

NURSERY LONG TERM PLAN 2018/19

Throughout the year we will:

- Enhance learning provisions in line with children's needs and interests
- Adapt topic/themes in line with current events and children's interests
- Look to work flexibly with children and families to provide relevant and engaging learning opportunities/experiences.
- Incorporate British Values into all aspects of the curriculum, including Rule of Law (class rules), Democracy (voting, taking turns), Individual Liberty (making choices, learning about ourselves), Mutual Respect and Tolerance (learning about other cultures and traditions, respecting people who help us)

	<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 1</u>	<u>SPRING 2</u>	<u>SUMMER 1</u>	<u>SUMMER 2</u>
General Topics and Themed weeks	Settling In Getting to know our friends Learning Routines and Rules	All About Me/Feelings Light and Dark Letters and Sounds – Phase 1	People Who Help Us Healthy Eating Letters and Sounds – Phase 1	Planting and Growing All about Britain Letters and Sounds – Phase 2	Traditional Tales Storytelling Letters and Sounds – Phase 2	Lifecycles Transition Letters and Sounds – Phase 2

PRIME AREAS OF LEARNING

Throughout the year children will:

Personal, Social and Emotional Development

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| <ul style="list-style-type: none"> <input type="checkbox"/> Learn to speak with confidence to new adults and friends. <input type="checkbox"/> Learning to share toys with others. <input type="checkbox"/> Learning to play alongside others. <input type="checkbox"/> Learn classroom routines and rules. <input type="checkbox"/> Be supported children in making friends. <input type="checkbox"/> Developing relationships with other people. <input type="checkbox"/> Learn to make new friends. | <ul style="list-style-type: none"> <input type="checkbox"/> Learn to take turns. <input type="checkbox"/> How to deal with our emotions appropriately. <input type="checkbox"/> Developing confidence during carpet and circle times. <input type="checkbox"/> Expressing their feelings and interests to their friends. <input type="checkbox"/> Caring for each other and animals. <input type="checkbox"/> Understanding others needs and feelings <input type="checkbox"/> Dealing with changes in a positive way. |
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Physical Development

Throughout the year children will:

- Developing gross motor skills through outdoor play; running, climbing, balancing, building etc...
- Developing fine motor skills such as; pencil grip, scissor control, manipulating small objects (threading, jigsaws, small construction), developing hand strength using malleable materials (dough etc) and when using writing tools.
- Learning self-help skills; general hygiene, toileting, washing hands, feeding themselves appropriately etc...

Communication and Language

Throughout the year children will:

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| <ul style="list-style-type: none"> <input type="checkbox"/> Learn to speak with confidence during carpet/circle times <input type="checkbox"/> Learn to listen and respond appropriately with relevant comments, questions or actions <input type="checkbox"/> Learn how to greet and interact with friends and adults. | <ul style="list-style-type: none"> <input type="checkbox"/> Learn new vocabulary relating to topics <input type="checkbox"/> Learn how to make their needs known <input type="checkbox"/> Use appropriate story language to re-enact/re-tell simple and familiar stories |
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SPECIFIC AREAS OF LEARNING AND DEVELOPMENT

<p align="center">Literacy</p>	<p align="center"><u>Throughout the year children will:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening to a range of stories during carpet time <input type="checkbox"/> Mark making using different resources – drawing ourselves <input type="checkbox"/> Visiting the school library <input type="checkbox"/> Recognising print in the environment <input type="checkbox"/> Reading buddies – sharing books with other children <input type="checkbox"/> Beginning to form letters, numerals and shapes <input type="checkbox"/> Enhancing pencil control <input type="checkbox"/> Writing our name and drawing ourselves <input type="checkbox"/> Retelling stories through role play 			
<p align="center">(Phonics)</p>	<p align="center"><----- Phase 1 -----></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> Environmental sounds Instrumental sounds Rhythm and Rhyme </td> <td style="width: 50%; text-align: center;"> Alliteration Body Percussion Voice Sounds </td> </tr> </table>	Environmental sounds Instrumental sounds Rhythm and Rhyme	Alliteration Body Percussion Voice Sounds	<p align="center">Phase 1 - Blending and Segmenting Beginning to hear and say sounds in words Phase 2 - looking at letters and their sounds</p>
Environmental sounds Instrumental sounds Rhythm and Rhyme	Alliteration Body Percussion Voice Sounds			
<p align="center">Mathematics</p>	<p align="center"><u>Throughout the year children will be:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Counting through songs, stories and in their play <input type="checkbox"/> Recognising quantities of objects <input type="checkbox"/> Recognising numbers in the environment <input type="checkbox"/> Using some number names and language <input type="checkbox"/> Say some number names in sequence <input type="checkbox"/> Show awareness of number in the environment <input type="checkbox"/> Exploring 2D shapes in the environment <input type="checkbox"/> Show awareness of time through class routines <input type="checkbox"/> Comparing objects by mass or size <input type="checkbox"/> Reciting number rhymes <input type="checkbox"/> Exploring different shapes, spaces and measures <input type="checkbox"/> Chanting forwards to 10 (and beyond) <input type="checkbox"/> Appreciate numbers can say how many objects in a set <input type="checkbox"/> Using fingers to represent numbers <input type="checkbox"/> Show interest in different measures; time, length, weight <input type="checkbox"/> Recognise, name and order numerals to 10 <input type="checkbox"/> Counting objects, sounds or actions <input type="checkbox"/> Combine small sets and count the total 			
<p align="center">Understanding the world</p>	<p align="center"><u>Throughout the year children will:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Talking about ourselves, our interests, families, favourite things. <input type="checkbox"/> Sharing thoughts and experiences about families, how families can be similar and different to others. <input type="checkbox"/> Sharing our knowledge and experience about the different people in the community. <input type="checkbox"/> Thinking about different people and how they help us. <input type="checkbox"/> Talking about those who are important to us and why <input type="checkbox"/> Sharing experiences and feelings about different festivals and how they are celebrated. <input type="checkbox"/> Recognising signs of the seasons, exploring using senses, noticing change in the weather and environment. <input type="checkbox"/> Recognising signs of spring, new plants, animals and change in weather. <input type="checkbox"/> Thinking about the locality, what buildings, shops, landmarks are around – sharing knowledge <input type="checkbox"/> Comparing different animals – how are they different (appearance, diet etc) <input type="checkbox"/> Exploring different technologies in nursery – touchscreens, ipads, beebots etc <input type="checkbox"/> Using technology for a purpose – completing a program, painting etc <input type="checkbox"/> Experiencing extended uses of technology, cameras, phones, computers for making pictures and letters. 			
<p align="center">Expressive Arts and Design</p>	<p align="center"><u>Throughout the year children will be:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Using a range of media, tools and materials in their artwork (drawing, painting, modelling, collages, printing, working with textiles etc) <input type="checkbox"/> Explore different musical instruments and use them to make music <input type="checkbox"/> Exploring the different materials and developing their own ideas. <input type="checkbox"/> Using their imagination for role play 			