

NURSERY F1 LONG TERM PLAN 22-23

"AT PINWOOD, WE AIM TO 'MAKE LEARNING IRRESISTIBLE'. THIS RUNS THROUGH EVERYTHING WE DO, FROM LESSONS, OUR LEARNING ENVIRONMENT BOTH INDOORS AND OUTDOORS TO VISITS AND VISITORS. OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE PART OF THE PINWOOD PRIDE!"

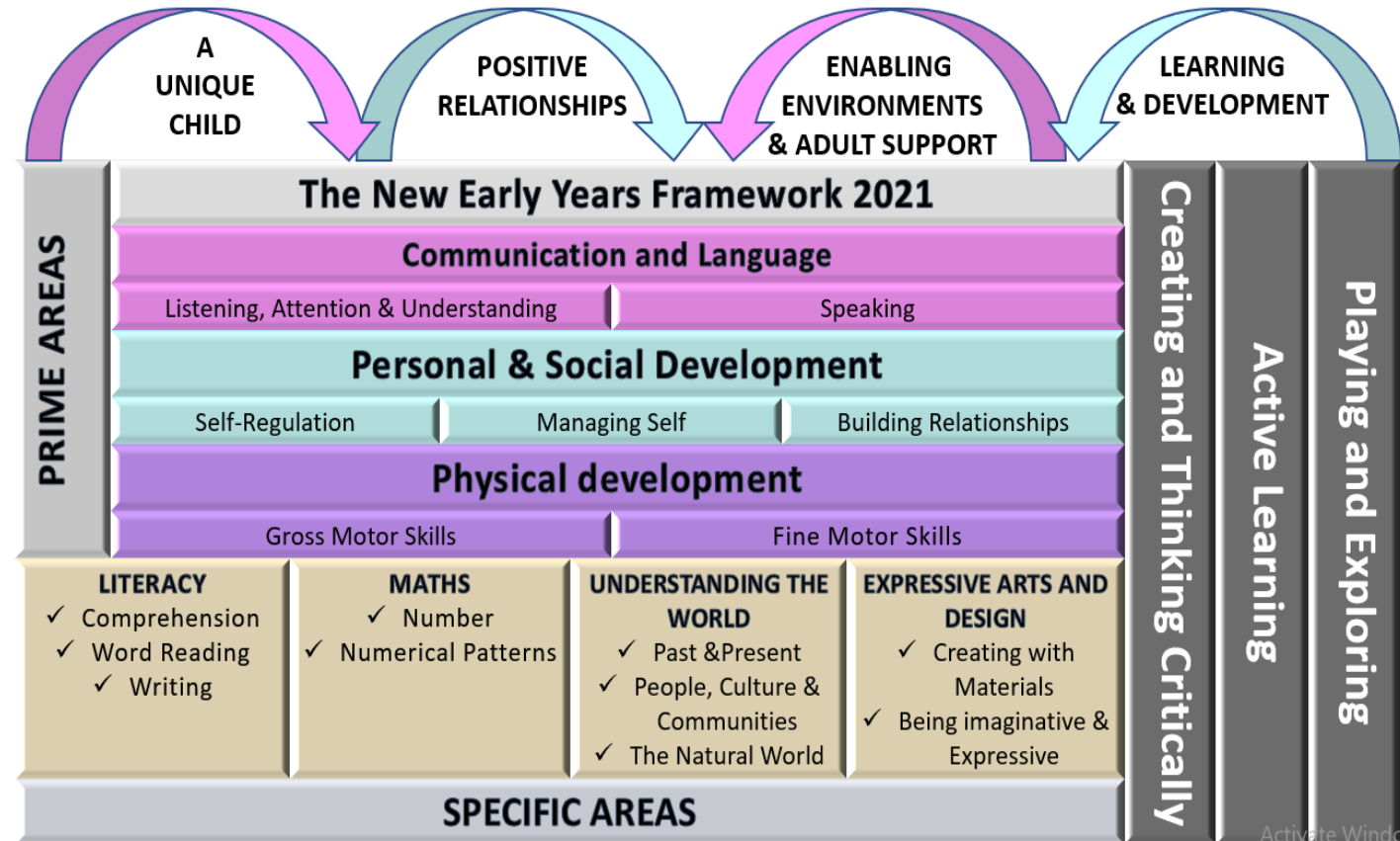
CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE EYFS. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY"

THE EYFS TEAM AT PINWOOD

Our Curriculum at Pinewood



- R** Remembering
- O** Opportunities
- O** Outcomes
- T** Talk
- S** School values



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AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

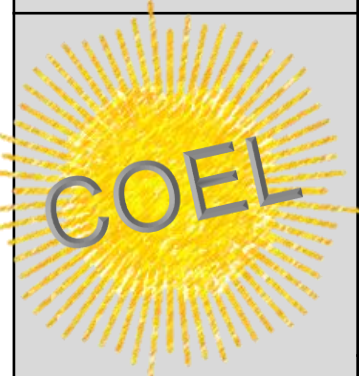
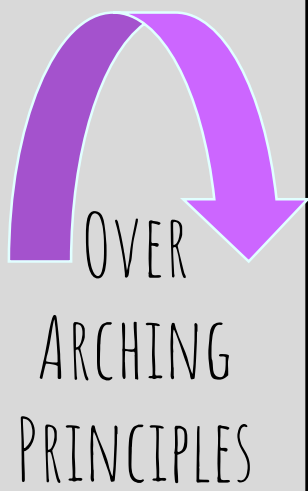


General Themes	Magical Me! Starting nursery/my new class / New Beginnings People who help us / Careers My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Lets celebrate! Bonfire night celebrations Ginger bread man – Harvest Parties Diwali Family traditions The Nativity Father Christmas visits Christmas Lists Letters to Father Christmas	Splish, splash, splash! Arts & Design focus Renoir – Umbrellas Seasons Water Chinese New Year	The great outdoors! The great outdoors Plants & Flowers Planting beans/seeds Reduce, Reuse & Recycle Duck life-cycle Spring Easter	Amazing animals! What lives in our pond? Life cycles Farm animals African animals Eid	Ticket to ride! Where in the world shall we go? Send me a postcard! Marine life Blue planet Reduce, Reuse & Recycle Fun Science/Materials
High quality Texts	Peace at last Ness the nurse Mum and Dad make me laugh Dear Zoo Busy people – Police officer Mrs Vole the Vet Captain Tom Little People Big Dreams	Firefighters non fiction Father Christmas needs a wee The Gingerbread man The runaway chapatti Dipal's Diwali The Blue Balloon The Christmas Story Christmas Week	Winter non-fiction Snowball Bear Snores on One rainy day One Snowy Night Ellie's magic wellies Chinese New Year	Non-fiction books on ducks Farmer duck Each Peach Pear plum Jasper's Beanstalk Nursery Rhymes The runaway pancake	Teddy the Frog Frog life-cycle (non-fiction) The tall tall grass The very hungry caterpillar Rumble in the jungle	The train ride We all go travelling by Hooray for fish Blue Planet David Attenborough Little People Commotion in the Ocean Rainbow Fish 10 Little Pirates
'Wow' moments	Family picnic (week4) Autumn Hobbucks Trail Remembrance Day Nurse /police officer/vet/soldier visit Pets in National Poetry Day th October	Guy Fawkes / Bonfire Night/firefighter visit Remembrance day Baking Gingerbread men No pens day (Nov) Christmas Time/Nativity/Santa New children visits	Valentines day Weather experiments Art exhibition Chinese New Year Take One Picture National Handwriting Day January National Storytelling week	Pancake day Living eggs - ducks Mother's Day World Book Day March Easter bonnet parade/egg rolling/decorating New children visits	White Post farm visit into school Caterpillars in Frogspawn in classroom and pond visits	Under the Sea – singing songs and sea shanties Map work - Find the Treasure Father's Day Pirate Day Transition into full time school New children visits End of year family picnic

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

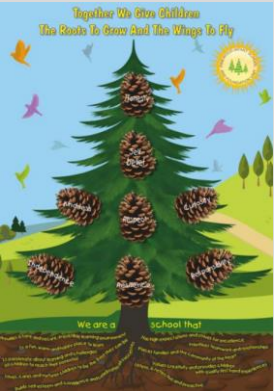


NURSERY F1 LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
General Themes	Magical Me!	Lets celebrate!	Splish, splash, splosh!	The Great outdoors!	Amazing animals!	Ticket to ride!
 	Characteristics of Effective Learning 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 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. 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.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. 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. 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. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: Pinewood, 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.'. EYFS Team</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					



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<p>OUR PINWOOD VALUES</p> 	<p>Values: Kindness & Self-belief</p> <p>Books: Kindness: Dogger, Room on the broom, The Giving Tree, Lost and Found Self belief Gruffalo How to Catch a Star</p>	<p>Values: Honesty & Independence</p> <p>Books: Honesty: Do unto others Independence: Iggy Peck architect, Lost and found, The missing Piece The Way back Home</p>	<p>Values: respect & resilience</p> <p>Books Respect: Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk Resilience: Peace at last, After the Storm Peter and the wolf Kevin the Cat with the Magic Hat Up and Down Monkey Puzzle The Way Back Home</p>	<p>Values: responsibility & curiosity</p> <p>Books Responsibility: One world Bog baby The great kapok Tree Curiosity: The mole who knew it was non on his business</p>	<p>Values: Re-cap on all 6</p>	<p>Values: Re-cap on all 6</p>
	<p>It goes without saying that we want our children to reach their potential academically whilst here at Pinewood. But education is about so much more than this. In December 2016 we decided to link our vision and values to a pine tree theme where we provide the roots in order for children to grow and finally have the wings to fly onto the next part of their educational journey. Values are the principles that guide our behaviour and thinking as a school. The values we want to instill in our children here at Pinewood can be seen on the pine cones. Our school aim is 'To make learning irresistible' as this encompasses what we do at Pinewood in order to meet our vision.</p> <p>Our school prioritises relationships. We really care for each other as a staff team, for our children and our families. Pinewood is a lovely place to be. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.</p>					



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BRITISH VALUES SHARING CIRCLES	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.	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. Done through celebrations	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. Class rules	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.	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.	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.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry Wellcomm entry assessments Bsquared EYFS team meetings	On going assessments Wellcomm– end of block assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments	In-house - Baseline data on entry Wellcomm entry assessments Cluster moderation EYFS team meetings Phase meeting and internal moderations	On going assessments Wellcomm – end of block assessments Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments	In-house - Baseline data on entry Wellcomm entry assessments Cluster moderation EYFS team meetings	On going assessments Wellcomm – end of block assessments Pupil progress meetings Reports EYFS team meetings Exit F1 data
PARENTAL INVOLVEMENT	New starter meetings Family photos/videos Seesaw involvement Parents picnic Hobbucks walk	Seesaw involvement Nativity Parents Evening New children visits/stay and play/twilight/home visits	New starter meetings Seesaw involvement Art exhibition Valentines day lunch	Seesaw involvement Parents Evening Easter bonnet parade New children visits/stay and play/twilight/home visits	New starter meetings Seesaw involvement	Seesaw involvement Parents Evening End of year family Picnic New children visits/stay and play/twilight/home visits



DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies



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General Themes	Magical Me!	Lets Celebrate!	Splish, Splash, Splosh!	The Great Outdoors!	Amazing Animals!	Ticket to ride!
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Word Aware and Talk Boost interventions. DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)	Wellcomm interventions Rhyme of the week Sign of the week Settling in activities Making friends Show an interest in the lives of other people - I can respond to my name and change my activity when encouraged - I can use everyday words to talk about people I know - I can follow simple instructions with visuals - I can listen and respond to adults and peers Key vocab: colours, nursery areas, adult names, rules & routines	Wellcomm interventions Rhyme of the week Sign of the week - I can follow two-step simple instructions with visuals - I can concentrate for slightly longer periods - I can join in with a small group - I can remember and join in with stories and rhymes - Key vocab: celebrations, describing words, food/ingredients	Rhyme of the week Sign of the week Wellcomm interventions Settling in activities - I can speak in 2/3/4 word sentences - I can understand more simple questions and answer appropriately - I can express desires, feelings and needs - I can begin to hold two-way conversations with adults and peers Key vocab: seasonal language, revisit colour, light & dark	Rhyme of the week Sign of the week Wellcomm interventions - I can begin to understand and ask why and how questions - I can remember and use new words - I can engane in imaginary role-play sometimes building stories around objects and toys Key vocab: Duck life cycle, planting/growing, recycling	Rhyme of the week Sign of the week Wellcomm interventions Settling in activities - I can explain my own thinking/ideas - I can describe the story settings and chatracters - I can join in aith the repeated lines and refrains - I can use language as a powerful means of widening contacts and sharing feelings Key vocab: Frog life cycle, seasonal changes, animals and habitats	Rhyme of the week Sign of the week Wellcomm interventions - I can communicate effectively with my peers and adults - I can follow three-step simple instructions, sometimes without visuals - I can anticipate key events in stories - I can take turns in small groups - I can ask simple questions and wait for a response Key vocab: emotions, positional language/prepositions. revisit colour.



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General Themes	Magical Me!	Lets celebrate!	Splish, splash, splosh!	The Great outdoors!	Amazing animals!	Ticket to ride!
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 SELF REGULATION MAKING RELATIONSHIPS	<p><u>SCARF: Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none">- Separate from my main carer with support- Know how to distract myself when I am upset- Know how to look after my teeth- Know some classroom rules- Know how to follow rules and understand why they are important	<p><u>SCARF: Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>Independence: selecting and putting back own belongings</p> <ul style="list-style-type: none">- Know how to express my own feelings- Know my own feelings and am beginning to understand that some actions and words can hurt other's feelings- Know how to demonstrate friendly behavior and form good relationships with adults and peers	<p><u>SCARF: Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>SMART rules Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none">- Separate from my main carer with support- Know how to distract myself when I am upset- Know that I can use an adult as a secure base- Know how to begin to accept the needs of others and take turns and share resources- Show confidence in asking adults for help	<p><u>SCARF: Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)</p> <p>Healthy eating - Making a fruit smoothie</p> <ul style="list-style-type: none">- Beginning to know about foods that are healthy and unhealthy- Know how to express my own preferences and interests- Know how to respond to a few appropriate boundaries	<p><u>SCARF: Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p> <ul style="list-style-type: none">- Separate from my main carer with support- know how to distract myself when I am upset- Know that I can adult as a secure base- Know how to cooperate with familiar people e.g. turn taking- Usually know how to tolerate delay when my needs are not immediately met- Know that I can seek out others to share experiences- Know that praise for what I have done is a good thing and I welcome value and praise for what I have done	<p><u>SCARF: Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p> <p>Transition into F2 School readiness</p> <ul style="list-style-type: none">- Know how to responsibly carry out small tasks- Know how to select and use activities and resources independently- Know how to follow rules and understand why they are important- Know and understand that my wishes my not always be met- Know that I will be safe when I separate from my main carer even if I may need support



NURSERY F1 LONG TERM PLAN 22-23

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General Themes	Magical Me!	Lets celebrate!	Splish, splash, splosh!	The Great outdoors!	Amazing animals!	Ticket to ride!
<p>PHYSICAL DEVELOPMENT</p> <p>FINE MOTOR</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p> <p>GROSS MOTOR</p> <p>WEEKLY COSMIC KIDS YOGA LESSON</p>	<p>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.</p>					
	<ul style="list-style-type: none"> - Know how to hold a pencil (fisted/digital pronate grip) to make marks - Begin to know how to do up my own large buttons - Know how to turn the pages in a book 	<ul style="list-style-type: none"> - Know how to fit the pieces of a puzzle together - Know how to pick up tiny objects using a fine pincer grasp - Know how to use one-handed tools and equipment, e.g. make snips in paper with child scissors 	<ul style="list-style-type: none"> - Know how to use tweezers - Know how to use tools effectively in playdough (eg: cutters/rollers) - Know how to take off and put on my own shoes (not laces) - Begin to know how to do up my own zip 	<ul style="list-style-type: none"> - Know how to show increasing control over tools like pencils and crayons. - Know how to use tools for mark making with control. - Know how to grip using five fingers or preferably two fingers and thumb for control. 	<ul style="list-style-type: none"> - Know how to use a 4 finger grip to hold my pencil - Know how to use pincers, tweezers and threading equipment with increasing control and confidence 	<ul style="list-style-type: none"> - Know how to use scissors effectively to cut straight lines in paper - Begin to know how to use 3 fingers (tripod grip) to hold my pencil
	<p>NEXT LEVEL SPORTS: Multiskills</p> <p>Know how to:</p> <ul style="list-style-type: none"> Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills 	<p>NEXT LEVEL SPORTS: Games</p> <p>Know how to:</p> <ul style="list-style-type: none"> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game 	<p>NEXT LEVEL SPORTS: Dance</p> <p>Know how to:</p> <ul style="list-style-type: none"> Move energetically Copy basic actions Move to music Negotiate space Perform teacher led warm ups 	<p>NEXT LEVEL SPORTS: Gymnastics</p> <p>Know how to:</p> <ul style="list-style-type: none"> Balance Core muscle strength Jumping and landing Awareness of space 	<p>NEXT LEVEL SPORTS: Cricket</p> <p>Know how to:</p> <ul style="list-style-type: none"> Follow the rules of a game Use a racket I can join in with a game 	<p>NEXT LEVEL SPORTS: Athletics</p> <p>Know how to:</p> <ul style="list-style-type: none"> Running skills Agility Sports day
	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p>From Development Matters 2020':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



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LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library bus weekly	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)					
	- Know how to fill in missing words from well-known rhymes - know how to show a preference for a book or a song or a rhyme.	- Know how to identify myself in a story and show enjoyment for stories about familiar people - Know how to hold a book, turn the pages and indicate an understanding of pictures and print.	- Begin to know how to be aware of the way stories are structured. - Know how to show interest in illustrations and print in books and print in the environment.	- Know how to describe main story settings, events and principal characters. - Know how to make suggestions about what might happen next in a story	- Know how to talk about events and characters in a book - Know how to suggest how a story might end	- Know how to describe main story settings, events and principal characters. - Know how to tell a story to friends
	- Know how to join in with rhymes and stories	- Know how to identify rhymes. - Know how to join in with the rhythm of well-known rhymes and songs. - Know how to notice and repeat sounds	- Know how and understand that print has meaning - I know how to hold a book, turn the pages and indicate an understanding of pictures and print	- know that print can have different purposes - know the names of the different parts of a book	- know that we read English text from left to right and from top to bottom - Know how to identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.	- Know how to spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother



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WRITING TFW USED AS STIMULUS ACROSS THE YEAR TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	<ul style="list-style-type: none">- Know how to randomly scribble on the page, sometimes with both hands.- Begin to know how to balance when sitting.- Know how to make connections between my actions and the marks being made.	<ul style="list-style-type: none">- Know how to control the marks on the page.- Know how to use a range of tools to make marks and show an interest in my own marks and others marks.	<ul style="list-style-type: none">- Know how to make connections between my actions and the marks being made.- Know how to ascribe meaning to my marks	<ul style="list-style-type: none">- Know how to distinguish between the different marks I make.- Know how to tell an adult what my marks mean- Know how to draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.- Know how to copy shapes, letter and pictures	<ul style="list-style-type: none">- Know how to identify sounds from my own name in other words.- Know how to write some or all of my name.	<ul style="list-style-type: none">- Know how to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.- Know how to write some letters accurately



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
General Themes	Magical Me!	Lets celebrate!	Splish, splash, splash!	The Great outdoors!	Amazing animals!	Ticket to ride!
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i>	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 mastery of mathematics 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 , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<ul style="list-style-type: none"> - Know how to recite some number names in sequence - Know how to show interest in and join in with number rhymes 	<ul style="list-style-type: none"> - Know how to recite some number names past 5 - Know how to have conversations about numbers - Know how to say when two small groups have the same number - Know how to sort objects using one simple criteria - Know how to share play toys with a friend when asked 	<ul style="list-style-type: none"> - Know how to recite some number names in sequence - Know how to show interest in and join in with number rhymes - Know how to bring one or two objects to and adult when asked - Know how to extend a simple ABABAB pattern <ul style="list-style-type: none"> - Know how to experiment with my own symbols, marks and numerals 	<ul style="list-style-type: none"> - Know how to create a simple ABABAB pattern - Know how to use number names to ten - Begin to know how to count small quantities accurately - Know how to show understanding of simple comparisons - more - Know how to give one more object when asked - Know how to identify the shape of everyday objects 	<ul style="list-style-type: none"> - Know how to recite some number names in sequence - Know how to show interest in and join in with number rhymes - Know how to correct a simple pattern <ul style="list-style-type: none"> - Know how to show understanding of simple comparisons - less - Know how to take one object away when asked - Know how to use informal language such as 'stripy' 'pointy' when sorting objects - know that the last number reached when counting objects is how many in total <ul style="list-style-type: none"> - Know how to quickly recognise groups of three objects - Know how to compare quantities 	<ul style="list-style-type: none"> - Know how to say one number name for each item in order to five - Know how to link numerals and amounts - Know how to show finger numbers up to five - Know how to describe a sequence of events in order <ul style="list-style-type: none"> - Know how to use mathematical language to describe shapes - Know how to identify numerals in the environment - Know how to represent numbers using marks

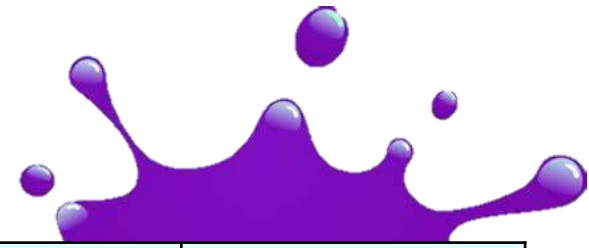


NURSERY F1 LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
General Themes	Magical Me!	Lets celebrate!	Splish, splash, splosh!	The Great outdoors!	Amazing Animals!	Ticket to Ride!
UNDERSTANDING THE WORLD RE/FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	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.					
	<ul style="list-style-type: none">- Know that we have special times that are important to us like birthdays- Know that we have school and family routines and customs-- Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Kittens/Pinewood family Which stories are special and why?	<ul style="list-style-type: none">- - Know and talk about significant events in my own experience- Know some songs relating to a celebration What times are special and why? Which stories are special and why? Diwali Christmas	<ul style="list-style-type: none">- In pretend play I know how to imitate everyday actions and events from my own family and cultural background What times are special and why? Chinese new year	<ul style="list-style-type: none">- know that there are similarities and differences between us What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter	<ul style="list-style-type: none">- know that nursery is a special place What is special about our world? Awe and wonder: growth and change of animals	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Know a collection of stories that we have identified as special in F1 What is special about our world? Summer Solstice</p>
	<ul style="list-style-type: none">- Know how to show interest in photographs of myself and familiar people and objects- Know how to be curious about people and show interest in stories about myself and my family- Know how to talk about what I was like when I was a baby	<ul style="list-style-type: none">- Know how to celebrate different occasions- Know how to make observations about my immediate environment- in pretend play, know how to imitate everyday actions	<ul style="list-style-type: none">- Begin to know how to make sense of my own life-story and family's history- Know how to identify where things belong in my environment Eg:	<ul style="list-style-type: none">- Know how to talk about environments in stories- Know how to talk about places I have visited (e.g.: the park/ASDA)- Know how to follow positional language	<ul style="list-style-type: none">- Know that my new friends have similarities and differences that connect them to, and distinguish them from, others- Know how to talk about places in and around school	<p>What is special about our world?</p> <ul style="list-style-type: none">- Know how to use simple positional language- Begin to know how to talk about and describe changes in my environment



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
General Themes	Magical Me!	Lets celebrate!	Splish, splash, splosh!	The Great outdoors!	Amazing animals!	Ticket to ride!
EXPRESSIVE ARTS AND DESIGN	<p>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.</p> <p>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.</p>					
	<ul style="list-style-type: none">- Know how to explore different materials freely, in order to develop my ideas about how to use them and what to make.- Know how to use various construction materials- Know how to manipulate play dough (roll, knead)	<ul style="list-style-type: none">- Know how to use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)- Know how to recognise and name colours.	<ul style="list-style-type: none">- Know how to join different materials and explore different textures.- -Know what an artist is- Know how to draw identifiable pictures- Know how to use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control	<ul style="list-style-type: none">- Know how to talk about what I am creating- Know how to begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'	<ul style="list-style-type: none">- Know how to draw a person with identifiable features- Know how develop my own ideas and then decide which materials to use to express them.	<ul style="list-style-type: none">- I have been exposed to a different range of artists- Know how to show interest and describe the texture of things

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.

Work will be displayed in the classroom
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.

