

# Templemoor Infant and Nursery School – Long Term Plan 2015-16



|             |         |                   |                                     |
|-------------|---------|-------------------|-------------------------------------|
| <b>Year</b> | Nursery | <b>Teacher(s)</b> | Mrs Suzanne Cundick and Mrs Rowland |
|-------------|---------|-------------------|-------------------------------------|

|  |   |   |   |                             |   |  |                  |           |             |              |    |
|--|---|---|---|-----------------------------|---|--|------------------|-----------|-------------|--------------|----|
| English skills                               | Cross-curricular Maths skills                                       | Science skills  | Geography skills  | History skills              | Art skills                                    | Design technology skills   | Computing skills | PE skills | PSHE skills | Music skills | RE |
|  | <b>Half Term 1</b>  | <b>Half Term 2</b>  | <b>Half Term 3</b>  | <b>Half Term 4</b>          | <b>Half Term 5</b>                            | <b>Half Term 6</b>   |                  |           |             |              |    |
| <b>Imaginative learning project</b>          | How many colours in a rainbow?                                      | Is it Shiny?  | Where does snow go?   | Why do you love me so much? | Are eggs alive?                               | How many pebbles on a beach?                                     |                  |           |             |              |    |
| <b>Memorable experience</b>                  | Colour Explosion! Group Picture                                     | Treasure Hunt around Nursery for shiny objects.   | Frosty walk around School grounds                                     | Family Play morning         | Spring walk                                   | Trip to the Beach  |                  |           |             |              |    |
| <b>Communication and Language</b>            | Nursery Rhymes-joining in and performing to others<br>Balloon Stall | Describing words<br>Shiny Shop  | Speaking in simple sentences  | Retelling simple stories    | Making up own stories                         | Asking Questions<br>Beach Shop/Ice-cream van/ Fish and Chip Cafe |                  |           |             |              |    |
| <b>Physical Development (gross and fine)</b> | Movements with Rainbow Sticks                                       | Introduce; Sticky Kids<br>Letter and Number Formation in the sand, air-write<br>Scissor skills-straight lines | Moving to Music, making up own dances<br>Scissor skills-Zig-zag lines | Scissor skills-curved lines | Moving like animals<br>Scissor skills-objects | Beach games  |                  |           |             |              |    |
| <b>Personal, Social and Emotional</b>        | Making Friends, taking turns and                                    | Anti Bullying Week<br>Diwali  | Chinese New Year  | Easter                      | Easter  | Transition to Reception and new                                  |                  |           |             |              |    |

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|---|--|--|--|---|--|--|
| <b>Development</b><br>(including RE)  | sharing<br>Harvest Festival  | Christmas  |  |   |  |  |
| <b>Literacy</b><br><b>-Main Stories</b>   | A Rainbow of My<br>own<br>By Don Freeman   | How to catch a<br>Star?<br>By Oliver Jeffers   | One Snowy Night<br>By Nick Butterworth   | Guess How much I<br>love you<br>By Sam McBratney<br>and Anita Jeram                                       | Nine Ducks Nine<br>By Sarah Hayes  | Look What I found:<br>At the Seaside<br>By Paul Humphrey   |
| <b>Mathematics</b><br>(including Numbers<br>and Shape, Space and<br>Measure)                                      | Numbers in the<br>environment<br>Exploring shape and<br>colour   | Numbers 1-5<br>Pattern   | Numbers 5-10<br>Size-weight  | Numbers 1-10 & 0<br>Shape and Size-height   | Numbers 10-15<br>Pattern   | Numbers 15-20<br>Size-Capacity   |
| <b>Understanding<br/>of the World</b><br>(including People and<br>communities, The<br>World & Technology)         | Change-colour<br>mixing, light<br>sources<br>Planting Bulbs<br>Nursery routines-<br>chronological<br>language Weather-<br>Autumn | Properties of<br>materials-metal,<br>magnets<br>Remembering<br>special times<br>Treasure Hunt-<br>simple maps              | Properties of<br>materials/<br>change-water<br>Weather-Winter                      | Growing-healthy<br>bodies<br>Family History-parents<br>and grandparents<br>Homes-What is your<br>address? | Life cycles-animals<br>Own history-baby to<br>child Habitats-<br>Where do you find<br>frogs, ducks?<br>Growing beans and<br>seeds.<br>Change of state –<br>looking at eggs | Water-Floating and<br>sinking/evaporation<br>Memories of<br>holidays Coasts-<br>Where do you find<br>beaches?<br>How are pebbles<br>formed?<br>Occupations |
| <b>Expressive Arts<br/>and Design</b><br>(including Exploring<br>Media and Materials<br>and Being<br>Imaginative) | Singing 'I can sing a<br>Rainbow' and other<br>songs<br>Exploring paint with<br>fingers and hands<br>Printing<br>Balloon Stall   | Self portraits with<br>paint and pastels<br>Singing for<br>Christmas Nativity<br>Play<br>Modelling with Clay<br>Shiny Shop | Pencil sketching and<br>Charcoal of<br>environment<br>Listen to classical<br>music | Junk Model Making –<br>Houses<br>Singing 'Magic Penny'<br>Body Percussion                                 | Printing-with objects,<br>decorating eggs,<br>caterpillars and<br>butterflies.<br>Making own<br>instruments-use for<br>animal movements.                                   | Clay – imprints of<br>shells and seaside<br>finds.<br>End of Year<br>Performance<br>Seaside Shop/ice<br>cream van/Fish and<br>Chip Cafe                    |