

Cedars Primary School – Nursery Long Term Plan 2024-2025



Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	I am Special!	Starry Nights and Snowy Days	People who help us	Beep beep!	Roar, growl, hiss!	Under the Sea
Core Texts	Head to Toes The rainbow fish Elmer What will I be?	Leaf Man Percy the Park Keeper The Leaf Thief I definitely don't like Winter The Snowman Is it Christmas yet?	Maisie goes to Hospital Flashing fire engines A Superhero Like you A day at the police station	The Naughty Bus The Train ride Tip, tip, dig, dig Maisie goes by Plane The Journey Home from Grandpa's	Walking through the jungle Dear Zoo Roar! Rumble in the Jungle	Commotion in the Ocean Hooray for Fish! Barry the fish with fingers Tiddler
Recommended Reads	Each peach, pear plum Just the way you are	Ten little Penguins Animals in the Forest We're going on a bear hunt	My pet goldfish Catch that chicken	The Odd Egg Zeki rise and shine	Just one of those days People new People A hero called wolf	Lulu loves flowers Bugs The Very Hungry caterpillar
Songs and Rhymes	Baa baa black sheep Old Macdonald Head, shoulders, knee and toes	Incy wincy spider Wind the bobbin up Dingle dangle scarecrow	5 cheeky monkeys 1,2,3,4,5 once I caught a fish alive	The hokey cokey 2 little dicky birds Round and round the garden	5 little speckled frogs Pat-a-cake Rain rain go away	5 little men in a flying saucer Ten green bottles Sleeping bunnies
Wow Moments	Elmer Day	Christmas Party National Nursery Rhyme Week performance to parents	Visitors from people who helps us	Bus ride	Animal visit in school	
Festivals and Celebrations		National Nursery Rhyme Week Diwali Halloween Remembrance Day Bonfire Night Christmas	Chinese New Year Valentines Day Pancake Day	Easter Eid St. Georges Day		Eid

Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	I am Special!	Starry Nights and Snowy Days	Ready, Steady, Cook	My home and My pets	Moo, cluck, baa!	Rumble, rumble, dinosaur!
Core Texts	Head to Toes The rainbow fish Elmer What will I be?	Leaf Man Percy the Park Keeper The Leaf Thief I definitely don't like Winter The Snowman Is it Christmas yet?	Supertato The Gingerbread Man	The Three Little Pigs My perfect pet	Duck in a Truck Amara's Farm The runaway Tractor Farmyard Hullabaloo	Rumble, rumble, dinosaur! Mad about dinosaurs Stomp, dinosaur, stomp Bumpus, jumpus, dinosaurumpus
Recommended Reads	Each peach, pear plum Just the way you are	Ten little Penguins Animals in the Forest We're going on a bear hunt	My pet goldfish Catch that chicken	The Odd Egg Zeki rise and shine	Just one of those days People new People A hero called wolf	Lulu loves flowers Bugs The Very Hungry caterpillar
Songs and Rhymes	Baa baa black sheep Old Macdonald Head, shoulders, knee and toes	Incy wincy spider Wind the bobbin up Dingle dangle scarecrow	5 cheeky monkeys 1,2,3,4,5 once I caught a fish alive	The hokey cokey 2 little dicky birds Round and round the garden	5 little speckled frogs Pat-a-cake Rain rain go away	5 little men in a flying saucer Ten green bottles Sleeping bunnies
Wow Moments	Elmer Day	Christmas Party National Nursery Rhyme Week performance to parents	Bake a gingerbread man	Pet visits into school	Farm animal visit to school	
Festivals and Celebrations		National Nursery Rhyme Week Diwali Halloween Remembrance Day Bonfire Night Christmas	Chinese New Year Valentines Day Pancake Day	Easter Eid St. Georges Day		Eid

Communication and Language							School Readiness
Nursery Skills	I know how to listen to stories, and I can remember much of what happens. I can respond to stories, songs and rhymes by joining in. I can sing rhymes and look at picture books.	I can sing a large repertoire of songs with interest and engagement. I can use longer sentences of four to six words.	I can sing a large repertoire of songs with interest and engagement. I can talk about familiar books, and tell a long story.	I am developing my pronunciation.	I can continue a conversation for many turns. I can use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."	I can answer questions and share opinions using the relevant vocabulary.	I understand questions or instructions that have two parts, such as "Get your coat and wait at the door." I am able to talk about rhymes and books and tell a story. I use longer sentences of 4 -6 words. I use talk to
Nursery Knowledge	I know how to follow instructions. I know how to listen attentively to stories, songs and rhymes.	I know how to use a wide range of vocabulary I know how to answer questions or instructions that have two parts, such as: "Get your coat and wait at the door." I know how to answer why questions,	I know many rhymes I know stories have a beginning, middle and an end.	I know how to use different vocabulary to develop my communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'	I know how to start a conversation with an adult or a friend.	I know how to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.	organise my play and myself: "Let's go on a bus, you sit there, I will be the driver." I can listen attentively and respond to what I hear.

		like: “why do you think the caterpillar got so fat?”					
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Personal, Social and Emotional Development							School Readiness
Nursery Skills	I can select and use activities and resources, with help when needed. I can wash my hands independently.	I can follow the routines and rules without an adult needing to remind me. I am becoming more outgoing with unfamiliar people, in the safe context of my setting. I can show confidence in new social situations such as group time and circle time.	I can extend and elaborate my play ideas. I can ask for help when needed.	I can talk with others to solve conflicts. I can put on my own coat, wellies and shoes. I can pour my own drink at snack.	I can talk about my feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’. I can put on my own coat, wellies and shoes. I can use a knife to cut my own snack.	I can independently brush my teeth, use the toilet and wash and dry my hands thoroughly. I can independently get dressed and undressed, for example, putting on coats and doing up zips.	I play with at least one or more children, extending and elaborating my ideas. I follow rules and can understand why they are important. I can talk about my feelings using words like: happy, sad, angry and worried. I can share and take turns in a group.
Nursery Knowledge	I know how to follow routines and rules in nursery. I am developing my sense of responsibility and membership	I know why rules in nursery are important. I know how to be a good friend.	I know how to find solutions to conflicts and rivalries. I know how to play with one or more children. I know the importance of oral health.	I know ways of being assertive. I know how to use large and small motor skills to do things independently, for example	I know how to express how I am feeling. I know how to be independent with self-care skills such as feeding myself, dressing and	I know how to independently meet my own personal hygiene care needs. I know how to make healthy choices about food,	I am independent when meeting my own care needs such as: brushing teeth, going to the

	of a community.			manage buttons and zips, and pour drinks.	undressing. I know how to eat independently and how to use a knife and fork.	drink, activity and tooth brushing.	toilet, feeding myself and washing my hands. I know and understand the importance of healthy life choices such as exercise, eating healthy foods, personal hygiene, teeth brushing etc...
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Physical Development							School Readiness
Nursery Skills	I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.	I can take part in some group activities.	I can use different movement styles to match situations, for example deciding whether to crawl, walk or run. I can collaborate with	I can hold a pen comfortably and use it with good control. I can use one handed tools safely and with good control.	I can independently carry out self-care routines such as getting dressed and undressed, putting on my own coat and doing up zips.	I can use one handed tools and equipment safely and effectively to complete a task. I can collaborate with others to manage large items, such as moving a long	I can use a comfortable grip with good control when using pens and pencils. I can get dressed and undressed independently, for example putting my own

			others to manage large items, such as moving a long plank safely, carrying large hollow blocks.			plank safely, carrying large hollow blocks. I can independently carry out self-care routines such as getting dressed and undressed, putting on my own coat and doing up zips.	coat and shoes on and doing up zips. I can skip, hop, stand on one leg and hold a pose for a game like musical statues.
Nursery Knowledge	I know how to go up steps and stairs, or climb up apparatus, using alternate feet. I know how to Skip, hop, stand on one leg and hold a pose for a game like musical statues. I know how to use gross motor movements to wave flags	I know how to move to music and rhythm and can increasingly use and remember sequences and patterns.	I know how to choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole I dug with a trowel.	I know my dominant hand and can use it with good control. I know how to use onehanded tools and equipment safely, for example, making snips in paper with scissors.	I know how to hold a pen using a comfortable grip.	I know why it is important to use tools and equipment safely.	

	and streamers, paint and make marks						
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Literacy							School Readiness
Nursery Skills	I can mark make through gross motor movements I can sit and listen to a short story. I can recognise familiar logos and labels within the environment.	I can talk about and retell a range of familiar stories. I can mark make and identify my marks I am beginning to explore initial sounds in familiar words. I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the	I can engage in extended conversations about stories, learning new vocabulary. I can talk about and retell a range of familiar stories. I can attempt to write familiar letters, e.g. letters in my name by using my name card to help me.	I can engage in extended conversations about stories, learning new vocabulary. I can write some or all of my name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	I can use emergent writing in my play. I can engage in extended conversations about stories, learning new vocabulary.	I can write some letters accurately. I can make predictions about a story using the relevant vocabulary. I can mark make for a purpose and can talk about the marks.	I can spot and suggest rhymes. I can count or clap syllables in a word. I can recognise words with the same initial sound, such as money and mother. I can engage in extended conversations about stories, learning new vocabulary. I can use print and letter knowledge in my early writing e.g.

		top of the page; writing 'm' for mummy.					writing a pretend shopping list that starts at the top of the page.
Nursery Knowledge	I know print has a purpose I know that books are read from left to right and top to bottom in English. I know how to turn the pages of a book, one by one.	I know that stories have a sequence; beginning, middle and end. I can identify familiar letters, e.g. letters in my name. I know that letters are used to make up words. I know and can talk about different parts of a book, e.g. front cover/ back cover/ spine/ pages	I know a variety of stories, rhymes, poems and fiction text. I know how to look after books by handling them carefully. I know how to use fine motor skills and I am developing my control when using tools to mark make.	I know how to sequence and retell stories in a variety of different ways. I know how to use fine motor skills and I am developing my control when using tools to mark make.	I know how to write some letters accurately. I know how to talk about different parts of a story.	I know how to write some or all of my name.	

Maths							School Readiness
Nursery Skills	I can subitise up to 3 I can to recite numbers past 5 I can say	I can show 'finger numbers' up to 5. I can match numerals and amounts up	I can solve real world mathematical problems with numbers up to	I can understand position through words alone – for example, "The bag is	I can make comparisons between objects relating to weight and	I can talk about and identify patterns around me. For example: stripes	I know that the last number reached when counting a small set of objects

	<p>one number for each item in order: 1,2,3,4,5. I can explore 2D and 3D shapes in my play and I am beginning to use informal language to describe them such as 'straight', 'flat' and 'round'.</p>	<p>to 5 I can count out a group of up to 5 objects. I can count using one to one correspondence. I can use informal language to describe sizes and lengths such as, 'bigger, smaller, taller, shorter.'</p>	<p>5. I can compare quantities using language: 'more than', 'fewer than'. I can talk about 2D and 3D shapes during my play and can use informal and mathematical language such as : 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>under the table," – with no pointing. I can describe a familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'. I can combine shapes to make new ones - an arch, a bigger triangle etc</p>	<p>capacity. I can describe a sequence of events, using words such as 'first', 'then...'</p>	<p>on clothes, designs on rugs and wallpaper. I can use informal language like 'pointy', 'spotty', 'blobs' etc. I can subitise up to 3 I can to recite numbers past 5 I can say one number for each item in order: 1,2,3,4,5.</p>	<p>tells you how many there are in total (cardinal principle). I can solve real world mathematical problems with numbers up to 5. I can make comparisons to objects relating to size, length, weight and capacity. I can make comparisons to</p>
Nursery Knowledge	<p>I know how to sing a range of number songs I can say number names to 5 in order I have an awareness of some 2D shapes and their names</p>	<p>I know how to compare objects relating to size and length. I know that the last number reached when counting a small set of objects tells me how many there are in total.</p>	<p>I know how to experiment with my own symbols and marks. I know the names of 2D and 3D shapes (circle, triangle, square, rectangle, sphere, cube, cuboid, pyramid)</p>	<p>I know and understand words such as 'under, in, on, in between, behind and in front' I know how to select shapes appropriately for building: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>I know and understand words such as 'heavy, light, full, empty, half full, half empty, nearly' to describe weight and capacity. I know how to link numerals to amounts: for example, showing the right number of objects to match</p>	<p>I know how to create ABAB patterns– stick, leaf, stick, leaf. I know how to notice and correct an error in a repeating pattern.</p>	<p>objects relating to size, length, weight and capacity.</p>

					the numeral, up to 5		
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Understanding the World							School Readiness
Nursery Skills	I can talk about who is in my family and who I live with. I can identify similarities and differences between myself and my peers I can create a self-portrait.	I can operate simple equipment such as technological toys, remote controls or CD players. I can talk about significant events in my life	I can talk about different occupations such as what a police officer, doctor, nurse, teacher, dentist or a firefighter does. I can talk about occupations within my family.	I can explore collections of materials with similar and/or different properties. I can talk about the differences between materials and changes I notice.	I know how to plant seeds and care for growing plants. I can talk about how to care for a plant e.g (a plant needs water, sunlight)	I can explore and talk about different forces I can feel, such as pushing different objects down in water. I can talk about different countries in the world and the differences I have experienced or seen in photos.	I understand the need to respect and care for the natural environment and all living things. I know that there are different countries in the world. I can talk about the differences that I have either experienced, read about or seen in photos or media.
Nursery Knowledge	I know how to talk about what I see, using a wide vocabulary. I know my own life story and family history. I can talk	I know how to explore how things work. I know how to use all of my senses in hands-on exploration of natural materials.	I am interested in different occupations. I know my own life story and family history.	I know how to plant seeds and care for growing plants. I know and understand the key features of the life cycle of a plant.	I know and understand the need to respect and care for the natural environment and all living things. I know and understand	I am developing positive attitudes about the differences between people. I know that there are different	

	about who is in my family.				the key features of the life cycle of an animal.	countries in the world	
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Expressive Arts and Design							School Readiness
Nursery Skills	I can use an object to represent something else in my play, even though they are not similar. I know how to explore different materials freely. I can develop my ideas about how to use them and what to make.	I know how to explore Colour and colour mixing. I can talk about the changes. I know how to play instruments. I can play instruments to express my feelings and ideas.	I know how to join different materials and I can explore different textures.	I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I know how to explore Colour and colour mixing. I can talk about the colours that have changed to make new ones.	I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. I can use drawing to represent ideas like movement or loud noises.	I can play instruments with increasing control. I can play instruments to express my feelings and ideas. I can show different emotions in my drawings and paintings, like happiness and sadness.	I can explore different materials freely, in order to develop my ideas about how to use them and the different creations I can make. I know and can sing a few nursery rhymes and/or songs.

Nursery Knowledge	I know how to take part in simple pretend play. I know how to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	I know how to develop stories using small world equipment like animal sets, dolls and dolls houses etc. I can remember and sing entire songs.	I know how to develop my own ideas. I can decide which materials to use to express them. I know how to show good listening. I can listen with increased attention to sounds.	I can remember and sing entire songs. I can join in with actions to songs.	I know how to create my own songs. I can improvise a song around one I already know.	I know how to show good listening. I can listen with increased attention to sounds. I know how to express my thoughts and feelings when responding to sounds I have heard.	
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