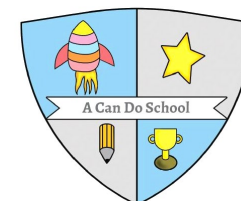


# LEE MOUNT PRIMARY SCHOOL

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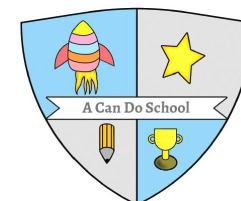


## Early Years Long Term Plan – Nursery

	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Topic	<b>Marvellous Me!</b>	<b>Rainbows and Rhymes!</b>	<b>Out of This World!</b>	<b>The Great Outdoors!</b>	<b>Fun at the Farm!</b>	<b>The Land of Make Believe!</b>
Texts	<p><b>My Body</b> By Jill McDonald</p> <p><b>Marvellous Me</b> By Lisa Bullard</p> <p><b>I Like Myself</b> By Karen Beaumont</p> <p><b>The Colour Monster</b> By Anna Llenas</p> <p><b>The Colour Monster Goes to School</b> By Anna Llenas</p>	<p><b>Elmer</b> By David McKee</p> <p><b>Mix It Up!</b> By Herve Tullet</p> <p><b>Mouse Paint</b> By Ellen Walsh</p> <p><b>Mixed</b> By Arree Chung</p>	<p><b>Whatever Next!</b> By Jill Murphy</p> <p><b>The Marvellous Moon Map</b> By Teresa Heapy</p> <p><b>Look Up!</b> By Nathan Byron</p> <p><b>How To Catch a Star</b> By Oliver Jeffers</p> <p><b>Neil Armstrong</b> By Maria Sanchez Vegara</p> <p><b>Wide range of non-fiction texts.</b></p>	<p><b>Mad About Minibeasts!</b> By Giles Andreae</p> <p><b>The Bad Tempered Ladybird</b> By Eric Carle</p> <p><b>The Very Hungry Caterpillar</b> By Eric Carle</p> <p><b>Aaaaarrgghh Spider!</b> By Lydia Monks</p> <p><b>Wide range of non-fiction texts.</b></p>	<p><b>What The Ladybird Heard</b> By Julia Donaldson</p> <p><b>A Squash and a Squeeze</b> By Julia Donaldson</p> <p><b>Farmyard Hulabaloo</b> By Giles Andreae</p> <p><b>Some Pets</b> By Angela DiTerlizzi</p> <p><b>Wide range of non-fiction texts.</b></p>	<p><b>We're Going on a Treasure Hunt</b> By Martha Mumford</p> <p><b>Pirates Love Underpants</b> By Claire Freedman</p> <p><b>There's a Superhero in Your Book</b> By Tom Fletcher</p> <p><b>Super Daisy</b> By Kes Gray</p> <p><b>Zog</b> By Julia Donaldson</p>
Parental Involvement Enrichment	<p>Harvest</p> <p>Halloween</p> <p>Home Visit</p> <p>Pumpkin Hunt</p> <p>Pumpkin decorating</p> <p>Seesaw Launch</p>	<p>Diwali</p> <p>Bonfire Night</p> <p>Autumn</p> <p>Christmas</p> <p>Stay and Play- Nursery</p> <p>Rhymes</p> <p>Art Show</p> <p>Parents Evening</p> <p>Visit from a postal worker to deliver Christmas letters.</p> <p>Christmas Show</p>	<p>Chinese New Year</p> <p>Pancake Day</p> <p>Winter</p> <p>Stay and Play- DT extravaganza</p> <p>A trip to the moon!</p>	<p>Easter</p> <p>Spring</p> <p>Mother's Day</p> <p>St Georges Day</p> <p>Stay and Play- Mini beast hunt!</p>	<p>Father's Day</p> <p>May Day</p> <p>Parents Evening</p> <p>Trip to the farm</p> <p>Class Assembly</p>	<p>Summer</p> <p>Parents Picnic</p> <p>Sports Day</p> <p>Transition</p>

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<b>Cultural Capital</b>	What makes me special?	Artist: Kandinsky Christmas performance Visit from a postal worker	Visit from firefighters Learning about important people in history: Neil Armstrong	Observing the environment	Observing living things	
<b>British Values</b>	<p><b>Democracy:</b> making decisions together (PSED: BR, MS &amp; SR) - Children to know their views count, value each other's views and values and talk about their feelings. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.</p> <p><b>Rule of law:</b> understanding rules matter (PSED: BR, MS &amp; SR) - Children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone. Individual</p> <p><b>Liberty:</b> freedom for all (PSED: BR, MS &amp; SR; UW: P, C &amp; C) - Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example talking about their experiences and learning. Explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. (Link to Mindfulness)</p> <p><b>Mutual respect and tolerance:</b> treat others as you want to be treated (PSED: BR, MS &amp; SR; UW: P, C &amp; C) - Ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Importance of tolerant behaviours such as sharing and respecting other's opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>					



## Characteristics of Effective Learning

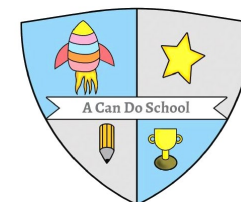
Throughout the year children in Early Years will develop their skills in the following areas.

<b>Playing and exploring</b>	<ul style="list-style-type: none"><li>• Finding out and exploring</li><li>• Using what they know in their play</li><li>• Being willing to have a go</li></ul>
<b>Active learning</b>	<ul style="list-style-type: none"><li>• Being involved and concentrating</li><li>• Keeping on trying</li><li>• Enjoying achieving what they set out to do</li></ul>
<b>Creating and thinking critically</b>	<ul style="list-style-type: none"><li>• Having their own ideas</li><li>• Using what they already know to learn new things</li><li>• Choosing ways to do things and finding new ways</li></ul>

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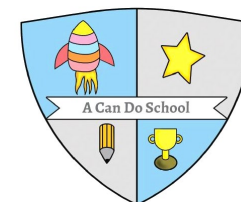
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		<b>Key Learning</b>	<b>Autumn 1 Marvellous Me!</b>	<b>Autumn 2 Rainbows and Rhymes!</b>	<b>Spring 1 Out of This World!</b>	<b>Spring 2 The Great Outdoors!</b>	<b>Summer 1 Fun at the Farm!</b>	<b>Summer 2 The Land of Make Believe!</b>	
<b>Communication and Language Skills supported in NELI</b>	Listening, Attention and Understanding	Listening Attention Respond Demonstrate Understanding Respond to and answer simple questions with support.	<p>Listening, attention and understanding is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on CLL. Observations next steps and target setting support the development of individuals.</p> <p>Children will understand What, where, why, when, who, how questions.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>						
	Speaking	<p>Speaking Vocabulary linked to topics and texts, used in a variety of contexts</p> <p>Showing curiosity Communication Uses some tenses Developing narrative skills</p>	<p>Children will point out and identify parts of a story and pictures that interest them.</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Me!' including family, home, and friends.</p>	<p>Children will join in with familiar stories and rhymes</p> <p>Know and use vocabulary linked to the topic.</p>	<p>Explore familiar books and rhymes and talk about them</p> <p>Know and use vocabulary linked to the topic.</p>	<p>Begin to retell some parts of a story and make comments about books.</p> <p>Know and use vocabulary linked to the topic.</p>	<p>Retell familiar stories and rhymes and have their favourites. Beginning to ask questions about stories.</p> <p>Know and use vocabulary linked to the topic.</p>	<p>Use their language to express opinions and ask questions. Use language to retell stories.</p> <p>Know and use vocabulary linked to the topic.</p>	

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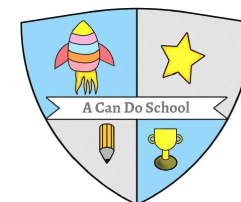
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<b>Personal, Social and Emotional Development</b>	<b>PSHE (SCARF)</b>		Units to cover are: Marvellous me! I'm special People who are special to me	Units to cover are: Me and my friends Friends and family Including everyone	Units to cover are: People who help me and keep me safe Safety indoors and outdoors What's safe to go into my body	Units to cover are: Looking after myself Looking after others Looking after my environment	Units to cover are: What does my body need? I can keep trying I can do it!	Units to cover are: Growing and changing in nature When I was a baby Girls, boys and families
	<b>Self-Regulation</b>	Express feelings Communication Respond Understand feelings Manage feelings and behaviour Understand how they are feeling Active learning (see also CoEL)	Children will separate from main carer to come into nursery.	Children will know what adults can help them in nursery.	Children will become confident with visitors in nursery. Identifying feelings	Children will show confidence walking around our local area. Identifying and communicating their feelings	Children will become increasingly confident with new people and places.	Develop their skills learnt throughout the year in self regulation to become confident learners.

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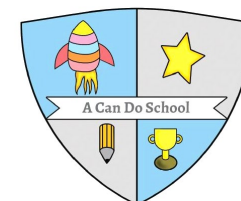
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	Managing Self	<p>Self awareness Work together Independence Confidence Responsibility Communication Self care Safety Keeping Healthy Vocabulary Communication</p>	<p>Children will know the class rules: - Looking eyes - Listening ears - Hands in lap</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p>	<p>Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'.</p> <p>Children will know to drink water to be healthy</p>	<p>Children will know examples of healthy food.</p>	<p>Children will know to exercise to be healthy.</p>	<p>Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p>	<p>Children will know how to independently use the toilet. They can look after their bodies and take sensible risks.</p>
	Building Relationships	<p>Build friendships Work together Use language Social skills Recognise the needs of others Communication</p>	<p>Children will know how to play alongside each other</p>	<p>Children will know how to play partner games.</p>	<p>Children will share resources and play in a group.</p>	<p>Children will take turns whilst playing and waiting patiently to have a go.</p>	<p>Children will consider the feelings of others in stories</p>	<p>Children will know how to listen to a friend and agree a compromise</p>

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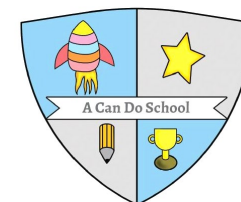
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<b>Physical Development</b>	Gross Motor Skills	Fundamental movement skills Gross motor skills Spatial Aware Safety Aware Movement of body parts Use vocabulary linked to Movement	Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources	-Spin, roll and independently use ropes and swings (for example, tyre swings). -Sit on a push-along wheeled toy, use a scooter or ride a tricycle	<b>PE: Movement</b>	<b>PE: Ball Skills</b>	<b>PE- Team Games</b>	<b>PE: Team Games</b>
					 <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	 <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p>	 <p>Working as a team Take turns  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	 <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>

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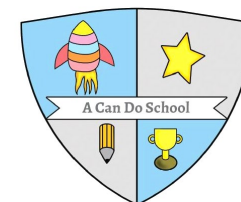


	Fine Motor Skills	<p>Funky fingers Dough Disco Pencil grip Scissor skills.</p> <p>Manipulation and control when using tools and equipment (clay, play dough, sand and mud kitchen)</p>						
		<p>Linked to Handwriting and Drawing Movement of body parts Strength Pencil grip Lines and Patterns Drawing Communication Manipulation and Control of writing tools and equipment Letter formation</p>	<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress Learn to use the toilet with help, and then independently</p>	<p>Use one-handed tools and equipment, for example, making snips in paper Use a comfortable grip with good control when holding pens and pencils. with scissors.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Start eating independently and learning how to use a knife and fork. -Show a preference for a dominant hand.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs</p>



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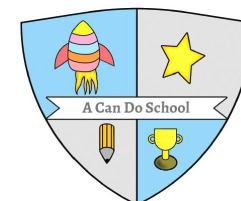
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<b>Literacy</b>	<b>Comprehension</b>	<p>Comprehension Understanding Listen to Respond to Predict Recite Talk about Re-tell Sequence Act out Recall</p> <p>Supported by a core book list of 50 favourite stories that the children will get to know well throughout the year. 5 stories a day.</p>	<p>Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.</p>	<p>Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult -Ask questions about the book. Make comments and shares their own ideas. Develop play around</p>	<p>Have favourite books and seek them out, to share with an adult Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. print has meaning page sequencing - Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Have favourite books and seek them out, to share with an adult -Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. print has meaning page sequencing - Engage in extended conversations about stories, learning new vocabulary</p>	<p>print has meaning page sequencing -Engage in extended conversations about stories, learning new vocabulary print can have different purposes The names of the different parts of a book</p>	<p>-Engage in extended conversations about stories, learning new vocabulary print can have different purposes The names of the different parts of a book We read English text from left to right and from top to bottom</p>
	<b>Word Reading RWI Phonics</b>	<p>Phonics GPC recognition Oral blending Blending for reading Word Reading HFW both decodable and common exception words (tricky)</p>	<p>RWI Nursery Nursery rhymes, stories, poems, songs and planned talk.</p>	<p>RWI Nursery Nursery rhymes, stories, poems, songs and planned talk.</p>	<p>RWI Nursery Nursery rhymes, stories, poems, songs and planned talk.</p>	<p>RWI Nursery Nursery rhymes, stories, poems, songs and planned talk.</p>	<p>RWI All Set 1 speed sounds say and name</p>	<p>RWI All Set 1 speed sounds and first 6 special friends. Say and name, beginning to orally blend.</p>

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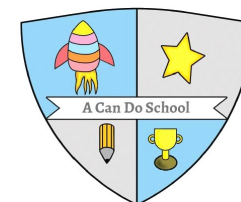
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	Writing	Emergent writing Composition Composition Vocab, grammar and punctuation. Transcription Spelling- GPC recognition, oral segmenting Segmenting for spelling Handwriting (see also PD-fine motor skills)	Enjoy drawing freely	Enjoy drawing freely. - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page writing 'm' for mummy	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. -- Write some or all of their name. Write some letters accurately Initial sounds/oral blending segmenting Letter of the week Key words
	Number	Numbers are all around us Subatise 1:1 correspondence Explore number in everyday life to begin to gain an understanding.	Beginning to recognise numerals in the environment. Counting numbers to 5. Experiment writing numerals in a range of media.	Beginning to subitise up to 3 objects. Say one number for each item to 5. Beginning to link numeral and amounts Show finger numbers to 5.	Children can notice, recognise and write some number from 0-10. Cardinal principle: know the last number reached tells you how many there are in total. Children can use 1:1 correspondence when counting.	Consolidate numbers to 5. Introduce 10 frame and begin to look at the composition of numbers up to 5.	Begin to look at one more and one less than a given number Begins to separate a group of three or four objects in different ways but recognise the total is still the same. Compares two small groups and can recognise when both groups have the same amount	Beginning to solve real world mathematical problems with numbers to 5.

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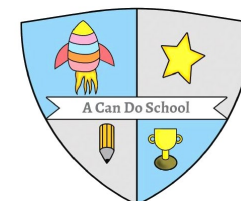
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	Numerical Patterns		Use general language relating to shape. Beginning to group sets into categories and can explain the rule used e.g. colour, shape, size. Make comparisons between objects relating to size	Create repeating patterns ABAB and can spot and correct an error in a pattern	Talk about and explore 2D and 3D shapes using formal and informal mathematical language. Squares, rectangles, triangles, pentagon linking shape with number.	Use general language relating to height, length, mass and capacity.	Compare quantities using language more than, fewer than. Revisit 2D/3D shapes and patterns from autumn 1. Be able to talk about the patterns around them e.g. stripes on clothes. Using informal language like pointy, spotty blobs etc	Understand position through words alone Describe a familiar route. Using positional language e.g in front, behind, on top of. Order events using language of first, next, last.
<b>Understanding the World</b>	Past and Present	Communication Observe Describe Research Recall Chronology Vocabulary People themselves their own family, friends and significant people Objects Events Places		Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past.	Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past.	Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past.

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	People, Culture and Communities	<p>Cultures and Beliefs Communication Respect Observe Describe Research Vocabulary</p> <p>RE:</p>	<p>Make connections between the features of their family and other families</p>	<p>Make connections between the features of their family and other families Notice differences between people. Continue developing positive attitudes about the differences between people</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Show interest in different occupations</p>	<p>Explore how things work - Continue developing positive attitudes about the differences between people</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>
	The Natural World	<p>Working Scientifically Explore/Observ e Describe Record Questioning Explain Research Equipment and Measures Compare/sort/group/identify/classify Test Vocabulary</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Use all their senses in hands on exploration of natural materials. - Explore collections of materials with similar and/or different properties.</p>	<p>Use all their senses in hands on exploration of natural materials. -Explore collections of materials with similar and/or different properties.</p>	<p>Use all their senses in hands on exploration of natural materials. - Explore collections of materials with similar and/or different properties.</p>	<p>Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things Talk about the differences between materials and changes they notice</p>	<p>Talk about the differences between materials and changes they notice Explore and talk about different forces they can feel.</p>

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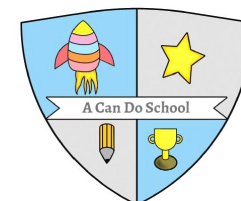
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<p><b>Expressive Arts and Design</b></p>	<p>Creating with Materials</p>	<p>Art Observation Communication Aesthetic Awareness Physical Skill Art processes and Techniques Evaluation</p> <p>Designing and Making Explore Design Make Evaluate Tools and Equipment Safety</p>	<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Manipulate and play with different materials.</p>	<p>Manipulate and play with different materials. -Make simple models which express their ideas. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them.</p>	<p>Make simple models which express their ideas. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colourmixing</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use. Explore colour and colourmixing e to express them.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises - Explore colour and colourmixing</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises - Explore colour and colourmixing</p>
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	Being Imaginative and Expressive	Being Imaginative Experiment Respond Represent ideas Recreate Expression Communication  Music Listen to Rhythm Movement Singing Making music Opera North sessions weekly	Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways	Join in with songs and rhymes, making some sounds. Use their imagination as they consider what they can do with d Take part in simple pretend play, using an object to represent something else even though they are not similar	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. --- Create their own songs, or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas.
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