

Nursery - Long Term Outcomes Overview 2020 to 2021

22-36 months
30-50 months
40-60 months

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

		Autumn 1 All About Me	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planning around a quality text: <i>To be chosen following children's interests.</i>		Gradual Admission & Settling in Time All About Me Pete the Cat	We're Going on a Bear Hunt The Jolly Christmas Postman/ Christmas Stories	Winter	Walter's Wonderful Web	The Crocodile who Didn't like water	Rainbow Fish
ADDITIONAL TEXTS: Enjoyment for reading Fiction & Non-fiction		Pete the Cat rocking in my school shoes Baby touch and feel kittens DK All about me books / Traditional Tales	Nativity	Guess How Much I Love You The Not So Perfect Penguin Winter and non-fiction polar bears	Non-fiction – minibeast What the ladybird heard The Hungry caterpillar	Supertato Non-fiction - Reptile Babies	Commotion in the Ocean
Enrichments Trips/Visitors					Zoo Lab		
Role Play Indoors & Outdoors		Home corner / shop		Home corner / Pet shop		Home corner / Pirate Ship	
PRIME AREAS OF LEARNING	PSE Self Confidence & Self Awareness Making Relationships Managing Feelings & Behaviour	Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Begins to select and use resources with help. With support beginning to talk to other children when playing. (SC&SA) Begin to be interested in others' play and start to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. Begin to form special relationships with familiar adults. Begin to form a special friendship with another child. (MR) Begins to show affection and concern for people who are special to them. Show understanding and cooperates with some boundaries and routines. Seeks comfort from familiar adults when needed. Begin to develop awareness of own feelings. Begin to accept the needs of others. (MF&B)		Confident to talk to other children when playing. Begins to talk about own home. Will accept some responsibility of carrying out small tasks Can select and use resources and activities with help Welcome and value praise for what they have done Asks adults for help (SC&SA) Initiates play and offers cues for peers to join in. Begins to extend and elaborate play ideas. Demonstrates friendly behaviour towards others. (MR) Begins to express own feelings. Begins to show awareness that some actions and words can hurt others' feelings. With support begins to take turns and share resources. Begins to tolerate delay when needs are not immediately met and understands wishes may not always be met (MF&B)		Confident to talk to other children when playing and will communicate freely about home and community. Shows confidence in asking adults for help. Enjoys the responsibility of carrying out small tasks Is more outgoing towards unfamiliar people and more confident in new social situations. Begins to talk about own interests and opinions. (SC&SA) Can play in a group, extending and elaborating play ideas eg building up a role-play activity with other children. Keeps play going by responding to what others are saying or doing. Begins to initiate conversations and attend to and take account of what others say. (MR) Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not met and understand wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. (MF&B)	
	CL Listening & Attention Understanding Speaking	Shows interest in play with sounds, songs and rhymes. Single channelled attention. Begins to listen to stories with interest. (L&A) Identifies action words. Begins to develop an understanding of who/what/where questions. Understands use of objects. (U) Learns new words rapidly and uses them in communicating. Begins to use talk to connect ideas. Uses gestures sometimes with limited talk. Uses simple sentences. Begins to use a variety of questions. Begins to use word endings. (S)		Listens to others 1:1 or in small groups. Begins to join in with repeated refrains. Begins to focus attention. Able to follow directions. (L&A) Begins to understand more complex sentences. Able to respond to simple instructions. Begins to develop an understanding of prepositions. (U) Builds up vocabulary that reflects breadth of experiences. Uses vocabulary focused on objects and people that are of particular importance to them. Begins to re-tell a past event in correct order. Begins to question why things happen. Begins to use a range of tenses. (S)		Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events in rhymes and stories. Begins to maintain attention, concentrates and sits quietly during appropriate activity. Beginning to understand 'why' and 'how' questions. Responds to simple instructions eg to get or put away an object. Shows understanding of prepositions such as under/on top/ behind by carrying out an action or by selecting the correct picture. Continues to build vocabulary that reflects the breadth of their experiences. Beginning to use more complex sentences to link thought, eg using and/because and sticking to a main theme. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses a range of tenses. Uses talk in pretending that objects stand for something else in play eg 'This box is my castle' Begin to use a story narrative into their play.	
	PD Moving & Handling Health & Self-Care	Begins to climb confidently and pull themselves up. Begins to show preference for a dominant hand. Begins to show control in holding and using jugs to pour, hammers, books and mark making tools. Begin to turn pages in a book. Begins to draw lines and circles using gross movements. Begins to move freely and with pleasure (M&H) Begins to communicate need for toilet/food/drink. Begin to help with clothing. Begins to be independent in self-care. Manages washing and drying of hands. (H&SC)		Moves freely with pleasure and confidence. Begins to negotiate space. Shows control in holding and using jugs to pour, hammers, books and mark making tools. Begins to use one-handed tools and equipment eg rolling pin. Begins to hold pencil correctly. Draws lines and circles with increasing confidence and control. Begins to copy some letters eg from name. (M&H) Begins to dress independently – put wellies/coat/hat on. Begin to tell adults when hungry or ly. tired or when they want to rest or play. Develops independence within self-care routines. Begins to understand that equipment and tools have to be used safely. (H&SC)		Moves freely and with confidence in a range of ways. Can catch a large ball. Uses one-handed tools and equipment eg makes snips in paper. Holds pencil correctly. Can copy some letters eg from name. Negotiates space successfully adjusting speed and direction to avoid obstacles. (M&H) Usually dry and clean during the day and can attend to toileting needs by themselves. Continues to develop independence within self-care routines including dressing. Understands that equipment and tools have to be used safely. Observes the effects of activity on their bodies. (H&SC)	
			Locomotion	Movement Skills I	Gymnastics – Parts high and low	Gymnastics – Travelling, stopping and making shapes	Dance – Nursery Rhymes
			Bikeability			Dance – Jungle	Yoga
	Phonics	Phase 1 Phonics Teach daily phase 1 phonics session from LCP planning. Daily story time / nursery rhymes being taught		RWI Teach children to name set 1 pictures Teach RWInc principles for learning Team Stop! Signal, MTYT, TTYP RWInc pages 9-11		RWI Teach children to read and write the 25 single set 1 letter sounds and 6 digraphs Teach children to read and and write set 1 single-letter sounds: i n c k u b f p g o e l h r j v y w z m a s d t x Teach children to read the digraphs: sh th ch qu ng nk	

					Continue to develop familiarity with stories, nursery rhymes, poems and songs by sharing these with children. Repeat these to develop sensitivity to rhyme, rhythm and alliteration. RWInc pages 13-17				Teach blending: WT group 1 cvc words page 55. WT group 2 cvc digraph (special friends) words pages 56-57. WT group 3 CCVC, CVCC, CCCVC word. WT lessons pages 56-67 Introduce Sound Blending Books once children can blend the words in group 1		
SPECIFIC AREAS OF LEARNING	Literacy Reading Writing	Has some favourite stories, rhymes and songs. Repeats words or phrases from familiar songs/rhymes/stories. Fills in the missing words/phrases in a known rhyme, story or game. Begins to handle books carefully. Shows interest in illustrations in books. Begins to recognise own name. (R) Distinguishes between the different marks they make. Begins to give meaning to marks as they draw and paint. Begins to ascribe meaning to marks that they see in different places. (W)			Enjoys rhyming and rhythmic activities. Begins to join in with familiar repeated refrains. Begins to listens to stories with increasing attention and recall. Begins to anticipate key events and phrases in stories. Begins to describe main story events and characters. Holds book the correct way up and turns pages. Recognises own name. (R) Gives meaning to marks as they draw and paint. Ascribe meaning to marks that they see in different places. Begins to write own name. W)				Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Suggests how the story might end. Describes main story events and characters. Recognises familiar words and signs/logos. Knows that print carries meaning and in English goes from left to right and top to bottom. Begins to hear and say some initial sounds in words (R) Gives meaning to marks as they draw and paint. Ascribes meaning to marks that they see in different places. Begins to break the flow of speech into words. Write own name. Attempts to write for a variety of purposes. (W)		
	Mathematics Number SSM	Begins to recite numbers in order to 5. Uses some number names in spontaneously in play. Begins to use language of quantities – more/a lot. Begins to select a small number of objects from a group when asked. Begin to represent numbers using fingers eg number rhymes. Begins to show an interest in numerals. Uses some number names accurately in play. (N) Notices simple shapes and patterns in pictures. Anticipates specific times eg meal times/home time. Begins to understand some talk about immediate, past and future. Begins to use the language of size. Shows an interest in shapes in the environment. (SS&M)			Begins to recite numbers in order to 10. Uses some number names accurately in play. Shows curiosity about numbers – asks questions. Begins to know that numbers identify how many objects in a set. Begins to compare 2 groups of objects, saying when they have the same number. Begin to represent number using marks on paper. Begin to realise that not only objects but anything can be counted. Begin to separate a group of 3 or 4 objects beginning to recognise that the total is the same. (N) Show an interest in shape and space by playing with shapes or making arrangements with objects and sustained construction. Begin to talk about the shape of everyday objects. Begin to use positional language. (SS&M)			Recites numbers in order to 10. Compares 2 groups of objects saying when they have the same number. Separates a group of 3 or 4 objects in different ways beginning to recognise that the total is the same. Shows an interest in number problems. Represents numbers using fingers marks on paper or pictures Counts 3 or 4 objects saying 1 number name for each item. Recognise some numerals of personal significance. Recognise numerals 1-5. (N) Shows interest in similarities of shapes in the environment. Use shapes appropriately for tasks. Uses positional language. Begins to use mathematical names for 2D shapes. (SS&M)			
	UW People & Communities The World Technology	HISTORY GEOGRAPHY SCIENCE Begin to have their own friends. In pretend play imitates everyday actions and events from own family and cultural background. Begin to learn that they have similarities, differences that connect them to and distinguish them from others. Begin to talk about significant events in their own experience. Begin to recognise and describe special times/events for family and friends Enjoys playing with small world resources. Begins to notice detailed features of objects in the environment. Begin to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Begin to talk about the things they have observed. Begin to know how to operate simple equipment. Show an interest in technological toys.			HISTORY GEOGRAPHY SCIENCE Has own friends. Talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Begin to show interest in the lives of those familiar to them. Begin to show interest in different occupations and ways of life. (P&C) Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about some of the things they have observed. Begins to talk about why things happen and how things work. Begin to develop an understanding of growth, decay and changes over time. Begin to show care and concern for living things and the environment. (TW) Begin to show skill in making toys work by pressing parts, lifting flaps to achieve effects. Begin to know that information can be retrieved from computers. (T)			HISTORY GEOGRAPHY SCIENCE Show interest in the lives of people who are familiar to them. Show interest in different occupations and ways of life. Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends/family. (P&C) Talk about why things happen and how things work. Develop an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Begins to look closely at similarities, difference, pattern and change. (TW) Shows skill in making toys work by pressing parts, lifting flaps to achieve effects. Know that information can be retrieved from computers. Completes a simple programme on a computer (T)			
	EAD Exploring Media & Materials Being Imaginative	MUSIC ART DESIGN Begins to join in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Begins to experiment with blocks, colours and marks. Begins to join in with dancing and ring games. Begins to use various construction materials. Begins to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. Explores colour. (EM&M) Begins to express preferences for forms of expression. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role play based on first-hand experiences. Begins to create movement in response to music. (BI)			MUSIC ART DESIGN Begins to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. Begins to join construction piece together to build and balance. Initiates movement in response to music. Begins to tap out simple repeated rhythms. Explores colours and how colour can be changed. Begins to realise that tools can be used for a purpose. Begins to understand that they can use lines to enclose a space and then begins to use these shapes to represent objects. (EM&M) Develops preferences for forms of expression. Begins to builds stories around toys. Begins to use available resources to create props to support role play. Begins to capture experiences with a range of media, such as music and dance. Begins to sing to self and make up simple songs. Creates music in response to music. (BI)			MUSIC ART DESIGN Joins construction pieces together to build and balance. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Realises that tools can be used for a purpose. Understands they can use lines to enclose a space and then begin to use these shapes to represent objects. Begins to be interested in and describe the texture of things Constructs with a purpose in mind with a variety of resources. (EM&M) Creates movement in response to music. Uses movement to express feelings. Sings to self and makes up simple songs. Begins to make up rhythms. Builds stories around toys. Uses available resources to create props to support role play. Captures experiences and responses with a range of media. Plays alongside other children engaged in the same theme.(BI)			
Calendar of Events	Sept: RW/Trust Insets Individual photos Performance management meetings	Oct: Environment survey - reading Hall displays – music	Nov: Break the rules day - non uniform Children in need	Dec: Xmas activity evening and party Eye tests Pupil progress meetings Xmas jumper day	Jan: Maths Inset RWI coaching day Work scrutiny – writing in the wider curriculum	Feb: NSPCC Number day Valentine's disco Hall display – year group theme Height, weight and hearing	Mar: RWI coaching day Sports Relief week EYFSP training MK/SO Parents Eves	Apr: RWI coaching day	May: Artful Maths day Hall display-Maths	June: PPS Phonics screening check Yrs 1&2 Reception home visits RWI coaching day	July: Transition day New reception drop-in day Nursery home visits Reports out to parents Pupil progress meetings Welcome meetings

EVALUATION				
Autumn 1				
Spring 1				
Autumn 2				
Spring 2				

Summer 1	Summer 2