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| **Nursery - Long Term Outcomes Overview**  **2023 to 2024** | | | | | | | | | | | | | | | | | | |  |
| **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:**  *To be chosen following children’s interests.* | | 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** | | | **Growth**  **Walter’s Wonderful Web**  **The Hungry caterpillar** | | | **Zoo and Reptiles**  **The Crocodile who didn’t like water** | | **Under the Sea**  **Sharing a shell** | | | |
| **ADDITIONAL TEXTS:** Enjoyment for reading  Fiction & Non-fiction | | Pete the Cat rocking in my school shoes  All about me books / Traditional Tales | | | Nativity  The Gruffallo  Christmas stories | | | The Gruffalo  Winter and non-fiction polar bears | | | Non-fiction – minibeasts  What the ladybird heard | | | The Selfish Crocodile  Non-fiction - Reptile Babies | | Commotion in the Ocean  Non – fiction – Sea creatures | | | |
| **Enrichments**  **Trips/Visitors** | | **Headteacher visit.**  **Environment print walk around school.**  **Autumn walk.** | | | **Simon Elf.**  **Simon soldier.**  **Post office walk.**  **Post a letter.** | | | **Lunar New Year Celebration.** | | | **Chicks/butterflies.**  **Spring walk.**  **Simon spider.** | | | **Eid Celebration.**  **People who help us visitor.** | | **Simon Pirate visit.**  **Bookstart Library visit.** | | | |
| **Role Play Indoors &**  **Outdoors** | | Home corner / shop | | | | | | Home corner / Vets | | | | | | Home corner / Pirate Ship | | | | | |
| **PRIME ARES OF LEARNING** | **PSE**  Self – Regulation  Building Relationships  Managing Self | Select and use activities and resources, with help when needed.  Increasingly follow rules, understanding why they are important.  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’. | | | | | |
| **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. | | | | | | Skip, hop, stand on one leg and hold a pose for a game like musical statues.  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 1 | | Gymnastics – Parts high and low | | | | Gymnastics – Travelling, stopping and making shapes | | Dance – Nursery Rhymes | | | Balance | | |
|  | | | | 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  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  Planned talk. Grow vocabulary throughout the day. Build sentences orally. (RWInc pages 18-25) | | | | | | **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  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 | | | | | |
| **SPECIFIIC AREAS OF LEARNING**      **SPECIFIC AREAS OF LEARNING** | **Literacy**  Comprehension  Word Reading  Writing | Name different parts of a book.  Engage in extended conversations about stories. | | | | | | Understand that print has meaning  Name the different parts of a book  Learning new vocabulary.  Write some letters accurately.  Understand page sequencing.  Engage in extended conversations about books.  We read English text from left to right and top to bottom. | | | | | | Write some of their name.  Know that print has different purposes.  Know that English is read left to right, top to bottom.  Write all of their name.  Learning new vocabulary.  Use some of their letter and print knowledge in their early writing. E.g. writing lists, ‘m’ for mummy.  Recognise their name fully. | | | | | |
| **Mathematics**  Number  Numerical Patterns | Pre-3  Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  • 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.  Compare amounts, saying ‘lots’, ‘more’ or ‘same’  Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’  3 & 4 Year Olds Autumn 2  • 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’  Refer to Mathematics Educational Program.  • 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.   Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | | | | | | Pre-3  • 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.  3 & 4 Year Olds  • • 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. | | | | | | Pre-3  Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.  • Notice patterns and arrange things in patterns.  Summer 2  • Count in everyday contexts.  • Develop counting-like behaviour  Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  • React to changes of amount in a group of up to three items.  3 & 4 Year Olds  Make comparisons between objects relating to size, length, weight and capacity.  **Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.**  **Summer 2**  **• 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.**  **Compare quantities using language ‘more than’. ‘fewer than.’** | | | | | |
| **UW**  Past & Present  People, Culture and Communities  The Natural World | **HISTORY GEOGRAPHY SCIENCE RE MFL**  Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things.    Explore how things work.  Begin to make sense of their own life story and history.  To be able to say basic greetings in Spanish. | | | | | | **HISTORY GEOGRAPHY SCIENCE RE MFL**  Explore collections of materials with similar and/or different properties.  Plant seeds and care for growing things.  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.  To be able to count to ten and name ten colours in Spanish. | | | | | | **HISTORY GEOGRAPHY SCIENCE RE MFL**  Show interest in different occupations.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  To be able to say seven sea creatures in Spanish. | | | | | |
| **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 | |  | **July:**  Transition day  New reception drop-in day  Nursery home visits  Reports out to parents  Pupil progress meetings  Welcome meetings |

**EVALUATION**

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| **Autumn 1** | **Autumn 2** |
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| **Spring 1** | **Spring 2** |
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| **Summer 1** | **Summer 2** |
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