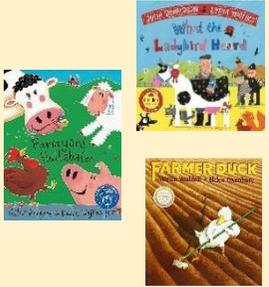


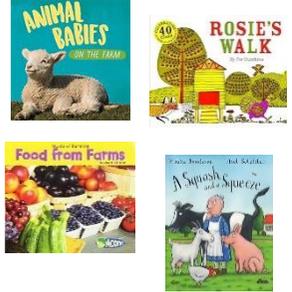
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>GENERAL THEMES</b></p> <p>Please note that these themes may be adapted to meet the children's needs and allow the planning to follow children's interests</p>	<p><b>Marvelous me</b></p> 	<p><b>Shine bright</b></p> 	<p><b>Once upon a time</b></p> 	<p><b>Changes all around us</b></p> 	<p><b>Down on the farm</b></p> 	<p><b>What a wonderful world</b></p> 	
	<ul style="list-style-type: none"> <li>All About Me: Myself</li> <li>My family</li> <li>My home</li> <li>School</li> <li>Autumn</li> </ul>	<ul style="list-style-type: none"> <li>Fireworks &amp; Festivals</li> <li>Light &amp; Dark</li> <li>Nativity: Christmas story</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Winter</li> <li>Traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>Easter</li> <li>Spring</li> <li>Plants-life cycles</li> </ul>	<ul style="list-style-type: none"> <li>Farm</li> <li>Animals</li> <li>New life-life cycles</li> </ul>	<ul style="list-style-type: none"> <li>People who help us</li> <li>Transport</li> <li>Under the sea</li> </ul>	
<p><b>KEY TEXTS</b></p>	<p>The Colour Monster- Anna Llenas</p> <p>We are family-Patricia Hegarty</p> <p>The Three Little Pigs</p> <p>The leaf thief- Alice Hemming</p> 	<p>Ava &amp; Oliver's bonfire night adventure- Dawn Brookes</p> <p>Night Monkey, Day Monkey- Julia Donaldson</p> <p>Stick Man- Julia Donaldson</p> <p>My first Nativity Story</p> <p>We're going on an elf hunt- Patch Moore</p> 	<p>One snowy night- Nick Butterworth</p> <p>The Gingerbread Man</p> <p>The Three Billy Goats Gruff</p> 	<p>Easter- First festivals</p> <p>Jack and the Beanstalk</p> <p>Sam Plants a sunflower- Kate Petty</p> <p>The Hungry caterpillar- Eric Carle</p> 	<p>Farmyard Hullabaloo- Giles Andreae</p> <p>What the Ladybird Heard- Julia Donaldson</p> <p>Farmer Duck- Martin Waddell, Helen Oxenbury</p> 	<p>The journey home from Grandpa's- Jemima Lumley</p> <p>Alfie goes on holiday- Shirley Hughes</p> <p>Commotion in the ocean- Giles Andreae</p> <p>Somebody swallowed Stanley- Sarah Roberts</p> 	



# Franche Community Primary School

## Nursery's Long-Term plan 2024-2025



<p><b>EXPOSURE TO TOPIC RELATED TEXTS</b></p>	<p>What can you see in Autumn?</p> <p>Leaf man- Louis Ehurt</p> <p>After the storm- Nick Butterworth</p> <p>Colour me happy-Shen Roddie</p> 	<p>First festivals: Diwali</p> <p>Bonfire night- Nancy Dickman</p> <p>First festivals: Christmas</p> 	<p>What can you see in Winter?</p> <p>Little Red Reding Hood</p> <p>Goldilocks and the three bears</p> 	<p>We're going on an egg hunt- Laura Hughes</p> <p>Jasper's beanstalk-Nick Butterworth</p> <p>What can you see in Spring?</p> <p>Percy the parkkeeper: The secret path- Nick Butterworth</p> 	<p>A squash and a squeeze- Julia Donaldson</p> <p>Rosie's Walk- Pat Hutchins</p> <p>Animal babies on the farm- Sarah Ridley</p> <p>Food from farms-world of farming</p> 	<p>What can you see in Summer?</p> <p>Cars and trucks and things that go-Richard Scarry</p> <p>Sharing a shell-Julia Donaldson</p> <p>Tiddler-Julia Donaldson</p> 
<p><b>PIE CORBETT'S READING SPINE</b> <i>These books will be read throughout the year.</i></p>						
<p><b>SONGS / NURSERY RHYMES/POEMS</b></p> <p>Rhymes will be revisited often throughout the year.</p>	<p>Head, shoulders, knees and toes</p> <p>Tommy Thumb</p> <p>Wind the bobbin up</p>	<p><b>WORLD</b> Nursery Rhyme Week</p> <p>Twinkle Twinkle Old Macdonald The Big Ship Sails Incy Wincy Spider 5 Currant Buns</p>	<p>5 current buns</p> <p>Hickory dickory dock</p> <p>The grand old duke of York</p>	<p>1,2,3,4,5, Once I caught a fish alive</p> <p>5 little speckled frogs</p> <p>Humpty dumpty</p>	<p>Old Macdonald</p> <p>Baa, baa, black sheep</p> <p>5 little ducks went swimming one day</p>	<p>Row, row, row your boat</p> <p>The wheels on the bus went round and round</p> <p>The Big Ship Sails</p>



## Franche Community Primary School

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	<p><b>READING FOR PLEASURE</b></p>	<ul style="list-style-type: none"> <li>• Parent/carer reading mornings (from the Spring term)</li> <li>• Borrow boxes for children to choose a special book that can be shared at home and then returned</li> <li>• Inviting reading areas in each classroom and books available in the outdoor learning environment</li> <li>• Nursery rhyme area</li> <li>• Books in all areas of provision and not just limited to reading areas</li> <li>• Visits to school library with a guest reader</li> <li>• Designated story and rhyme times within the daily timetable</li> <li>• Text of the week shared with Parents (YouTube link) via weekly newsletter</li> <li>• Taking part in Nursery rhyme week</li> <li>• External visit from the local library team</li> <li>• Signposting parents to events at the local library</li> <li>• Active engagement in Franche's World book day 'Franche fest'</li> </ul>					
	<p><b>KEY TOPIC RELATED VOCABULARY</b></p>	<p>★ <b>Star words:</b> Eyes, nose, mouth, ears, happy, sad, angry, family, home, Autumn, leaves, conkers, acorns, pinecones, changes, falling</p> <p>★ <b>Shooting Star words:</b> disappointed, shocked, surprised, harvest</p>	<p>★ <b>Star words:</b> bonfire, firework, night, day, colourful, light, dark, star, moon, sun, Christmas, Jesus, stable, candle</p> <p>★ <b>Shooting Star words:</b> explosion, shadow, frozen, sunrise, sunset, Bethlehem</p>	<p>★ <b>Star words:</b> Winter, snow, winter clothes (hat, gloves, coat, wellies), cold, in front, behind, front cover, title</p> <p>★ <b>Shooting Star words:</b> frost, shivering, on top of, underneath, characters, setting, author</p>	<p>★ <b>Star words:</b> Easter, Jesus, church, plant, water, dig, grow, roots, soil, shoot, sunlight, Spring, bean, sunflower, egg, caterpillar, butterfly</p> <p>★ <b>Shooting Star words:</b> Christian, nutrients, germination, seedling, sprout, chrysalis, life cycle</p>	<p>★ <b>Star words:</b> farm, farmer, tractor, cow, goat, pig, hen, chicken, duck, horse, life cycle, chick</p> <p>★ <b>Shooting Star words:</b> Embryo, hatchling, piglet, duckling, kid, calf, crop,</p>	<p>★ <b>Star words:</b> Summer, beach, sea, Fish, sea, swim, deep, crab, shark, boat, claws, shell, seaweed, whale, Summer, holiday, hat, sun cream, sunglasses, picnic, ice cream, beach, sea, bucket and spade, sandcastle, seaside</p> <p>★ <b>Shooting Star words:</b> Ocean, shipwreck, mermaid, shoal, fins, waves</p>
	<p><b>Key vocabulary</b></p>	<p><b>Book based vocabulary:</b> These will be displayed in the classroom. A copy will also be sent home via the newsletter</p> <p><b>Faculty based vocabulary</b> is on each of the faculty documents on the website. Key vocabulary for the half term is displayed in the environment and shared with parents via the newsletter.</p> <p><b>Key vocabulary</b> will also be in key areas within the environment including: construction, sand, water, creative area, mark making, playdough(malleable), role play area, reading area.</p>					



## Franche Community Primary School

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<b>VISITORS, VISITS &amp; EXPERIENCES</b>	Home visits for new children NSPCC stay safe and speak out assembly Pumpkin carving	Bonfire night-sparklers Diwali Remembrance Children in Need Christmas Production Christmas jumper day PTA Christmas fair Pudsey bear visit Virtual pantomime Visit from Santa	Chinese New Year Children's mental health week NSPCC number day Goat visit -linked to topic text Three Billy goats gruff	World Book Day 'Franche fest' Local library visit school Comic Relief-red nose day Animal man Kixx session	Church assembly intro – Sam Guille Earth Day Penalty shoot-out sponsored event Farm trip Fun swim session	Transitions to R Animal Man Teddy Bears Picnic-ice cream van Church Assembly Graduation Sports Day International Day
<b>REGULAR ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>Weekly forest school sessions</li> <li>Weekly PE sessions</li> <li>School library visits</li> </ul>					
<b>PARENTAL ENGAGEMENT OPPORTUNITIES</b>	Home learning-all about me Star of the week – Home news Weekly newsletter Nursery rhyme week Home learning-Autumn  Concept cat Nursery rhyme of the week Text of the week to share Communication spotlight Proud clouds	Star of the week – Home news Parents evening Weekly newsletter Nativity Parent voice questionnaire Home learning-Christmas/winter  Concept cat Nursery rhyme of the week Text of the week to share Communication spotlight Proud clouds	Reading morning Star of the week – Home news Parents evening Weekly newsletter Forest school parents stay and play Home learning-winter/traditional tales  Concept cat Nursery rhyme of the week Text of the week to share Communication spotlight Proud clouds	Reading morning Mother's Day breakfast Star of the week – Home news Weekly newsletter Parent voice questionnaire Home learning-Easter/growing Speech and language workshop Key worker Easter workshop  Concept cat Nursery rhyme of the week Text of the week to share Communication spotlight Proud clouds	Reading morning Forest Stay and Play Star of the week – Home news Parents evening Weekly newsletter Home learning-new life/changes  Concept cat Nursery rhyme of the week Text of the week to share Communication spotlight Proud clouds	Reading morning Father's Day breakfast Parent voice questionnaire Star of the week – home news Parents evening Weekly newsletter Graduation Sports Day Home learning-summer/transport Key worker Summer workshop  Concept cat Nursery rhyme of the week Text of the week to share Communication spotlight Proud clouds



## Franche Community Primary School

### Nursery's Long-Term plan 2024-2025



	<p><b>TRANSITION</b></p>	<ul style="list-style-type: none"> <li>• Open days (weekday and weekend)</li> <li>• External nursery handovers with current setting</li> <li>• Internal key worker handover with Tot's</li> <li>• Nursery staff to visit internal children- tots visits</li> <li>• Stay and play sessions</li> <li>• Home visits for external children</li> <li>• Meet the teacher meeting</li> <li>• All about me teacher postcard</li> <li>• Nursery brochure</li> <li>• Support and recommendations via the website</li> </ul>				
<b>PRIME AREAS</b>	<p><b>PSED</b> <i>Personal, social, emotional, development</i></p>	<p><b>We will be learning to:</b>          Make relationships and playing collaboratively          - Be super brave. Separating from Parent/Carer          - Understand what it means to take turns          - Introduce and understand Class Dojo          - Begin to understand our classroom rules and Franche values          - Follow instructions and learning to the listening rules          - Build confidence to talk about own self and family          - Develop independence and self-assurance          -Take turns with my friends with support          -Talk about my feelings</p>	<p><b>We will be learning to:</b>          -Work together as a team/family          - Increasingly follow and understand our classroom rules          - Understand my friends feelings          -Take turn with my friends          -Understand dental hygiene and its importance          - Knowing how to stay safe (inside, outside)          - Exploring how to understand and express emotions          - Grow in confidence in new situations          - Gain independence when going to th toilet and washing my hands</p>	<p><b>We will be learning to:</b>          -Exploring others perspectives and respecting these          - Begin discussions around transitions to R          - Negotiate solutions to conflicts in play          - Make healthy choices about food, drink, health and hygiene.          - Play alongside others, extending and elaborating play ideas          - Select and use activities and resources independently</p>		
	<p><b>COMMUNICATION AND LANGUAGE</b></p>	<p>The development of children's spoken language underpins all 7 areas of learning and development. Children's conversations – back and forth interactions from an early age form the foundations for language and cognitive development. The number and the 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 doing or are interested in, and echoing back what they say with new vocabulary added (1 more approach), 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. As a school we work closely with SALT therapists to complete staff training, environment audits, interventions, parental support, communication spotlights for parents, parent workshops.</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; border-right: 1px solid black;"> <p>- Wellcomm baseline assessment caried out in September            Introduction of topic vocabulary star and shooting star words            -Visual representations            -Visual timetable. Now and next board            -Topic text basic vocabulary displayed and modelled</p> </td> <td style="width: 33%; vertical-align: top; border-right: 1px solid black;"> <p>role play and small world area            -Word aware approach (weekly concepts taught through concept cat).            -Concept display in classroom. Stickers for children on the first day the concept is taught            -language rich environments            -sing it bag</p> </td> <td style="width: 33%; vertical-align: top;"> <p>-High quality interactions            SALT interventions            - S and L interventions            -communication spotlights for parents            - Topic text link and vocabulary sheet shared with parents            -Nursery rhyme week</p> </td> </tr> </table>			<p>- Wellcomm baseline assessment caried out in September            Introduction of topic vocabulary star and shooting star words            -Visual representations            -Visual timetable. Now and next board            -Topic text basic vocabulary displayed and modelled</p>	<p>role play and small world area            -Word aware approach (weekly concepts taught through concept cat).            -Concept display in classroom. Stickers for children on the first day the concept is taught            -language rich environments            -sing it bag</p>
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## Franche Community Primary School

### Nursery's Long-Term plan 2024-2025



	<p style="text-align: center;"><b>PD</b> <i>Physical Development</i></p>	<p><b>Gross motor –</b> PE – key skills Outdoor learning area Streamers/flags Team activities Go Noodle / Danny Go</p> <p><b>Fine motor –</b> Dough disco Playdough Fine motor enhancement Mark making chalks Scissors Paint brushes Promote independence-socks/shoes/jumpers</p>	<p><b>Gross motor –</b> PE - ball skills Outdoor learning area Team activities Go Noodle / Danny Go Firework movements-Streamers/flags</p> <p><b>Fine motor –</b> Dough disco Scissors Playdough Fine motor enhancement Mark making chalks Scissors Paint brushes Promote independence-socks/shoes/jumpers</p>	<p><b>Gross motor –</b> PE - Dance Outdoor learning area Go Noodle / Danny Go Obstacle course and apparatus- 3 Billy goats gruff</p> <p><b>Fine motor –</b> Dough disco Playdough Fine motor enhancement Mark making chalks Scissors Paint brushes Promote independence-coat/zips</p>	<p><b>Gross motor –</b> PE - games Outdoor learning area Bikes and scooter Go Noodle / Danny Go Create their own obstacle course (teamwork) using large equipment (crates, planks etc)</p> <p><b>Fine motor –</b> Dough disco Playdough Fine motor enhancement Mark making chalks Scissors Paint brushes Promote independence-coat/zips</p>	<p><b>Gross motor –</b> PE - gymnastics Outdoor learning area Bikes and scooter Cosmic yoga Skipping, hopping (ropes, timers, hopscotch) Move in different ways-farmyard animals</p> <p><b>Fine motor –</b> Dough disco Playdough Fine motor enhancement Mark making Chalks Fine motor focus group Scissors Paint brushes Promote independence-zips/buttons</p>	<p><b>Gross motor –</b> PE - sports day prep Outdoor learning area Bikes and scooter Cosmic yoga Skipping, hopping (ropes, timers, hopscotch) Create their own obstacle course (teamwork) using large equipment (crates, planks etc)</p> <p><b>Fine motor –</b> Dough disco Playdough Fine motor enhancement Mark making chalks Fine motor focus group Scissors Paint brushes Promote independence-zips/buttons</p>
		<p><i>Baseline Assessment</i> <i>Mark making/handwriting grip baseline assessment</i></p> <p>-Recognise signs and symbols around the classroom and school -Recognise familiar logos from the local area -promote a love of reading Book of the week. Learning focused around text Model reading. Reading twice a day Read familiar stories with repeated refrains Revisiting familiar stories Role play and small world Nursery rhymes Listening games</p>	<p>-Recognises their own name- self registration, coat pegs -promote a love of reading Sound discrimination games Book of the week. Learning focused around text Model reading. Reading twice a day Revisiting familiar stories Role play and small world Nursery rhymes Listening games Borrow box-reading books Inviting reading area Talk for writing Story maps of topic texts</p>		<p>-Rhyming words Syllable clapping -promote a love of reading Book of the week. Learning focused around text Model reading. Reading twice a day Revisiting familiar stories Role play and small world Nursery rhymes Listening games Borrow box-reading books Inviting reading area Talk for writing Story maps of topic texts</p>		



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## Nursery's Long-Term plan 2024-2025



		<p>Borrow box-reading books Inviting reading area Talk for writing Story maps of topic texts</p> <p><b>Mark making:</b> Self portraits Homes Draw family members Chalks outside Observational drawing Writing opportunities in the role play area/construction area</p> <p style="text-align: center;"><i>Mark making/handwriting grip Autumn assessment</i></p>	<p><b>Mark making:</b> Pre-writing shapes focus- sand, paint, mark making tools Shopping lists Ingredient's list Recipe for a gingerbread man Mark making -story maps and drawing characters Chalks outside Observational drawing Writing opportunities in the role play area/construction area</p> <p style="text-align: center;"><i>Mark making/handwriting grip Spring assessment</i></p>			<p><b>Mark making:</b> Pre-writing shapes focus- sand, paint, mark making tools Name writing-if ready Shopping list Animals on the farm Vets appointment cards Poster for the ocean Drawing different types transport Mechanic appointment cards Mark making -story maps and drawing characters Chalks outside Writing opportunities in the role play area/construction area</p> <p style="text-align: center;"><i>Mark making/handwriting grip Spring assessment</i></p>																																																																																																												
<p><b>PHONICS: Little Wandle Foundations for Phonics</b></p> <p style="text-align: center;"><i>For more information, please see our phonics overview</i></p>	<p>Rhyme time</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Syllables</li> <li>Rhyming</li> <li>Alliteration</li> <li>Sound knowledge</li> </ul> <p>Listening and attention games</p> <p>Sound discrimination</p>	<p>Rhyme time</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Syllables</li> <li>Rhyming</li> <li>Alliteration</li> <li>Sound knowledge</li> </ul> <p>Tuning into sounds: s, a, t, p, i, n</p> <p>oral blending</p> <table border="1" style="width: 100%; font-size: 8px;"> <caption>Autumn 2</caption> <thead> <tr> <th>Sound</th> <th>What's in the box? 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	ant apple arrow abdominal	ant ant ant ant																																																																																																																
	teakily teat teeth tiger	teakily teakily teakily																																																																																																																
	penet penguin	penet penguin penguin																																																																																																																
	insect imitation igloo iguana	insect imitation igloo iguana																																																																																																																
	nurse nose nest net	nurse nose nest net																																																																																																																
	moon marble money mouse	moon marble money mouse																																																																																																																
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	dog door dinosaur duck	dog door dinosaur duck																																																																																																																
	grapes glue glasses goat	grapes glue glasses goat																																																																																																																
	orange cat car catch cap	orange cat car catch cap																																																																																																																
	cat cup crown cut	cat cup crown cut																																																																																																																
	magician mallet mellophone	magician mallet mellophone																																																																																																																
	egg elbow envelope elephant	egg elbow envelope elephant																																																																																																																
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	under umbrella under a basket upset umbrella	under umbrella under a basket upset umbrella																																																																																																																
	rocket rabbit rap rainbow	rocket rabbit rap rainbow																																																																																																																
	hat hammer house helicopter	hat hammer house helicopter																																																																																																																
	ball bus bird bear	ball bus bird bear																																																																																																																
	fish frog flower flamingo	fish frog flower flamingo																																																																																																																
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**Franche Community Primary School**  
**Nursery's Long-Term plan 2024-2025**



<b>M</b> <i>Mathematics</i>	<ul style="list-style-type: none"> <li>- Baseline assessment</li> </ul> <p><b>We will be learning to:</b></p> <ul style="list-style-type: none"> <li>- Recite numbers past 5</li> <li>- Show finger numbers up to '5'</li> <li>- Talk about and identify the patterns around them</li> </ul>	<p><b>We will be learning to:</b></p> <ul style="list-style-type: none"> <li>- Say one number name for each item in order</li> <li>- Extend and create AB AB patterns</li> <li>- Predict, move and rotate objects to fit a space,</li> </ul>	<p><b>We will be learning to:</b></p> <ul style="list-style-type: none"> <li>-Recite numbers past 5</li> <li>-Begin to recognise numerals to 5</li> <li>-Recite numbers to 10</li> <li>-Experiment with their own symbols and marks as well as numerals</li> <li>-Select shapes appropriately through play:</li> </ul>	<p><b>We will be learning to:</b></p> <ul style="list-style-type: none"> <li>-Say Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li>-Match numeral to quantity, up to 5</li> <li>-Understand and respond to position through words alone</li> <li>-Show awareness of shape similarities and differences between objects</li> <li>-Combine shapes to make new ones e.g. an arch, a bigger triangle</li> </ul>	<p><b>We will be learning to:</b></p> <ul style="list-style-type: none"> <li>-</li> <li>-Begin to recognise that each counting number is one more than the one before</li> <li>-Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>-Begin to make comparisons between objects relating to size, length</li> <li>-Recall a sequence of events in everyday life and stories using words such as 'first', 'then' etc</li> </ul>	<p><b>We will be learning to:</b></p> <ul style="list-style-type: none"> <li>-Enjoy counting verbally as far as they can go</li> <li>-Beginning to use understanding of number to 5 to solve practical problems in play and meaningful activities</li> <li>-Begin to recognise numerals 0 to 10</li> <li>- Begin to make comparisons between objects relating to weight and capacity</li> <li>-Compare quantities using language: 'more than', 'fewer than', 'same'</li> <li>- Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> <li>-Notice and correct an error in a repeating pattern</li> </ul>
<b>KIRFS</b>	<p>Recite the number names in order to 5          Show finger numbers up to 5</p>		<p>Recite number names to 10</p>		<p>Begin to recognise numerals to 5          Begin to recognise numerals to 10</p>	



## Franche Community Primary School

### Nursery's Long-Term plan 2024-2025



	<p><b>UOW</b> <i>Understanding of the World</i></p>	<ul style="list-style-type: none"> <li>- Seasonal changes – Summer to Autumn</li> <li>- Weekly forest school sessions</li> <li>- Explore differences and similarities with their friends- visual and non visual</li> <li>- Talking about their family, home</li> <li>- Begin to make sense of their own life story and family's history (sharing about their family</li> <li>-Nature walk</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly forest school sessions</li> <li>-Using their senses to explore natural materials- textures, visual differences</li> <li>- Explore how things work- push pull, forces e.g conker rolling/cars ramps, technology, toys</li> <li>-respecting our environment- outdoor area and forest school. Tidying away, litter picking, plants and animals</li> </ul>	<p>Seasonal changes -Winter</p> <p>Weekly forest school sessions</p> <ul style="list-style-type: none"> <li>- Show interest in different occupations (Authors)</li> <li>- Talk about the differences between materials - bridge/boat construction</li> <li>- Continue developing positive attitudes about the differences between people- each other and staff around school,</li> </ul>	<p>Seasonal changes -Spring</p> <p>Weekly forest school sessions</p> <ul style="list-style-type: none"> <li>-Plant their own beanstalks. Observe changes/life cycle</li> <li>-plant in the outside planters- care for them</li> <li>Observations of the outdoor school environment</li> <li>- Continue developing positive attitudes about the differences between people- communities-Easter</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about what they see, using a wide vocabulary: observation of a farm, animals</li> <li>- Understand the key features of the life cycle - chick</li> <li>-Weekly forest school sessions</li> <li>- Show interest in different occupations (Farmer)</li> </ul>	<ul style="list-style-type: none"> <li>- Know that there are different environments where people and animals live in the world and talk about differences they have experienced or seen in photos (life of the ocean)</li> <li>- Caring for our environment (ocean plastic)</li> <li>- Explore forces- transport, cars, trains, boats</li> <li>-Seasonal changes -Summer</li> <li>-Weekly forest school sessions</li> </ul>
	<p><b>EAD</b> <i>Expressive arts and design</i></p>	<p>Role play area – home corner</p> <p>Role play area – dentist</p> <p>Construction area/junk modelling. Build a house for the 3 little pigs.</p> <p><b>Topic themed artwork;</b> Self portraits 3 little pigs house collage Fingerprint trees Conker rolling Autumn leaf people</p> <p><b>Cooking/Baking:</b> Seasonal soup Decorate face biscuits</p> <p><b>Music;</b></p>	<p>Role play area – Fire station</p> <p>Role play area – home corner (enhanced for Christmas)Mrs Clauses bakery</p> <p>Construction area/junk modelling. Build a stable for the animals. Create your own stick man</p> <p><b>Topic themed artwork;</b> Natural resources collage Fireworks glitter pictures Star printing Day/night collage Shadow tracing Christmas tree pictures Christmas cards</p> <p><b>Music;</b> Weekly song/rhyme sessions</p>	<p>Role play area – Percy's house</p> <p>Role play area – Bakery (gingerbread man)</p> <p>Construction area/junk modelling. Build a boat for the gingerbread man to cross the river. Build a bridge for the goats to cross over into the meadow</p> <p><b>Topic themed artwork;</b> Create a bed for Percy Animal collages Decorate a gingerbread man Traditional story settings- painting Valentine's day cards</p> <p><b>Cooking/Baking:</b></p>	<p>Role play area – garden center</p> <p>Construction area/junk modelling. Build a castle for the giant. Create jack's beanstalk</p> <p><b>Topic themed artwork;</b> Easter cards Tree and leaf rubbing Observational/still life drawing Finger print butterflies Masher caterpillars Superworm patterns Mother's day cards</p> <p><b>Cooking/Baking:</b> Fruit salad</p>	<p>Role play area – farm shop</p> <p>Role play area-vets</p> <p>Construction area/junk modelling. create pens for the animals. Create a class farmyard- animals.</p> <p><b>Topic themed artwork;</b> Potato printing Animal masks Painting-track patterns Spoon painting-old McDonald Spring meadow collage</p> <p><b>Cooking/Baking:</b> Baking bread</p> <p><b>Music;</b> Weekly song/rhyme sessions</p>	<p>Role play area – police station</p> <p>Role play area-doctors</p> <p>Construction area/junk modelling. Create different transports-cars, trains, airplanes etc.</p> <p><b>Topic themed artwork;</b> Celery scale fish Paper plate jelly fish Bubble wrap printing Summer collage Father's day cards</p> <p><b>Music;</b> Weekly song/rhyme sessions</p>



## Franche Community Primary School

### Nursery's Long-Term plan 2024-2025



		Weekly song/rhyme sessions Sing it bag	Copy me-pitch/sounds Christmas production songs	Gingerbread man biscuits  <b>Music;</b> Weekly song/rhyme sessions Explore instruments to represent different animals	<b>Music;</b> Weekly song/rhyme sessions Tap tap sticks- repeated rhythms	Create their own songs and improvise-old McDonald	Play instruments to express feelings-happy, sad, scared, angry Graduation songs
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