

## Long Term Planning 2024 - 2025

### Nursery – Year B

<b>Glossary of terms and abbreviations</b>		<p><b>COEL</b> – Characteristics Of Effective Learning  <b>CLL</b> – Communication, Language and Literacy  <b>PD</b> – Physical Development  <b>PSED</b> – Personal, Social and Emotional Development  <b>UW</b> – Understanding the World  <b>EAD</b> – Expressive Arts and Design  <b>LIT</b> – Literacy  <b>M</b> – Maths  <b>Phonics</b> – The way we teach children to read words using sounds (phonemes) assigned to letters or groups of letters (graphemes)  <b>HFW</b> – High Frequency Words. The most common words in English – these are not always decodable using phonics.  <b>EYFS</b> – Early Years Foundation Stage (Nursery and Reception)  <b>National Curriculum</b> – The objectives and skills taught in years 1 to 6  <b>Tapestry</b> – computer software used by staff in Reception and Nursery to record children's development. Parents can access this.</p>					
<b>Overview</b>		<p>COEL – Playing and Exploring/Active Learning/Creating and Thinking Critically are embedded in all areas of learning and recorded using Tapestry.</p> <p>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.</p> <p>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, ensuring that children have a wide range of indoor and outdoor experiences no matter the weather, 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 2-year program.</p> <p>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 individual's 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>					
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Main Events &amp; Topics</b>		<b>Welcoming new children and settling in</b> <b>Baseline</b> <b>Autumn walk</b> <b>Seasonal changes</b> <b>Families</b>	<b>Autumn walk</b> <b>Bonfire Night</b> <b>Diwali</b> <b>Birthdays</b> <b>Advent</b> <b>Christmas</b>	<b>Chinese New Year</b> <b>Mother's Day</b> <b>Easter</b> <b>Pancake Day</b> <b>Valentine's Day</b>	<b>Easter</b> <b>World Book Day</b> <b>Dress up Day: Choose a character from a favourite story</b> <b>Grow a beanstalk</b>	<b>Plant seeds</b> <b>Plant sunflower seeds</b> <b>Grow vegetables</b> <b>Farm visit</b>	<b>Duck eggs arrive</b> <b>Look after plants</b> <b>Father's Day</b> <b>Sports Day</b>
<b>Prime Areas of Learning</b>	<b>CLL</b>	Understand action words, such as who's jumping? Enjoys listening to stories and remembers what happens	Use a wider range of vocabulary Understand a 2-part instruction	Understand why questions Sing a repertoire of songs Able to talk about familiar stories	Able to tell a long story Begin to use longer sentences of 4-6 words	Begins to turn take in conversations Uses talk to organise themselves and their play	Using a sentence of 4-6 words Using 'because' and 'and' Answer simple why questions Using past and future tenses
	<b>PD</b>	Uses large muscle movements to wave flags, paint and make marks	Able to skip, hop, stand on one leg Uses alternate feet when climbing develops balancing on a bike	Chooses the correct resources to complete a task, such as use a spade for the sand	Uses a tripod grip Makes snips with scissors in paper Uses one handed tools	Beginning to manage own zip, put own coat on and off, get dressed and undressed Takes part in a group game	Reliably dry during the day Independent in using the toilet, washing and drying hands
	<b>PSED</b>	Starts to enjoy the company of peers Forms relationships with new adults	Selects and uses activities with help Shows increasing confidence in new surroundings	Plays with more than one friend Helps to suggest solutions to conflicts	Ability to follow the rules Becoming more outgoing with unfamiliar people	Begins to understand how others feel Has developed ways of being assertive	Takes part in pretend play Able to settle at an activity for a while

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific Areas of Learning</b>	<b>UW</b>	Begins to make sense of own life story	Explores their environment Talks about what they explore	Talks about changes in melting, heating and cooling materials	Explores how things work Explores forces they can feel	Know there are different countries and able to talk about the differences	Developed a positive attitude about the differences in people
	<b>EAD</b>	Take part in pretend play Explore materials Listen to sounds	Develop complex stories in small world play Explore materials	Make own small world Join materials in different ways Remember and sing entire songs	Select own materials to use Sing the melodic shape	Draw a face using a circle and include other details Mixing colour Create own songs	Show emotions in their drawings sad, happy, fear Play instruments with increasing control
	<b>LIT</b>	Make marks on their pictures Turn pages in a book	Write a pretend shopping list Enjoy sharing a book with an adult	Clap syllables Recognise words with the same initial sound Say what they have written	Write some or all of their name Write some letters Talk about stories New vocabulary	Write their name Point out familiar letters when reading	Understands the five concepts of print – has meaning, a purpose, read form left to right, page sequencing, parts of the book
	<b>M</b>	Subitise to 3 Explore 2-D and 3D shapes Compare quantities more, fewer	Count objects in order to 5 Recite numbers past 5 Investigate properties of shapes Recognises patterns	Show finger numbers up to 5 Compare by size Experiments with recording using own marks Creates ABAB patterns	Match numerals and amounts to 5 Position – under, on top, etc. Compare by weight Corrects an error in a pattern	Select appropriate shapes for building Compare by length Solves real world problems to 5 Uses first, next, then	Combine shapes to make new ones Compare by capacity Understands position
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b> <i>Little Wandle Scheme of Phonics</i>	<b>Progression of sounds</b>	Phase 1 Aspects 4-7  Rhythm & rhyme Alliteration Voice sounds Oral blending & segmenting	s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
	<b>Phonemic awareness focus</b>		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 initial sounds of words and objects	Teach children to identify the final sounds of words and objects
	<b>Oral blending focus</b>		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
	<b>Recognising their name</b>		Teach children to find their name using their picture	Teach children to recognise the initial sound of their name	Teach children to recognise the capital letter that starts their name	Teach children to match their name to their picture	Teach children to match their name to their picture
		Autumn		Spring		Summer	
<b>Oracy Skills Taught</b>		<b>Physical</b> I can turn my body towards the speaker for an appropriate amount of time  <b>Linguistic</b> I can use talk in play to practice new vocabulary  <b>Cognitive</b> I can use 'and' to link my ideas  <b>Social and Emotional</b> I can listen to others	<b>Physical</b> I can speak loud enough to be heard clearly by others  <b>Linguistic</b> I can use talk in play to practice new vocabulary  <b>Cognitive</b> I can use 'and' to link my ideas  <b>Social and Emotional</b> I can take turns to speak with the support of an adult	<b>Physical</b> I can speak loud enough to be heard clearly by others  <b>Linguistic</b> I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'  <b>Cognitive</b> I can begin to understand 'how' and 'why' questions  <b>Social and Emotional</b> I can describe events currently happening and what might happen next I can take turns to speak			
<b>Talk Tactics taught</b>		<b>Talk tactics</b> Encourage Suggest	<b>Talk tactics</b> Encourage Suggest Speculate Instigate	<b>Talk tactics</b> Encourage Suggest Speculate Instigate Stretch			

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Books studied in class</b>	<p><b>Fiction</b></p> <p><b>Pirate Pete: I'm Starting Nursery</b> <i>Amanda Li</i></p> <p><b>Lulu Loves Nursery</b> <i>Camilla Reid</i></p> <p><b>Monkey Puzzle</b> <i>Julia Donaldson</i></p> <p><b>This is Our House</b> <i>Michael Rosen</i></p> <p><b>Families</b> <i>Pat-a-Cake and Louise Forshaw</i></p> <p><b>Giraffes Can't Dance</b> <i>Giles Andreae</i></p> <p><b>We're Going to the Dentist</b> <i>Campbell Books</i></p> <p><b>Pumpkin Soup</b> <i>Helen Cooper</i></p> <p><b>Non-fiction</b></p> <p><b>What Can You See in Autumn?</b> <i>Sian Smith</i></p>	<p><b>Fiction</b></p> <p><b>The Best Diwali Ever</b> <i>Sonali Shah</i></p> <p><b>Peter Rabbit's Birthday</b> <i>Beatrix Potter</i></p> <p><b>Elmer's Birthday</b> <i>David McKee</i></p> <p><b>Poppy and the Blooms</b> <i>Fiona Woodcock</i></p> <p><b>The Scarecrow's Wedding</b> <i>Julia Donaldson</i></p> <p><b>The Jolly Christmas Postman</b> <i>Allan Ahlberg and Janet Ahlberg</i></p> <p><b>The Very Hungry Caterpillar's Christmas Eve</b> <i>Eric Carle</i></p> <p><b>The Very Hungry Caterpillar and Father Christmas</b> <i>Eric Carle</i></p> <p><b>Non-Fiction</b></p> <p><b>Mum Tell me about Diwali</b> <i>Amy Singh</i></p> <p><b>What Can You See in Winter?</b> <i>Sian Smith</i></p> <p><b>The Christmas Story</b> <i>DK Children</i></p>	<p><b>Fiction</b></p> <p><b>The Tiger Who Came to Tea</b> <i>Judith Kerr</i></p> <p><b>Brown Bear, Brown Bear, What Do You See?</b> <i>Bill Martin, Jr</i></p> <p><b>Dear Zoo</b> <i>Rod Campbell</i></p> <p><b>Polar Bear, Polar Bear, What Do You Hear?</b> <i>Bill Martin, Jr and Eric Carle</i></p> <p><b>Where the Wild Things Are</b> <i>Maurice Sendak</i></p> <p><b>Silly Dizzy Dinosaur!</b> <i>Jack Tickle</i></p> <p><b>Aliens Love Underpants</b> <i>Claire Freedman</i></p> <p><b>Non-fiction</b></p> <p><b>Welcome to the Arctic</b> <i>Honor Head</i></p> <p><b>Change Starts with Us</b> <i>Sophie Beer</i></p>	<p><b>Fiction</b></p> <p><b>Each Peach Pear Plum</b> <i>Allan Ahlberg and Janet Ahlberg</i></p> <p><b>Cinderella</b> <i>Ailie Busby</i></p> <p><b>Chicken Lickin</b> <i>Mandy Ross</i></p> <p><b>The Magic Porridge Pot</b> <i>Alan Macdonald</i></p> <p><b>The Elves and the Shoemaker</b> <i>Lorna Read</i></p> <p><b>Princess and the Pea</b> <i>Campbell</i></p> <p><b>Non-Fiction</b></p> <p><b>Castles</b> <i>Maggie Freeman</i></p> <p><b>What Can You See in Spring?</b> <i>Sian Smith</i></p>	<p><b>Fiction</b></p> <p><b>Sam Plants a Sunflower</b> <i>Axel Scheffler and Kate Perry</i></p> <p><b>Jasper's Beanstalk</b> <i>Nick Butterworth</i></p> <p><b>Cinderella</b> <i>Ailie Busby</i></p> <p><b>Handa's Surprise</b> <i>Eileen Browne</i></p> <p><b>On the Farm</b> <i>Axel Scheffler</i></p> <p><b>What the Ladybird Heard</b> <i>Julia Donaldson</i></p> <p><b>Avocado Baby</b> <i>John Burningham</i></p> <p><b>Non-Fiction</b></p> <p><b>A Fruit is a Suitcase for Seeds</b> <i>Jean Richards</i></p> <p><b>My Terrific Tractor Book</b> <i>DK Children</i></p> <p><b>Animal Babies on the Farm</b> <i>Kingfisher Books</i></p>	<p><b>Fiction</b></p> <p><b>Sharing a Shell</b> <i>Julia Donaldson</i></p> <p><b>The Duck Who Thought He Was a Chicken</b> <i>Andi Cann</i></p> <p><b>Come On, Baby Duck!</b> <i>Nick Ward</i></p> <p><b>Duck Duck Goose</b> <i>Tad Hills</i></p> <p><b>Owl Babies</b> <i>Martin Waddell</i></p> <p><b>Non-Fiction</b></p> <p><b>Duckling (Watch Me Grow)</b> <i>Lisa Magloff</i></p> <p><b>What Can You See in Summer?</b> <i>Sian Smith</i></p>