




**Brierley Primary School
Nursery Long Term Plan**

Reading Spine

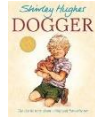
In addition to the main texts listed below, the following texts are to be used either as extracts or full texts through reading sessions or drop and read sessions.

Narrative	Classics	Picture books	Poems and rhymes
<p>The Hungry Caterpillar (Eric Carle)</p>  <p>Owl Babies (Martine Waddell)</p>  <p>Dogger (Shirley Hughes)</p>  <p>A range of texts by Julia Donaldson (class author)</p> 	<p>The Three Billy Goats Gruff</p>  <p>Little Red Riding Hood</p>  <p>Hansel and Gretel</p> 	<p>Giraffes Can't Dance (Giles Andreae)</p>  <p>How to Catch a Star by Oliver Jeffers</p> 	<p>1, 2, 3, 4, 5 (Once I caught a fish alive)</p> <p>Five Little Ducks</p> <p>Here We Go Round the Mulberry Bush</p> <p>The Animal Fair</p> <p>Five Little Dragons</p> <p>Five Little Ducks</p>

	Block 1	Block 2	Block 3
English	<ol style="list-style-type: none"> 1. Class author focus (Julia Donaldson) 2. Non-fiction: all about me 3. Narrative: character description /labels 4. Non-fiction: list 	<ol style="list-style-type: none"> 1. Non-fiction: letter 2. Non-fiction: list 3. Narrative labels and captions/simple story retell 4. Non-fiction: information writing 	<ol style="list-style-type: none"> 1. Narrative: simple retell 2. Narrative: simple retell 3. Non-fiction: information writing

Reading

Suggested texts:



Dogger by Shirley Hughes

Additional reading which must be covered:

Books/extracts of books by class author

Books and rhymes from Little Wandle planning:

'Where's Lenny?' (linked rhyme: '1, 2, 3, 4, 5 Once Caught a Fish Alive') (How to videos available)

'Kindness Makes us Stronger' (linked rhyme: 'Five Little Ducks')

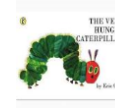
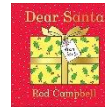
'Monster Clothes' (linked rhyme: 'Here We Go Round the Mulberry Bush')

'Would You Rather' (linked rhyme: 'The Animal Fair')

'LuLu Loves' (linked rhyme: 'Twinkle Twinkle Little Star')

'Amazing' (linked rhyme: 'Five Little Dragons')

Suggested texts:



Dear Santa by Rod Campbell

The Very Hungry Caterpillar by Eric Carle

Additional reading which must be covered:

Examples of simple letters

Other books linked to Christmas

Non-fiction texts about caterpillars and other mini-beasts

Continue daily short reads and rhymes (in the style of Little Wandle)

Suggested texts:



The Gruffalo by Julia Donaldson

The Three Billy Goats Gruff

What the Ladybird Heard by Julia Donaldson

Continue daily short reads and rhymes (in the style of Little Wandle)

<p>Maths</p>	<p>Getting to Know you Key times of the day Class routines Exploring continuous provision Why do things belong? Positional language</p> <p>Just like me Opportunities to match objects which are the same size Sort objects based on size, colour and shape Comparing amounts – making comparisons (a set can have more items than another set) Compare size, mass and capacity Objects can be compared in order and size. Encourage language such as big and little, large and small. Making simple patterns. Children copy, continue and create their own simple patterns.</p> <p>It's me 1 2 3 Representing numbers 1, 2 and 3. Identify representations of 1, 2 and 3 Subitise or count to find how many and make their own collections of 1, 2 and 3 objects. Match number names and quantities.</p> <p>Count up to three objects in different arrangements. They use their own mark making to represent 1, 2 and 3. Comparing 1, 2 and 3 as we count each number as one more than the number before. As we count back, each number is one less. Composition of 1, 2 and 3. Different ways to compose numbers. Circles and triangles.</p>	<p>Alive in 5! Introducing zero Practical understanding of nothing there and all gone. Comparing number to 5 Composition of 4 and 5 Develop understanding that all numbers are made up of small numbers. Explore the different compositions. Compare mass. Compare capacity.</p> <p>Growing 6, 7, 8 Continue the counting principal Arrange 6, 7 and 8 items in smaller groups Support children to conceptually subitise, making pairs. Combining two groups Begin to combine two groups to find out how many altogether. Length and height Time Sequence events and use language Describe significant events in their lives</p> <p>Consolidation Consolidation of numbers 0 – 10 Consolidation of shapes and pattern making Consolidation of mass, capacity, length and height Consolidation of time</p>	<p>To 20 and beyond Building numbers beyond 10 Encourage children to build and identify numbers to 20 Counting patterns beyond 10 Spatial reasoning</p> <p>First then now Adding more Children to see quantity of objects can be changed by adding more Taking away Children to see that real objects can be changed by taking away Spatial reasoning Shapes can be combined and separate and make new shapes</p> <p>Find my pattern Doubling Learn that doubling means twice as many Sharing and grouping Even and odd Understand that some quantities will share equally into two groups and some won't Spatial reasoning</p> <p>On the move Deepening understanding Children need time and opportunities to engage in extended problem solving and develop critical thinking, patterns and relationships and spatial reasoning</p>
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	<p>Circles have one curved side and triangles have three straight sides.</p> <p>Spatial awareness. Use positional language to describe how items are positioned in relation to other items.</p> <p>Light and dark</p> <p>Four: children count on and back to four Count and subitise sets of up to 4 objects Match number names to numerals and quantities Can say which sets have more or fewer Use own mark making to represent numbers to 4</p> <p>Five: continue to subitise up to 5 items Count forwards and backwards accurately Represent up to 5 objects on a 5 frame 1 more and 1 less Use 5 frames to investigate 1 more or 1 less Shapes with four sides Squares and rectangles have four sides Recognise these shapes in everyday objects Night and day Talk about night and day and order key events in their daily routine Use language to describe when events happen Measure time in simple ways</p>					
<p>Understanding the world (Science)</p>	<p>Autumn and Seasons</p>		<p>Materials</p>		<p>Animal including humans</p>	
<p>Computing</p>	<p>Getting to know you</p>	<p>Programming Instructions</p>	<p>Programming using Beet Bot</p>	<p>Computer systems and networks using a computer</p>	<p>Computer systems and networks – exploring hardware</p>	<p>Data handling</p>

Understanding the world (History)	My Family: changes in living memory people/places in the locality		Toys – changes in living memory people/places in the locality		Stories – changes in living memory people/places in the locality	
Understanding the world (Geography)	Familiar environments The weather		Special places The weather		Where I live The weather	
Understanding the world (RE)	Christianity – God Harvest festival Celebrations of different faiths		Christianity – the Bible Christmas Celebrations of different faiths		Christianity – Jesus Easter	
Art and Expressive Design (Design and Technology)	Self portraits		Materials		Healthy Eating	
Art and Expressive Design (Art)	Self portraits		Mini world		All around the world	
Art and Expressive Design (Music)	Listening		Performance		Composition	
Personal, Social and Emotional Development	Managing feelings and behaviour		Building relationships People and communities		Health and Well-being	
PE	Co-ordination through floor movement patterns Static balances	Dynamic balance to agility Seated static balances	Dynamic balance Static balance – small base	Co-ordination – ball skills Counter balance in pairs	Co-ordination with equipment Agility – reaction and response	Agility – ball chasing Static balance – floor work