

### Nursery LTP 2022-2023

The topics we introduce are starting points for the children’s play and learning and we are keen to develop topics following the children's interests and ideas. The topics that we cover are very flexible and interest driven by the children we have in the setting. There are topic linked learning opportunities during Child Initiated time, but the children are also able to access other resources if their interests and learning take them in other directions.

We will use a book of the week to provoke children’s interest in each topic.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Celebrations	Traditional tales	Spring time / easter	Every living thing (animals and Plants)	Holidays/pirates
Possible texts	You choose Who are you? Marvelous Me There’s only one me What I like about me.	We're going on a bear hunt Brown bear Brown bear what can you see. Goldilocks and the three bears. Bears (non-fiction text) Jolly Christmas postman, one snowy night, Rama and zita Firework night.	The three billy goats gruff. The three little pigs Little red riding hood The enormous turnip. The Gingerbread man.	Dear zoo We're going on an egg hunt Goodbye winter hello spring The spring book Spring stinks  The story of the easter bunny	Jaspers Beanstalk Olivers fruit salad Sam plants a sunflower. The very hungry caterpillar Mad about minibeasts the bad tempered ladybird.	Sharing a shell Lucy and tom at the seaside The pirate house. Pirates love underpants. The night pirates What the ladybird heard at the seaside. Look what I found at the seaside.
3 areas of learning and development	Personal, social and Emotional development.	<u>Aspect</u> Select and use activities and resources with help when needed to achieve a desired goal. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people in the safe context of their setting. Show more confidence in new social situations. Play with one or more children extending and elaboration play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow the rules, understanding why they are important. Do not always need and adult to remind them of a rule.				

	Develop appropriate ways of being assertive. Talk with others to resolve conflict. Talk about their feelings using words like happy, sad, angry or worried. Begin to show understanding of how others may be feeling.		
What	Settling in period children will be getting to know each other and the staff to help them feel happy and comfortable in the setting. Talk about rules within the setting, giving clear boundaries. Give the children appropriate tasks to carry out and develop a sense of responsibility <ul style="list-style-type: none"> <li>- Self registration on arrival.</li> <li>- Learn self care skills such as hanging up own coat.</li> <li>- Selecting their own snack at snack time.</li> </ul> Start to talk about how different things that happen in nursery make us feel. (Basic level happy sad..)	Encourage children to talk about any conflicts with their peers so they can eventually sort these without adult intervention. Begin to understand that others may feel differently, have different ideas or have different needs. - Become more independent when taking care of themselves. - Develop their understanding of sharing their space and resources with others. With encouragement can take care of their classroom and resources. Begin to take pride in what they do.	Talk about different roles in the community linking to their real-life experiences. (visits from relevant people) Circle time activities discussing how we might be feeling and why. Come into class confidently. Make independent choices in class. Express their own feelings and has an awareness of others and how they feel.- More independent when managing their own needs. Communicate and plays with other children and adults. Has a greater understanding of making the 'right choice'. Knows and talks about ways to be healthy
Physical Development	<u>Aspect /Milestone</u> Continue to develop their movement, balancing and ball skills. Go up stairs and steps, or climb up apparatus, using alternate feet. Skip hop stand on one leg and hold a pose for a game. Use large scale movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves or in teams.		

	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting.  Choose the right resources to carry out their chosen plan.  Collaborate with others to manage large items, such as moving a large plank safely or moving a large hollow brick.</p> <p>Use one handed tools and equipment.  Use a comfortable grip with good control when holding pens and pencils.  Start to eat independently and use a knife and fork.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed e.g. putting coat on.  Be increasingly independent in meeting their own self care needs.  Make healthy choices about food, drink and activity.</p>		
What	<p><b>Gross Motor</b>  Children to develop their movement through</p> <ul style="list-style-type: none"> <li>- Balancing</li> <li>- Ball skills</li> </ul> <p>Exploring the climbing frame safely and independently.  Use large muscle movements large shoulder and arm movements – large chalks .  Squiggle dance.  Children will reinforce the following movements</p> <ul style="list-style-type: none"> <li>- Crawl</li> <li>- Walk</li> <li>- Run</li> </ul> <p>While beginning to  -hop</p>	<p><b>Gross Motor</b>  Encourage the children to move in different ways selecting which movements is best.  Play with tyres, crates planks in outdoor play.</p>	<p><b>Gross Motor</b>  Children will play team games, where they stick to simple rules.  Children to climb stairs one foot at a time.</p>

		-skip -stand on one leg		
	What	<p><b>Fine Motor</b> Dough disco Children will start to use one handed tools and equipment to draw, write, paint dig etc.</p> <p>The children will be able to make large scale squiggle marks.</p>	<p><b>Fine Motor</b> Dough disco Children will start to make snips in paper using scissors. Children will use a comfortable grip when holding chunky pens, pencils and paints.</p> <p>Begin to show preference for a dominant hand.</p> <p>Start to eat independently using a knife and fork.</p> <p>Children will start to have more control when they are making marks. Children will competently make the marks to complete the squiggle patterns.</p>	<p><b>Fine Motor</b> Dough disco Children will start to make connection people their whole body(gross motor) and their fine motor.</p> <p>Begin to open and fasten the zip or some buttons when they put on their coat.</p> <p>Children will be able to use a range of tools competently, safely and confidently. Children will use a comfortable grip with good control when holding pens and pencils. Children will start to make marks that look like letters.</p>

	Communication and Language.	<p><u>Aspect</u></p> <p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary (related to our topic)</p> <p>Understand a question or instruction that has two parts.</p> <p>Understand why questions.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Develop their communication but still have some problems with irregular tenses and plurals.</p> <p>May have problems saying some sounds.</p> <p>Develop longer sentences using up to 4 to 6 words.</p> <p>Use talk to organise themselves in their play.</p> <p>Be able to express a point of view and debate when they disagree with an adult or friend using words as well as actions.</p> <p>Can start a conversation with an adult or friends and continue it and take turns.</p>		
	What	<p>Children will be offered a language rich environment in which adults talk with children throughout the day.</p> <p>Children will develop their listening skills in story time and daily group time activities.</p> <p>The children will learn to focus on the speaker in these contexts. Children will learn about good sitting, good listening and good looking.</p> <p>The children will explore new vocab introduced through new texts.</p> <p>Children will talk about what is happening and give their own ideas during activities.</p> <p>Children will be offered lots of interesting things to investigate, encouraging them to ask questions.</p> <p>The children will become familiar</p>	<p>Children will engage in a variety of story retelling activities to help children retell, invent and tell their own stories, songs and rhymes.</p> <p>Children will have the correct pronunciations modelled to them by all staff members.</p> <p>The children will explore a variety of traditional tales. The children will explore different versions, events and characters.</p> <p>Children will be encouraged to use talk in their play to communicate with their peers to develop an ongoing narrative.</p>	<p>Children will engage in back and forth interactions with adults.</p> <p>Children will be encouraged to use 'thinking time' before responding.</p> <p>Children will begin to learn to 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities and extend a narrative.</p> <p>Children will learn how to share ideas with a partner before sharing with the larger group (partner talk)</p> <p>Children will explore 'I wonder' questions to encourage thinking and challenges.</p> <p>Children will engage in scientific investigations to explore their thinking.</p>

		with and grow to love a variety of books, songs and rhymes.	Children will continue to develop and use new vocabulary.	<p>Children will continue to develop their vocabulary learning new words with each topic or interest explored.</p> <p>Children will concentrate for longer periods</p>
4 specific areas of learning and development	Literacy	<p><u>Aspect</u></p> <p>Understand the 5 concepts about print</p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• Print can have different purposes</li> <li>• We read English from left to right and from top to bottom</li> <li>• The names of the parts of the book.</li> <li>• Page sequencing.</li> </ul> <p>Develop their phonological awareness.</p> <ul style="list-style-type: none"> <li>• Spot and suggest rhyme</li> <li>• Count or clap syllables in a word</li> <li>• Recognize words with the same initial sound, such as money and mother.</li> </ul> <p>Engage in extended conversations about stories learning new vocabulary.</p> <p>Use their knowledge of print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p>		
	Phonics	<p>Children will explore the 6 aspects identified in letters and sounds. They will use activities from letters and sound, the Essex guide and some launchpad for literacy. (as identified in the long term phonic plan) Aspects will be explored and revisited throughout the year to embed the children’s phonological awareness.</p> <ol style="list-style-type: none"> <li>1. Environmental sounds</li> <li>2. Instrumental sounds</li> <li>3. Body percussion</li> </ol>		

		<p>4. Rhythm and rhyme  5. Alliteration  6. Oral blending and segmenting</p>		
	Reading	<p>Learn how to handle book carefully.  Learn how to turn the pages of a book a page at a time.  Explore the parts of a book, the title, author beginning, end.  Learn new texts related to our topics through the use of retelling and story mapping.  Children to develop and explore new vocabulary through story.</p>		
	Writing	<p>Dough disco – to help the children develop the strength in their fingers to lead to good grip and control</p> <p>Squiggle whilst you wiggle programme progressive through the year. The children will start with the dance moves and practice them daily introducing mark making first in malleable materials and then mark making using large tools.</p> <p>Children to be encouraged to make marks in lots of different places around the setting e.g. writing a list in the home corner or writing their name on their drawing.</p> <p>Children provided with resources so they can practice their squiggle movement throughout the day.</p> <p>Children to explore mark making with a range of materials.  Pencils, Crayon, felt tips, chalks, paint.</p>	<p>Dough disco</p> <p>Squiggle whilst you wiggle.</p> <p>Children to be continue to take part in emergent mark making throughout the setting giving meanings to the mark they make.</p>	<p>Dough disco</p> <p>Squiggle whilst you wiggle.</p> <p>Use name cards to encourage the children to start writing their name.</p>

Mathematics	<p><u>Aspect</u></p> <p>Fast recognition of up to 3 objects, without having to count them individually(subitising)</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order 1,2,3,4,5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Show finger numbers up to 5</p> <p>Link numerals and amounts: for example showing the correct number of objects to go with the numeral 2</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with number up to 5</p> <p>Compare quantities using language 'more than' fewer than'</p> <p>Talk about and explore 2d and 3d shapes</p> <p>Using informal and mathematical language.</p> <p>Sides</p> <p>Corners</p> <p>Straight</p> <p>Flat</p> <p>Round</p> <p>Understand position through words alone, with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations using words like in front of and behind.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones- an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example stripes on clothes, designs on rugs. Use informal language like pointy, spotty, blobs.</p> <p>Extend and create ABABAB patterns.</p> <p>Notice and correct an error in repeating pattern.</p> <p>Begin to describe a sequence of events real or fictional using words such as first then.</p>		
What	Children will do a variety of activities - Subitizing up to 3.	Children will do a variety of activities -	Children will do a variety of activities -



<p>(these activities will run throughout the year with the children revisiting the key number skills. )</p>	<p>Counting in sequence          Counting objects pointing out the last number.          Introducing basic shapes.          Number games and collecting a specific number of objects          Finger numbers up to 5          Linking numerals and amounts throughout the setting.          Sorting by size and capacity          Categorising by colour.</p>	<p>Introduce real world mathematical problems with numbers up to 5 during snack time, group time etc.          Comparisons introducing more than and fewer.          Explore 3d and 2d shapes.          Prepositions in real life contexts.          Using positional language to plan a route for example a trip to the shop.          Take the children to the shop and discuss the route and recall the route that was planned.          Loose parts, den making talking about shapes and how their properties suit the purpose.</p>	<p>Comparing lengths and weights.          Encourage the children talk about what we did throughout the day using first, then, next language.          Link numerals to amounts.          Describe a pattern.          Copy a pattern.          Create an ABABAB pattern          Create patterns using music, clapping and stamping.</p>
<p>Understanding of the world</p>	<p><u>Aspect</u>          Use all of their senses in hands on exploration of natural materials.          Explore collections of materials with similar or different properties.          Talk about what they see using a wide vocabulary.</p> <p>Begin to make sense in their own life story.          Show an interest in different occupations.          Explore how things work.          Plant seeds and care for growing plants.          Understand the lifecycle of a plant and an animal.          Begin to understand the need to respect and care for the environment and all living things.          Explore and talk about the different forces they can feel.          Talk about the differences between materials and change they notice.</p> <p>Continue developing positive attitudes about the differences between people.          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		

<p>What</p>	<p>The children will begin to make connections between their families and other families. The children will begin to notice differences between people . The children will start to develop a positive attitude to peoples differences.</p> <p>The children will use their senses to explore materials. They will use magnifying glasses to talk about what they can see using a range of vocabulary.</p> <p>Children will talk about their families celebrations such as Christmas.</p> <p>The children will explore celebrations in different parts of the worlds through the use of photographs.</p>	<p>The children will use all of their senses to explore materials .</p> <p>The children will explore healthy eating and the importance of looking after their teeth and bodies.</p> <p>The children will visit the library and local shops to buy snack and ingredients to bake.</p> <p>The children will learn to identify a variety of zoo animals and their young.</p> <p>The children will compare the animals that we might find in our environment and those that we would find at the zoo.</p> <p>The children will take part in a range of scientific investigations including -</p> <ul style="list-style-type: none"> <li>• Melting and freezing</li> <li>• Cooking</li> <li>• Colour mixing</li> </ul>	<p>The children will learn about the lifecycle of frog and caterpillar.</p> <p>The children will grow plants and vegetables from seeds observing how they change over time.</p> <p>The children will experience visits from lots of people who have different professions/occupations.</p> <p>Invite parents in to talk about their jobs.</p> <p>Plan and introduce new vocabulary related to the occupation, and encourage the children to use this in their play.</p> <p>The children will take part in a range of scientific investigations including -</p> <ul style="list-style-type: none"> <li>• Melting and freezing</li> <li>• Cooking</li> <li>• Colour mixing</li> </ul>
<p>Expressive Arts and design.</p>	<p><u>Aspect</u></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop stories around small world equipment.</p> <p>Make imaginative and complex small worlds with blocks and construction kits such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>		

		<p>Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings- happiness, sadness, fear, etc.</p> <p>Listen with attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person Sing the melodic shape of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>		
	What	<p>The children will explore a range of materials and media such as drawing, painting, collage, play dough. They will use their senses to explore these.</p> <p>The children will explore and engage in a range of role play scenarios where they can use their imagination.</p> <p>The children will sing or say rhymes daily.</p> <p>The children will have access to lots of open-ended resources that they</p>	<p>The children will explore materials freely, they will start to plan and build with a purpose in mind.</p> <p>The children will explore how to join materials together.</p> <p>Children will further develop their drawing skills, they will be able to give meanings to these.</p> <p>The children will develop their model making skills. The children will talk about their creations and share their ideas.</p>	<p>The children will begin to draw from their imagination and from observations. the children will continue to develop their singing voices learning new songs and rhymes.</p> <p>The children will begin to explore their emotions with their drawings and paintings.</p> <p>The children will continue to develop their listening skills.</p>

		<p>can explore imaginatively such as boxes, tins, wooden bricks.</p> <p>The children will learn songs for a performance and learn how to play a range of musical instruments.</p>		<p>The children will play, share and perform a wide variety of music and songs from different cultures and historical periods for example music from around the world.</p>
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