

NURSERY Class: Long Term Plan – 2022-2023

This is an overview of the expected learning to be taught in Nursery during the academic year 2022/23.

	Autumn 1 Marvelous Me	Autumn 2 The Wonders of Our World.	Spring 1 Amazing Animals	Spring 2 Imagine That	Summer 1 Come Outside	Summer 2 Time to Travel
<p><u>Core Text</u> A bank of familiar text/ traditional tales will be shared daily at story time. This will enable them to orally re-tell popular text and stories independently.</p>	<p>Owl Babies My world your world Brown Bear, Brown Bear</p>	<p>Kipper’s Birthday Colour Monster The Three Bears</p>	<p>Dear Zoo Polar bear, Polar Bear Farmyard Hulabaloo</p>	<p>Little Explorers; When I grow up. The Gingerbread Man Where the Wild Things Are.</p>	<p>The very Hungry Caterpillar Jasper’s Beanstalk Oliver’s Vegetables</p>	<p>Bear Hunt The Train Ride Henry’s Map</p>
<p><u>Supplementary Texts and Nursery Rhymes</u></p>	<p>My Body-non fiction My Mum and dad make me laugh How do you make a rainbow? Farmer Duck Peter Rabbit</p> <p>Nursery Rhyme – head, Shoulders, Knees and Toes The Finger Family Wind the Bobbin Up</p>	<p>The Christmas Story Winnie the Witch Hats of faith Leaf man Little Glow</p> <p>Nursery Rhyme – Twinkle Twinkle Peas Porridge Hot</p>	<p>The Runaway Chapatti Mr Wolf’s Pancakes Spot Goes to the Farm David Attenborough – Little People big dreams So much</p> <p>Nursery Rhyme – Humpty Dumpty</p>	<p>Each, Peach, Pear, plum The Easter Story. People who help us story set. Follow your dreams little one Dream big, little one Think big, little one</p> <p>Nursery Rhyme – Hey Diddle Diddle</p>	<p>Oliver’s Fruit salad Ten Seeds Matisse’s Snail Snail Trail Bug Hotel. Nursery Rhyme – 5 Little Speckled Frogs Golden domes and silver lanterns</p>	<p>Transition – The Colour Monster Goes to School. Lulu’s First day Nursery Rhyme – Down at the Station Wheels on the Bus</p>

PSED

PSED is not specifically planned for in sequence across the year, however PSED Principles underpin daily classroom practice which ensures all aspect of developing PSED are covered. Observations and next steps are central to supporting the children in making relationships, managing self and developing self-regulation.

C&L

C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning and have a weighty focus on CLL. Observations, next steps and target setting support the development of individuals. Our curriculum is designed and built up on stories which means children are emerged in high quality text providing them with extensive opportunities to use and embed new words in a range of contexts. Intervention programmes such as Welcomm and differentiated group times are designs to support children who are not making expected progress.

MD

Maths is specifically planned for in sequence across the year, building on concepts then moving on to in-depth teaching of number. Use real life examples of amounts ie a fork "3 prongs"

	<p>Number and Place Value: Number songs Colours: Recognise and name colours in a variety of contexts. Say when object are/ are not the same colour. Match: Explore and match objects that are the same. Sort: Sort collections into sets based on attributes such as colour, size and shape. Vocabulary: size, same, different</p>	<p>Number and Place Value: Number songs Apply counting to 3 to Nursery routines. Compare amounts: Begin to understand collections can be more, the same or fewer than another set. Measurement : Understand objects can be compared and ordered according to size. Encourage language of big and little, small and large. (More specific can be used – tall, long, short) Pattern:</p>	<p>Number and Place Value: Number songs Apply counting to 5 to Nursery routines. Explore in depth the value of 1, then 2. Identify representations of 1 and 2. Subitise or count to find out how many and make their own collections. Begin to explore matching number names to quantities and numerals. Touch count different arrangements and understand cardinal principality.</p>	<p>Number and Place Value: Number songs Identify representations of 1,2, 3 and 4. Explore in depth the value of 3, then 4. Count on and back to 4. Subitise or count to find out how many and make their own collections. Begin to explore matching number names to quantities and numerals. Touch count different arrangements and understand cardinal principality. Shape:</p>	<p>Number and Place Value Number songs Identify representations of 1,2, 3, 4 and 5. Explore in depth the value of 4, then 5. Count on and back to 5. Represent 1-5 using marks, pictures and fingers. Composition and subitising of numbers up to 5. Addition and Subtraction: Understand the concept of more and less Understand that a group can be changed by</p>	<p>Number: Number songs Explore in depth the value of 5 and 5 in the environment. Count, find and represent 5 on a 5 frame and a numberline. Time: Order events in daily routines using first, next, then, last, day, night, morning, afternoon, before, after, today, tomorrow. Direction: 'Up, down, across.' Addition and Subtraction:</p>
--	---	--	--	--	--	--

		Copy, continue and create their own AB patterns.	<p>Shape: Explore, identify and talk about circles (link to number – 1 sided shape)</p> <p>Weight: Understand heavy and light. Explore comparisons of heavier and lighter objects. Use language heavy, heavier than, heaviest and light, lighter than and lightest.</p> <p>Position: Understand the concept and use the language of 'in, on, on top of, under, in front, behind, next to, in between.'</p>	Explore, identify and talk about triangles, squares and rectangles. (link to numbers – 3 sided and 4 sided shapes)	adding 1 more and taking 1 less. Begin to see the link between counting forwards and the 1 more patter and back and the 1 less pattern.	Counting on and back Finding a total 1 more/less Composition of numbers to 5 –link to first, then, now, using mathematical stories. Capacity: Explore empty, full and half full.
Vocabulary						
<p>Number: addition and subtraction: number, numeral. 0, 1, 2, 3, 4, 5, none, how many, count, count up/down/from/to/back, more, less, same, different, equal, altogether, subitise, first, last, value, 5 frame, numberline, sort</p> <p>Shape and Pattern: shape, pattern, flat, curved, straight, round, corners, sides, rectangle, square, triangle, circle, pattern, match, repeating, same, different, sort</p> <p>Measurement: measure, size, compare, sort, guess, enough, not enough, more, less, empty, full, half full, big (er, est), little, large(er, est), small(er, est), light(er, est), heavy (er, est), tall(er, est), short (er, est), days of the week, morning, afternoon, evening, day, night, lunch, first, next, then, now, last, before, after.</p> <p>Position and direction: in, on, on top of, under, over, behind, in front, through, outside, inside, up, down, across, forwards, backwards.</p>						
Phonics						
During the summer term the children ready for phase 2 phonics will also begin the RWInc programme at set 1.						

	Phase 1 Aspect 1 Environmental Sounds <i>Tuning into sounds</i> (auditory discrimination).	Phase 1 Aspect 2 - General Sound Discrimination - Instrumental Sounds. <i>Tuning into sounds</i>	Phase 1 Aspect 3 General Sound Discrimination - Body Percussion <i>(Also quick recap of Environmental sounds for class and</i>	Phase 1 Aspect 4 Rhyme and Rhythm <i>Listening and remembering Sounds</i> Intent: To increase awareness of words that	Phase 1 Aspect 5 Alliteration tuning into sounds. Intent: To develop understanding of alliteration.	Phase 1 Aspect 5 Alliteration - Talking about sounds Intent: To explore how different sounds are articulated, and to
--	---	---	---	--	--	---

	<p>Intent: To develop children's listening skills and awareness of sounds in the environment.</p> <p>Intent: Further development of vocabulary and children's identification and recollection of the difference between sounds.</p> <p>Talking about sounds (developing vocabulary and language comprehension).</p> <p>Intent: To make up simple sentences and talk in greater detail about sounds.</p>	<p>(auditory discrimination).</p> <p>Intent: Become more familiar with the language and sequence of Nursery rhymes.</p> <p>Intent: To experience and develop awareness of sounds made with instruments and noise makers.</p> <p>Phase 1 Aspect 2 Instrumental Sounds <i>Listening and remembering sounds</i> (auditory memory and sequencing).</p> <p>Intent: To listen to and appreciate the difference between sounds made with instruments.</p> <p>Phase 1 Aspect 2 Instrumental Sounds <i>Talking about sounds</i> (developing vocabulary and language comprehension).</p> <p>Intent: To use a wide vocabulary to talk about the sounds instruments make.</p>	<p><i>new starters to term 2 throughout the week).</i> <i>Tuning into sounds:</i></p> <p>Intent: To develop awareness of sounds and rhythms.</p> <p>Phase 1 Aspect 3 Body Percussion <i>Listening and remembering sounds.</i></p> <p>Intent: To distinguish between sounds and to remember patterns of sound and to distinguish musical instruments from voice sounds.</p> <p>Phase 1 Aspect 4 Rhyme and Rhythm <i>Tuning into sounds</i></p> <p>Intent: To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.</p> <p>Phase 1 Aspect 4 Rhyme and Rhythm <i>Tuning into sounds</i></p> <p>Intent: To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.</p>	<p>rhyme and to develop knowledge about rhyme.</p> <p>Rhyme and Rhythm <i>Talking about sounds</i></p> <p>Intent: To talk about words that rhyme and to produce rhyming words.</p> <p>Phase 1 Aspect 6 Voice sounds <i>Tuning into sounds:</i></p> <p>Intent: To distinguish between the differences in vocal sounds, (including oral blending and segmenting)</p> <p>Intent: Listening and remembering sounds To explore speech sounds.</p> <p>Intent: <i>Talking about Sounds</i> To talk about the different sounds that we can make with our voices.</p>	<p>Phase 1 Aspect 5 Alliteration Listening and remembering sounds</p> <p>Intent: To listen to sounds at the beginning of words and hear the differences between them.</p> <p>Phase 1 Aspect 5 Alliteration - Talking about sounds</p> <p>Intent: To explore how different sounds are articulated, and to extend understanding of alliteration and to generate words that begin with the same sound as the stimulus word.</p>	<p>extend understanding of alliteration and to generate words that begin with the same sound as the stimulus word.</p> <p>Phase 1 Aspect 7 Oral blending and segmenting <i>Listening and remembering sounds</i></p> <p>Intent: To listen to phonemes within words and to remember them in the order in which they occur.</p> <p>Phase 1 Aspect 7 Oral blending and segmenting <i>Talking about sounds</i></p> <p>Intent: To talk about the different phonemes that make up words.</p>
--	---	---	---	--	--	---

PD

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

UW

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary.

<p>UW</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>Children will have the opportunity to work scientifically throughout the year.</p>	<p>Make connections between the features of their family and other families - celebrate differences.</p> <p>Begin to make sense of their own life story and share photographs.</p> <p>Sequence family members by size – baby, child, adult</p> <p>Learn basic body parts.</p> <p>Develop positive attitudes between the differences between each other.</p> <p>Introduce Nursery Values – Kindness and Friendship.</p> <p>Introduce Nursery routines - Being a good friend, helping hands.</p> <p>Explore our environment and talk about where they live.</p> <p>Talk about their houses and the features.</p>	<p>Experience, observe and talk about changes in the environment (daily and through different seasons) including changes to trees and other plants, and changes in the weather our world.</p> <p>Celebrate different celebrations - Diwali, Christmas and Bonfire Night.</p> <p>Explore light and dark.</p> <p>Explore and identify differences in routine between day and night.</p> <p>To talk about special events that happens immediately to them</p> <p>Use simple words to talk about the passing of time – now, next, last night, today.</p> <p>Understand the significance of Remembrance day.</p> <p>Celebrate Nursery Rhyme week.</p>	<p>Experience, observe and talk about changes in the environment (daily and through different seasons) including changes to trees and other plants, and changes in the weather.</p> <p>Celebrate Shrove Tuesday.</p> <p>Investigate freezing and melting and explain what is happening.</p> <p>Know which clothes are suitable to wear in winter.</p>	<p>Identify people who help us in our lives.</p> <p>Show an interest in different occupations.</p> <p>Imagine what we could be when we are grown up.</p> <p>Talk about the Physical features of our school, Roe Lee Park.</p>	<p>Experience, observe and talk about changes in the environment (daily and through different seasons) including changes to trees and other plants, and changes in the weather our world.</p> <p>Explore change in living things – life cycle of caterpillars.</p> <p>Experience, observe and talk about plants including growing and caring for plants.</p> <p>Explore and discuss healthy and unhealthy foods.</p> <p>Experience, observe and talk about animals and their babies and the importance of caring for animals.</p> <p>Talk about and share experiences of recent and upcoming events.</p> <p>Talk about and share family celebrations and events.</p> <p>Experience and find out where different fruit and vegetables come from.</p>	<p>Experience, observe and talk about changes in the environment (daily and through different seasons) including changes to trees and other plants, and changes in the weather our world.</p> <p>Investigate mechanical toys.</p> <p>Investigate floating and sinking.</p> <p>Discuss how they got to school and what mode of transport they used.</p> <p>Explore three modes of transport – sea, air and ground.</p> <p>Explore simple map making.</p> <p>Use BeeBots to explore directional language.</p> <p>Experience and explore different small world models. Use simple words to describe the passing of time. Explore simple timelines</p>
--	--	--	---	---	---	--

EAD

EAD is not planned in sequence across the year, however there are opportunities within topics for skills to be developed, both independently and adult led. Children will have opportunities to deepen and transfer their skills throughout the year. Children will be encouraged to explore materials/ resources finding out what they are/what they can do, and decide how then they want to use them.

Drama will be covered through storytelling and imaginative play in Continuous Provision as well as performing for a large audience at Christmas time.

The children will explore poetry throughout the year using The Poetry Basket Programme.

Music will be covered through the school's Music scheme, Continuous Provision opportunities as well as daily rhyme time.

	<p>Colour: Experiencing using colours – to ensure they know their names. Adults to support and encourage children to represent their observations, ideas, thoughts and feelings through the resources available. Explore painting as a sensory process using hands and fingers to create marks and mix colours.</p> <p>Drawing: Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?) Independently access a range of media, materials and tools presented in different ways, in different contexts, with opportunities for open ended exploration.</p> <p>Texture and form: Observe, explore and experiment how specific</p>	<p>Colour: Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers Adults to support and encourage children to represent their observations, ideas, thoughts and feelings through the resources available. Explore painting as a sensory process using hands and fingers to create marks and mix colours.</p> <p>Drawing: Independently access a range of media, materials and tools presented in different ways, in different contexts, with opportunities for open ended exploration.</p> <p>Texture and form: Observe explore and experiment, how specific materials/tools can be used (safely), and opportunities to be taught specific skills and</p>	<p>Colour: Explore painting as a sensory process using hands and fingers to create marks and mix colours.</p> <p>Drawing: Adults to support and encourage children to represent their observations, ideas, thoughts and feelings through the resources available. Explore a variety of different textures, using the correct language to describe them. Independently access a range of media, materials and tools presented in different ways, in different contexts, with opportunities for open ended exploration.</p> <p>Texture and form: Observe, explore and experiment how specific materials/tools can be used (safely), and opportunities to be taught specific skills and</p>	<p>Colour: Explore painting as a sensory process using hands and fingers to create marks and mix colours.</p> <p>Drawing: Explore and experiment freely with a range of tools, materials and techniques in 2D and 3D through drawing, painting, sculpture. Adults to support and encourage children to represent their observations, ideas, thoughts and feelings through the resources available. Independently access a range of media, materials and tools presented in different ways, in different contexts, with opportunities for open ended exploration. Explore and experiment freely with a range of tools, materials and techniques in 2D and 3D through drawing, painting, sculpture.</p>	<p>Colour: Adults to support and encourage children to represent their observations, ideas, thoughts and feelings through the resources available. Explore painting as a sensory process using hands and fingers to create marks and mix colours.</p> <p>Drawing: Independently access a range of media, materials and tools presented in different ways, in different contexts, with opportunities for open ended exploration. Offer opportunities to explore scale. Suggestions: - long strips of wallpaper - child size boxes - different surfaces to work on e.g. paving, floor, tab</p> <p>Texture and form: Observe, explore and experiment how specific materials/tools can be</p>	<p>Colour: Explore colour and colour mixing. Play instruments with increasing control. Remember and rehearse songs, poems and nursery rhymes. Explore painting as a sensory process using hands and fingers to create marks and mix colours. Discuss the differences between colours to explore and refine their colour mixing – for example: "How does blue become green?"</p> <p>Drawing: Independently access a range of media, materials and tools presented in different ways, in different contexts, with opportunities for open ended exploration. Draw with increasing complexity.</p> <p>Texture and form: Observe explore and experiment, how</p>
--	--	--	---	---	--	--

	<p>materials/tools can be used (safely), and opportunities to be taught specific skills and techniques for drawing, painting, collage, sculpture, etc</p> <p>Experience and explore the world around them (including the natural world) using their senses, with opportunities to talk about what they see, hear, feel and smell.</p> <p>Handle, feel and manipulate materials.</p>	<p>techniques for drawing, painting, collage, sculpture, etc</p> <p>Creates simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Handle, feel and manipulate materials.</p> <p>Impress and apply simple decoration to malleable materials.</p> <p>Pattern and Printing:</p> <p>Explore taking prints from objects: leaf, hand, feet, junk, bark, modelling clay etc.</p> <p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns.</p> <p>Explore printing as an introduction to 'pattern' using a repetitive image and make their own patterns using different media and materials.</p> <p>Develop simple patterns by using objects.</p>	<p>techniques for drawing, painting, collage, sculpture, etc</p> <p>Explore a variety of different textures, using the correct language to describe them.</p> <p>Handle, feel and manipulate materials.</p>	<p>Encourage children to draw from their imagination and observation.</p> <p>Texture and form:</p> <p>Observe, explore and experiment how specific materials/tools can be used (safely), and opportunities to be taught specific skills and techniques for drawing, painting, collage, sculpture, etc</p> <p>Handle, feel and manipulate materials.</p> <p>Construct and build from simple objects</p> <p>Investigate a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures.</p>	<p>used (safely), and opportunities to be taught specific skills and techniques for drawing, painting, collage, sculpture, etc</p> <p>Handle, feel and manipulate materials.</p> <p>Pattern and Printing:</p> <p>Explore simple symmetry – folding painted butterflies</p> <p>Artist Study:</p> <p>Introduce children to the work of artists from across times and cultures.</p> <p>Creating art pieces with fruit in the style of Arcimboldo.</p>	<p>specific materials/tools can be used (safely), and opportunities to be taught specific skills and techniques for drawing, painting, collage, sculpture, etc</p> <p>Handle, feel and manipulate materials.</p> <p>Pattern and Printing:</p> <p>Explore the word through 'real' experiences, visits, objects, artefacts, photographs and video clips with opportunities to talk about features, including colours, textures, shapes, size, patterns.</p>
--	---	--	---	---	--	--