**Perry Hall Primary School**

**Long Term Planning 2020-21**

**Nursery**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Topic Title** | **I am special** | **Colours of the Rainbow** | **Wild Things!** | | | **New Beginnings!** | | |
| **Key Question** | Why am I special? | How do colours make you feel? | Where in the World? | | | What can I be? | | |
| **Books that link** | While we can’t hug  Tin Forest  Silly Billy  All are Welcome  The Great Big Book of Families  **Humpty Dumpty**  **(Talk for Writing)** | Rainbow fish,  Elmer,  Wow says the Owl,  Handa’s Surprise,  Handa’s Hen,  The Day the Crayons Quit,  Rama and Sita,  The Christmas Story  **Incy Wincy Spider**  **(Talk for Writing)** | Chinese New Year Story,  The Rabbits that lay eggs,  Jaspers Beanstalk,  Titch,  Dear Zoo,  Rumble in the Jungle,  The Tiger that came to Tea,  The Monkey Puzzle,  We’re Going on a Bear Hunt  **Little Miss Muffet**  **Miss Polly had a Dolly**  **(Talk for Writing)** | | | Stories about;  babies/animals  People who help us  The Ugly Duckling,  The teeny, weeny tadpole,  Oliver’s Vegetables,  The Hungry Caterpillar,  Only one you  **Three Little Pigs**  **Gingerbread Man**  **(Talk for Writing/**  **Introduce Helicopter Stories)** | | |
| **Experiences / opportunities to enhance learning** | Photos from home via email  Baby pictures of staff/children | Colour of the week  Colour experiments  Colour mixing  Elmer party | Kingswood  Pets at Home (TBC)  Africam (IWB - virtual visit)  Planting - plants/vegetables  Fred moving around the world  (In pictures) | | | Farm Trip  Range of professionals visit (People who help us)  Walk about Wednesdays  (2’s, Nursery, Reception Integration) | | |
| **Areas of Learning** |  |  |  | | |  | | |
| **Personal, Social and Emotional Development** | **16-26**  Plays alongside others.  Responds to a few appropriate boundaries, with encouragement and support.  **22-36**  Interested in others’ play and starting to join in.  Seeks comfort from familiar adults when needed. | **22-36**  Seeks out others to share experiences.  May form a special friendship with another child.  Expresses own preferences and interests.  Can express their own feelings such as sad, happy, cross, scared, worried.  Shows understanding and cooperates with some boundaries and routines. | **30-50**  Initiates play, offering cues to others are saying peers to join them.  Can select and use activities and resources with help.  Aware of own feelings, and knows that some actions and words can hurt others’ feelings. | **30-50**  Keeps play going by responding to what or doing.  Enjoys responsibility of carrying out small tasks.  Can usually adapt behaviour to different events, social situations and changes in routine. | | **30-50**  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  Welcomes and values praise for what they have done.  Confident to talk to other children when playing, and will communicate freely about own home and community. | **30-50**  Can play in a group, extending and elaborating play ideas.  Shows confidence in asking adults for help.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | |
| **Communication and Language** | **16-26**  Listens to and enjoys rhythmic patterns in rhymes and stories.  Rigid attention - may appear not to hear.  Beginning to ask simple questions.  Beginning to talk about people and things that are not present.  **22-36**  Listens with interest to the noises adults make when they read stories.  Shows interest in play with sounds, songs and rhymes.  Learns new words very rapidly and is able to use them in  communicating.  Uses simple sentences. | **22-36**  Identifies action words by pointing to the right picture.  Understands more complex sentences.  Understands ‘who’, ‘what’, ‘where’ in simple questions.  Developing understanding of simple concepts.  Uses language as a powerful means of widening contacts,  sharing feelings, experiences and thoughts.  Uses a variety of questions.  Beginning to use word endings. | **30-50**  Listens to others one to one or in small groups, when  conversation interests them.  Understands use of objects.  Uses talk in pretending that objects stand for something else  in play. | **30-50**  Joins in with repeated refrains  in rhymes and stories.  Focusing attention - still listen or do, but can shift own  attention.  Responds to simple instructions.  Beginning to use more complex sentences to link thoughts. | | **30-50**  Shows understanding of prepositions such as ‘under’, ‘on  top’, ‘behind’ by carrying out an action or selecting correct picture.  Beginning to understand ‘why’ and ‘how’ questions.  Uses talk to connect ideas, explain what is happening and  anticipate what might happen next.  Builds up vocabulary that reflects the breadth of their  experiences. | **30-50**  Listens to stories with increasing attention and recall.  Anticipates key events and phrases in rhymes and stories.  Use talk to connect ideas.  Use talk in pretending that objects stand for something else.  Uses a range of tenses.  Uses vocabulary focused on objects and people that are of  particular importance to them. | |
| **Physical Development** | **22-36**  Runs safely on whole foot.  Can kick a large ball.  Shows control in holding and using jugs to pour, hammers,  books and mark-making tools.  Helps with clothing, e.g. puts on hat, unzips zipper on jacket,  takes off unbuttoned shirt.  Beginning to be independent in self-care, but still often needs adult support. | **22-36**  Climbs confidently and is beginning to pull themselves up on  nursery play climbing equipment.  Turns pages in a book, sometimes several at once.  Beginning to use three fingers (tripod grip) to hold writing tools.  Imitates drawing simple shapes such as circles and lines.  May be beginning to show preference for a dominant hand. | **30-50**  Mounts stairs, steps or climbing equipment using alternate feet.  Gains more bowel and bladder control and can attend to  toileting needs most of the time themselves.  Can usually manage washing and drying hands. | **30-50**  Walks downstairs, two feet to each step while carrying a small object.  Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | | **30-50**  Moves freely in a range of ways.  Draws lines and circles using gross motor movements.  Holds pencil between thumb and two fingers, no longer using whole-hand grasp. | **30-50**  Runs skilfully and negotiates space successfully, adjusting speed or direction to  avoid obstacles.  Can catch a large ball.  Stands momentarily on one foot.  Holds pencil between thumb and two fingers.  Uses one-handed tools and equipment.  Can copy some letters, e.g. letters from their name.  Observes the effects of activity on their bodies. | |
| **Literacy** | **16-26**  Interested in books and rhymes and may have favourites. | **22-36**  Has some favourite stories, rhymes, songs, poems or jingles.  Repeats words or phrases from familiar stories.  Fills in the missing word or phrase in a known rhyme, story or game.  Distinguishes between the different marks they make. | **30-50**  Enjoys rhyming and rhythmic activities.  Listens to and joins in with stories and poems, one-to-one  and also in small groups.  Looks at books independently.  Handles books carefully. | **30-50**  Joins in with repeated refrains.  Shows interest in illustrations and print in books and print in  the environment.  Holds books the correct way up and turns pages.  Sometimes gives meaning to marks as they draw and paint. | | **30-50**  Listens to stories with increasing attention and recall.  Recognises familiar words and signs such as own name and advertising logos. | **30-50**  Shows awareness of rhyme and alliteration.  Recognises rhythm in spoken words.  Anticipates key events and  phrases in rhymes and stories.  Beginning to be aware of the way stories are structured.  Ascribes meanings to marks that they see in different places. | |
| **Mathematics** | **16-26**  Beginning to organise and categorise objects.  Says some counting words randomly.  Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.  Uses blocks to create their own simple structures and  arrangements.  Enjoys filling and emptying containers.  Beginning to understand that things might happen ‘now’. | **22-36**  Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.  Recites some number names in sequence.  Creates and experiments with symbols and marks  representing ideas of number.  Begins to make comparisons between quantities.  Uses some language of quantities, such as ‘more’ and ‘a lot’.  Knows that a group of things changes in quantity when something is added or taken away.  Notices simple shapes and patterns in pictures.  Beginning to categorise objects according to properties such as shape or size.  Begins to use the language of size.  Anticipates specific time-based events such as mealtimes or home time. | **30-50**  Uses some number names and number language spontaneously.  Shows an interest in shape and space by playing with shapes  or making arrangements with objects. | **30-50**  Uses some number names accurately in play.  Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. | | **30-50**  Knows that numbers identify how many objects are in a set.  Shows curiosity about numbers by offering comments or asking questions.  Shows an interest in numerals in the environment.  Beginning to represent numbers using fingers, marks on paper or pictures.  Realises not only objects, but anything can be counted, including steps, claps or jumps.  Shows interest in shapes in the environment. | **30-50**  Recites numbers in order to 10.  Sometimes matches numeral and quantity correctly.  Shows an interest in representing numbers.  Shows awareness of similarities of shapes in the environment.  Uses shapes appropriately for tasks.  Beginning to talk about the shapes of everyday objects. | |
| **Understanding the World** | **16-26**  Is curious about people and shows an interest in stories about themselves and their family.  Enjoys pictures and stories about themselves, their families and other people.  Remembers where objects belong.  Matches parts of objects that fit together.  Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. | **22-36**  Has a sense of own immediate family and relations.  In pretend play, imitates everyday actions and events from own family and cultural background.  Beginning to have their own friends.  Learns that they have similarities and differences that connect them to, and distinguish them from, others.    Enjoys playing with small-world models such as a farm, a garage, or a train track.  Notices detailed features of objects in their environment.  Seeks to acquire basic skills in turning on and operating some ICT equipment.  Operates mechanical toys. | **30-50**  Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new  images. | **30-50**  Can talk about some of the things they have observed such as plants, animals, natural and found objects.  Shows care and concern for living things and the environment.  Knows how to operate simple equipment. | | **30-50**  Shows an interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience.  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | **30-50**  Recognises and describes special times or events for family or  friends.  Shows interest in different occupations and ways of life.  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  Developing an understanding of growth, decay and changes over time. | |
| **Expressive Arts and Design** | **16-26**  Explores and experiments with a range of media through  sensory exploration, and using whole body.  Moves their whole bodies to sounds they enjoy, such as music or a regular beat.  Begins to move to music, listen to or join in rhymes or songs.  Notices and is interested in the effects of making movements which leave marks. | **22-36**  Joins in singing favourite songs.  Creates sounds by banging, shaking, tapping or blowing.  Shows an interest in the way musical instruments sound.  Experiments with blocks, colours and marks.  Beginning to use representation to communicate.  Beginning to make-believe by pretending. | **30-50**  Enjoys joining in with dancing and ring games.  Uses various construction materials.  Developing preferences for forms of expression.  Engages in imaginative role-play based on own first-hand experiences. | **30-50**  Sings a few familiar songs.  Beginning to construct, stacking blocks vertically and  horizontally, making enclosures and creating spaces.  Uses movement to express feelings.  Notices what adults do, imitating what is observed and then  doing it spontaneously when the adult is not there. | | **30-50**  Beginning to move rhythmically.  Taps out simple repeated rhythms.  Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  Joins construction pieces together to build and balance.  Builds stories around toys. | **30-50**  Imitates movement in response to music.  Explores and learns how sounds can be changed.  Explores colour and how colours can be changed.  Beginning to be interested in and describe the texture of things.  Realises tools can be used for a purpose.  Creates movement in response to music.  Sings to self and makes up simple songs. | |
| **Opportunities for outdoor learning** | Preparing to go outside - Coats/waterproofs/wellies/ staying safe in the sun  Learning rules and boundaries  Seasonal walks - Exploring leaves/frost/ice/snow  Talking about change’s  Mud kitchen  Potion Station - coloured water  Loose Parts  Sand Play - wet sand  Water Play - Ice  Garden area  Parachute games | | Preparing to go outside - Coats/waterproofs/wellies/ staying safe in the sun  Learning rules and boundaries  Seasonal walks - Mini beast hunts/New plants growing  Talking about change’s  Mud kitchen  Potion Station - coloured water/texture  Loose Parts  Sand Play  Water Play - Ice  Garden area - Planting seeds  Ring games | | | Preparing to go outside - Coats/waterproofs/wellies/ staying safe in the sun  Learning rules and boundaries  Seasonal walks - Caring for plants, Taking care in the sun  Talking about change’s  Mud kitchen  Potion Station - Plants and leaves  Loose Parts  Sand Play - Dry sand  Water Play  Garden area - Planting seeds  Physical activities | | |