

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 provide an irresistible mix of rich, high quality resources and experiences which reflect upon the children's own experiences but which also enable new learning. Resources are well-organised and accessible and will be multi-use wherever possible.

In order to ensure curriculum coverage, Long Term Plans have been developed using the statements from the 30-50 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 group 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

*(Three and four
year old room)*

2018/19

Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making relationships	Play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children		Initiate play, offering cues to peers to join them	Keep play going by responding to what others are saying or doing	Demonstrate friendly behaviour, initiating conversations and form good relationships with peers and familiar adults	
Self-confidence and self awareness	Select and use activities and resources with help	Welcome and value praise for what they have done	Enjoy responsibility of carrying out small tasks	Be more outgoing towards unfamiliar people and more confident in new social situations	Be confident to talk to other children when playing, and communicate freely about own home and community	Show confidence in asking adults for help
Managing feelings and behaviour	Be aware of own feelings, and know that some actions and words can hurt others' feelings.		Begin to accept the needs of others and take turns/share resources, sometimes with support from others		Usually tolerate delay when needs are not immediately met, and understand wishes may not always be met	Usually adapt behaviour to different events, social situations and changes in routine.

Communication and Language

Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and Attention	Listen to others one to one or in small groups, when the conversation interests them	Listen to stories with increasing attention and recall	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories	Focus attention – still listen or do, but can shift own attention	Be able to follow directions (if not intently focused on own choice of activity)	
Understanding	Understand use of objects (e.g. <i>“What do we use to cut things?”</i>)	Show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture		Respond to simple instructions, e.g. to get or put away an object.	Begin to understand ‘why’ and ‘how’ questions.	
Speaking	Begin to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).	Retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).	Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	Use a range of tenses (e.g. <i>play, playing, will play, played</i>) Question why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> .	Use intonation, rhythm and phrasing to make the meaning clear to others Use vocabulary focused on objects and people that are of particular importance to them	Build up vocabulary that reflects the breadth of their experiences Use talk in pretending that objects stand for something else in play, e.g. <i>‘This box is my castle.’</i>

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Moving and Handling	<p>Move freely and with pleasure and confidence in a range of ways</p> <p>Mount stairs, steps or climbing equipment using alternate feet</p> <p>Walk downstairs, two feet to each step while carrying a small object</p>	<p>Draw lines and circles using gross motor movements</p> <p>Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles</p> <p>Use one-handed tools and equipment, e.g. makes snips in paper with child scissors</p>	<p>Stand momentarily on one foot when shown</p> <p>Catch a large ball</p>	<p>Hold pencil between thumb and two fingers, no longer using whole-hand grasp</p>	<p>Hold pencil near point between first two fingers and thumb and uses it with good control</p> <p>Copy some letters e.g. letters from their name</p>	
Health and Self-care	<p>Tell adults when hungry or tired or when they want to rest or play</p>	<p>Observe the effects of activity on their bodies</p>	<p>Understand that equipment and tools have to be used safely</p>	<p>Gain more bowel and bladder control and can attend to toileting needs most of the time themselves</p>	<p>Usually manage washing and drying hands</p>	<p>Dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom</p>

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Reading</p>	<p>Enjoy rhyming and rhythmic activities</p> <p>Show awareness of rhyme and alliteration</p> <p>Recognise rhythm in spoken words</p> <p>Listen to and join in with stories and poems, one-to-one and also in small groups</p>	<p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begin to be aware of the way stories are structured</p> <p>Suggest how the story might end</p>	<p>Listen to stories with increasing attention and recall</p> <p>Show interest in illustrations and print in books and print in the environment</p>	<p>Describe main story settings, events and principal characters</p>	<p>Recognise familiar words and signs such as own name and advertising logos</p> <p>Look at books independently</p> <p>Handle books carefully</p>	<p>Know information can be relayed in the form of print</p> <p>Hold books the correct way up and turns pages</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom</p>
<p>Writing</p>	<p>Sometimes give meaning to marks as they draw and paint</p> <p>Ascribe meanings to marks that they see in different places</p>					

Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	<p>Use some number names and number language spontaneously</p> <p>Use some number names accurately in play</p> <p>Recite numbers in order to 10</p> <p>Know that numbers identify how many objects are in a set</p>	<p>Compare two groups of objects and say when they have the same number</p> <p>Show curiosity about numbers by offering comments or asking questions</p>	<p>Begin to represent numbers using fingers, marks on paper or pictures</p> <p>Show an interest in number problems</p>	<p>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>	<p>Sometimes match numeral and quantity correctly</p> <p>Show an interest in numerals in the environment</p>	<p>Show an interest in representing numbers</p> <p>Realise not only objects, but anything can be counted, including steps, claps or jumps</p>
Shape, Space and Measure	<p>Show an interest in shape and space by playing with shapes or making arrangements with objects</p>	<p>Show awareness of similarities of shapes in the environment</p> <p>Use positional language</p>	<p>Show interest in shape by sustained construction activity or by talking about shapes or arrangements</p>	<p>Show interest in shapes in the environment</p>	<p>Use shapes appropriately for tasks</p>	<p>Begin to talk about the shapes of everyday objects e.g. 'round' and 'tall'.</p>

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

People and Communities	Show interest in the lives of people who are familiar to them Remember and talk about significant events in their own experience	Recognise and describe special times or events for family or friends	Show interest in different occupations and ways of life		Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family	
The World	Comment and ask questions about aspects of the familiar world such as the place where they live or the natural world	Talk about some of the things they have observed such as plants, animals, natural and found objects	Talk about why things happen and how things work		Develop an understanding of growth, decay and changes over time Show care and concern for living things and the environment	
Technology	Know how to operate simple equipment e.g. turn on CD player and use remote control	Know how to operate simple equipment e.g. turns on CD player and uses remote control	Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones	Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	Know that information can be retrieved from computers	

Expressive Arts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Exploring and Using Media and Materials</p>	<p>Enjoy joining in with dancing and ring games</p> <p>Sing a few familiar songs</p> <p>Begin to move rhythmically</p> <p>Imitate movement in response to music</p>	<p>Tap out simple repeated rhythms</p> <p>Explore and learn how sounds can be changed</p>	<p>Explore colour and how colours can be changed</p> <p>Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects</p>	<p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Begin to be interested in and describe the texture of things</p>	<p>Join construction pieces together to build and balance</p> <p>Use various construction materials</p>	<p>Realise tools can be used for a purpose</p>
<p>Being Imaginative</p>	<p>Use movement to express feelings</p> <p>Create movement in response to music</p>	<p>Sing to self and makes up simple songs</p> <p>Make up rhythms</p>	<p>Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p>	<p>Engage in imaginative role-play based on own first-hand experiences</p>	<p>Build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’</p> <p>Use available resources to create props to support role-play</p>	<p>Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</p> <p>Develop preferences for forms of expression</p>