

Nursery Long Term Plan

2022-2023

West Road Primary Academy Mission

TO LEARN, TO GROW, TOGETHER.....

- At West Road Primary, children are at the heart of everything we do.
- We know that education ensures choice, choice creates opportunity – education, choice and opportunity are the keys to unlock a limitless future for every young person.
- We offer an irresistible invitation to learning – an exciting, lifelong adventure.
- We turn mirrors into windows.
- We will inspire – the child who loves learning has everything within their reach.

At West Road we ...

In partnership with parents, governors and the wider community, staff and pupils ensure a welcoming, caring, safe and secure environment and to ensure a learning culture of continuous challenge and high expectations.

Ensure that the academic and personal. development, is of the highest possible standard

Ensure teaching and learning of the highest quality.

Deliver a stimulating, creative and enriched curriculum for all children.

Enable young people to think for themselves, to take responsibility for decision making and to become independent, critical thinkers, developing skills necessary for succeeding in an ever-changing world.

Raise the confidence, self-esteem and sense of self-worth of every learner through celebration of all achievements.

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Early Years Intent Statement

At West Road Primary Academy, we put children at the heart of everything we do. Our Early Years curriculum is designed specifically to allow children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. Our curriculum is based upon the Knowledge Schools Trusts *Primary Knowledge Curriculum*. This is a carefully sequenced knowledge-rich curriculum which aims to inspire, promote excellent outcomes and unlock a future of potential for **all** our young children.

At West Road we recognise the importance of giving our children the best possible start to their education. From the moment they enter our Early Years provision we strive to develop their characteristics to become effective, happy and self-motivated learners. We know that our children enter the world of education with varied life experiences and language, and we develop a whole range of teaching and learning opportunities accordingly to address this. We believe all our children need a rich curriculum that offers a range of experiences to inspire awe and wonder, and develop their knowledge and skills, both indoors, outdoors and in the wider community.

Our provision is purposefully developed to support the children in their learning journey, investing in their interests and developing their skills as they play and learn. The provision offers a whole range of experiences and areas, supplemented with quality purposeful resources and adult support. Through our skills based provision we create the spaces that build on the children's knowledge and feelings of confidence, security and accomplishment. We support and scaffold their learning forward, and develop their skills accordingly.

It is our intention to develop our children as lifelong learners through supporting and developing;


- their wellbeing and characteristics to be effective learners
- their recognition of personal goals through challenge, ambition and reflection
- their powers of self-regulation and resilience
- their vocabulary and language skills that will be necessary for them to thrive in the future that awaits them.

Within the Early Years we work heavily in partnership with the children and their families/carers. We believe that in supporting, educating and working alongside the adults in the children's lives unlocks further potential for the development of our children, both educationally and personally.

By the end of the Reception year our intent is to ensure that all the children make at least good progress from their starting points and that they are equipped with the skills and knowledge to have a smooth transition into year 1.

*Our EYFS curriculum is developed from the **Primary Knowledge Curriculum (PKC)** and it has been made specific to our children, their families and the communities.*

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	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2												
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<p style="text-align: center;"><u>Our School Drivers</u></p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Cultural capital</td> <td style="text-align: center;">Language</td> <td style="text-align: center;">Aspiration</td> <td style="text-align: center;">Powerful knowledge</td> </tr> </table>							Cultural capital	Language	Aspiration	Powerful knowledge								
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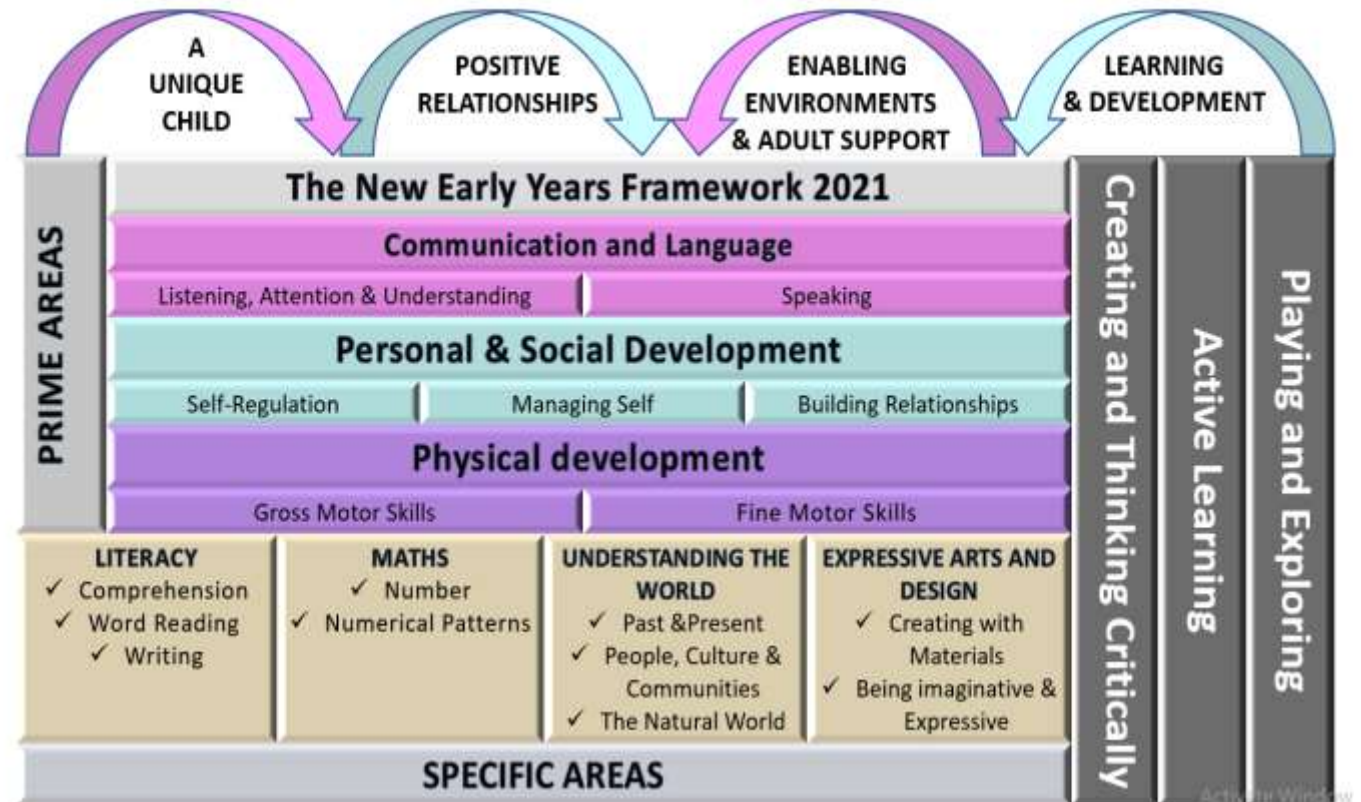
The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.

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“Children have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we inspire to provide high quality interactions in order to develop and deepen the children’s learning opportunities and skills. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.” West Road EYFS Team

“We understand and appreciate the importance of the outdoor environment for our children. It supplements our indoor provision and it is used at every opportunity. At West Road, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication and language is vital to successful progress and development. We greatly value the relationship that we develop with parents and carers to support our children’s learning.” West Road EYFS Team.

*Our EYFS curriculum is developed from the **Primary Knowledge Curriculum (PKC)** and it has been made specific to our children, their families and the communities.*



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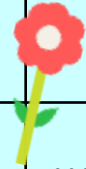
Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2

General Themes

NB: These themes may be adapted at various points to allow for children's interests to flow through the provision

This term we will be learning all about me and the world around me.

We will be learning about journeys and different types of transport.

We will be learning about astronauts and space.

We will be learning about plants and how they grow.

We will be learning about different Royal figures from history and the traditions around a coronation.

Looking at myths. Comparisons with past and present. Olympics, famous historical people. Floating and sinking.

'Wow' moments

Enrichments

Trips

Nurse / Firefighter /police visit
Harvest Time
Christenings
Birthdays
Talent show
Halloween
What do I want to be ?

Autumn Trail
(Jenny's Woods)

Guy Fawkes / Bonfire Night
Christmas Time / Nativity
Diwali
Hannukah
Remembrance day
Road Safety
Children in Need
Anti- Bullying

Police/firefighter visit
Lollipop person visit

Chinese New Year
LENT
Story Telling
Random Acts of Kindness
Week 17th Feb
Valentine's Day
Internet Safety 8th Feb

Winter Trail

Planting seeds
Nature Scavenger Hunt
Mother's Day Queen's
Birthday
St Georges Day
Science Week
Eater / Egg Hunt tradition

Spring Trail








Chicks
Start of Ramadan
D-Day 6th June 1944
Royal week

Caterpillars to hatch







Real life heroes visit
Eid
Father's Day
World Environment Day
Anniversary of the NHS
Greek WOW Day

Summer Trail

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	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
<u>General Themes</u>						
 <p>Over Arching Principles</p>	<p style="text-align: center;">Characteristics of Effective Teaching and Learning</p> <p>Playing and exploring: - 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>Active learning: - 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>Creating and thinking critically: - 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 style="text-align: center;"><u>Our Characteristics of Effective Teaching and learning:</u></p> <p style="text-align: center;"> Spiderman for Improve Buzz light year for challenge Moana for being proud Elmer for pretending and imagination Paw Patrol for keep trying Go Jettters for exploring PJ Masks for don’t give up </p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & 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>Enabling environments: 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>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At West Road Primary Academy, 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 and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. 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> <p><i>EYFS Team</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

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	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
General Themes						
Our Values <i>Assemblies / Sharing Circles</i>	<p>Mutual respect 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>Mutual Tolerance 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>Rule of law 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>Individual liberty 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>Democracy 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>Recap all British Values 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>New Starters Baseline assessments Ongoing observations and assessments. Phonics assessments ongoing. Baseline on Otrack</p>	<p>On going assessments Parents meetings and assertive monitoring report Phonics phase assessments. Midterm Assessments In house / MAT moderation</p>	<p>New Starters Baseline assessments Ongoing observations and assessments. Phonics assessments ongoing. In house / MAT moderation</p>	<p>On going assessments Parents meetings and assertive monitoring report Phonics phase assessments. Midterm Assessments In house / MAT moderation</p>	<p>New Starters Baseline assessments Ongoing observations and assessments. Phonics assessments ongoing. In house / MAT moderation</p>	<p>On going assessments Reports Phonics phase assessments. Final data on otrack In house / MAT moderation</p>
Parental Involvement	<p>Staggered Start Home visits Family Visits</p>	<p>Magic moments targets Nativity Open week - phonics Parents Evening</p>	<p>Writing open week Share a story Magic moments</p>	<p>Number open week Share a story Targets</p>	<p>CL open week Targets Magic moments</p>	<p>SSM open week Reports Magic moments</p>







We recognise that all children are unique and special.

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General Themes	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
<h2>Communication and Language</h2> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through:</p> <ul style="list-style-type: none"> • High quality interactions • Modelling spoken language • Daily group discussions • Sharing circles/ PSHE • Stories • Singing • Speech and language Interventions • Time to Talk • Tier 2 words • Word Collector • EYFS productions and assemblies • Makaton 	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them. Listen to others one on one or in small groups, for example to share photos of children as babies.</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories.</p> <p>Respond to simple instructions, e.g. we will put on our coats as it is raining outside.</p> <p>Retell simple past events in correct order e.g. things that happened in the school day, or events from a story.</p>	<p>Follow directions e.g. Simon says games.</p> <p>Join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc.</p> <p>Show understanding of prepositions such as ‘under, on top’.</p> <p>Use vocabulary from recently read stories in conversations e.g. names of vehicles from transport books.</p> <p>Ask questions using what, where, when and why to find out more about journeys.</p>	<p>Build up vocabulary that reflects knowledge and experience</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago,.</p> <p>Ask relevant questions</p> <p>Share opinions, explaining preferences.</p>	<p>Understand ‘how’ and ‘why’ questions, relating them to growing and changing e.g planting seeds and talking about how they will grow and why we need to water them.</p> <p>Use increasingly complex sentences to link thoughts e.g. using ‘and’, ‘because’ e.g. our seeds started to grow because we planted them and gave them water.</p> <p>Use newly acquired vocabulary to name and describe, and in conversations.</p> <p>Apply new vocabulary to explain changes noticed in plants. E.g. this plant did not grow well because the soil was too dry.</p>	<p>Describe a pretend object in play based situations; e.g. this is my tractor, I am ploughing my field (whilst riding a tricycle)</p> <p>Question to understand why things happen e.g. who, what, when, how.</p> <p>Use intonation and rhythm when joining in with stories and rhymes.</p> <p>Respond to questions using full sentences, e.g. I think... because...</p>	<p>Use talk to explain what is happening and anticipate what might happen next</p> <p>Recall and relive past experiences;</p> <p>Retell events in order; their school day, or a special event. Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently.</p>

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.

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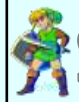
	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
<u>General Themes</u>						
Time to Talk	Time to Talk small group sessions	Time to Talk small group sessions	Time to Talk small group sessions	Time to Talk small group sessions	Time to Talk small group sessions	Time to Talk small group sessions
Tier 2 words	Afternoon Autumn Listen Dentist Gentle Slide	Dusty Glow Pretend Mask Invitation Locate Spotted	Chilly Winter Repeat Honest Touch Silky	Burst Healthy Leaf Farmer Muddy Spring Round	Disappear Fluffy Pond Summer Hatch Sniff Rough	Half Melt Rescue Mountain Pain Sparkle Sink Race
Core Rhymes	Twinkle Twinkle Hickory Dickory Dock The rhymes are chosen from a selection of tradition, number and action rhymes with rhythm.	2 Little Dickie Birds Hey Diddle Diddle	Ring a ring of roses I like to ride my bicycle	Little Bunny Five Little Men in a flying saucer	10 Fat Sausages 1,2,3,4,5 once I caught a fish alive	Five little ducks Little Miss Muffet

Nursery Long Term Plan 2021-2022

	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2
General Themes						
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , 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 children can achieve at school and in later life .					
Managing Self Thrive Self - Regulation	Being me in my World Class Rule Rules and Routines Supporting children to build relationships	Celebrating Differences How am I special. Families and friends	Dreams and Goals Setting Goals Future	Healthy Me My body, food and keeping healthy.	Relationships Family and Friends Bullying and Falling out	Changing Me My Body, growing up Celebrating me
Link to Behaviour for Learning	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours <ul style="list-style-type: none"> ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 			<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."</i> Education Endowment Foundation.</p>		



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	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2
General Themes						
Physical Development	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 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 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 .					
Fine motor	Small tools; cutlery, tweezers, pipettes, threading, cutting and weaving. Drawing my family, people who help me Dough Disco and Squiggle while you wiggle	Small tools; cutlery, tweezers, pipettes, scissors. Drawing maps, transport, painting with wheeled vehicles Dough Disco and Squiggle while you wiggle	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting dinosaurs, modelling with playdough and clay, templates of dinosaurs to draw around or rub over Dough Disco and Squiggle while you wiggle	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control Dough Disco and Squiggle while you wiggle	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control Dough Disco and Squiggle while you wiggle	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing. Dough Disco and Squiggle while you wiggle
Gross motor	Daily access to the outdoor area Spatial awareness and multi step instruction games Running, jumping, using tricycles outside	Daily access to the outdoor area Spatial awareness and coordination games Dance to music	Daily access to the outdoor area Invasion games and basic movement skills Balance- standing on one leg, walking along a bench, climbing	Daily access to the outdoor area Team games and ball skills Running, jumping, hopping from foot to foot	Daily access to the outdoor area Ball Skills Running, jumping, hopping, skipping.	Daily access to the outdoor area Racing and obstacle courses – sports day Using a racquet to hit a ball
	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. This is developed through a range of simple core strengthening exercises.					



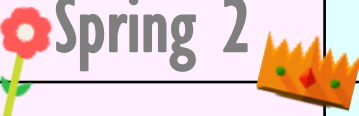

Continuously check the process of children’s pencil grip and name writing. Provide extra help and guidance when needed.

Daily opportunities for Fine Motor Activities

All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.









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	Autumn 1 	Autumn 2	Spring 1 	Spring 2 	Summer 1 	Summer 2
General Themes						
Reading	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . 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 enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Core Texts	Owl Babies Goldilocks and the Three Bears	We're Going on a Bear Hunt The Little Red Train	Whatever Next!	Jaspers Beanstalk Oliver's vegetables	The Queen's hat The King's Pants	Ancient Greece Inside ancient Greece 1
Other Suggested Texts	You Choose The Bear in the Cave Gotcha Smile Ask first Monkey Later The Big Book of Families Theres a House Inside my Mummy A Place Called Home Coming to England Real Superheroes The Tree	The Lion Inside Julian is a Mermaid Bear in a Square Chicken Licken Handa's Surprise Mr Gumpy's Motor car Car car Truck Jeep Oi Get Off Our Train You Can't Take an Elephant on a bus. Lost and Found The Polar Bear Son	Foggy foggy Forest Ruby's Worry Carolines Comets How the Stars came to be The Hunting of the Great Bear.	Oi Frog Our Class is a Family Baby Botanist Baba Yaga	The King's Hat's Katie Morag in London Paddington at the Palace The Queens Knickers.	A range of Greek myths and legends.









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General Themes						
Literacy	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.</p> <p>Retell stories using puppets, props, drawings and own imagination e.g. use owl finger puppets to retell a part of the story of Owl Babies</p> <p>Provide opportunities for mark making e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, painting with other tools such as toothbrushes, feathers, string.</p> <p>Daily Reading vote</p>	<p>Retell stories using puppets, props, drawings and own imagination e.g. create puppets using pictures and lollysticks to retell Rosie's Walk with different characters</p> <p>Provide opportunities for mark making and emergent writing; fingers in paint, mud, glue and glitter, shaving foam, sand, rice etc in a tuff tray</p> <p>Enjoys an increasing range of books</p> <p>Daily Reading vote</p>	<p>Use newly acquired vocabulary,.</p> <p>Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Daily Reading vote</p>	<p>Create a storyboard to retell the Tiny Seed; identify the different places the seeds landed.</p> <p>Join in with the repeating refrains in the Enormous Turnip, anticipating what comes next.</p> <p>Provide opportunities for mark making and emergent writing e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, rubbings of leaves.</p> <p>Daily Reading vote</p>	<p>Role play the story of the hungry caterpillar, sequencing the foods he ate and the main events such as when he had a tummy ache, when he made a cocoon, and the final transformation into a butterfly.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Daily Reading vote</p>	<p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.</p> <p>Daily Reading vote</p>
Comprehension - Developing a passion for reading						
Phonics	<p>Phase 1</p> <p>Aspect 1 – Environmental Sounds</p> <p>Aspect 2 – Instrumental Sounds</p> <p>Aspect 3 – Body Percussion</p>	<p>Phase 1</p> <p>Aspect 4 – Rhythm and Rhyme</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice Sounds</p> <p>Aspect 7 – Oral Blending and Segmenting</p>	<p>Phase 1/Phase 2</p> <p>Aspect 1 – Environmental Sounds</p> <p>Aspect 2 – Instrumental Sounds</p> <p>Aspect 3 – Body Percussion</p> <p>Aspect 4 – Rhythm and Rhyme</p> <p>Phase 2 – Introducing first sounds SATPIN if children ready.</p>	<p>Phase 1/Phase 2</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice Sounds</p> <p>Aspect 7 – Oral Blending and Segmenting</p> <p>Phase 2 – Introducing next set of sounds</p>	<p>Phase 1/Phase 2</p> <p>Aspect 6 – Voice Sounds</p> <p>Aspect 7 – Oral Blending and Segmenting</p> <p>Phase 2 – Introducing next set of sounds</p>	<p>Phase 1/Phase 2</p> <p>Aspect 7 – Oral Blending and Segmenting</p> <p>Phase 2 – Recapping all sounds.</p>








Nursery Long Term Plan 2022-2023

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
General Themes						
Writing Texts may due to children's interests	Texts as a Stimulus: Experiment with mark making in different ways. Modelled writing. Lots of opportunities for mark making in provision (large blackboard/whiteboard, large paper etc) Correct pencil grip opportunities from Fisted grasp develop Digital Pronate Grasp Name Writing/tracing	Texts as a Stimulus: Experimenting with mark making, giving meaning to marks. Modelled writing and correct pencil grip. Correct pencil grip opportunities from Digital Pronate Grasp develop Four-Finger Grasp Name writing, tracing and copying some letters	Texts as a Stimulus: Experimenting with mark making, giving meaning to marks with increasing detail. Correct pencil grip opportunities from Four-Finger Grasp develop Static Tripod Grasp Name writing and copying name. Copying some letters	Texts as a Stimulus: Experimenting with mark making, giving meaning to marks with increasing detail. Using their knowledge of letters and print in their play. E.g. creating a pretend shopping list Develop and model static tripod grasp and Dynamic Tripod Grasp Name writing, wrote first letter from memory Copying some letters	Texts as a Stimulus: Experimenting with mark making, giving meaning to marks with increasing detail. Using their knowledge of letters and print in their play. E.g. creating a pretend shopping list Develop and model static tripod grasp and Dynamic Tripod Grasp Name writing whole name from memory Copying some letters Writing some cvc words.	Texts as a Stimulus: Experimenting with mark making, giving meaning to marks with increasing detail. Using their knowledge of letters and print in their play. E.g. creating a pretend shopping list Develop and model static tripod grasp and Dynamic Tripod Grasp Name writing whole name from memory Copying some letters Writing some letters from memory. Writing some words.

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



Nursery Long Term Plan 2022-2023

Autumn 1 	Autumn 2	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p>General Themes</p>					
<p>Maths</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which White Rose Math's is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p>Baseline Assessments – first 2 weeks</p> <p>Colours – recognise and name colours.</p> <p>Matching – children to explore and find objects which match and are the same in the classroom environment.</p> <p>Sorting – Children to sort objects into groups such as size, shape, colour.</p>	<p>Number 1 -explore the number one. Number blocks number 1, 1 object, one action, one of something, subitize 1.</p> <p>Number 2 - explore the number 2 Number blocks number 2, 2 objects, two actions, two of something, subitize 2.</p> <p>Simple Patterns – Children learn to copy, continue and create their own patterns.</p>	<p>The number 3 - explore the number 3 Number blocks number 3, 3 objects, 3 actions, 3 of something, subitize 3.</p> <p>The number 4 - explore the number 4 Number blocks number 4, 4 objects, 4 actions, 4 of something</p> <p>The number 5 - explore the number 5 Number blocks number 5, 5 objects, 5 actions, 5 of something</p>	<p>Length and height – language linked to height and length (the tree is tall). Compare items – longer, shorter.</p> <p>Mass – linked to stories.</p> <p>Capacity</p>	<p>Sequencing</p> <p>Positional Language</p> <p>More than/Fewer than</p> <p>2D shapes</p> <p>3D shapes</p>	<p>Composition of numbers</p> <p>One more/One less</p> <p>Numbers beyond 5</p>

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi



Nursery Long Term Plan 2022-2023

Autumn 1



Autumn 2

Spring 1



Spring 2



Summer 1



Summer 2

General Themes

Understanding the world RE / Festivals

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 will support later reading comprehension.

- Rosh Hashanah Festival
- Harvest Festival
- Eid Ul Adha
- All Saints Day
- Halloween

- Bonfire Night
- Remembrance Sunday
- Diwali
- St Andrews day
- Advent
- Christmas
- Thanks Giving
- Hanukah

- Chinese New Year
- St Valentines Day
- Shrove Tuesday

- St David's Day
- Holi
- Mothers Day
- St Patricks Day
- Easter
- Baisakhi

- St Georges Day
- May Day
- King's Coronation

- Fathers Day
- Ramandan
- Eid Ul Fitr

Nursery Long Term Plan 2022-2023



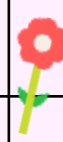
Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2

General Themes

Expressive Arts and Design

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.

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.

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
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.

Creating with Materials:

Exploring paint on large easel.
Creating Self Portraits

Primary colours; red, yellow and blue

Being imaginative and expressive:

Exploring percussion instruments

Singing (good morning songs, home time songs, seasonal songs, counting songs)

Creating with Materials:

Joining materials to make models of vehicles, focus on wheels

Drawing using different types of lines

Being imaginative and expressive:

Dance and movement showing different ways to journey across the floor

Perform well known songs and rhymes in small groups

Creating with Materials:

Make model rockets.
Use brush with control to create large scale collaborative splatter/drip paintings

Being imaginative and expressive:

Use technology (e.g. bloom app on ipad) to create repeating patterns of music

Creating with Materials:

Colour mixing and symmetry when creating butterflies.
Creating homes for animals using blocks and small world resources

Being imaginative and expressive:

Music and dance sessions: link to Carnival of the Animals
Songs about animals e.g. I'm going to the zoo, Old MacDonald, Penguins Attention, Five Little Ducks, The Tadpole song.

Creating with Materials

Creating portraits of the royal family.

Drawing circles and adding features and details.

Colour Mixing to get the correct colours.

Making crowns/sceptres and orbs.

Being imaginative and expressive:

Music and dance sessions: link to Carnival of the Animals

Songs about animals e.g. Im going to the zoo, Old MacDonald, Penguins Attention, Five Little Ducks, The Tadpole song.

Creating with Materials:

Building temples with blocks/crates etc.

Creating temples in junk modelling

Being imaginative and expressive:

Imaginary play - ,Greek temples, Greek villas. Acting out stories from the Greek myths we have been reading.

