <p>(All about me and my family)</p>	<p>I've learnt who I am and where I'm from, what about others and other places?</p> <p>(Festivals)</p>	<p>I've learnt about other people and places, but how do they help?</p> <p>(People who help us/Seasons)</p>	<p>I've learnt about how people help us, but how can I look after myself?</p> <p>(Healthy eating/Oasis Habitudes/Farm)</p>	<p>I've learnt about how I can look after myself, how can I look after the environment?</p> <p>(Growing)</p>	<p>I've learnt about things that grow, but what about man made creations?</p> <p>(Transport Environment/Taking care of our planet.</p>
<b>Key Questions</b>	<p>What is special about me?</p> <p>What are the different parts of my body called?</p> <p>What can I do with the different parts of my body?</p> <p>Who else lives in my house and what are they called?</p> <p>Who else is in my family and where do they live?</p> <p>Why does my body feel different/have</p>	<p>How do I know it is autumn time?</p> <p>What happens to the leaves on the trees in the autumn time?</p> <p>What animals do we see in the autumn time?</p> <p>How and why are birthdays celebrated?</p> <p>How and why is Christmas time celebrated?</p>	<p>How do I know it is in winter time?</p> <p>How do superheroes help us and what special powers do they have?</p> <p>How do real life superheroes help us?</p> <p>What vehicles do real life superheroes need to do their job?</p>	<p>Which body parts help me to explore my senses?</p> <p>What is the difference between healthy and unhealthy food?</p> <p>How can I take care of my body and why is this important?</p> <p>Which type of fruit do I like the best in a fruit salad?</p> <p>Where does the food we eat come from and how is it grown? How can I be a kind friend?</p>	<p>How do I know it is spring time?</p> <p>What animals do we see in the spring time?</p> <p>How does a seed grow into a plant/flower?</p> <p>What do seeds need to help them to grow?</p> <p>Can you explain the lifecycle of a frog?</p> <p>What animals live on the farm?</p>	<p>How do I know it is summer time?</p> <p>What activities can we do in the summer time?</p> <p>What is the seaside like now compared to in the past?</p> <p>What vehicles help to build the buildings around us?</p> <p>What vehicles take us to different holiday destinations?</p> <p>How to different vehicles travel?</p>

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	<p>different emotions at different times? What are my 5 senses called and why are they important?</p>	<p>What happens when Santa comes to visit? Why do we have Christmas?  What celebrations are specific to me?</p>		<p>How do we share?  How does it feel to be loved?  How do we show kindness.</p>	<p>What animals live in the zoo?  How is the farm different to the zoo?</p>	<p>What are vehicles like now compared to in the past?</p>
<b>Reflection</b>	<p>Parents day/stay and play - a time for parents to visit school and spend time with their children learning in our provision areas.</p>	<p>Going on an autumn time walk in the local area/environment.  Birthday party for Kipper the dog.  Visit from Santa.  Library Visit</p>	<p>Visit from a real life superhero such as a police officer or firefighter.</p>	<p>Growing own food.  Making a healthy fruit salad.</p>	<p>Planting sunflower seeds and observing them grow.  Visit from farm animals.  Frogs and tadpoles.</p>	<p>Summer time fun day/beach party.  Airport experience day.</p>
<b>Literacy Focus Texts</b>	 					

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	<b>Literacy</b>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes, and tempos. - say some of the words in songs and rhymes</p>	<ul style="list-style-type: none"> <li>Beginning to understand print has meaning, has different purposes, we read from left to right, page sequencing and naming different parts</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and join in with stories and engage in conversation about them - Show interest in illustrations and print in the world around them, e.g., familiar</li> </ul>

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		<p>-Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. -Make marks on their picture to stand for their name</p>	<p>of a book -Developing phonemic awareness e.g., spotting rhymes, clapping syllables -Beginning to write letters from their name</p>	<p>logos, their name -Understand the conventions of book reading, e.g., page turning, handling books carefully and the correct way up -Has some phonemic awareness, e.g., awareness of rhythm, rhyme, and initial sounds -Give meaning to marks they make -Attempt to write their name or some letters from it with developing accuracy</p>
<b>Communication and Language</b>		<ul style="list-style-type: none"> <li>-Can shift from one task to another if you get their attention. -Can follow instructions with key words e.g. wash the dolly's face -Understands action words by pointing to right picture e.g., who is jumping? -Uses around 300 words. Including descriptive words, words for time, space, and function. -Is linking up to 5 words together. -Uses pronouns (me, him, she) and uses plurals and prepositions (in, on, under)</li> </ul>	<ul style="list-style-type: none"> <li>Starting to use sentences joined up with words like 'because' 'or' 'and' -Use future and past tenses. -Answer simple 'why' questions. -Starting to use sentences with -Linking up to 6 words together</li> </ul>	<ul style="list-style-type: none"> <li>Engage in listening for short periods of time, either in conversation or group activities such as story time -Listen and respond to ideas expressed by other children or adults -Respond to instructions and follow simple directions -Use short phrases or sentences to communicate their needs and opinions clearly -Start conversations with others</li> </ul>
<b>Maths</b>		<ul style="list-style-type: none"> <li>Count in everyday contexts, sometimes skipping numbers: 1,2,3,5</li> <li>-Compare amounts, saying 'lots', 'more' or 'same'</li> <li>-Notice patterns and arrange things in patterns.</li> <li>-React to the change of amount in a group up to three objects</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to develop fast recognition of up to 3 objects</li> <li>-Recite numbers beyond 5</li> <li>-Recognise some significant numbers - Beginning to match numeral to quantity -Exploring shapes and their properties, talking about what is the same and different</li> <li>-Talk about and identify patterns around them e.g. stripes on clothes</li> </ul>	<ul style="list-style-type: none"> <li>Count at least 5 objects with 1:1 correspondence and can say how many objects they have counted</li> <li>-Engage in talk and play with 2d and 3d shapes showing some understanding of shape names and properties, e.g., round, flat, circle</li> <li>-Rotate shapes for simple puzzles and can use shapes for a purpose in play - Use and respond to some positional and directional language</li> </ul>

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				<ul style="list-style-type: none"> <li>-Use some language of size for comparison -Continue and notice errors within an ABAB pattern</li> </ul>
<b>Personal, Social and Emotional Development</b>		<ul style="list-style-type: none"> <li>Can manage to share or take turns with others with adult guidance. -Can settle to some activities for a while. - The child can sometimes manage to share and take turns with others with support and guidance from adults.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to engage in pretend play with other children e.g., being the "mummy" or "daddy" -Beginning to take on different roles in their play e.g., characters from stories -Beginning to negotiate solutions to conflicts in their play -Can sometimes manage to share and take turns with others.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their feelings in a simple way -Has awareness of the impact of their choices and actions -Adapt to changes to their routine, such as the routines of their class -Reliably dry during day and beginning to attend to their own toileting needs -Beginning to make healthy choices about food, drink and toothbrushing -Attempt to get dressed and undressed with some support, e.g., coats -Ask for help if needed -Follow simple rules -Engage in play with other children -Engage with adults in the setting -Engage in new social situations with increasing confidence</li> </ul>
<b>PD</b>	<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>-Can climb confidently, catch a large ball, pedal a tricycle. -Show an increasing desire to help with dressing and undressing.</li> </ul>	<ul style="list-style-type: none"> <li>Walk up steps using alternate feet -can skip, hop, and stand on one leg -begin to use their movements for a purpose e.g., deciding whether to walk or crawl -Using scissors to make snips in paper</li> </ul>	<ul style="list-style-type: none"> <li>Can mostly negotiate space successfully, adjusting speed or direction to avoid obstacles -Can maintain reasonable balance when moving in a range of ways -Can join in with rhythm, dance, and other physical activities with large muscle movements - Grip a pen/pencil comfortably and manipulate it with some level of control, e.g., drawing lines, circles -Use a range of classroom</li> </ul>

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					tools with one hand -Attempt to eat independently with a knife and fork
Understanding the World		<ul style="list-style-type: none"> <li>-Make connections between features of their family and other families</li> <li>-Explore media with different properties using all of their senses</li> <li>-Begin to understand a sense of self</li> </ul>	<ul style="list-style-type: none"> <li>• Can explore natural materials and talk about what they see, using growing vocabulary</li> <li>• -Begin to make sense of their own life story -Show an interest in different occupations</li> <li>• -Is exploring how things work</li> <li>• -Beginning to show respect for living things</li> <li>• -Developing a respect for differences in others</li> </ul>		<ul style="list-style-type: none"> <li>Talk about people and places that are special to them</li> <li>-Talk about some places they have been and remember some of their experiences</li> <li>-Talk about what they notice within their environment and use their senses to explore the world around them, identifying differences and grouping by properties</li> <li>-Can show some respect for living things</li> <li>-Beginning to talk about how things work</li> <li>-Knows there are other countries in the world</li> </ul>
		<ul style="list-style-type: none"> <li>-Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</li> <li>-Make simple models which express their ideas. -Remembers and sings entire familiar songs.</li> <li>-Create roles in imaginative play (role play and small world), beginning to develop stories</li> </ul>	<ul style="list-style-type: none"> <li>Draw with some detail- e.g., face and features. make marks intentionally</li> <li>-Take part in pretend play using objects to represent things, even if they're not similar</li> <li>-Begin to develop stories using small world</li> <li>-Beginning to join different materials</li> <li>-Explores a variety of instruments and how they sound</li> </ul>		<ul style="list-style-type: none"> <li>• -Create / build with a purpose in mind and talk about what they have done.</li> <li>• -Draw simple representations of people and objects -Sing or join in with a range of familiar songs and rhymes, and has an awareness of rhythm –</li> <li>• Begin to create their own songs</li> <li>• -Play instruments with increasing control -Relive their own experiences through imaginative role play</li> <li>• -Make imaginative and complex small worlds</li> </ul>
Visitors/Trips/ Experiences	Parents day/stay and play - a time for parents to visit school and spend time with	Walk around the local area/ environment to explore and	Walk around the local area/	Walk around the local area/	Planting sunflower seeds and observing them grow.

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	<p>their children learning in our provision areas.</p>	<p>observe the signs of autumn.</p> <p>Visiting different places of worship.</p> <p>Visitors from different cultures.</p> <p>Visit from Santa.</p>	<p>environment to explore and observe the signs of winter.</p> <p>Visit from the emergency services such as the police and firefighters.</p> <p>Growing own food</p>	<p>environment to explore and observe the signs of spring.</p> <p>Growing own food.</p> <p>Making a healthy fruit salad.</p>	<p>Visit from farm animals.</p> <p>Tadpoles</p>	<p>environment to explore and observe the signs of summer.</p> <p>Summer time fun day/beach party.</p> <p>Airport experience day.</p>
<b>Celebrations and Events</b>	<p>Recycle Week (September)</p> <p>Black History Month (October)</p> <p>World Space Week (October)</p> <p>Halloween (October)</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Diwali (November)</p> <p>Bonfire Night (November)</p> <p>World Science Day (November)</p> <p>Remembrance Day (November)</p> <p>Hanukkah (November)</p> <p>Christmas Jumper Day/Christmas (December)</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Chinese New Year</p> <p>Valentine's Day</p> <p>Pancake Day</p>	<p>Easter</p> <p>World Book Day</p> <p>Science Week</p> <p>Ramadan</p> <p>Mother's Day</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Eid</p> <ul style="list-style-type: none"> <li>• Earth Day (April)</li> </ul>	<p>Father's Day</p> <p>Sports Day</p> <ul style="list-style-type: none"> <li>• Transition</li> </ul>

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