

# Nursery Planning 2018/19

Children will develop their skills and knowledge as they play freely together within the indoor and outdoor provision. They will be supported by experienced practitioners who will observe them, help facilitate their play and, in doing so, continually move their learning forwards.

The learning environment has been organised to allow children to explore and learn in all seven areas of development. We aim for the environment to be an irresistible mix of rich, high quality resources which reflect upon the children's own experiences whilst also encouraging new learning. Resources are multi-use wherever possible and are well-organised and accessible.

In order to ensure curriculum coverage, Long Term Plans have been developed using the statements from the 22-36 month age band from 'Development Matters.' These make up the learning intentions for each of the six half term blocks and will give the children every opportunity to reach age related expectations.

Because children attend a variety of nursery sessions throughout the week (and most children will not be at nursery full-time) the learning intentions will last for a full half term. Adult-led sessions will focus on these learning intentions but it is understood that the highest quality engagement and learning will come from children's self-initiated play as they follow their own curiosity and seek the sensory input that they themselves need to learn and develop.

Themes and topics will be based on children's interests and experiences and will be supported by high quality picture books which will be key to supporting and developing language.

# Nursery Long Term Plan

# *(Two year old room)*

# 2018/19

## Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Making relationships</b>	Be interested in others' play and start to join in.		Seek out others to share experiences.	Show affection and concern for people who are special to them.	Possibly form a special friendship with another child.	
<b>Self-confidence and self awareness</b>	Separate from main carer with support and encouragement from a familiar adult.			Express own preferences and interests.		

<b>Managing feelings and behaviour</b>	Seek comfort from familiar adults when needed.  Express their own feelings such as sad, happy, cross, scared, worried.	Respond to the feelings and wishes of others.	Be aware that some actions can hurt or harm others.	Try to help or give comfort when others are distressed.	Show understanding and cooperate with some boundaries and routines.  Inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.	Show a growing ability to distract self when upset, e.g. by engaging in a new play activity.
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# Communication and Language Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Listening and Attention</b>	Listen with interest to the noises adults make when they read stories.	Recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	Show interest in play with sounds, songs and rhymes.		Show single channelled attention. Shift to a different task if attention fully obtained – using child's name helps focus.	

<b>Understanding</b>	Identify action words by pointing to the right picture, e.g., “Who’s jumping?”	Understand more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’	Understand ‘who’, ‘what’, ‘where’ in simple questions (e.g. <i>Who’s that/can? What’s that? Where is.?</i> ).	Develop understanding of simple concepts (e.g. <i>big/little</i> ).		
<b>Speaking</b>	Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	Hold a conversation, jumping from topic to topic.	Learn new words very rapidly and be able to use them in communicating.	Use gestures, sometimes with limited talk, e.g. reach toward toy, saying ‘I have it’.	Use a variety of questions (e.g. <i>what, where, who</i> ).  Use simple sentences (e.g. ‘ <i>Mummy gonna work.</i> ’)	Begin to use word endings (e.g. <i>going, cats</i> ).

## Physical Development

	<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>Moving and Handling</b>	Run safely on whole foot.  Squat with steadiness to rest or play with object on the ground, and rise to feet without using hands.  Climb confidently and begin to pull themselves	Show control in holding and using jugs to pour, hammers, books and mark-making tools.	Turn pages in a book, sometimes several at once.  Kick a large ball.	Begin to use three fingers (tripod grip) to hold writing tools  Imitate drawing simple shapes such as circles and lines.	Walk upstairs or downstairs holding onto a rail two feet to a step.  Possibly begin to show preference for dominant hand.	

	up on nursery play climbing equipment.					
<b>Health and Self-care</b>	Feed self competently with spoon.	Drink well without spilling.	Clearly communicate the need for potty or toilet.	Begin to recognise danger and seek support of significant adults for help.	Help with clothing, e.g. put on hat, unzip zipper on jacket, take off unbuttoned shirt.	Begin to be independent in self-care, but still often need adult support.

# Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading</b>	Have some favourite stories, rhymes, songs, poems or jingles.		Repeat words or phrases from familiar stories.		Fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	
<b>Writing</b>	Distinguish between the different marks they make.					

# Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Number</b>	Select a small number of objects from a group when asked, for example, <i>'please give me one'</i> , <i>'please give me two'</i> .	Recite some number names in sequence.	Create and experiment with symbols and marks representing ideas of number.	Begin to make comparisons between quantities	Use some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>	Know that a group of things changes in quantity when something is added or taken away.
<b>Shape, Space and Measure</b>	Notice simple shapes and patterns in pictures.		Begin to categorise objects according to properties such as shape or	Begin to use the language of size.	Understand some talk about immediate past and future, e.g. <i>'before'</i> , <i>'later'</i> or	Anticipate specific time-based events such as mealtimes or home time.

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# Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>People and Communities</b>	Have a sense of own immediate family and relations.	In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Begin to have own friends.		Learn that they have similarities and differences that connect them to, and distinguish them from, others.	

<b>The World</b>	Enjoy playing with small-world models such as a farm, a garage, or a train track.	Notice detailed features of objects in their environment.
<b>Technology</b>	Seek to acquire basic skills in turning on and operating some ICT equipment.	Operate mechanical toys, e.g. turn the knob on a wind-up toy or pull back on a friction car

## Expressive Arts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Exploring and Using Media and Materials</b>	Join in singing favourite songs.	Create sounds by banging, shaking, tapping or blowing.	Show an interest in the way musical instruments sound.		Experiment with blocks, colours and marks.	
<b>Being Imaginative</b>	Begin to make-believe by pretending.				Begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'	

