

Nursery Long Term Plan 2022-2023

At Broadbent Fold Primary School and Nursery we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

<u>Term and Learning</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Curriculum Focus/I Wonder Question</u>	I wonder where the Leaf Man goes when the wind blows? Do you know?	I wonder if you can catch The Gingerbread Man?	Shake the fairy dust and make a wish. I wonder what magic will appear?	I wonder who you will meet in the woods today?	I wonder if you are ready to go on a minibeast adventure?	Bring your bucket and spade. I wonder what we will find at the seaside?
<u>Hooks for Learning</u>	Leaf Man hunt Missing posters	Baking Gingerbread Clue hunting Christmas and Nativity	Potion making Magical role play area Fairy garden	Map reading Grandma's cottage	Minibeast Laboratory world Real life caterpillars	Beach café Rock pool visit Ice cream van

<p><u>Linked Texts</u></p>	<p>Leaf Man Autumn Lulu starts school How to say hello</p>	<p>The Gingerbread Man The story of Rama and Sita The Nativity Story</p>	<p>Snowball Meg and Mog Room on the Broom</p>	<p>Little Red Riding Hood Super Red Riding Hood We are going on an Egg Hunt</p>	<p>The Very Hungry Caterpillar Superworm Flip Flap minibeasts Mad about minibeasts</p>	<p>Sharing a shell The Rainbow Fish Commotion in the ocean</p>
<p><u>Characteristics of Effective Learning</u></p>	<p>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</p> <p>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.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experience</p>					
<p><u>Over Arching Principles</u></p>	<p>Unique Child</p> <p>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.</p> <p>Enabling environments</p> <p>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.</p> <p>Learning and Development</p> <p>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.</p>					

Play

At Broadbent Fold Primary School and Nursery we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

<u>Term and Learning Curriculum Focus</u>	<u>Autumn 1</u> Starting School/Autumn/ Leaf Man	<u>Autumn 2</u> The Gingerbread Man/Christmas	<u>Spring 1</u> Winter/Fairies, Elves and all Things Magical	<u>Spring 2</u> Spring/Little Red Riding Hood	<u>Summer 1</u> Growth and Change/Life cycles/Minibeasts	<u>Summer 2</u> Summer/Holidays/Under the sea
<u>Our British Values</u> Assemblies PHSE Circle Time Story Time	<u>Mutual respect</u> 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, an	<u>Mutual Tolerance</u> 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	<u>Rule of law</u> 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	<u>Individual liberty</u> 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	<u>Democracy</u> 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	<u>Recap all British Values</u> 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

		for those without faith.	together as a team when it is necessary	that everyone is different.	respect the opinions of others.	and are shared by other democratic countries.
<u>Assessment Opportunities</u>	Nursery baseline School baseline National Baseline Baseline analysis Parents Evening	Ongoing assessments Pupil progress meetings Cluster and Internal Moderation End of term assessments	Ongoing assessments Internal Moderation Phonic Phase assessments	Ongoing assessments Pupil Progress Meetings Phonic Phase assessments Internal Moderation Parents Evening	Ongoing assessments Phonic Phase assessments Internal Moderation	Ongoing assessments Pupil Progress Meetings Phonic Phase assessments Internal Moderation Reports
<u>Parental Involvement</u>	Wow moments shared Parents Evening	Wow moments shared Nativity	Wow moments shared Mystery Reader Opportunity Maths Workshop	Wow moments shared Parents Evening Mystery Reader Opportunity	Wow moments shared Parents Evening Writing/Mark making Workshop	Wow moments shared Report Home
<u>Communication and Language</u> Talk to parents about what language they speak	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					

<p>at home, try and learn a few key words and celebrate multilingualism in your setting</p>	<p>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.</p> <p>Communication and language is taught continuously throughout the year, with a great emphasis on introducing and promoting new vocabulary with the use of stories and songs. Children will learn how to answer "why?" questions. Children will be encouraged to use sentences of four to six words. Children should be able to start a conversation and continue it.</p>
<p>PSED</p>	<p>PSED is taught continuously throughout the year, with an emphasis on building confidence, developing a sense of responsibility, and sharing. The children will be taught about rules and why they are important. The children will be encouraged to be assertive. The children will be taught how to share their feelings and to understand how others may be feeling.</p>

<p>Maths</p>	<p>Autumn 1</p> <p>Number Songs</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Recognise and name colours</p> <p>Sort sets based on attributes such as colour, size or shape.</p> <p>Autumn 2</p> <p>Compare amounts</p> <p>Compare size, mass, capacity</p> <p>Simple patterns</p>	<p>Spring</p> <p>I can recite some number names in sequence</p> <p>I can show interest in and join in with number rhymes</p> <p>I can bring one or two objects to and adult when asked</p> <p>I can extend a simple ABABAB pattern</p> <p>I can experiment with my own symbols, marks and numerals</p> <p>Explore numbers 1 and 2</p> <p>Spring 2</p> <p>I can use number names to ten</p> <p>I am beginning to could small quantities accurately</p> <p>I can show understanding of simple comparisons - more</p>	<p>Summer</p> <p>I can recite some number names in sequence</p> <p>I can show interest in and join in with number rhymes</p> <p>I can correct a simple pattern</p> <p>I can show understanding of simple comparisons - less</p> <p>I can take one object away when asked</p> <p>I can use informal language such as 'stripy' 'pointy' when sorting objects</p> <p>I know that the last number reached when counting objects is how many in total</p> <p>I have fast recognition of three objects</p> <p>I can compare quantities</p> <p>I can say one number name for each item in order to five</p>
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<p>Managing self</p> <p>Self-regulation</p> <p>Making relationships</p>	<p><u>SCARF: Me and My Relationships</u></p> <p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me? (self-regulation)</p> <p>Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques)</p> <p>Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p> <p>Handwashing</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p> <p>Class rules I can separate from my main carer with support I can distract myself when I am upset</p>	<p>I can give one more object when asked</p> <p><u>SCARF: Valuing Difference</u></p> <p>I'm special you're special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>I am caring</p> <p>Kind and caring</p> <p>Independence: selecting and putting back own belongings</p> <p>I can express my own feelings</p> <p>I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings</p> <p>I can demonstrate friendly behavior and form good relationships with adults and peers</p>	<p><u>SCARF: Rights and responsibilities</u></p> <p>Looking after my special people: I know that caring relationships are at the heart of happy families</p> <p>Looking after my friends: I know what makes a good friend</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p> <p>I am beginning to understand about foods that are healthy and unhealthy</p> <p>I can express my own preferences and interests</p> <p>I can respond to a few appropriate boundaries</p>
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	<p><u>SCARF: Valuing Difference</u></p> <p>I'm special you're special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>I am caring</p> <p>Kind and caring</p> <p>Independence: selecting and putting back own belongings I can express my own feelings</p> <p>I am aware of mu own feelings and am beginning to understand that some actions and words can hurt other's feelings</p> <p>I can demonstrate friendly behavior and form good relationships with adults and peers</p>	<p><u>SCARF: Rights and responsibilities</u></p> <p>Looking after my special people: I know that caring relationships are at the heart of happy families</p> <p>Looking after my friends: I know what makes a good friend</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p>	<p><u>SCARF: Growing and changing</u></p> <p>Seasons</p> <p>Life stages, plants, animals, humans</p> <p>Life stages, human life stage, who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body, girls and boys</p> <p>Transition into Reception</p> <p>School readiness</p> <p>I enjoy the responsibility of carrying out small tasks</p> <p>I can select and use activities and resources independently</p> <p>I can follow rules and understand why they are important</p> <p>I understand that my wishes my not always be met.</p>
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<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>I can hold a pencil (fisted/digital pronate grip) to make marks</p> <p>I am beginning to do up my own large buttons</p> <p>I can turn the pages in a book</p> <p>I can fit the pieces of a puzzle together</p> <p>I can pick up tiny objects using a fine pincer grasp</p> <p>I can use one-handed tools and equipment, e.g. make snips in paper with child scissors</p> <p>Dough disco</p>	<p>I can use tweezers</p> <p>I can use tools effectively in playdough (e.g.: cutters/rollers)</p> <p>I can take off and put on my own shoes (not laces)I</p> <p>I am beginning to do up my own zip</p> <p>I can show increasing control over tools like pencils and crayons.</p> <p>I can use tools for mark making with control.</p> <p>I can grip using five fingers or preferably two fingers and thumb for control</p> <p>Dough disco</p> <p>Sports Coach sessions- Stability 1</p> <p>City in the Community</p>	<p>I can use a 4 finger grip to hold my pencil</p> <p>I can use pincers, tweezers and threading equipment with increasing control and confidence</p> <p>I can use scissors effectively to cut straight lines in paper</p> <p>I am beginning to use 3 fingers (tripod grip) to hold my pencil</p>
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<p>Communication and Language</p> <p>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,</p> <p>Daily story time using high quality texts</p>	<p>Rhyme of the week</p> <p>Settling in activities</p> <p>Making friends</p> <p>Show an interest in the lives of other people</p> <p>I can respond to my name and change my activity when encouraged</p> <p>I can use everyday words to talk about people I know</p> <p>I can follow simple instructions with visuals</p> <p>I can listen and respond to adults and peers</p> <p>Key vocab: colours, nursery areas, adult names, rules & routines</p> <p>Rhyme of the week</p> <p>I can follow two-step simple instructions with visuals</p> <p>I can concentrate for slightly longer periods</p> <p>I can join in with a small group</p> <p>I can remember and join in with stories and rhymes</p>	<p>Rhyme of the week</p> <p>Wellcomm interventions</p> <p>I can speak in 2/3/4 word sentences</p> <p>I can understand more simple questions and answer appropriately</p> <p>I can express desires, feelings and needs</p> <p>I can begin to hold two-way conversations with adults and peers</p> <p>Key vocab: seasonal language, revisit colour, light & dark</p> <p>Rhyme of the week</p> <p>I can begin to understand and ask why and how questions</p> <p>I can remember and use new words</p> <p>I can engage in imaginary role-play sometimes building</p>	<p>Rhyme of the week</p> <p>Wellcomm interventions</p> <p>I can explain my own thinking/ideas</p> <p>I can describe the story settings and characters</p> <p>I can join in with the repeated lines</p> <p>I can use language as a powerful means of widening contacts and sharing feelings</p> <p>Key vocab: Frog life cycle, seasonal changes, animals and habitats</p> <p>Rhyme of the wee</p> <p>I can communicate effectively with my peers and adults</p> <p>I can follow three-step simple instructions, sometimes without visuals</p> <p>I can anticipate key events in stories</p> <p>I can take turns in small groups</p>
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		<p>stories around objects and toys</p> <p>Key vocab: Chick life cycle, planting/growing, recycling</p>	<p>I can ask simple questions and wait for a response</p> <p>Key vocab: emotions, positional language/prepositions. Revisit colour.</p>
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<p>Writing</p> <p>Texts may change due to children's interests</p>	<p>Autumn</p> <p>I can randomly scribble on the page, sometimes with both hands.</p> <p>I can begin to balance when sitting.</p> <p>I can make connections between my actions and the marks being made</p> <p>I can control the marks on the page.</p> <p>I can use a range of tools to make marks and show an interest in my own marks and others marks.</p> <p>Create missing posters for the Leaf Man</p>	<p>Spring</p> <p>I can make connections between my actions and the marks being made.</p> <p>I ascribe meaning to my marks I can distinguish between the different marks I make.</p> <p>I can tell an adult what my marks mean</p> <p>I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <p>I can copy shapes, letter and pictures</p>	<p>Summer</p> <p>I can identify sounds from my own name in other words.</p> <p>I can write some or all of my name.</p> <p>I can 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.</p> <p>I can write some letters accurately</p>
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<p>Expressive Arts and Design</p>	<p>Autumn 1</p> <p>I can explore different materials freely, in order to develop my ideas about how to use them and what to make</p> <p>I can use various construction materials</p> <p>I can manipulate play dough (roll ,knead)</p> <p>Move in different ways through the autumn leaves</p> <p>Create autumn pictures and collages</p> <p>Play musical instruments</p> <p>Leaf and natural resources print</p> <p style="text-align: center;">Autumn 2</p> <p>I can use a variety of tool to apply paint (brushes of different sizes, sponges, fingers)</p> <p>I can recognise and name colours</p>	<p>Spring 1</p> <p>I can join different materials and explore different textures</p> <p>I can draw identifiable pictures</p> <p>I can use a variety of tools to apply paint with increasing control</p> <p style="text-align: center;">Spring 2</p> <p>I can talk about what I am creating</p> <p>I can begin to use representation to communicate e.g. drawing a line and saying 'that's me'</p> <p>Little Red Riding Hood Songs</p> <p>Art related activities linked to the story</p> <p>Mother's Day Craft</p> <p>Easter Craft</p>	<p>Summer 1</p> <p>I can draw a person with identifiable features</p> <p>I can develop my own ideas and then decide which materials to use to express them</p> <p style="text-align: center;">Summer 2</p> <p>I have been exposed to a different range of artists</p> <p>I can show an interest and describe the texture of things</p>
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<p>Literacy</p> <p>Comprehension</p> <p>- Developing a passion for reading</p> <p>Children will take a library book home weekly</p> <p>Word</p> <p>Reading</p>	<p>I can fill in missing words from well-known rhymes</p> <p>I can show a preference for a book or a song or a rhyme</p> <p>I can join in with rhymes and stories</p> <p>I can identify myself in a story and show enjoyment for stories about familiar people</p> <p>I can hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p>I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs.</p> <p>I can notice and repeat sounds</p> <p>I am beginning to be aware of the way stories are structured</p> <p>Dough disco</p>	<p>I am beginning to be aware of the way stories are structured.</p> <p>I show interest in illustrations and print in books and print in the environment.</p> <p>I can understand that print has meaning</p> <p>I can hold a book the right way up and turn pages by myself</p> <p>I can describe main story settings, events and principal characters.</p> <p>I can make suggestions about what might happen next in a story</p> <p>I know that print can have different purposes</p> <p>I know the names of the different parts of a book</p>	<p>I can talk about events and characters in a book</p> <p>I can suggest how a story might end</p> <p>I know that we read English text from left to right and from top to bottom</p> <p>I can identify signs and symbols in the environment and recall what they mean/I can ascribe meaning to other marks, like on signage.</p> <p>I can describe main story settings, events and principal characters.</p> <p>I can tell a story to friends</p> <p>I can spot and suggest rhymes - count or clap syllables in a word recognise words with the same initial sound, such as money and mother</p>
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<p>Understanding the world</p> <p>RE/Festivals</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>I enjoy joining in with family customs and routines</p> <p>Which people are special and why?</p> <p>Being special: where do we belong?</p> <p>Belonging to their family</p> <p>Being part of the Broadbent Fold family</p> <p>Which stories are special and why?</p> <p>Investigate autumn</p> <p>Spot signs of autumn</p> <p>Discuss autumn/seasonal changes</p> <p>Autumn walk</p> <p>Celebrate Diwali</p> <p>Black History Month</p> <p>Autumn 2</p>	<p>In pretend play I can imitate everyday actions and events from my own family and cultural background</p> <p>What times are special and why?</p> <p>Freeze objects in water and let them melt.</p> <p>Create Ice investigations</p> <p>Create and mix magic potions</p> <p>Chinese new year</p> <p>Spring 2</p> <p>I can begin to make sense of my own life-story and family's history</p> <p>I can talk about environments in stories</p> <p>I can talk about places I have visited (e.g.: the park/ASDA)</p> <p>Create and read maps</p>	<p>I know that I have similarities and differences that connect me to and distinguish me from others</p> <p>I can see my new friends have similarities and differences that connect them to, and distinguish them from, others</p> <p>I can talk about places in and around school</p> <p>I can use simple positional language</p> <p>I am beginning to talk about and describe changes in my environment</p>
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	<p>I am interested in photographs of myself and familiar people and objects</p> <p>I am curious about people and show interest in stories about myself and my family</p> <p>I can talk about what I was like when I was a baby</p> <p>I can remember and talk about significant events in my own experience</p> <p>What times are special and why?</p> <p>Which stories are special and why?</p> <p>Christmas</p> <p>I show interest in different occupations (Eg: fire fighters/nurse/police officers)</p> <p>I enjoy celebrating my birthday and that of others</p> <p>I can make observations about my immediate environment</p>	<p>I am beginning to notice changes in my environment</p> <p>Read an recipe to bake cakes for Grandma</p> <p>I can recognise similarities and differences</p> <p>Mother's Day Celebrations</p> <p>The story of Easter</p>	
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	<p>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>		
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