



South Gosforth First School

Nursery Long Term Plan

Our Curriculum Intent and Key Drivers:

Character - What type of people we are.

Culture - How we learn about the world and all of the people who live in it.

Creativity - How we use our imaginations.

Challenge - How we make ourselves better every day.

Nursery Curriculum Intent:

Roots to Grow

- To nurture and support our pupils to develop a strong set of core values and build positive relationships with everyone in our school family

Wings to Fly

- To provide aspirational provision for our pupils which enables them to become independent, resilient and happy learners.

Our Core Values:

Kindness

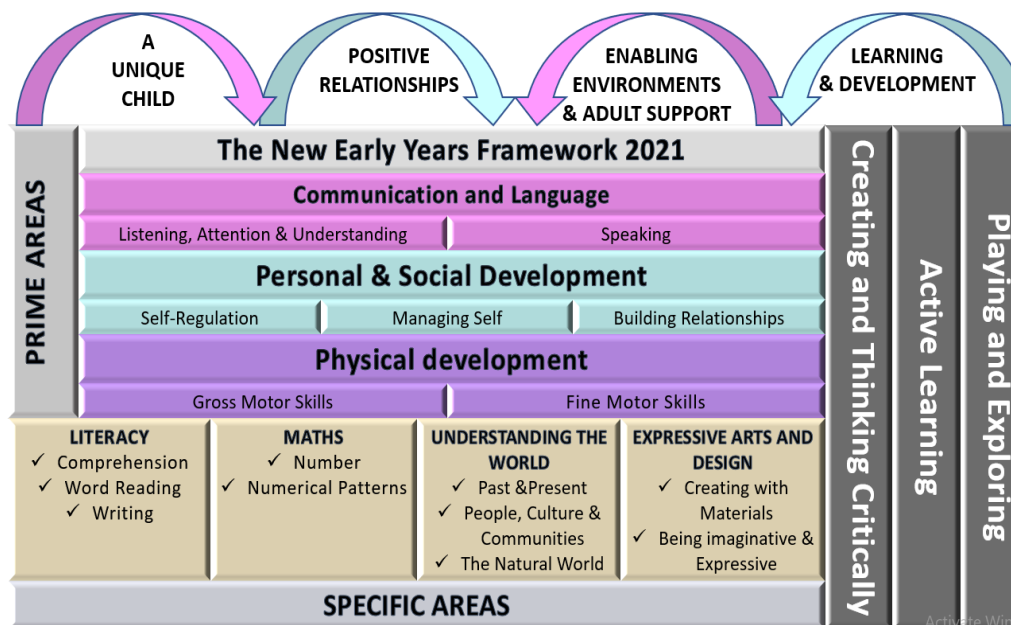
Empathy

Respect

Responsibility

Perseverance

"At South Gosforth First School we believe that all children are special and have their own unique talents which are just waiting to be unlocked. We seek to provide an aspirational, creative and truly 'irresistible' curriculum which enables all pupils to flourish, running alongside a broad range of enriching and memorable experiences that stimulate our children's interest about the world around them."





Nursery Long Term Plan - Overview of Themes



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
<u>General Themes</u> - NB - These themes may be adapted at various points to allow for children's interests.	Starting Nursery Me and My Family Healthy Me Homes and Houses	Bonfire Night Seasonal Change Diwali Christmas - The Nativity	Names of dinosaurs Dinosaur Eggs Volcanoes What did dinosaurs eat? How did dinosaurs move?	UK Farm Animals Adult and child animals Visit to the farm	Themselves – how have they changed since they were a baby? Life cycles - caterpillar Plant seeds and care for growing plants	What is it like at the seaside? Sea creatures
<u>High Quality Texts</u>	Lulu's First Day The Great Big Book of Families Daisy, Eat Your Peas! In Every House on Every Street	Seasons Come, Seasons Go Wakey Wakey Big Brown Bear! The Jolly Christmas Postman The Christmas Story	Harry and his Bucketful of Dinosaurs Dinosaur Roar! Tyrannosaurus Drip	Farmer Duck Rosie's Walk What the Ladybird Heard	The Very Hungry Caterpillar Topsy and Tim Go to the Dentist Jasper's Beanstalk	What the Ladybird Heard at the Seaside Lucy and Tom at the Seaside Look What I Found at the Seaside (Non-fiction)
<u>Enhancements</u>	Family Stay and Play session Healthy Eating – Fruit Kebabs	Christmas Performance Christmas Party Diwali	Chinese New Year celebrations Family Stay and Play session	World Book Day Visit to the farm Easter Activities	Caterpillars in classroom Visit from dental nurse	Nursery Graduation



Nursery Long Term Plan - Characteristics of Effective Learning



<u>General Themes</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
<u>Characteristics of Effective Learning</u>	<u>Playing and Exploring</u> - Children investigate and experience things, and 'have a go'. <u>Active Learning</u> - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. <u>Creating and Thinking Critically</u> - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.					
<u>Seven Key Features of Effective Practice</u>	The best for every child - All children deserve to have an equal chance of success. High-quality care - The child's experience is always central. The curriculum - what we want children to learn - The curriculum is ambitious, with careful sequencing to allow children to learn over time. Pedagogy: helping children to learn - Children are powerful learners. - Every child can make progress in their learning, with the right help. Assessment: checking what children have learnt - Noticing what children can do and what they know. Self-regulation and executive function - Language development is central to self-regulation; children use language to guide their actions and plans. Partnerships with parents - It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.					



Nursery Long Term Plan - Communication and Language



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
<u>COMMUNICATION AND LANGUAGE</u> <u>Listening, Attention and Understanding</u>	<u>EYF5 Statutory Educational Programme:</u> 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 new conversation storytelling 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.					
<u>Speaking</u>	Rhyme of the week Settling in activities Making friends Show an interest in the lives of other people Respond to their name and change activity when encouraged Use everyday words to talk about people they know Follow simple instructions with visuals Listen and respond to adults and peers <u>Key vocabulary:</u> <i>colours, nursery areas, adult names, rules and routines, fruits</i>	Rhyme of the week Follow two-step simple instructions with visuals Concentrate for slightly longer periods of time Join in with a small group Remember and join in with stories and rhymes <u>Key Vocabulary:</u> <i>celebrations, describing words, food/ingredients</i>	Rhyme of the week Speak in 2/3/4 word sentences Understand more simple questions and answer appropriately Express their desires, feelings and needs Begin to hold two-way conversations with adults and peers <u>Key Vocabulary:</u> <i>seasonal language, revisit colour, light and dark</i>	Rhyme of the week Begin to understand and ask why and how questions Remember and use new words Engage in imaginary role-play and sometimes build stories around objects and toys <u>Key Vocabulary:</u> <i>names of farm animals and their babies, animals homes</i>	Rhyme of the week Explain their own thinking and ideas Describe story settings and characters Join in with repeated lines and phrases Speak in longer sentences of up to 6 words Use language as a powerful means of widening contacts and sharing feelings <u>Key Vocabulary:</u> <i>butterfly and plant life cycle, seasonal changes, growing</i>	Rhyme of the week Communicate effectively with their adults and peers Follow three-step simple instructions, sometimes without visuals Anticipate key events in stories Take turns in small groups Ask simple questions and wait for a response <u>Key Vocabulary:</u> <i>emotions, positional language/prepositions, names of sea creatures</i>



Nursery Long Term Plan - Personal, Social and Emotional Development



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
<u>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</u>	<u>EYFS Statutory Educational Programme:</u> 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.					
<u>Self-Regulation</u>	Separate from main carer with support	Independence selecting and putting back own belongings	Behavioural expectations in the classroom/boundaries set	Express own preferences and interests	Discuss the importance of exercise	Transition into Reception
<u>Managing Self</u>	Distract themselves when they are upset	Express own feelings	Separate from main carer with support	Respond to a few appropriate boundaries	Make healthy choices about food and drink	School Readiness
<u>Building Relationships</u>	Handwashing	Be aware of own feelings and begin to understand that some actions and words can hurt the feelings of others	Distract themselves when upset	Being kind to living creatures	Understand the importance of oral hygiene	Enjoy the responsibility of carrying out small tasks
	Healthy eating - begin to understand about foods which are healthy and unhealthy	Demonstrate friendly behaviour and form good relationships with adults and peers	Use an adult as a secure base		Taking care of plants and animals (caterpillars/butterflies)	Select and use activities and resources independently
			Begin to accept the needs of others and take turns and share resources		Confident to talk to other children when playing	Follow rules and understand why they are important
			Show confidence in asking adults for help		Usually tolerate delay when their needs are not immediately met	Understand that their wishes may not always be met
					Seek out others to share experiences	Be confident and outgoing with familiar people in the safe context of their setting
					Welcome value and praise for what they have done	



Nursery Long Term Plan - Physical Development



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
<u>PHYSICAL DEVELOPEMENT</u>	EYFS Statutory Educational Programme: 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 both play 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, allows children to develop proficiency, control and confidence.					
<u>Fine Motor Skills</u>	Hold a pencil (fisted/digital pronate grip) to make marks Begin to do up own large buttons Turn the pages in a book	Fit the pieces of a puzzle together Pick up tiny objects using a fine pincer grasp Use one-handed tools and equipment e.g. make snips in paper with child scissors	Use tweezers Use tools effectively in playdough e.g. cutters/rollers Take off and put on own shoes (not laces) Begin to do up own zip	Show increasing control over tools like pencils and crayons Use tools for mark making with control Grip using five fingers or, preferably, two fingers and thumb for control	Use a four finger grip to hold a pencil Use pincers, tweezers and threading equipment with increasing control and confidence	Use scissors effectively to cut straight lines in paper Begin to use three fingers (tripod grip) to hold a pencil
<u>Gross Motor Skills</u>	<u>Multiskills</u> Balance Different ways of moving Negotiate space Travel with confidence	<u>Games</u> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	<u>Dance</u> Move energetically Copy basic actions Move to music Negotiate a space Perform teacher led warm ups	<u>Gymnastics</u> Balance Core muscle strength Jumping and lading Awareness of space	<u>Games</u> Follow the rules of a game Use a racket Join in with a game	<u>Athletics</u> Running skills Agility Sports Day



Nursery Long Term Plan - Literacy - Reading

	<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>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
LITERACY - READING	EYFS Statutory Educational Programme: 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 the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension (Developing a passion for reading)	Fill in missing words from well-known rhymes Show a preference for a book, rhyme or song	Show enjoyment for stories about familiar people Hold a book, turn the pages and indicate an understanding of pictures and print	Begin to be aware of the way stories are structured Show interest in illustrations and print in books and print in the environment	Describe main story settings, events and principal characters Make suggestions about what might happen next in a story	Talk about events and characters in a book Suggest how a story might end	Describe the main story setting, events and principal characters Tell a story to friends
Word Reading	Join in with rhymes and stories	Identify rhymes Join in with the rhythm of well-known rhymes and songs Notice and repeat sounds	Understand that print has meaning Hold a book the right way up and turn pages themselves	Know that print can have different purposes Know the names of the different parts of a book	Know that we read English from left to right and from top to bottom Identify signs and symbols in the environment and recall what they mean	Spot and suggest rhymes - Clap or count syllables in a word Recognise words with the same initial sounds
Little Wandle Foundations for Phonics - Tuning into Sounds - Teach phonemic awareness and oral blending every day to build children's focused listening and attention. - Teach children to blend CVC words and a wider range of words using oral blending and objects and during play. - Identify initial sounds, distinguish different sounds and articulate sounds correctly.						



Nursery Long Term Plan - Literacy - Writing



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
<u>LITERACY</u> <u>Writing</u>	<u>EYFS Statutory Educational Programme:</u> 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 the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Randomly scribble on a page, sometimes with both hands Begin to balance when sitting	Control the marks on a page Use a range of tools to make marks and show an interest in their own marks and the marks of others	Make connections between their actions and the marks being made Ascribe meaning to their marks	Distinguish between the different marks they make Tell and adult what their marks mean Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using their whole arm and body Copy shapes, letters and pictures	Identify sounds from their own name in other words Write some or all of their name	Use some of their print and letter knowledge in their early writing, e.g. write a pretend shopping list that starts at the top of the page, write 'm' for mummy Write some letters accurately



Nursery Long Term Plan - Maths



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
<u>MATHS</u>	EYFS Statutory Educational Programme: 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 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.					
<u>Number</u>	Recite number names in sequence Show interest in and join in with number rhymes	Recite number names past 5 Have conversations about numbers Say when two small groups have the same number Share play toys with a friend when asked	Recite number names in sequence Show interest and join in with number rhymes Bring one or two objects to an adult when asked Experiment with their own symbols, marks and numbers	Use number names to 10 Begin to count small quantities accurately Show understanding of simple comparisons - more Give one more object when asked	Show understanding of simple comparisons - less Take away one object when asked Know that the last number reached when counting objects is how many in total Have fast recognition of three objects (subitising) Compare quantities	Say one number name for each item in order to 5 Link numerals and amounts Show finger numbers up to 5 Identify numerals in the environment Represent numbers using marks Solve real world mathematical problems with numbers to 5
<u>Shape, Space and Measures</u>	Talk about patterns around them e.g. stripes on clothes, designs on rugs	Sort objects using one simple criteria	Extend a simple ABABAB pattern	Create a simple ABABAB pattern Identify the shape of everyday objects Understand position through words	Notice and correct an error in a repeating pattern Make comparisons between objects relating to size, length, weight and capacity	Describe a sequence of events in order Use mathematical language to describe shapes

Nursery Long Term Plan - Understanding the World

--	--	--	--	--	--	--



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
<u>UNDERSTANDING THE WORLD</u>	<u>EYFS Statutory Educational Programme:</u> 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 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.					
	Enjoy joining in with family customs and routines Discuss belonging to different groups (Nursery, family, dancing etc.) Show interest in photographs of themselves and familiar people and objects Be curious about people and show interest in stories about themselves and their family	Remember and talk about significant events in their own experience Show interest in different occupations Enjoy celebrating their birthday and that of others Make observations about their immediate environment In pretend play, imitate everyday actions and events from their own family and cultural background e.g. making and drinking tea Diwali Christmas	In pretend play, imitate everyday actions and events from their own family and cultural background Begin to make sense of their own life story and their family's history Identify where things belong in their environment e.g. where their coat/water bottle/painting goes Learn the names of dinosaurs and their features Chinese New Year	Recognise similarities and differences Talk about environments in stories Talk about places they have visited Follow positional language instructions Begin to notice changes in their environment Learn the names of farm animals and their babies Easter	Talk about what they were like as a baby and how they have changed Know that they have similarities and differences that connect them to and distinguish them from others Talk about places in and around school Describe the life cycle of a butterfly Plant and look after a seed and talk about what it needs to grow	Develop their sense of responsibility and membership of a community Talk about and describe changes in their environment Talk about the features of the seaside Learn the names of some animals at the seaside



Nursery Long Term Plan - Expressive Arts and Design



	<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>Fantastic Me!</u>	<u>Let's Celebrate!</u>	<u>Dinosaurs</u>	<u>Fun at the Farm</u>	<u>Growing & Changing</u>	<u>The Seaside</u>
<u>EXPRESSIVE ARTS AND DESIGN</u>	<u>EYF5 Statutory Educational Programme:</u> 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.					
	Explore different materials freely, in order to develop their ideas about how to use them and what to make Use various construction materials Manipulate playdough (roll, knead)	Use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) Recognise and name colours Christmas Cards Calendars	Join different materials and explore different textures Draw identifiable pictures Use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control	Talk about what they are creating Begin to use representation to communicate e.g. drawing a line and saying "That's me" Explore colour and colour mixing Easter Cards	Draw a person with identifiable features Show different emotions in their drawings and paintings e.g. happiness, sadness, fear Develop their own ideas and then decide which materials to use to express them	Be exposed to a range of different artists Show interest and describe the texture of things
	<u>Continuous Provision:</u> • Small world and Role Play • Painting, 3D modelling, messy play, collage, cutting, threading, clay sculptures • Moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion • Lots of links to fine motor skills • Children to explain their work to others • Children to have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests and passions					