



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

2019 - 2020

NURSERY LONG TERM PLAN

<p><u>Term: Autumn</u></p> <p>Focus: Sustained Shared Thinking (SST) The Gigantic Turnip Rosie's Walk</p>	<p><u>Term: Spring</u></p> <p>Focus: Sustained Shared Thinking (SST) Lost and Found The Way Back Home</p>	<p><u>Term: Summer</u></p> <p>Focus: Sustained Shared Thinking (SST) The Hungry Caterpillar Handa's Surprise</p>
<p><u>Prime Areas:</u></p> <p>Personal, Social and Emotional Development: Settling in and establishing rules and routines. Learn to share and take turns. Interested in others' play and starting to join in. Seeks out others to share experiences. Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p><u>Prime Areas:</u></p> <p>Personal, Social and Emotional Development: Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations.</p>	<p><u>Prime Areas:</u></p> <p>Personal, Social and Emotional Development: Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>
<p><u>Communication and Language:</u> Listen to stories. Follow simple instructions. Understand questions. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating.</p>	<p><u>Communication and Language:</u> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p><u>Communication and Language:</u> Focusing attention – still listen or do, but can shift own attention. Is able to follow directions. Beginning to understand 'why' and 'how' questions. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them.</p>

<p>Physical: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Balance bikes. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Physical: Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely.</p>	<p>Physical: Forest School opportunities. Balance Bikes. Holds pencil near point between first two fingers and thumb and uses it with good control. Form letters for writing name Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely.</p>
<p style="text-align: center;"><u>Specific Areas:</u></p> <p>Literacy: The Gigantic Turnip Rosie's Walk</p> <p>Writing: T4W- actions to story Story map Sometimes gives meaning to marks as they draw and paint.</p> <p>Reading: RWI- Picture cards Power of Reading Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups.</p>	<p style="text-align: center;"><u>Specific Areas:</u></p> <p>Literacy: Lost and Found The Way Back Home</p> <p>Writing: T4W- actions to story Independent Story map Innovation Ascribes meanings to marks that they see in different places.</p> <p>Reading: RWI- Letter sounds Power of Reading Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall.</p>	<p style="text-align: center;"><u>Specific Areas:</u></p> <p>Literacy: The Hungry Caterpillar Handa's Surprise</p> <p>Writing: T4W- actions to story Independent Story map Innovation Gives meaning to marks they make as they draw, write and paint.</p> <p>Reading: RWI- Letter sounds Power of Reading</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet. Describes main story settings, events and principal characters.</p>
<p>Maths: Shapes in the environment. Make shape pictures. Use positional language. Use some number names and number language spontaneously. Use some number names accurately in play. Recite numbers in order to 10.</p>	<p>Maths: Recognise shapes. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Sometimes matches numeral and quantity correctly.</p>	<p>Maths: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Recognise some numerals of personal significance.</p>

	Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems	Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10.
<p>Understanding The World Learns that they have similarities and differences that connect them to, and distinguish them from, others. Shows interest in the lives of people who are familiar to Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects them.</p>	<p>Understanding The World Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Use smart board</p>	<p>Understanding The World Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Shows care and concern for living things and the environment. Completes a simple program on a computer. Ipad apps</p>
<p>Expressive Art and Design Sing songs. Rhythm with percussion instruments. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Developing preferences for forms of expression. Uses movement to express feelings. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences</p>	<p>Expressive Art and Design Colour mixing. Taps out simple repeated rhythms. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p>	<p>Expressive Art and Design Exploring textures. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Plays alongside other children who are engaged in the same theme.</p>
<p>Wow Moments European day of Languages 26.09.19 RWI parents visit Maths parent visit Autumn 1 Bonfire Night- Autumn 2 Nursery Rhyme week- parents Autumn 2 Remembrance day- Autumn 2 Rising Sun Country Park-Autumn 2 Nativity.</p>	<p>Wow Moments Secret Reader-Spring 1 and 2 Mother's Day Spring 2 Parents Evening Chinese New Year Spring 1 25.1.20 World Book day 5/3/20 Shrove Tuesday Easter- Spring 2</p>	<p>Wow Moments Father's Day Summer 2 Graduation End of Year reports Whitley Bay Playhouse</p>

Educational Visits:

Rising Sun Country Park **Autumn 2**

Educational Visits:

Educational Visits:

Mini Beast handling-at school **Summer 1**