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| **College Town Primary School - Nursery Long Term Plan 2019-20** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **WOW, trips, resources** | Ourselves  Little Street Trip – CAL  Introduce chatter bags | People Who Help Us – visitors arranged to share their job with the children  Christmas play  Different role plays for the visitors  Christmas baking | Snow and Ice – Winter walk  Ice melting experiment | Pets – Visit to rabbits and guinea pigs. Children to bring in a photo of their own pet. | Transport  Making a car wash outside  Videos of different transport | Under the Sea  Role play area  Sports Day |
| **Personal, Social and Emotional Development and Safeguarding** | Interested in others’ play and starting to join in.  May form a special friendship with another child.  Shows affection and concern for people who are special to them.  Seeks out others to share experiences.  Separates from main carer with support and encouragement from a familiar adult.  Seeks comfort from familiar adults when needed.  Can express their own feelings such as sad, happy, cross, scared, and worried.  Responds to the feelings and wishes of others. | Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying or doing.  May form a special friendship with another child.  Keeps play going by responding to what others are saying or doing.  Can select and use activities and resources with help.  Seeks comfort from familiar adults when needed.  Aware that some actions can hurt or harm others.  Tries to help or give comfort when others are distressed.  Shows understanding and cooperates with some boundaries and routines. | Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Keeps play going by responding to what others are saying or doing.  Expresses own preferences and interests.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Shows confidence in asking adults for help  Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.  Growing ability to distract self when upset, e.g. by engaging in a new play activity. | Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Keeps play going by responding to what others are saying or doing.  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Shows confidence in asking adults for help  Aware of own feelings, and knows that some actions and words can hurt others’ feelings. | Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Keeps play going by responding to what others are saying or doing.  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing, and will communicate freely about own home and community  Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met  Can usually adapt behaviour to different events, social situations and changes in routine. | Keeps play going by responding to what others are saying or doing.  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults  Welcomes and values praise for what they have done.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing, and will communicate freely about own home and community  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. |

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| **Communication and Language** | Listens with interest to the noises adults make when they read stories.  Shows interest in play with sounds, songs and rhymes.  Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.  Identifies action words by pointing to the right picture, e.g., *“Who’s jumping?”*  Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. *Who’s that/can? What’s that? Where is.?*).  Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.  Holds a conversation, jumping from topic to topic.  Learns new words very rapidly and is able to use them in communicating. | Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.  Shows interest in play with sounds, songs and rhymes.  Listens to others one to one or in small groups, when conversation interests them  Understands more complex sentences, e.g. *‘Put your toys away and then we’ll read a book.’*  Developing understanding of simple concepts (e.g. *big/little*).  Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *‘I have it’.*  Uses a variety of questions (e.g. *what, where, who*).  Uses simple sentences (e.g.’ *Mummy gonna work.’*)  Beginning to use word endings (e.g. *going, cats*). | Listens to others one to one or in small groups, when conversation interests them  Listens to stories with increasing attention and recall.  Understands more complex sentences, e.g. *‘Put your toys away and then we’ll read a book.’*  Developing understanding of simple concepts (e.g. *big/little*).  Understands use of objects (e.g. *“What do we use to cut things?’*)  Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).  Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*). | Listens to stories with increasing attention and recall.  Is able to follow directions (if not intently focused on own choice of activity).  Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.  Responds to simple instructions, e.g. to get or put away an object  Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). | Listens to stories with increasing attention and recall.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  Focusing attention – still listen or do, but can shift own attention  Beginning to understand ‘why’ and ‘how’ questions  Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences  Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.*  Uses talk in pretending that objects stand for something else in play, e,g, *‘This box is my castle.’* | Listens to stories with increasing attention and recall.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  Focusing attention – still listen or do, but can shift own attention  Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences  Uses a range of tenses (e.g. *play, playing, will play, played*).  Uses intonation, rhythm and phrasing to make the meaning clear to others.  Uses vocabulary focused on objects and people that are of particular importance to them.  Builds up vocabulary that reflects the breadth of their experiences |

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| **Physical Development** | Runs safely on whole foot.  Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.  Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.  Turns pages in a book, sometimes several at once.  Walks upstairs or downstairs holding onto a rail two feet to a step.  May be beginning to show preference for dominant hand.  Clearly communicates their need for potty or toilet.  Beginning to recognise danger and seeks support of significant adults for help.  Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. | Can kick a large ball.  Shows control in holding and using jugs to pour, hammers, books and mark-making tools.  Beginning to use three fingers (tripod grip) to hold writing tools  Imitates drawing simple shapes such as circles and lines.  Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping  Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping  Beginning to be independent in self-care, but still often needs adult support.  Can tell adults when hungry or tired or when they want to rest or play.  Can usually manage washing and drying hands. | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping  Can catch a large ball.  Draws lines and circles using gross motor movements  Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping  Mounts stairs, steps or climbing equipment using alternate feet.  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Can stand momentarily on one foot when shown.  Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  Holds pencil near point between first two fingers and thumb and uses it with good control.  Understands that equipment and tools have to be used safely. | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping  Walks downstairs, two feet to each step while carrying a small object.  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  Can copy some letters, e.g. letters from their name.  Observes the effects of activity on their bodies.  Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. |
| **Literacy** | Has some favourite stories, rhymes, songs, poems or jingles.  Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a …’.  Holds books the correct way up and turns pages.  Distinguishes between the different marks they make. | Repeats words or phrases from familiar stories.  Shows interest in illustrations and print in books and print in the environment.  Distinguishes between the different marks they make. | Enjoys rhyming and rhythmic activities.  Shows awareness of rhyme and alliteration.  Recognises rhythm in spoken words.  Looks at books independently.  Handles books carefully.  Knows that print carries meaning and, in English, is read from left to right and top to bottom.  Sometimes gives meaning to marks as they draw and paint. | Enjoys rhyming and rhythmic activities.  Shows awareness of rhyme and alliteration.  Listens to and joins in with stories and poems, one-to-one and also in small groups.  Beginning to be aware of the way stories are structured.  Suggests how the story might end.  Listens to stories with increasing attention and recall.  Sometimes gives meaning to marks as they draw and paint. | Shows awareness of rhyme and alliteration.  Listens to and joins in with stories and poems, one-to-one and also in small groups.  Beginning to be aware of the way stories are structured.  Listens to stories with increasing attention and recall.  Recognises familiar words and signs such as own name and advertising logos.  Ascribes meanings to marks that they see in different places | Listens to and joins in with stories and poems, one-to-one and also in small groups.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Listens to stories with increasing attention and recall.  Describes main story settings, events and principal characters.  Knows information can be relayed in the form of print.  Ascribes meanings to marks that they see in different places |
| **Maths** | Selects a small number of objects from a group when asked, for example, *‘please give me one’, ‘please give me two’.*  Begins to make comparisons between quantities.  Uses some language of quantities, such as *‘more’* and *‘a lot’.*  Uses some number names and number language spontaneously.  Notices simple shapes and patterns in pictures.  Understands some talk about immediate past and future, e.g. ‘*before*’, ‘*later*’ or ‘*soon*’.  Anticipates specific time-based events such as mealtimes or home time. | Recites some number names in sequence.  Creates and experiments with symbols and marks representing ideas of number.  Knows that a group of things changes in quantity when something is added or taken away.  Uses some number names accurately in play.  Beginning to categorise objects according to properties such as shape or size.  Begins to use the language of size. | Recites numbers in order to 10  Shows curiosity about numbers by offering comments or asking questions.  Compares two groups of objects, saying when they have the same number.  Shows an interest in numerals in the environment  Shows an interest in shape and space by playing with shapes or making arrangements with objects  Shows awareness of similarities of shapes in the environment. | Knows that numbers identify how many objects are in a set.  Sometimes matches numeral and quantity correctly.  Shows an interest in number problems.  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  Shows an interest in numerals in the environment  Uses positional language.  Shows interest in shapes in the environment.  Uses shapes appropriately for tasks. | Knows that numbers identify how many objects are in a set.  Sometimes matches numeral and quantity correctly.  Shows an interest in number problems.  Shows an interest in numerals in the environment  Shows an interest in representing numbers  Realises not only objects, but anything can be counted, including steps, claps or jumps.  Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. | Beginning to represent numbers using fingers, marks on paper or pictures.  Shows an interest in number problems.  Shows an interest in numerals in the environment  Shows an interest in representing numbers  Realises not only objects, but anything can be counted, including steps, claps or jumps.  Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  Beginning to talk about the shapes of everyday objects, e.g. ‘*round*’ and ‘*tall*’. |
| **Understanding the World** | Has a sense of own immediate family and relations.  In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.  Beginning to have their own friends.  Enjoys playing with small-world models such as a farm, a garage, or a train track.  Notices detailed features of objects in their environment.  Seeks to acquire basic skills in turning on and operating some ICT equipment.  Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. | Learns that they have similarities and differences that connect them to, and distinguish them from, others.  Shows interest in the lives of people who are familiar to them  Shows interest in different occupations and ways of life.  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world  Knows how to operate simple equipment, e.g. turns on CD player and uses remote control | Shows interest in the lives of people who are familiar to them  Remembers and talks about significant events in their own experience  Recognises and describes special times or events for family or friends  Can talk about some of the things they have observed such as plants, animals, natural and found objects  Developing an understanding of growth, decay and changes over time  Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. | Remembers and talks about significant events in their own experience  Can talk about some of the things they have observed such as plants, animals, natural and found objects  Developing an understanding of growth, decay and changes over time  Shows care and concern for living things and the environment.  Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. | Recognises and describes special times or events for family or friends  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  Can talk about some of the things they have observed such as plants, animals, natural and found objects  Talks about why things happen and how things work  Knows that information can be retrieved from computers | Recognises and describes special times or events for family or friends  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  Can talk about some of the things they have observed such as plants, animals, natural and found objects  Talks about why things happen and how things work  Knows that information can be retrieved from computers |
| **Exploring Using Media and Materials** | Joins in singing favourite songs  Creates sounds by banging, shaking, tapping or blowing.  Shows an interest in the way musical instruments sound.  Experiments with blocks, colours and marks.  Uses various construction materials.  Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.  Beginning to make-believe by pretending. | Enjoys joining in with dancing and ring games  Sings a few familiar songs.  Imitates movement in response to music  Uses various construction materials.  Developing preferences for forms of expression.  Uses movement to express feelings.  Creates movement in response to music.  Sings to self and makes up simple songs. | Beginning to move rhythmically.  Taps out simple repeated rhythms.  Beginning to be interested in and describe the texture of things.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Makes up rhythms.  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there | Explores and learns how sounds can be changed.  Explores colour and how colours can be changed.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there  Engages in imaginative role-play based on own first-hand experiences. | Explores and learns how  Sounds can be changed.  Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  Joins construction pieces together to build and balance.  Engages in imaginative role-play based on own first-hand experiences.  Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  Uses available resources to create props to support role-play.  Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. | Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  Joins construction pieces together to build and balance.  Realises tools can be used for a purpose  Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  Uses available resources to create props to support role-play.  Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |