

Long Term Planning 2023 - 24

Nursery – Year A

Glossary of terms and abbreviations	<p>COEL – Characteristics Of Effective Learning CLL – Communication, Language and Literacy PD – Physical Development PSED – Personal, Social and Emotional Development UW – Understanding the World EAD – Expressive Arts and Design LIT – Literacy M – Maths Phonics – The way we teach children to read words using sounds (phonemes) assigned to letters or groups of letters (graphemes) HFW – High Frequency Words. The most common words in English – these are not always decodable using phonics. EYFS – Early Years Foundation Stage (Nursery and Reception) National Curriculum – The objectives and skills taught in years 1 to 6 Tapestry – computer software used by staff in Reception and Nursery to record children’s development. This can be access by parents.</p>					
Overview	<p>COEL – Playing and Exploring/Active Learning/Creating and Thinking Critically are embedded in all areas of learning and recorded using Tapestry. Our Nursery Curriculum is based on our on-going knowledge about the community we serve. It is rooted in the key elements of learning that are essential for our children to be confident speakers; be able to read, write and understand mathematical concepts, thus ensuring they are ready for their transition into Reception. Developing good Speaking and Listening skills are a priority within our Early Years Curriculum which includes the early identification of concerns in this area. Our curriculum is mapped out over a year with a separate progression of skills document, which builds on children’s knowledge, skills and understanding term on term. The curriculum is as rich outdoors as it is indoors, which ensures that children have a wide range of indoor and outdoor experiences no matter the weather whilst utilising a large outdoor area to explore and learn in. The curriculum is underpinned, by the use of fiction and non-fiction texts, which are introduced over a two-year program. Children at Whitmore are active participants in their learning, and teaching is adapted to take into account children’s prior knowledge, skills, understanding and interests. Class teachers ensure all children make progress through identifying gaps in an individuals’ learning and putting next steps in place to close these. Parents are actively involved in their children’s learning through regular parent’s meetings, reading afternoons and Tapestry observations of their child’s learning.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Events	Welcoming new children and settling in Baseline Autumn Walk Seasonal Changes Families	Autumn Walk Bonfire Night Diwali Birthdays Advent Christmas Carol Concert	Chinese New Year Mother’s Day Easter Pancake Day Valentine’s Day	Easter World Book Day Dress up Day: Choose a character from a favourite story Grow a beanstalk	Plant seeds Plant sunflower seeds Grow vegetables Farm visit	Duck eggs arrive Look after plants Father’s Day Sports Day
Prime Areas of Learning	<p>CLL: Understand action words, such as who’s jumping? Enjoys listening to stories and remembers what happens PD: Uses large muscle movements to wave flags, paint and make marks PSED: Starts to enjoy the company of peers Forms relationships with new adults</p>	<p>CLL: Use a wider range of vocabulary Understand a 2-part instruction PD: Able to skip, hop, stand on one leg Uses alternate feet when climbing develops balancing on a bike PSED: Selects and uses activities with help Shows increasing confidence in new surroundings</p>	<p>CLL: Understand why questions Sing a repertoire of songs Able to talk about familiar stories PD: Chooses the correct resources to complete a task, such as use a spade for the sand PSED: Plays with more than one friend Helps to suggest solutions to conflicts</p>	<p>CLL: Able to tell a long story Begin to use longer sentences of 4-6 words PD: Uses a tripod grip Makes snips with scissors in paper Uses one handed tools PSED: Ability to follow the rules Becoming more outgoing with unfamiliar people</p>	<p>CLL: Begins to turn take in conversations Uses talk to organise themselves and their play PD: Beginning to manage own zip, put own coat on and off, get dressed and undressed Takes part in a group game PSED: Begins to understand how others feel Has developed ways of being assertive</p>	<p>CLL: Using a sentence of 4-6 words Using ‘because’ and ‘and’ Answer simple why questions Using past and future tenses PD: Reliably dry during the day Independent in using the toilet, washing and drying hands PSED: Takes part in pretend play Able to settle at an activity for a while</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas of Learning		<p>UW: Begins to make sense of own life story EAD: Take part in pretend play Explore materials Listen to sounds LIT: Make marks on their pictures Turn pages in a book M: Counting in order, sorting objects, exploring shapes</p>	<p>UW: Talks about changes in melting, heating and cooling materials EAD: Make own small world Join materials in different ways Remember and sing entire songs LIT: Clap syllables Recognise words with the same initial sound Say what they have written M: Recognising numerals, show finger numbers, recognising patterns</p>	<p>UW: Talks about changes in melting, heating and cooling materials EAD: Make own small world Join materials in different ways Remember and sing entire songs LIT: Clap syllables Recognise words with the same initial sound Say what they have written M: Show finger numbers up to 5, compare by size Experiments with recording using own marks, creates ABAB patterns, match numerals and quantity</p>	<p>UW :Explores how things work Explores forces they can feel EAD: Select own materials to use Sing the melodic shape LIT: Write some or all of their name Write some letters Talk about stories New vocabulary M: Match numerals and amounts to 5, Position – under, on top, etc. Corrects an error in a pattern</p>	<p>UW: Know there are different countries and able to talk about the differences EAD: Draw a face using a circle and include other details Mixing colour Create own songs LIT: Write their name Point out familiar letters when reading M: Select appropriate shapes for building, compare by capacity, begin to subitise numbers to 5</p>	<p>UW: Developed a positive attitude about the differences in people EAD: Show emotions in their drawings sad, happy, fear Play instruments with increasing control LIT: Understands the five concepts of print – has meaning, a purpose, read form left to right, page sequencing, parts of the book M: Combine shapes to make new ones, understands position, solves real world problems to 5, language of length/weight.</p>
Phonics	Phonemic awareness focus	Tuning in to sounds: (environmental walks, listening games, musical instruments, repeating patterns).	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify the initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
	Oral blending focus		Teach children to blend CVC words using oral blending and objects.	Teach children to blend a wider range of CVC words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wide range of words using oral blending when playing a variety of games.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Wk 1	4 days Begin to say how many are left – from singing number rhymes (five speckled frogs)	4 days Begin to recite numbers in order to 5 – by singing songs/rhymes/counting objects/counting steps, etc. Counting to ... and recognising the numeral	2 days Review numbers 1/2/3 Know that numbers identify how many in a set	Begin to count 3/4 objects saying 1 number for each item Sing number rhymes and understand how many are left – 5 little ducks went swimming....	Begins to select the correct numeral for numbers 1-5 Begins to order numbers to 5	Begins to count backwards from 5
	Wk 2	Begin to realise there is an order to counting Begin to assign 1 counting word to each object 1-3	Begin to make arrangements of shapes and build with shapes Show an interest in shapes in the environment	Represent numbers 1/2/3/4/5 using fingers Square shape – 4 sides	Copies a pattern ABABAB using everyday objects pine cones/leaves etc. Continues a pattern ABABAB Corrects an error in a pattern	Use shapes appropriately for tasks – a cone for the top of a castle, etc. Talk about the shapes of everyday objects	Makes arrangements with shapes Goes on a shape hunt
	Wk 3	Begin to understand that the last number counted is how many are in a set	Counting to ... and recognising the numeral	Compare objects and learn the vocabulary – big/little/small, etc. Develop an understanding of size – big/little/small/large, etc	Recite numbers to 4/5 Begin to separate a grp of 4 objects in different ways	Counts 5 objects in an irregular arrangement Begins to subitise numbers within 5 – able to make ... in different ways using dice/numicon/objects etc. on own	Begins to use words bigger/smaller when comparing numbers on a number line to 5 Begins to recognise numerals 1-5 in and out of order
	Wk 4	Investigate that a group of objects changes when an object is added or taken away	Begins to notice patterns in the environment Begins to make simple patterns – leaf/conker/leaf etc.	Give me 1/2/3 objects from a larger group Begin to match numeral and quantity	Develops an understanding of measuring using objects – ribbons/cubes, etc. Records using own marks – adult to model recording or playing games inside and outside Use language of same and different when comparing	4 days Select a particular named shape Able to complete a simple puzzle	Continues to develop an understanding of tall/short and compare objects
	Wk 5	Sorting – objects and categorise objects identifying those that are the same/sort a group 2 different objects/sort & match objects/sort by size/colour Colours – rec/name/match	Give 1/2/3 spoons to each teddy	Explore patterns using body actions Able to name the pattern – leaf/twig/leaf/twig etc. Begins to make own repeated patterns	4 days Positional language – follow instructions using positional language – behind/in front/next to, etc. Begins to use puzzles	Begins to count beyond 5 saying 1 number for each item	Solves some real world problems to 5 – there are four of you but there are not enough chairs...?
	Wk 6	Find the odd one out of a group Use language of same/different when matching	Select 1/2/3 object from a group – pls give me 1, or 2, etc.	Subitising 1 and 2 – fast recognition of up to 3 objects without counting them, look there are 2 objects!		2 days Develops an understanding of capacity and vocab – pouring/filling/full/empty/half full	Uses the language of weight – heavy/light
	Wk 7	Begin to talk about shapes Describe shapes in own way and learn some shape properties and the vocab for this	Begin to represent numbers using fingers – show me 1/2/3 fingers	Begin to find 1 more/1 less than 4/5 Begin to find an interest in number problems		Children record in their own way – how many balls they can throw into a hoop?	
	Wk 8		3 days Circle shape – has 1 curved side a triangle has 3 sides				2 days Solve number patterns, 1212 what comes next?

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Books	<p>Fiction <i>Maisy Goes to Nursery</i> by Lucy Cousins <i>My First Day at Nursery</i> by Becky Edwards <i>Goat goes to Playgroup</i> by Julia Donaldson <i>The Family Book</i> by Todd Parr <i>The Paper Dolls</i> by Julia Donaldson <i>Just the Way You Are</i> by Alex Michaels <i>Peppa Pig: Dentist Trip</i></p> <p>Non-Fiction <i>What Can You See in Autumn?</i> by Sian Smith</p>	<p>Fiction <i>Peppa's Diwali</i> <i>Kipper's Birthday</i> by Mick Inkpen <i>Frog and a Very Special Day</i> by Max Velthuijs <i>Ava's Poppy</i> by Marcus Pfister <i>Dear Santa</i> by Rod Campbell <i>Father Christmas Needs a Weel</i> by Nicholas Allan <i>Clump the Lump of Coal</i> by Elanor Best</p> <p>Non-Fiction <i>Mum Tell me about Diwali</i> by Amy Singh <i>What Can You See in Winter?</i> by Sian Smith <i>The Christmas Story</i> by DK Children</p>	<p>Fiction <i>The Polar Bear and the Snow Cloud</i> by Jane Cabrera <i>Snowflakes</i> by Cerrie Burnell <i>Snowball</i> by Sue Hendra and Paul Linnet <i>Dinosaur Roar!</i> by Henrietta Stickland and Paul Stickland <i>Aliens Love Dinopants</i> by Claire Freedman <i>Dinosaurs vs Humans</i> by Matt Robertson <i>Gigantosaurus</i> by Jonny Duddle</p> <p>Non-Fiction <i>Arctic Animals</i> by Gill McDonald <i>Animal Babies in Polar Lands</i> by Kingfisher Publications</p>	<p>Fiction <i>Goldilocks and the Three Bears</i> by Estelle Corke <i>Jack and the Beanstalk</i> by Barbara Vagnozzi <i>The Three Little Pigs</i> by Richard Johnson <i>Little Red Riding Hood</i> by Jess Stockham <i>The Gingerbread Man</i> by Estelle Corke <i>Billy Goats Gruff</i> by Alison Edgson</p> <p>Non-Fiction <i>All About Bears</i> by National Geographic Kids and Shelby Lees <i>What Can You See in Spring?</i> by Sian Smith</p>	<p>Fiction <i>Oliver's Vegetables</i> by Alison Bartlett and Vivian French <i>Oliver's Fruit Salad</i> by Vivian French <i>Grandpa's Garden</i> by Stella Fry <i>The Sunflower Sword</i> by Mark Sperring <i>The Tiny Seed</i> by Eric Carle <i>Tremendous Tractors</i> by Tony Mitton and Ant Parker</p> <p>Non-Fiction <i>Lift and Look Fruit and Vegetables</i> by Tracy Cottingham <i>Gruffalo Crumble and Other Recipes</i> by Julia Donaldson</p>	<p>Fiction <i>The Ugly Duckling</i> by Mara Alperin <i>Farmer Duck</i> by Martin Waddell <i>Come Along Daisy!</i> by Jane Simmons <i>The Little Red Hen</i> by Susanna Davidson <i>The Colour Monster Goes To School</i> by Anna Llenas <i>Commotion in the Ocean</i> by Giles Andreae</p> <p>Non-Fiction <i>Tractors and Farm Vehicles</i> by Jean Coppendale <i>What Can You See in Summer?</i> by Sian Smith</p>