MESNE LEA NURSERY LONG TERM PLANNING

	Autumn 1 Marvellous Me	Autumn 2 Changes: Seasons and Weather	Spring 1 Superheroes: People Who Help Us	Spring 2 Signs of Spring	Summer 1 All Creatures Great and Small	Summer 2 Once Upon a Time
Literature Spine Initial Writing Focus Book and Author	Elmer, David Mckee	If Winter Comes, Tell It I'm Not Here, Simona Ciraolo	A Superhero Like You, Ranj Singh	Pip & Egg, Alex Latimer	Commotion in the Ocean, Giles Andreae	Jack and the Beanstalk, Iona Treahy
Supplementary texts Book and Author Range of fiction/ non-fiction/ rhymes and poetry	Starting School – Ahlberg The colour monster goes to school - Llenas A big Cuddle - Rosen Five minutes Peace – Jill Murphy Mr Large in Charge – Jill Murphy A quiet night in – Jill Murphy Meltdown – Jill Murphy The Perfect Fit – Naomi Jones Lots of Dots - Goodheart How do you make a rainbow – Crowe Family and Me! – Dias-Hayes Hair love – Cherry Me and my Family Tree - Sweeney Happy in our skin – Manushkin What will Danny do today? – Goodhart What I like – Anholt Happy, Angry, Sad, scared - Butterfield The same but different – Newson &Hindley	Tree: Seasons Come, Seasons Go, Patricia Hegarty & Britta Teckentrup If Winter Comes, Tell It I'm Not Here, Simona Ciraolo The Leaf Thief, Alice Hemming & Nicola Slater Seasons, Hannah Pang & Clover Robin One Year with Kipper, Mick Inkpen Storm, Sam Usher Shark in the Park on a Windy Day!, Nick Sharratt A Thing Called Snow, Yuval Zommer The Big Freeze, Pippa Curnick Story of Snow: The Science of Winter's Wonder, Jon Nelson Cyril the Lonely Cloud, Tim Hopgood The Weather Girls, AKI Delphine Mach Pumpkin Soup, Helen Cooper The Scarecrow's Wedding, Julia Donaldson It was a cold, dark night, Hopgood	Zog and the Flying Doctors, Julia Donaldson Superheroes Don't Get Scared… Or Do They? – Kate Thompson A Superhero Like You, Ranj Singh Real Superheroes, Julia Seal People Who Help: A Story Poem of Thanks to the People Who Help Us Every Day, Phoebe Coghlan What Jobs Could YOU Do?, Catherine Barr In Every House, on Every Street, Jess Hitchman (caregiver at home) Even Superheroes Have Bad Days, Shelly Becker Ten Rules of Being a Superhero, Deb Pilutti Superheroes Are Everywhere, Kamala Harris How to Be a Superhero, Sue Fliess Superhero Kid in Training, Kate Dickinson Noah's Superheroes, Sarah Miller My Superhero Grandpa, McAvoy Michele (trigger book- heaven) Knock, Knock Superhero -	Hello Spring – Jo Lindley The Growing Story, Ruth Krauss & Helen Oxenbury Titch, Pat Hutchins Tad, Benji Davies Pip & Egg, Alex Latimer & David Litchfield Growing Frogs, Vivian French & Alison Bartlett The Egg Book: See How Baby Animals Hatch, Step By Step! DK Rosa Explores Life Cycles, Jessica Spanyol As We Grow: The journey of life..., Lbby Walden The cow that laid an egg – Cutbil Little frog's Tadpole Trouble – Feeney The Very Hungry Caterpillar, Eric Carle Plant the tiny seed – Matheson One little seed – Davies Little green helpers grow – Engel Where do Chicks come from? From egg to chicken – Bedoyere	Commotion in the Ocean, Giles Andreae & David Wojtowycz Rumble in the Jungle, Giles Andreae & David Wojtowycz Farmyard Hullaballoo, Giles Andreae & David Wojtowycz Mad about Minibeasts, Gile Andreae What the Ladybird Heard, Julia Donaldson Click, Clack, Moo – Cows That Type, Doreen Cronin Milly Cow Gives Milk, Deborah Chancellor & Julia Groves Penguin Huddle, Ross Montgomery & Sarah Warburton The Bumblebear, Nadia Shireen One Day on Our Blue Planet… In the Outback, Ella Bailey One Day on Our Blue Planet… In the Savannah, Ella Bailey One Day on Our Blue Planet… In the Rainforest, Ella Bailey	The Jolly Postman, Janet and Allan Ahlberg Jack and the Beanstalk - The Three Little Pigs - Sharratt The three little wolves and the big bad pig – Trivias Mr Wolf and the Three bears – Fearnley A house in the woods – Moore A walk in the woods – The Woodland Trust Iggy Peck architect – Beaty & Roberts Dragon Post – Emma Yarlett Dreaming up – Hale The magic Porridge Pot - Dickins You choose – Sharratt

MESNE LEA NURSERY LONG TERM PLANNING

	Welcome to our World – Butterfield You Choose – Sharratt The Cloud – Cumming	The wide awake Hedgehog, Rosie Wellesley Diwali – Acorn Publishers The Nativity – Guillian & Grainger My first seasons book – DK Hibernation - Kosara	Caryl Hart & Nick East Supertato Aliens in Underpants Save the World, Book by Claire Freedman	Egg to Chicken – Life Cycles – Duhig Grow your own – Hall The Green Line – Polly Farquharsen Babies on the farm – Nelson Are you my mummy - McDonald Hattie Peck – Levy Oi Frog - Grey	Lifesize Baby Animals, Sophy Henn Aaaarrgghh, Spider!, Lydia Monks Superworm, Julia Donaldon Norman the Slug with a Silly Shell, Sue Hendra Bella Loves Bugs, Jess French and Duncan Beedie	
Enhancements	Stay and Play (parents/ carers) Secret Reader	In-school Pantomime Walk to Church Welly Walk to the park Secret Reader Performance to parents/ carers	Visits from community helpers School visit - Messy Play Secret Reader	Hatching eggs Visiting Farm Animals Growing Butterflies Nature walk at Parr Fold Park Secret Reader	Visit from Minibeasts Trip to RHS Secret Reader	Walk to the local library Secret Reader
Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
Listening and Attention **NC Links: English**	Exploring Sounds and Stories: Children will demonstrate awareness of sounds in their environment, talking about what they hear. Exploring different sounds and textures: Children will engage in sensory activities that involve exploring different sounds and textures, such as using musical instruments or playing with sensory bins filled with materials that	Engaging in Listening Activities: Children will show interest in listening to stories and songs, focusing attention on the speaker or performer. Group Participation: Children will begin to participate in group storytelling sessions, listening attentively to stories read aloud by caregivers or peers. Engagement: Children will	Understanding Instructions and Requests: Children will follow simple instructions and requests, demonstrating understanding of key words and phrases. Verbal Instruction: Children will participate in activities that involve following verbal instructions, such as completing puzzles, sorting objects, or engaging in simple tasks.	Engaging in Group Listening Activities: Children will engage in group conversations, listening attentively to peers and taking turns speaking. Group Participation: Children will participate in group listening activities, such as circle time discussions or storytelling sessions, where they will listen to their peers sharing	Active Participation in Group Activities: Children will maintain attention for longer periods during group activities, actively participating in discussions and sharing their ideas. Listening and Contributing: Children will engage in structured group activities, such as circle time discussions or	Listening for Specific Information: Children will listen for specific information in stories and discussions, asking relevant questions and making connections to their own experiences. Listening for detail: Children will engage in activities that involve listening for details, such as listening to stories with specific themes or topics, and discussing key points

	make noise when manipulated. Sound Association: Children will begin to associate sounds with objects or actions, demonstrating an understanding of cause and effect.	begin to engage in music and movement activities, following along with songs and rhymes, and demonstrating coordination and rhythm.	Comprehension: Children begin to demonstrate comprehension by responding appropriately to verbal cues and instructions from caregivers or educators.	stories or experiences. Active Listening: Children will practice active listening skills by waiting their turn to speak, responding to questions, and showing understanding through non-verbal cues like nodding or eye contact.	group projects, where they will practice listening to their peers and contributing to the conversation. Active Participation: Children will demonstrate active participation by sharing their thoughts, ideas, and experiences with the group, and actively listening to and responding to the contributions of others.	or events. Asking Questions: Children will practice asking questions and making connections to their own experiences, demonstrating comprehension and critical thinking skills in their interactions with stories and discussions.
Understanding **NC Links: English**	Recognition of Familiar Words: Children will respond to their name and other familiar words, showing recognition and understanding. Children will engage in activities that involve identifying and responding to familiar words, such as responding to their name or recognising common objects in their environment when named. Children will demonstrate understanding by responding appropriately to familiar words with gestures, vocalisations, or actions.	Comprehension of Basic Language: Children will respond appropriately to simple questions and commands, demonstrating comprehension of basic language. Children will engage in activities that involve following simple instructions and responding to basic questions, such as "Where is the ball?" or "Can you show me your nose?" Children will demonstrate comprehension by carrying out simple tasks or actions in response to verbal cues and	Understanding Sequences and Orders: Children begin to follow multi-step instructions, demonstrating understanding of sequence and order. Children will engage in activities that involve following sequences of actions or steps, such as completing a series of tasks to build a tower or create a pattern. Children will demonstrate understanding by successfully completing multi-step instructions in the correct order and sequence.	Matching Words to Meanings: Children will identify objects and actions described verbally, matching words to their corresponding meanings. Children will engage in activities that involve listening to descriptions of objects or actions and identifying the correct corresponding items or actions. Children will demonstrate understanding by accurately matching words to their meanings and demonstrating	Responding to Complex Language: Children will understand and respond to more complex language, such as descriptive sentences and abstract concepts. Children will engage in activities that involve exposure to descriptive language and abstract concepts, such as listening to stories with detailed descriptions or discussing abstract concepts like feelings or emotions. Children will demonstrate understanding by responding	Meaning: Children will infer meaning from context, using visual cues and prior knowledge to understand unfamiliar words or ideas. Children will engage in activities that involve interpreting meaning from context, such as looking at pictures or listening to stories and using visual cues and prior knowledge to understand unfamiliar words or concepts. Children will demonstrate the ability to make connections and draw conclusions based on visual cues and prior experiences to

MESNE LEA NURSERY LONG TERM PLANNING

		commands.		comprehension of verbal descriptions.	appropriately to questions and prompts that require comprehension of complex language.	understand unfamiliar words or ideas.
Speaking **NC Links: English**	Experimenting with Sounds: Children will engage in activities that encourage vocalisation and experimentation with sounds, such as singing songs with repetitive sounds or playing with toys that make different noises.	Using Simple Words and Gestures for communication: Children will engage in activities that encourage the use of single words or gestures to express needs and preferences, such as asking for more food or indicating when they do not want something.	Combining Words into Phrases and Sentences: Children will begin to combine words into phrases and sentences, expressing simple ideas and requests. They will engage in activities that encourage the use of short phrases and sentences, such as describing actions during play or asking for items during activities. Children will demonstrate the ability to express themselves by stringing words together to form simple sentences and convey basic ideas or requests.	Engaging in Role-Play and Imaginative Play: Children will engage in role-play and imaginative play, using language to create scenarios and interact with peers. They will participate in activities that encourage imaginative play, such as pretending to be characters in a story or acting out everyday situations like going to the shop or playing house. Children will demonstrate the ability to use language creatively to role-play and interact with peers, using dialogue and storytelling to enhance their play experiences.	Engaging in Conversations with Sentences: Children will engage in conversations with peers and adults, using complete sentences and expressive language. They will participate in activities that encourage conversation, such as group discussions, sharing experiences, or talking about interests. Children will demonstrate the ability to use complete sentences and expressive language to communicate with others, sharing their thoughts, feelings, and ideas in conversations.	Telling Stories and Recounting Experiences: Children will tell stories and recount experiences, using descriptive language and sequencing events logically. They will engage in storytelling activities, such as sharing experiences from their day, retelling familiar stories, or creating their own narratives. Children will demonstrate the ability to use descriptive language to paint a vivid picture of events and sequence events logically to tell coherent stories.
Personal, Social and Emotional Development Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						

MESNE LEA NURSERY LONG TERM PLANNING

Managing Relationships **NC Links:** **PSHE**	Forming Attachments and Seeking Comfort: Children will form attachments with caregivers and key adults, seeking comfort and security in familiar relationships.	Engaging in Parallel Play: Children will engage in parallel play alongside peers, showing interest in others but not yet interacting directly.	Initiating Interactions with Peers: Children will initiate interactions with peers, inviting them to join in play or activities.	Demonstrating Cooperation and Sharing: Children will demonstrate cooperation and sharing in group settings, taking turns and collaborating on simple tasks.	Developing Friendships with Peers: Children will develop friendships with peers, showing loyalty and affection towards chosen playmates, through actions such as seeking out specific peers to play with, showing concern for their well-being, and displaying signs of affection during play.	Engaging in Cooperative Play and Group Activities: Children will engage in cooperative play and group activities, demonstrating teamwork and consideration for others, by participating actively in group games, sharing responsibilities, taking turns, and considering the needs and feelings of their peers during collaborative tasks or activities.
Sense of Self **NC Links:** **PSHE**	Developing Trust in Caregivers: Children will develop trust in caregivers, seeking comfort and reassurance when needed.	Exploring Basic Emotions: Children will begin to recognise and express basic emotions, such as joy, sadness, and frustration.	Building Independence: Children will show increasing independence in exploring their environment, demonstrating confidence in their abilities.	Enhancing Emotional Awareness: Children will identify and label their emotions more accurately, using words to express how they feel.	Initiating Social Interactions: Children will initiate interactions with peers, showing confidence in forming new relationships and friendships.	Developing Resilience: Children will demonstrate resilience in coping with challenges, showing a positive attitude towards overcoming obstacles.
Understanding Emotions **NC Links:** **PSHE**	Understanding Rules and Routines: Children will begin to understand simple rules and routines, demonstrating cooperation and compliance with adult guidance.	Exploring Emotion Expression: Children will explore different ways of expressing emotions, such as through art, music, or role-play.	Developing Self-Calming Strategies: Children will use strategies to calm themselves when upset, such as taking deep breaths or seeking comfort from a trusted adult.	Demonstrating Empathy: Children will show empathy towards others, comforting peers who are upset or distressed.	Building Self-Control and Regulation: Children will demonstrate self-control and self-regulation in their behaviour, managing impulses and emotions effectively.	Resolving Conflicts Independently: Children will resolve conflicts with peers independently, using negotiation and compromise to find solutions.
Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						

MESNE LEA NURSERY LONG TERM PLANNING

Moving and Handling **NC Links:** **PE** **English (writing)** **Design Technology**	Exploring Textures and Surfaces: Children will explore different textures and surfaces through tactile play, developing sensory awareness and hand-eye coordination.	Developing Gross Motor Skills: Children will develop gross motor skills through activities such as balancing on one foot, skipping, and catching and throwing a ball with increasing accuracy, demonstrating control and coordination.	Improving Strength and Balance: Children will demonstrate enhanced strength and balance as they confidently engage in activities such as, using climbing structures, navigating obstacle courses, and riding a tricycle or bicycle with confidence, displaying refined motor skills.	Promoting Hand-Eye Coordination: Children will participate in activities that challenge their hand-eye coordination and fine motor skills, such as intricate block stacking, bead threading, and tracing shapes and letters with increasing accuracy.	Developing Independent Mobility: Children will confidently navigate their environment with agility, showcasing advanced mobility skills such as running, jumping, and skipping with coordination and control.	Refining Fine Motor Skills: Children will further refine fine motor skills through activities like controlled crayon drawing, using scissors to cut along lines and shapes, and manipulating small objects with increasing dexterity, demonstrating the level of precision and control.
Health and Self-care **NC Links:** **PE** **PSHE**	Learning Basic Self-Care Routines: Children will learn basic self-care routines such as washing hands before meals and brushing teeth with support from caregivers.	Exploring Food and Textures: Children will begin to explore different foods and textures during mealtimes, developing preferences and healthy eating habits.	Engaging in Physical Activities: Children will engage in physical activities that promote cardiovascular health and muscle development, such as dancing, jumping, and climbing.	Independently Dressing and Undressing: Children begin to independently dress and undress with minimal assistance, demonstrating growing autonomy in personal hygiene routines.	Promoting Healthy Choices and Active Lifestyles: Children will understand the importance of staying active and making healthy choices, participating enthusiastically in outdoor play and physical activities.	Demonstrating Independence in Self-Care: Children will demonstrate independence in self-care routines such as toileting, dressing, and washing hands without assistance.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Number: Activities to develop and promote - • Using Number names in Play. • Subitising up to 3 objects. • Representing Numbers to 5. Numerical Patterns: • Know that the last number counted tells 'how many'.	Number: Activities to develop and promote - • Using Number names in Play. • Subitising up to 3 objects. • Representing Numbers to 5. • Make links between numerals and amounts. • Experiment with their own symbols and marks as well	Number: Activities to develop and promote – • Using Number names in Play. • Subitising up to 3 objects. • Representing Numbers to 5. • Make links between numerals and amounts. • Experiment with their own symbols and Marks as well

MESNE LEA NURSERY LONG TERM PLANNING

• Begin to recite numbers in order. • Compare quantities using 'more' and 'fewer than'.	as numerals. Numerical Patterns: • Know that the last number counted tells 'how many'. • Begin to recite numbers in order. • Compare quantities using 'more' and 'fewer than'.	as numerals. • Solve 'real world' problems with numbers up to 5. Numerical Patterns: • Know that the last number counted tells 'how many'. • Begin to recite numbers in order. • Compare quantities using 'more' and 'fewer than'.
Shape, Space and Measure • Use positional vocabulary. • Talk about and identify patterns around them. • Begin to make comparisons between objects relating to size, weight and capacity. • Begin to talk about and explore 2/3 shapes. • Use 2/3D shapes in play.	Shape, Space and Measure • Use positional vocabulary. • Describe routes. • Talk about and identify patterns around them. • Begin to make comparisons between objects relating to size, weight and capacity. • Begin to talk about and explore 2/3D shapes, beginning to use mathematical language.	Shape, Space and Measure • Use positional vocabulary. • Describe routes. • Talk about and identify patterns around them. • Begin to make comparisons between objects relating to size, weight and capacity. • Begin to talk about and explore • 2/3D shapes, using beginning to use mathematical language. • Extend and create patterns, noticing and correcting errors. • Be able to sequence events using adverbials of time.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Reading **NC Links:** **English**	Children will listen to and engage with simple stories read aloud, showing interest and attention to the narrative. Children will explore books independently, turning pages and looking at pictures while listening to stories being read.	Children will use descriptive language to talk about familiar objects and experiences, expanding their vocabulary through interactions with caregivers and peers. Children will participate in conversations about stories read aloud, expressing their thoughts and feelings about the characters and events.	Children will follow along with stories read aloud, pointing to familiar objects or characters in the illustrations. Children will demonstrate understanding of basic story elements, such as characters, settings, and events.	Children will ask and answer questions about stories read aloud, demonstrating comprehension of key details and concepts. Children will use descriptive words and phrases to describe characters, settings, and events in stories.	Children will retell familiar stories in their own words, using illustrations and props to support their storytelling. Children will engage in discussions about stories read aloud, making predictions and connections to their own experiences.	Children will use storytelling props and puppets to act out scenes from familiar stories, demonstrating creativity and imagination. Children will engage in discussions about different genres of literature, comparing and contrasting stories and identifying common themes.
Writing **NC Links:**	Exploring Letter-Shaped Objects: Children will engage in	Promoting Phonemic Awareness: Through interactive games	Identifying Initial Sounds: Building on their phonemic awareness,	Tracing and Copying Letters: Children will begin to	Writing Familiar Words Independently: With growing	Experimenting with Phonetic Spelling: Children will explore

MESNE LEA NURSERY LONG TERM PLANNING

English	play-based activities using letter-shaped toys and materials, such as alphabet blocks and magnetic letters, to explore the shapes and names of some letters of the alphabet.	and songs, children will practice recognising and identifying rhyming words and beginning sounds in familiar objects and actions, laying the foundation for understanding how words are formed from sounds.	children will practice identifying the initial sounds of familiar objects and actions, such as recognising that "ball" starts with the /b/ sound with support. They will engage in activities like "I Spy" and sound matching games to strengthen this skill.	develop hand-eye coordination and fine motor skills by tracing and copying simple shapes and lines, gradually progressing to tracing and copying letters in their name and other familiar words using finger paints, chalk, or crayons.	confidence and fine motor control, children will independently attempt to write their name and other familiar letters, focusing on forming some familiar letters correctly and understanding that writing carries meaning. They may use inventive spelling to represent the sounds they hear in words.	phonetic spelling by attempting to write simple words using letters they know and the sounds they hear. They will engage in activities like making lists or writing short notes, expressing their ideas through writing and developing an understanding that written language communicates messages.
Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.						
People and Communities **NC Links:** **Geography** **RE** **PSHE**	Recognising Familiar Faces and Voices: Children will recognise familiar faces and voices within their immediate family and at school, showing attachment and trust. They will engage in activities like looking at family photo albums, listening to family stories, and participating in family routines to strengthen these bonds. Exploring Family Diversity: Children will explore	Identifying Family Members and Caregivers: Children will identify and name family members and caregivers, showing understanding of their roles and relationships within the family unit. They will learn about family roles and responsibilities through role-playing activities and storytelling, fostering a sense of belonging and connection.	People in the Community: Children will learn about the different roles and occupations within the community, such as fire, police, dentist, teacher etc. Learning About Family Traditions: Children will learn about different family traditions and celebrations, sharing their own experiences and learning about those of others. They will participate in activities like cooking traditional foods, creating crafts, and	Exploring the Community: Children will explore the concept of community beyond the family, learning about local landmarks, services, and events that contribute to their sense of belonging. They will go on community walks, visit local businesses or community centres, and participate in community events to develop a sense of pride and connection to their broader community.	Demonstrating Empathy and Respect: Children will demonstrate empathy and understanding towards others, recognising and respecting differences in family backgrounds and cultures. They will engage in discussions about empathy, fairness, and inclusivity, learning to appreciate and celebrate the diversity within their community.	

	photographs and images depicting different family structures and cultures, celebrating diversity and inclusivity. They will engage in discussions and activities that highlight the uniqueness of each family and promote acceptance and understanding of different family backgrounds.		learning songs or dances associated with various cultural celebrations.		
The World **NC Links:** **Science** **Geography**	Observing Seasonal Changes: Children will observe changes in the natural world, such as seasonal weather patterns and the changing colours of leaves. They will engage in discussions and activities to explore the concepts of autumn and winter, including observing falling leaves, changes in temperature, and shorter daylight hours. Exploring Natural Materials: Children will explore natural materials and objects, investigating their properties and characteristics through sensory play. They will engage in activities like collecting leaves, twigs, and rocks, and experimenting with their textures, colours, and shapes.		Learning About Habitats and Environments: Children will learn about different habitats and environments, exploring mini-beasts, plants, and animals through hands-on experiences. They will investigate habitats such as ponds, woodlands, and gardens, learning about the creatures that inhabit them and their unique adaptations. Investigating Life Cycles: Children will investigate the life cycle of plants and animals, observing changes over time and understanding the concept of growth and development. They will plant seeds, care for seedlings, and observe the growth of plants, as well as observe the life cycles of insects or small animals through observation and exploration.		Engaging in Outdoor Exploration: Children will engage in outdoor exploration and nature walks, observing and documenting changes in the environment throughout the seasons. They will use tools such as magnifying glasses, binoculars, and nature journals to observe and record their observations of plants, animals, and natural phenomena. Participating in Gardening Activities: Children will participate in gardening activities, planting seeds and caring for plants, developing an understanding of sustainability and the importance of caring for the natural world. They will learn about the needs of plants, such as water, sunlight, and soil, and engage in activities like planting, watering, weeding, and harvesting in a school garden or outdoor learning space.
Technology **NC Links:** **Computing**	Children will explore simple technology tools and toys, such as remote-controlled cars or musical instruments, through hands-on exploration. Children will learn about the basic functions of technology devices, such as switches and buttons, through trial and error.		Children will engage in interactive technology experiences, such as using touchscreen devices or digital cameras, to capture and create content. Children will explore cause-and-effect relationships through technology-based activities, such as experimenting with sound and light.		Children will develop basic digital literacy skills, such as navigating apps and websites with assistance from caregivers or educators. Children will use technology tools for creative expression, such as digital drawing or storytelling apps, to communicate ideas and narratives.

MESNE LEA NURSERY LONG TERM PLANNING

NC Links: **PSHE** **RE**	**Celebrations / Festivals**	**Celebrations / Festivals**	**Celebrations / Festivals**	**Celebrations / Festivals**	**Celebrations / Festivals**	**Celebrations / Festivals**
	Develop positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways. **Black History Month** **Halloween** **Yom Kippur**	Develop positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways. **Diwali** **Remembrance Day** **Bonfire Night** **Hannukah** **Christmas**	Develop positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways. **Lunar New Year** **Ash Wednesday/Shrove Tuesday** **Valentine's Day** **International Women's Day**	Develop positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways. **Holi** **Palm Sunday** **Passover** **Easter** **Ramadan**	Develop positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways. **Eid al-Fitr**	Develop positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways. **Pride**
Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
Creating with Materials **NC Links:** **Art and Design** **Design Technology**	Exploring Sensory Materials: Children will explore a variety of sensory materials such as paint, clay, and natural objects, experimenting with texture, colour, and form. They will engage in activities like finger painting, clay moulding, and sensory bins filled with materials like sand, water, and leaves to stimulate their senses and encourage creative exploration.	Engaging in Mark-Making Activities: Children will engage in mark-making activities using different tools and materials, such as brushes, sponges, and their fingers. They will explore different ways to make marks on paper or other surfaces, experimenting with lines, shapes, and patterns to express their ideas and experiences.	Using Different Art Techniques: Building on their mark-making skills, children will begin to use different techniques and methods to create art, such as painting, printing, and collage. They will experiment with mixing colours, layering materials, and combining textures to create visually interesting compositions that express their thoughts, feelings, and observations.	Exploring Colour Theory: Children will explore mixing colours and experimenting with different colour combinations, developing an understanding of colour theory and composition. They will engage in activities like colour mixing with paint, sorting objects by colour, and creating colour patterns to enhance their understanding of how colours work together.	Creating Three-Dimensional Artworks: Children will create three-dimensional artworks using construction materials such as blocks, cardboard, and found objects, exploring structure and balance. They will build sculptures, structures, and models, experimenting with stacking, balancing, and arranging materials to create unique and	Engaging in Collaborative Art Projects: Children will engage in collaborative art projects, working together to create murals, sculptures, or installations that reflect shared interests and experiences. They will collaborate with their peers to brainstorm ideas, plan and execute the project, and reflect on their collaborative process, fostering teamwork and cooperation.

MESNE LEA NURSERY LONG TERM PLANNING

					imaginative artworks.	
Being Imaginative and Expressive **NC Links:** **English** **Music**	Engaging in Imaginative Play: Children will engage in imaginative play using open-ended materials such as dress-up clothes, puppets, and small world figures, exploring different roles and scenarios. They will use their imagination to pretend and role-play, developing creativity and social skills through play.	Using Storytelling Props: Children will use storytelling props and puppets to retell familiar stories or create their own narratives, developing language and communication skills. They will act out stories they know or create new stories, using props and puppets to enhance their storytelling abilities.	Expressing Creativity Through Music and Movement: Children will use music, movement, and dance to express themselves creatively, exploring rhythm, tempo, and expression through body and voice. They will engage in activities like dancing to music, moving to different rhythms, and creating their own dances, fostering creativity and self-expression.	Creating Imaginary Worlds: Children will use their imaginations to create imaginary worlds and characters, developing storytelling skills and narrative creativity. They will engage in imaginative play scenarios, inventing stories and characters to explore their creativity and expand their storytelling abilities.	Engaging in Dramatic Play: Children will engage in dramatic play and role-play activities, such as pretending to be characters from stories or acting out scenes from their own imagination. They will use props, costumes, and their imagination to act out roles and scenarios, developing communication and social skills through dramatic play.	Exploring Artistic Styles: Children will explore different artistic styles, through guided art activities and discussions. They will experiment with different techniques and materials to create art inspired by various styles, fostering creativity and artistic expression.