

Rainbow Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Main Theme (but Not limited to...)	This is Me!! I am special	Let's celebrate	What's Different?	I wonder what's out there...	I wonder what grows...	What's next?...	
Possible Ideas / lines of enquiry*	<ul style="list-style-type: none"> - Families, who is special to you? - Hobbies / interests - All about me - Who lives in your house? 	<ul style="list-style-type: none"> - Autumn - Christmas - Diwali - Colours 	<ul style="list-style-type: none"> - Weather - Plants - Mother's Day - Transport - CNY 	<ul style="list-style-type: none"> - Traditional tales - Father's Day - Life cycles - Easter & New Life 	<ul style="list-style-type: none"> - Caterpillar life cycles - People who help us - Animals 	<ul style="list-style-type: none"> - Healthy Me - I Go to school - Holiday - Farm 	
Key Texts	The Rainbow Fish Spot the Dog Loves Nursery Spot Says Please Spot Loves his Friends Goat Goes to Playgroup	My very first Christmas Story Brown Bear, Brown Bear Maisy's Christmas Eve Spot's Birthday Happy Birthday Doty Lanterns and Firecrackers	Spot's Snowy Day Jasper's Beanstalk Do you Know How Much I Love You? The Train Ride Cleversticks Titch	The 3 Little Pigs The Gingerbread Man Goldilocks & the 3 Bears 7 Eggs Spot's Easter Where's my Egg? Kipper's Little Friends	The Crunching Munching Caterpillar The Very Hungry Caterpillar Rumble in the Jungle We're going on a Bear Hunt The Tiger who came to Tea Whose Home? Peppa Pig goes to the Dentist Fireman Piggy Wiggy Topsy and Tim go to Hospital Postman Bear	Handa's Surprise Let's go to the Seaside Rosie's Holiday Spot goes on Holiday	
Personal Social Emotional Development	<ul style="list-style-type: none"> - Making Relationships : Is able to separate from main carer & explores new situations/environments with support from another familiar adult - Sense of Self : Knows their name, preferences and interests - Understanding Emotions : Co-operate with boundaries within the setting 						
Communication and Language	<ul style="list-style-type: none"> - Listening & Attention : Shows an interest in play with sounds, songs & rhymes - Understanding : Beginning to understand more complex sentences - Speaking : Uses a variety of questions and uses longer sentences 						
Physical Development	<ul style="list-style-type: none"> - Moving & Handling : Runs on whole foot - Shows increasing control in holding & using a range of tools like tambourines, jugs, hammer & mark making tools 			<ul style="list-style-type: none"> - Health & Self Care: Feeds self competently, can hold a cup with 2 hands & drink without spilling. - Becoming more independent in dressing & undressing, putting on and taking off simple clothing items such as hats/coat and boots 			
Literacy: Reading	<ul style="list-style-type: none"> - Enjoys listening to stories read by an adult 		<ul style="list-style-type: none"> - Fills in the missing words in a known rhyme or story. - Has some favourite songs and rhymes 		<ul style="list-style-type: none"> - Looks at books independently 		
Literacy: Writing	<ul style="list-style-type: none"> - Enjoys drawing & writing on paper, making marks in sand, playdough etc., holds mark making tools, shows increasing control of tools like jugs, hammers, paint brushes, pens & pencils 		<ul style="list-style-type: none"> - Distinguishes between the different marks they make 		<ul style="list-style-type: none"> - Sometimes gives meaning to their drawings and paintings 		
Maths	<ul style="list-style-type: none"> - Comparison : Responds to words like lots and more - Counting : Says some counting words - Cardinality (How many ?) : Uses number words, like One or two and sometimes responds accurately when asked to give one or two things - Spatial Awareness : Enjoys filling and emptying containers - Shape : Enjoys using blocks to create their own structures and arrangements - Pattern : Becoming familiar with patterns and routines - Measures : Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram 			<ul style="list-style-type: none"> - Comparison : : Uses words of comparison like more, lots, the same - Counting : Begins to say some numbers in order - Cardinality (How many ?): Begin to count on their fingers - Spatial Awareness : Moves their body & toys around objects & explores fitting into spaces - Shape : Chooses puzzle pieces & tries to fit them in - Pattern : Is interested in what happens next, e.g. pattern of everyday routines - Measures : Explores differences in size, length, weight and capacity 		<ul style="list-style-type: none"> - Comparison : Match and sort - Counting : Counting 0-10 and rhymes - Cardinality (How many?): - Spatial Awareness : Positional language - Shape: Names shapes, circle, triangle, square and rectangle - Pattern : Joins in and anticipates repeated sound and action patterns - Measures : Recalls a sequence of events in everyday life 	
Understanding the World	<ul style="list-style-type: none"> - People & Communities - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making a cup of tea, going to the hairdresser, being a cat or dog or bird - Beginning to have their own friends 		<ul style="list-style-type: none"> - The World - Remembers where objects belong - Notices features of their environment - Enjoys playing with small world toys based on first hand experiences, e.g. farms, train, garages beach, walks 		<ul style="list-style-type: none"> - Technology - Acquires basic skills in turning on and operating some digital equipment - Operates mechanical toys, e.g., turns knob on a windup toy or pulls back a friction car 		

	<ul style="list-style-type: none"> - Learns that they have similarities and differences from others 	<ul style="list-style-type: none"> - Can talk about things they have observed such as plants, animals, natural objects found 	<ul style="list-style-type: none"> - Uses pipes, funnels, and other tools to transport/carry water from one place to another
Expressive Arts and Design	<ul style="list-style-type: none"> - Creating with Materials - Joins in singing songs - Creates sounds by rubbing, shaking, tapping, striking or blowing - Enjoys and responds to playing with colour in a variety of ways, e.g., combining colours 	<ul style="list-style-type: none"> - Imaginative - Pretends that one object represents another, especially when objects have characteristics in common - Creates sound effects and movements, e.g. creates the sound of a car, animals - Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music 	

* The ideas / lines of enquiry may change or be replaced depending on child interest or fascination.