

# ST CLARE'S NURSERY CURRICULUM

2021-2022 (YEAR B)



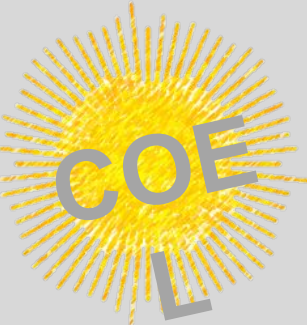



# NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>GENERAL THEMES</b>            NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING &amp; BEHAVIOUR FOR LEARNING</p>	<p><b>ALL ABOUT ME!</b>            Starting school / my new class / New Beginnings            Superheroes            People who help us / Careers            Staying healthy / Food / Human body            How have I changed?            My family / PSED focus            What am I good at?            How do I make others feel?            Being kind / staying safe</p>	<p><b>WHERE WE LIVE</b>            Exploring natural changes in the environment (snow and ice)            Christmas Traditions            Celebrations around the world - Diwali, Hanukkah            Guy Fawkes - Bonfire Night and Firework Safety            Similarities and Differences of places, living things etc.</p>	<p><b>TERRIFIC TALES</b>            Traditional Tales            Little Red Hen - Harvest            Old favourites            Familiar tales            Library visits            Gingerbread Man            Cinderella</p>	<p><b>TICKET TO RIDE</b>            Around the Town            How do I get there?            Where in the world have you been?            Where do we live in the UK / world?            Fly me to the moon!            Vehicles past and Present            Design your own transport!            Who was Neil Armstrong?            Comparing where we live to other places in the world</p>	<p><b>COME OUTSIDE</b>            Plants &amp; Flowers            Weather / seasons            Does the moon shine?            The great outdoors            Forest School            Planting seeds            Make a sculpture: Andy Goldsworthy            Reduce, Reuse &amp; Recycle            Fun Science / Materials</p>	<p><b>FUN AT THE SEASIDE!</b>            Under the sea            Off on holiday / clothes            Where in the world shall we go?            Send me a postcard!            Marine life            Fossils – Mary Anning            Seasides in the past            Compare: Now and then!            Seaside art</p>
<p><b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b></p>	<p>Owl Babies            Once there were Giants            Stick Man            The Smartest Giant            The Colour Monster            The Rainbow Fish            Funny Bones            The Big Book of Families            Pete the Cat</p>	<p>The house that Jack built            All kinds of homes: a lift the flap book            Two homes            Welcome Home, Bear            Look where we live!            Five Little Rockets - Nursery Rhyme            Bonfire Night Safety Song            Celebrations around the World</p>	<p>Goldilocks            Farmer Duck            Hansel &amp; Gretel            The Ugly Duckling            Rama and Sita</p>	<p>The Snail and the Whale            The Way back Home            The Naughty Bus            Mr. Gumpy's Outing            The Train Ride            Bob, The Man on the Moon            Beegu            Oi! Get off my train!</p>	<p>The Tiny Seed            Oliver's Vegetables            Jack and the Beanstalk            One Plastic Bag            Jasper's Beanstalk            Tree, Seasons come and seasons go            A stroll through the seasons</p>	<p>Lighthouse Keeper's Lunch            Under the Sea Non – Fiction            P is for Passport            The Journey            Zoom            Passport to Paris            World Atlases            Tiddler</p>
<p><b>'WOW' MOMENTS / ENRICHMENT WEEKS</b></p>	<p>Autumn Trail            Remembrance Day            Nurse / Firefighter visit            Harvest Time            Birthdays            Favourite Songs            Talent show            Roald Dahl Day            Halloween            What do I want to be when I grow up? Video for parents.</p>	<p>Bonfire Night            Diwali            Remembrance Day            Advent            Walking to the Post Box to deliver a letter to Santa            Christmas            Nativity Performance            Changes of weather and in the natural environment (exploring snow and ice)</p>	<p>Chinese New Year            LENT            Story Telling Week            Random Acts of Kindness Week            Valentine's Day            Internet Safety Day</p>	<p>Post a letter            Food tasting – different cultures            Map work - Find the Treasure            Start of Ramadan            Eid            D-Day            Let's fly - Role play and Green Screen</p>	<p>Walk to the park / Picnic            Planting seeds            Weather experiments            Weather Forecast videos            Nature Scavenger Hunt            Vincent Van Gogh Study            Mother's Day            Queen's Birthday            Science Week</p>	<p>Visit to the beach            Under the Sea – singing songs and sea shanties            Fossil hunting            Father's Day            Healthy Eating Week            World Environment Day            Anniversary of the NHS            Pirate Day            Ice – Cream at the park</p>



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 	<b>Characteristics of Effective Learning</b>					
	<p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At St Clare’s Catholic Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>						

*We will encourage children’s independence and decision-making, supporting them to learn through their mistakes.*



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OUR VALUES ASSEMBLIES / SHARING CIRCLES	<p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>Entry to Nursery Assessments BLAST</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments</p>	<p>EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings</p>	<p>Cluster moderation Trust moderation EYFS team meetings</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings EOY data</p>
PARENTAL INVOLVEMENT	<p>Parents Evening Harvest Assembly Home / School Agreement Proud Clouds Phonics workshop</p>	<p>Proud Clouds Nativity Maths workshop Parents Evening Book at Bedtime</p>	<p>Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show!</p>	<p>Proud Clouds Parents Evening Art workshop / Gallery Share a story</p>	<p>Proud Clouds Share a story Maths Morning – Look how far we have come!</p>	<p>Proud Clouds Share a story Parents Evening Parent’s Picnic</p>



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COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	<p>Listening to and join in with stories, rhymes, songs; Responding and giving attention; Follow simple instructions—two key words; BLAST Listening to and join in with stories, rhymes, songs; Responding and giving attention; Follow simple instructions—two key words; BLAST</p> <p>Concepts; Understanding questions who, what, where; Concept cat stories; BLAST Concepts; Understanding questions who, what, where; Concept cat stories; BLAST</p> <p>Use simple sentences with 3-4 words to talk about what I am doing or what is happening ; When talking with adult talk about lots of different things – what I am doing, what I like or what I have done; Use objects and gestures to help me explain what I mean when I am talking; Beginning to use word endings, such as “I am going” instead of “I go” and plurals, such as “babies” when talking about more than one object or person. Talk about a recent event or what currently doing; Use talk in my play to organise; Linking words together in the start of a sentence</p>	<p>Listen to rhymes and stories and guess what happens next ; Longer stories joining in on familiar or repeating parts; Listen when others are speaking; Respond appropriately when spoken to; BLAST Listen to rhymes and stories and guess what happens next ; Longer stories joining in on familiar or repeating parts; Listen when others are speaking; Respond appropriately when spoken to; BLAST Understanding ‘why’ and ‘how’ questions in relation to investigations ; Concept cat stories; BLAST Understanding ‘why’ and ‘how’ questions in relation to investigations ; Concept cat stories; BLAST</p> <p>Ask lots of questions; Answer questions; Use language to pretend when playing ; Use longer sentences; Expressing opinions; Developing sentences; Extending vocabulary—story and scientific</p>	<p>To stop and listen to an adult when they are speaking when playing; Start a conversation take it in turns to speak; Listen and join in with stories, songs and rhymes; BLAST To stop and listen to an adult when they are speaking when playing; Start a conversation take it in turns to speak; Listen and join in with stories, songs and rhymes; BLAST</p> <p>Understanding positional language; Understand why questions; Understand 3 key words instructions; Concept cat stories; BLAST Understanding positional language; Understand why questions; Understand 3 key words instructions; Concept cat stories; BLAST</p> <p>Sometimes talk like a grown up to make myself clear; Use lots of words about things that interest them—learn new words rapidly; Joining in with conversation; Using sentences to explain, describe, recount and retell; Using sentences of 4-6 words; Using connectives to link sentences together Sometimes talk like a grown up to make myself clear; Use lots of words about things that interest them—learn new words rapidly; Joining in with conversation; Using sentences to explain, describe, recount and retell; Using sentences of 4-6 words; Using connectives to link sentences together</p>			
DAILY STORY TIME						



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
MANAGING SELF	<p>Making friends; Relationships with staff; Learning names; Enjoying the company of other children; Playing with others extending and elaborating on play Making friends; Relationships with staff; Learning names; Enjoying the company of other children; Playing with others extending and elaborating on play</p> <p>Express a range of emotions; Using resources, exploring areas, engaging in activities; “Please help”, sharing, taking turns Express a range of emotions; Using resources, exploring areas, engaging in activities; “Please help”, sharing, taking turns</p> <p>Class Charter; Rules, routines and boundaries; Learning about respect– create a sense of community; encourage confidence in new situations and when separating from carers; Hand washing; Toilet routines; Toilet training; Safe use of equipment; Putting own coat on; putting on and taking off shoes/wellies; Tidying up Class Charter; Rules, routines and boundaries; Learning about respect– create a sense of community; encourage confidence in new situations and when separating from carers; Hand washing; Toilet routines; Toilet training; Safe use of equipment; Putting own coat on; putting on and taking off shoes/wellies; Tidying up</p>		<p>Maintaining relationships; Playing and talking together; Overcoming conflicts—using “words” ; Talk about feelings; Building confidence in social situations Maintaining relationships; Playing and talking together; Overcoming conflicts—using “words” ; Talk about feelings; Building confidence in social situations</p> <p>Talking about feelings; Developing resilience and responsibility; Following rules without always requiring adult support; Trying new things Talking about feelings; Developing resilience and responsibility; Following rules without always requiring adult support; Trying new things</p> <p>Honesty; Confidence with new people; Developing appropriate ways to be assertive; Carrying equipment safely; Observe effects of activity</p> <p>Honesty; Confidence with new people; Developing appropriate ways to be assertive; Carrying equipment safely; Observe effects of activity</p>		<p>Resolving conflicts; Playing co-operatively; Understand others feelings Resolving conflicts; Playing co-operatively; Understand others feelings</p> <p>How are we special? Where do we fit in? Transition in to school; Respect, Resilience and Responsibility How are we special? Where do we fit in? Transition in to school; Respect, Resilience and Responsibility</p> <p>Learning different behaviours for different situations; Transition in to school; Being healthy Learning different behaviours for different situations; Transition in to school; Being healthy</p>	
SELF - REGULATION	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> </ul>					
LINK TO BEHAVIOUR FOR LEARNING	<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p>					



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PHYSICAL DEVELOPMENT	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
FINE MOTOR	Moving freely; Developing gross motor movements (lines and circles); Wrapping presents; Decorating the Christmas tree; Ring games; Parachute games , Climbing confidently; Running, jumping, Climb stairs using alternate feet; Squiggle and Wiggle; Standing on one foot; Walking on tip toe; Throwing balls; Ride a tri-cycle or ride on toy using pedals and turning wide corners Moving freely; Developing gross motor movements (lines and circles); Wrapping presents; Decorating the Christmas tree; Ring games; Parachute games , Climbing confidently; Running, jumping, Climb stairs using alternate feet; Squiggle and Wiggle; Standing on one foot; Walking on tip toe; Throwing balls; Ride a tri-cycle or ride on toy using pedals and turning wide corners		Ball skills; Decide how to match movements to the task e.g. run to play chase, crawl through a tunnel, etc.; Squiggle and Wiggle; Running around obstacles; Run on tiptoe; Catching a bounced ball; Balance on one foot for three to four seconds; Climbing ladders		Squiggle and Wiggle; Ride a tricycle skilfully; Bouncing a ball, Throwing a ball accurately; Kicking a ball whilst running; Hopping a few paces on one foot; Moving forwards and backwards;	
GROSS MOTOR	Scissor skills-snipping, Carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.) ; Disco Dough; Turning pages one-by one; Build a tower of five or six bricks; Make vertical, horizontal and circular marks; Thread cotton reels or big beads; Hold a pencil or pen and scribble freely; Painting with wrist actions; Pouring and filling using two containers; Draw a person on request with head and face usually no body; Completing form board puzzles with up to six pieces; Close fist and wiggle thumb with both hands		Holding a pencil; Name writing– copy name Scissor skills-cutting lines; Disco Dough; Manipulating dough to make balls and snakes; Completing jigsaws with three or four pieces; Carrying a container of water without spilling it; Paint freely with an idea in mind; Draw a person on request with head, legs and body; Hands together at bottom of palm and touch each finger to one another		Letter shape families; Scissor skills-following line and cutting out; Disco Dough; Paint and draw freely; Building structures with boxes; Write one or two letters independently usually from my name; Write name independently; Copy the letters X, V, T, H, O; Spread hand and bring thumb to each finger in turn with both hands	
WEEKLY YOGA LESSON	<p>From Development Matters 20’:</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>					

Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES



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LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION DEVELOPING A PASSION FOR READING	<p>Children will listen to stories and be able to remember parts of what happens. They will begin to use vocabulary linked to stories (once upon a time, a long time ago, then, next). Children will learn new songs and rhymes Class teacher to use progression of Nursery Rhyme document</p> <p>Children share books regularly and discuss their ideas and respond to the story. Children listen and share simple picture books with an emphasis given to growing new vocabulary by naming what they can see in the picture.</p>	<p>Books are chosen specifically for vocabulary - new vocabulary is explicitly taught to children (forest, roar, invitation etc.)</p> <p>Children discuss books and compare them to their lives looking at similarities and differences Children can answer questions based on what has been read to them</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>			
WORD READING Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	<p>The children will develop an understanding of general sound discrimination. They will be able to identify everyday sounds. they will begin to use a wider range of vocabulary.</p> <p>Phase1: Aspect 1 – Letters and Sounds General Sound Discrimination Environmental Sounds</p> <p>Environmental sounds; Instrumental sounds</p>	<p>Rhythm and Rhyme</p>	<p>Alliteration; Voice sounds; Oral blending Alliteration; Voice sounds; Oral blending</p>			





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WRITING	<p><b>Texts as a Stimulus:</b> Nursery Rhymes</p> <p>Giraffes cant Dance (Wishing tale) – Create an I wish picture / make marks</p> <p>Story scribing</p> <p>Drawing and mark making—talking about our own work</p> <p>mark making, large scale sensory play, large brushes and water</p>	<p><b>Texts as a Stimulus:</b> Nursery Rhymes</p> <p>Welcome Home, Bear</p> <p>Drawing and mark making - talking about our own work</p> <p>Letter Formation</p> <p>mark making, large scale sensory play, large brushes and water</p>	<p><b>Texts as a Stimulus:</b> The Little Red Hen (T4W)</p> <p>The Three Billy Goats Gruff (T4W)</p> <p>Story scribing</p> <p>Drawing and mark making—talking about our own work</p> <p>Writing own name</p> <p>mark making, playground chalk, smaller brushes, pencils, felt pens</p>	<p><b>Texts as a Stimulus:</b></p> <p>Story scribing</p> <p>Drawing and mark making—talking about our own work</p> <p>Writing own name</p> <p>mark making, clipboards, boards, notepads, pencils, crayons, chalk, pens</p>	<p><b>Texts as a Stimulus</b></p> <p>Story scribing</p> <p>Drawing and mark making—talking about our own work</p> <p>Writing own name; Write familiar letters</p> <p>:</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling</p>	<p><b>Texts as a Stimulus:</b></p> <p>Story scribing</p> <p>Drawing and mark making—talking about our own work</p> <p>Writing own name; Write familiar letters</p>
<p>TFW USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p> <p>Only ask children to write once they have mastered a pencil grip through the use of gross and fine motor activities.</p>						
<p>As all children start dates are different in Nursery and their start date will depend on their birthday, all children will be encouraged to mark make and write in all areas of the setting. Children will use their self registration and name cards to recognise the letters that are in their name. They will be supported in beginning to form the letters in their name once they have mastered their pencil grip and show an interest in writing. Lots of different stimuli will be used across the year to engage children in the writing process.</p>						



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GENERAL THEMES	ALL ABOUT ME	WHERE WE LIVE	TERRIFIC TALES	TICKET TO RIDE	COME OUTSIDE	FUN AT THE SEASIDE
MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, ‘<b>have a go</b>’, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b><u>Number</u></b> Counting songs Reciting numbers to 10 ; Using number names in play ; Representing numbers with fingers Counting songs Subitise 1-6 Comparing groups of objects Using number names in play ; Representing numbers with fingers</p> <p><b><u>Shape and Space</u></b> Jigsaws/puzzles ; Size (link to concepts) ; Building/playing with shapes Jigsaws/puzzles ; Size (link to concepts) ; Building/playing with shapes combining shapes to make new shapes Categorise everyday objects on their shape Talk about and compare shapes (2D and 3D)</p>	<p><b><u>Number</u></b> Counting and comparing Number recognition Representing numbers with marks/pictures Number problems Numbers in the environment ; Counting actions Counting and comparing Number recognition Representing numbers with marks/pictures Number problems Numbers in the environment ; Counting actions</p> <p><b><u>Pattern and Positional Language</u></b> Patterns Shape arrangement and talking about shapes ; Measuring and comparing ; Shapes in the environment ; Vocabulary development (round, tall)</p>	<p><b><u>Number</u></b> Counting and comparing Number recognition Counting and matching to numeral Estimating Number problems Counting and comparing Number recognition Counting and matching to numeral Estimating Number problems</p> <p><b><u>Shape, Space and Measure</u></b> Positional language Mathematical names for shapes Selecting shapes Positional language Mathematical names for shapes Selecting shapes</p>			



# NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	WHERE WE LIVE	TERRIFIC TALES	TICKET TO RIDE	COME OUTSIDE	FUN AT THE SEASIDE!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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 will support later reading comprehension.</p>					
CELEBRATE AND VALUE CULTURAL, RELIGIOUS AND COMMUNITY EVENTS & EXPERIENCES	<ul style="list-style-type: none"> <li>Spend time looking at photos and memories - children talk about their life so far and what they can remember,/what they have been told.</li> <li>Discuss and talk positively about different appearances – children make a model of themselves using mirrors. Introduce the word unique and talk about how everyone in God's world is special.</li> <li>Talk about family traditions in the run up to Christmas and at Halloween. How does your family celebrate?</li> <li>Talk about families and the jobs they do and then talk about other occupations - different visitors into school to talk about their job. Can children articulate the job their parents do or someone in their family does?</li> <li>In the run up to Halloween introduce pumpkins, Make pumpkin soup with children</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen</li> <li>Use Google earth to locate school and Acklam on a map – talk about the place we live. Do children know where they live? How do they get to school? What is near their house?</li> <li>Locate school areas on an aerial map</li> <li>Look at the different materials famous in the part of the world we live in.</li> <li>Investigate different materials – what can you do to different materials? Are they all the same? Wood, elastic, metal etc.</li> </ul>	<ul style="list-style-type: none"> <li>Share different cultures versions of famous fairy tales.</li> <li>Discuss differences in other characters in books and then relate this to themselves. How are you different and unique? How are your families different?</li> <li>Stranger danger – link to little red riding hood and other traditional tales</li> <li>Using the ginger bread man as stimuli, make different biscuits. Children work as a team to weigh and combine the different ingredients and talk about the method</li> </ul>	<ul style="list-style-type: none"> <li>Use role play and small world equipment to explore how different things work – relate to transport etc.</li> <li>Look at where we live on a map and then discover other places in our country. Can children name any of them? How would you travel there? What did you do there?</li> <li>Children share pictures of their home and discuss how each home is different – talk about what their favourite part of their home is, Compare this with homes in a different country. Do they look alike?</li> <li>Take an aeroplane ride over the world (green screen and aeroplane set up in hall) ask children what they can see?</li> <li>Compare and contrast and look at food from another place in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Children will have hands on experiences with the outside world – they will use their senses as they go on a walk of the environment, discussing what they find</li> <li>Plant seeds and bulbs and observe what happens over time. Children look after the plants and make sure they get enough water etc. Plant vegetables so children see them from a seed to something they can eat</li> <li>As a class look after the school chickens. Look closely at the life cycle of chickens and other animals including butterflies and frogs.</li> <li>Explore different materials outside the classroom: bark, leaves and seeds, rocks etc. what do they notice?</li> <li>Children make fruit salad after looking at where fruit comes from and how it grows.</li> <li>KEY VOCABULARY</li> </ul>	<p>Children will go on a trip to the beach. They will investigate throughout the half term different materials</p> <p>Investigate different forces looking closely at what happens to boats in water (sinking and floating, what happens to water when you push the boat under)</p> <p>Discuss favourite activities to do at the beach. Talk about ice creams. What happens if you don't eat them fast enough... investigate with ice cubes – what makes the ice cube melt the fastest/slowest?</p>
	<p>Which stories are special and why?</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why?</p> <p>Diwali Hannukah Christmas</p>	<p>What places are special and why?</p> <p>Epiphany Ash Wednesday / Shrove Tuesday</p>	<p>What times are special and why?</p> <p>Holi Palm Sunday Passover Easter</p>	<p>Being special: where do we belong?</p> <p>Eid Shavuot</p>	<p>What is special about our world?</p> <p>Summer Solstice</p>



# NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	WHERE WE LIVE	TERRIFIC TALES	TICKET TO RIDE	COME OUTSIDE	FUN AT THE SEASIDE!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<ul style="list-style-type: none"> <li>• Role play – home corner?</li> <li>• Children will take on a role within the play and work as a group, modelled by practitioners</li> <li>• Draw a picture of themselves, adding their different features,</li> </ul> <p>Talk about feelings – and their colours (colour monster) paint their feelings. How do we get other colours. Colour mix to make new colours and give the colour a feeling</p>	<ul style="list-style-type: none"> <li>• Role Play Party's and Celebrations Role Play of The Nativity</li> <li>• Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</li> <li>• Small world try of the place we live. What does it look like. What do we need?</li> <li>• Junk model houses and where they live. Can children join boxes together to create?</li> </ul>	<ul style="list-style-type: none"> <li>• Role play a traditional tale</li> <li>• Making lanterns, Chinese writing, puppet making, Chinese music and composition</li> <li>• Use wallpaper strips to retell familiar stories (t4W)</li> <li>• Make houses for the three little pigs, collecting a range of different materials suitable</li> <li>• Create a bridge for the billy goats to cross over, test the bridge. Will it hold weight?</li> </ul>	<ul style="list-style-type: none"> <li>• Role play – transport?</li> <li>• Use the playground to create machines for travelling</li> <li>• Children learn songs from different places</li> </ul>	<ul style="list-style-type: none"> <li>• Role play – flower/plant shop?</li> <li>• Mother's Day crafts Easter crafts Home Corner role play</li> </ul>	<ul style="list-style-type: none"> <li>• Role play – ice cream shop</li> <li>• Father's day crafts</li> </ul>



# NURSERY LONG TERM PLAN 21-22

## END OF NURSERY CHECKPOINTS - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*