

Nursery - Long Term Outcomes Overview 2021 to 2022

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	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 Traditional stories	Celebrations We're Going on a Bear Hunt The Gingerbread Man	Winter The Not So Perfect Penguin Elmer in the Snow The Gruffalo	Growth Walter's Wonderful Web The Hungry caterpillar	Zoo and Reptiles The Crocodile who didn't like water	Under the Sea Sharing a shell Rainbow Fish
ADDITIONAL TEXTS: Enjoyment for reading Fiction & Non-fiction		Pete the Cat rocking in my school shoes All about me books / Traditional Tales	Nativity The Gruffalo Christmas stories	Guess How Much I Love You Winter and non-fiction polar bears	Non-fiction – minibeasts What the ladybird heard	Supertato Non-fiction - Reptile Babies	Commotion in the Ocean Non – fiction – Sea creatures
Enrichments Trips/Visitors		Autumn walk. Diwali celebration.	Christmas celebration. Post office walk.		Zoo Lab Chinese new year celebrations. Spring walk Caterpillars	Eid Celebration	Simon Pirate visit.
Role Play Indoors & Outdoors		Home corner / shop		Home corner / Vets		Home corner / Pirate Ship	
PRIME AREAS OF LEARNING	PSE Self – Regulation Building Relationships Managing Self	Select and use activities and resources, with help when needed. Increasingly follow rules. Play with one or more other children. Become more outgoing with unfamiliar people, in the safe context of their setting.		Remember rules without needing an adult to remind them. Develop their sense of responsibility and membership of a community. Extending and elaborating play ideas. (BR) Show more confidence in new social situations. (MS) Understand why rules are important. (SR)		Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Extending and elaborating play ideas with other children.	
	CL Listening, Attention and Understanding Speaking	Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".		Use a wider range of vocabulary. Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Sing a large repertoire of songs.		Start a conversation with an adult or a friend and continue it for many turns. (S) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words. 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. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	
	PD Gross Motor Skills Fine Motor Skills	Use large-muscle movements to wave flags and streamers, paint and mark make. Use one-handed tools and equipment for example making snips in paper. Becoming more independent as they get dressed e.g., putting on a coat. Go up steps and stairs or climb up apparatus with alternate feet. Match their developing physical skills to tasks and activities in the setting e.g. crawling/walking		Start to develop a preference for a dominant hand. Continue to develop their movement, balancing, riding and ball skills Collaborate with others to manage large items such as moving a long plank safely. Use a comfortable grip with good control when holding pens and pencils. Increasingly independent and learning how to use a knife and fork. Increasingly independent in meeting their own care needs e.g., using the toilet, washing hands.		Increasingly independent when getting dressed and undressed e.g., zipping up coats. Make healthy choices about food, drink, activity and tooth brushing. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan.	

		Locomotion	Movement Skills I	Gymnastics – Parts high and low	Gymnastics – Travelling, stopping and making shapes	Dance – Nursery Rhymes	Balance
				Bikeability		Dance – Jungle	Yoga
	Phonics	<p>Phase 1 Phonics</p> <p>Teach daily phase 1 phonics session from LCP planning. Daily story time / nursery rhymes being taught</p>		<p>RWI Teach children to name set 1 pictures</p> <p>Teach RWInc principles for learning Team Stop! Signal, MTYT, TTYP RWInc pages 9-11</p> <p>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</p> <p>Planned talk. Grow vocabulary throughout the day. Build sentences orally. (RWInc pages 18-25)</p>		<p>RWI Teach children to read and write the 25 single set 1 letter sounds and 6 digraphs</p> <p>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</p> <p>Teach children to read the digraphs: sh th ch qu ng nk</p> <p>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.</p> <p>WT lessons pages 56-67</p> <p>Introduce Sound Blending Books once children can blend the words in group 1</p>	
SPECIFIC AREAS OF LEARNING	Literacy	<p>Draw freely.</p> <p>Learning new vocabulary.</p> <p>Begin to recognise their name.</p> <p>Name some of the parts of a book.</p> <p>Engage in conversations about books.</p>		<p>Understand that print has meaning</p> <p>Name the different parts of a book</p> <p>Learning new vocabulary.</p> <p>Write some letters accurately.</p> <p>Understand page sequencing.</p> <p>Engage in extended conversations about books.</p>		<p>Write some of their name.</p> <p>Know that print has different purposes.</p> <p>Know that English is read left to right, top to bottom.</p> <p>Write all of their name.</p> <p>Learning new vocabulary.</p> <p>Use some of their letter and print knowledge in their early writing. E.g. writing lists, 'm' for mummy.</p> <p>Recognise their name fully.</p>	
	Comprehension						
	Word Reading						
	Mathematics	<p>Pre-3</p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <ul style="list-style-type: none"> Climb and squeeze themselves into different types of spaces. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' Notice patterns and arrange things in patterns. Take part in finger rhymes with numbers. <p>Compare amounts, saying 'lots', 'more' or 'same'</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>3 & 4 Year Olds Autumn 2</p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' <p>Refer to Mathematics Educational Program.</p> <ul style="list-style-type: none"> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>		<p>Pre-3</p> <ul style="list-style-type: none"> React to changes of amount in a group of up to three items. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts. <p>3 & 4 Year Olds</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Experiment with their own symbols and marks as well as numerals. 		<p>Pre-3</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <ul style="list-style-type: none"> Notice patterns and arrange things in patterns. <p>Summer 2</p> <ul style="list-style-type: none"> Count in everyday contexts. Develop counting-like behaviour <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <ul style="list-style-type: none"> React to changes of amount in a group of up to three items. <p>3 & 4 Year Olds</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Summer 2</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language 'more than'. 'fewer than.'</p>	
	UW	<p>HISTORY GEOGRAPHY SCIENCE RE</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore how things work.</p>		<p>HISTORY GEOGRAPHY SCIENCE RE</p> <p>Begin to make sense of their own life story and history.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Plant seeds and care for growing things.</p>		<p>HISTORY GEOGRAPHY SCIENCE RE</p> <p>Show interest in different occupations.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	
	Past & Present						

People, Culture and Communities					Understand the features of the life cycle of a plant and an animal. Talk about what they see using a wide vocabulary. Continue to develop positive attitudes about the differences between people.		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.				
The Natural World											
EAD Creating with Materials Being Imaginative and Expressive	MUSIC ART DESIGN Take part in simple pretend play. Listen with increasing attention to sounds. Explore different materials freely. Create closed shapes with continuous lines and begins to use these shapes to represent objects. Remember and sing entire songs.				MUSIC ART DESIGN Develop their own ideas and then decide which materials to use to express them. Respond to what that they have heard expressing thoughts and feelings. Develop complex stories using small-world equipment. Draw with increasing complexity and detail Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs. Play instruments with increasing control to express their feelings and ideas.		MUSIC ART DESIGN Join different materials and explore different textures. Show different emotions in their drawings and paintings. Explore colour mixing. Make imaginative and complex small world with blocks and construction. Use drawings to express ideas like drawing and movement. Create their own songs or improvise songs around one they know.				
Calendar of Events	Sept: Grandparents Day Literacy Day Roald Dahl Day	Oct: Black History month Halloween Space week Sukkot World mental health day	Nov: Break the rules day - non uniform Children in need All Saints Day Remembrance Day Bonfire Night World Science Day Diwali St Andrew's Day Anti-Bullying Week Road Safety Week	Dec: Xmas activity evening and party Eye tests Xmas jumper day Pupil progress meetings	Jan: Martin Luther King Jr Day New Year's Day	Feb: Valentine's Day Shrove Tuesday Ash Wednesday Fairtrade National Storytelling week Chinese New Year LGBTQ+	Mar: Sports Relief week World Maths Day World Book Day St David's Day British Science Week Mother's Day St Patrick's Day Pupil progress meetings	Apr: April Fool's Day Easter World Health Day Autism Awareness Start of Ramadan Earth Day Queen's Birthday St George's Day	May: Artful Maths day May Day Sir David Attenborough's birthday Eid	June: Child Safety Week World Ocean Day Healthy Eating Week Queen's official birthday Father's Day World music Day Armed Forces Day Pupil progress meetings	July: Transition day New reception drop-in day Nursery home visits Reports out to parents Pupil progress meetings Welcome meetings Sports Day

EVALUATION

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2