



Woodthorne Primary & Nursery School



Nursery Long Term Plan

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In the EYFS at Woodthorne, we aim for a balance between adult initiated learning and following the children's interests. We endeavour to make learning active, hands on and most importantly fun. We explore seasonal change and celebrations through stories and real life experiences. We use Talk 4 Writing as a tool to develop story language and story structures.</p>						
Adult Initiated Focus	Settling In/Nursery Rhymes 	Let's Celebrate! 	Food Glorious Food 	Down At The Farm 	People Who Help Us 	Let's Go! 
Learning Intent	<p>CL – sing a large repertoire of song PSED – select and use activities with help when needed PD – continue to develop their movement, balancing, riding and ball skills LIT – understand the 5 key concepts about print MD – recite past 5 UtW – use all of their sense in hands-on exploration of natural materials EAD – remember and sing entire songs</p>	<p>CL – can start a conversation with an adult or a friend and continue it for many turns PSED – become more outgoing with unfamiliar people in the setting PD – skip, hop, stand on one leg and hold a pose for a game like musical statues LIT – develop their phonological awareness MD – say one number name for each item in order up to 5 UtW – continue to develop positive attitudes about the differences between people EAD – play instruments with increasing control to express their feelings and ideas</p>	<p>CL – know many rhymes, be able to talk about familiar books and be able to tell a story PSED – increasing follow rules, understanding why they are important PD – use one handed tools and equipment LIT – engage in extended conversations about stories, learning and new vocabulary MD – show number fingers up to 5 UtW – talk about the differences between materials and changes they notice EAD – take part in simple pretend play, using an object to represent something else even though they are not similar</p>	<p>CL – use a wider range of vocabulary PSED – talk with others to solve conflicts PD – show a preference for a dominant hand LIT – use some of their print and letter knowledge in their early writing MD - talk about and explore 2d and 3d shapes UtW – plant seeds and care for growing plants EAD – explore different materials freely, in order to develop their ideas about how to use them and what to make</p>	<p>CL – be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions PSED – talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried' PD – be increasing independent in meeting their own care needs LIT – write some or all of their names MD – talk about and identify the patterns around them UtW – show interests in different occupations EAD – explore colour and colour mixing</p>	<p>CL – use talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver.' PSED – being to understand how others might be feeling PD – make healthy choices about food, drink, activity and toothbrushing LIT – write some letters accurately MD – begin to describe a sequence of events, real or fictional UtW – explore how things work EAD – draw with increasing complexity and detail</p>
Visits, Visitors & Experiences	Jungle Boogies	Adventure Street	In School – baking workshop	Scotty's Donkeys	In School – Ambulance, police, fire engine, lollypop lady etc	Dudley Canal
<p>Other visits and trips which are inspired by the children's learning and interests, will also be arranged as appropriate. For example, local shops, allotments and bakery.</p>						

Talk for Writing Texts	-	The Gingerbread Man	The Enormous Turnip	Little Red Hen	Ouch! I Need A Plaster!	We're Going On A Bear Hunt
Key Dates	European Languages Day Black History Month	Anti-bullying Week Harvest Remembrance Day Bonfire Night Diwali Christmas Christmas workshop	Chinese New Year Valentine's Day Lent Pancake Day World Book Day	St. George's Day Easter Mother's Day Easter Workshop		Father's Day Sports Day
Areas of Learning						
Personal, Social & Emotional Development	<p>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 supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These 15 attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Communication and Language	<p>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.</p>					
Physical Development	<p>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 play both 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</p>					

	activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	
Literacy	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 transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	
Mathematics	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 the 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.	
Understanding the world	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 of 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.	
Expressive Arts and Design	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.	
Characteristics of Effective Teaching and Learning		
	<u>Playing and Exploring</u> - Engagement	<u>Active Learning</u> - Motivation
		<u>Creating and Thinking Critically</u> - Critically-thinking

	children investigate and experience things, and 'have a go'		children concentrate and keep on trying if they encounter difficulties, and enjoy achievements		children have and develop their own ideas, make links between ideas, and develop strategies for doing things	
Parental Engagement	Home visits Phonics and Early Reading workshop	Diwali Day Parents Evening Christmas Workshop EYFS Nativity	Chinese New Year Day Mother's Day Assembly	Parent's Evening Easter workshops	Father's Day Assembly	Welcome to Reception parents meeting (New intake) Stay & play with parents (New intake) Stay and play (New intake) Annual school report