

Filey Nursery Long Term Planning 2023-2024

Area of Learning	Autumn 1 Getting to know you!	Autumn 2 Traditional tales	Spring 1 Interesting Animals	Spring 2 Amazing Outside	Summer 1 Growing	Summer 2 The Seaside
Possible Themes/Interests/Lines of Enquiry	Getting to know one another Jigsaw=Jenny and Jerry The season=Autumn Family	Autumn cont: Celebrations inc Bonfire Night Christmas/Father Christmas story My Christmas	Winter Arctic Chinese New Year	Pancake Day Easter Planting/Gardening/Spring	Life of bugs Introduce=Frog/butterfly/plants/sunflowers/cress any of childrens interests	Summer holidays (past and present) Safety in the sun
Core Text						
Communication and Language	Power of three. Golden Rules. Good sitting, good listening, good looking and good thinking. Discuss and understand how to listen, sit and look etc and why they are important. Engage in story times, rhymes, and songs. Taking turns if children want to, to sing to friends. Try to maintain attention in whole class/ small groups sessions.  Learn new vocabulary Use new vocabulary through the day	Engage in story time. Discuss the story to find out more and to check they understand what has been said to them. Follow instructions with 1 part in a familiar situation. Engage in small group conversations with peers and familiar adults. Taking turns to discuss areas of interests etc  Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Try to maintain attention during appropriate activity. Discuss fiction and non-fiction books. Engage in small group discussions, listening to others and taking turns to talk. Discuss past tense. Discuss past events.	Discuss why listening is important. Maintain attention in different situations for short periods of time. Discuss how things work and why they might happen Discuss their ideas and thoughts in well-formed sentences. Listen to and talk about new knowledge and vocabulary learnt with a familiar adult. Discuss and describe events in some detail. Personal or of interest.  Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.	Try to listen and understand instructions while busy with another task, maintaining activity while listening. Discuss how, why, where questions. Express ideas about feelings and experiences in small group sessions.	Try to listen and respond with relevant questions, comments, or actions when in discussion with others. Try to retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Try to use past, present, and future tenses in conversation with peers and adults.
Personal, Social and Emotional Development Self-regulation	<i>With support from familiar adults: Try to talk about feelings. Increasingly follow rules. Know likes and dislikes. Build positive and respectful relationships.</i>  JIGSAW: BEING ME IN MY WORLD	<i>With support from familiar adults: Beginning to express their feelings and consider the perspectives of others. Continue to build positive and respectful relationships.</i>  JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)	<i>With support from familiar adults:</i> Begin to show pride in achievements. Try to understand and adhere to behavioural expectations of the setting. Try to understand right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Choose where they would like to play.  JIGSAW: DREAMS AND GOALS	Try to make choices and communicate what they need. Try to show persistence and perseverance when faced with challenges. Try to keep play going by cooperating, listening, speaking, and explaining to peers.  JIGSAW: HEALTHY ME	Try to understand that children think and respond in different ways to them. Think and talk about their own abilities positively. Confident to try new activities <i>Show resilience and perseverance.</i>  JIGSAW: RELATIONSHIPS	<i>Try to identify and moderate their own feelings. See themselves as a unique and valued individual.</i> Try to seek out a challenge and enjoy the process. Try to understand and try to show sensitivity to others' needs and feelings.  JIGSAW: CHANGING ME
Religious Education	F5 Where do we belong?	Understanding Christianity: Incarnation F2 Key Question – <i>What is Christmas?</i>	Understanding Christianity: Creation F1 Key Question	Understanding Christianity: Salvation F3 Key Questions – <i>Why is Easter a special time for Christians?</i>	NY Agreed Syllabus: F3 Which places are special and why? Key question- <i>Where is special to me and why?</i>	NY Agreed Syllabus: F1 Which stories are special and why? Key Questions –

	<b>Key Questions</b> – <i>What is respect? What are feelings? What is belonging?</i>		<i>Who/What is God?</i>			<i>What do you know about Jesus?</i>
<b>Physical Development</b>	Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Refine the fundamental movement skills they are acquiring: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Experiment and try different movements.	Discuss and try to move confidently and safely. Using a range of large and small apparatus indoors and outside, alone and in a group.	Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball and other equipment.	Discuss and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, having a good sleep routine, being safe.
<b>Real PE Focus</b>	Multi-Skills	Multi-Skills	Dance	Gymnastic	Games	Games
Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, multiskills Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.						
<b>Literacy</b>	<b>Comprehension:</b> Talk about known Nursery rhymes and try to recite by heart.Learn new Nursery rhymes and try to recite by heart. Try to answer questions about characters and events in rhymes and stories.	<b>Comprehension:</b> Talk about known Nursery rhymes and try to recite by heart. Learn new Nursery Rhymes and try to recite by heart Try to answer questions about characters and events in rhymes and stories.	<b>Comprehension:</b> Talk about known Nursery rhymes and try to recite by heart. Learn new Nursery Rhymes and try to recite by heart. Try to answer questions about characters and events.	<b>Comprehension:</b> Recites nursery rhymes by heart. Answer questions about characters and events.	<b>Comprehension:</b> Discuss to see if children have an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories	<b>Comprehension:</b>
<b>Phonics</b>	<b>General sound discrimination: Environmental and Instrumental.</b>  <b>Listening walks Indoor and outdoor</b> <b>Playing instruments</b> <b>Stories</b> <b>Comparing and matching sounds to instruments</b>	<b>General sound discrimination: Environmental, Instrumental and Body percussion.</b>  <b>Comparing and matching sounds</b> <b>Copying sounds</b> <b>Listening walks</b> <b>Playing instruments alongside stories</b> <b>Clapping</b> <b>Follow the sound</b>	<b>Rhyme and Rhythm</b>  <b>Rhyme time</b> <b>Rhyming pairs</b> <b>Silly soup</b> <b>Odd one out</b>	<b>Alliteration</b> <b>Voice sounds</b> <b>Initial sounds</b> <b>A I O U E F L M N Q R S</b>  <b>Little wandle Voice sounds</b> <b>What's in the box</b> <b>Bertha/Big Red</b> <b>I know a word</b> <b>Odd one out</b>	<b>Oral Blending</b> <b>Initial Sounds</b> <b>V W Z Y X B C D G H J K P T</b>  <b>Little wandle What noise does it make</b> <b>What's in the box</b> <b>Bertha/Big Red</b> <b>Can you touch your..</b>	<b>Oral Blending</b>  <b>Blending from the box</b> <b>Can you touch your...</b> <b>What noise does it make</b>

<b>Literacy</b>	<b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Writing area/mark making area, fine motor skills activities for strength in fingers, chalks, paints and wide range of mark making materials available.	<b>Emergent writing:</b> Continue to develop listening and speaking skills. Wide range of mark making materials available. Older children may use some recognisable letters.	<b>Emergent writing:</b> Continue to develop listening and speaking skills. Wide range of materials available. Use recognisable letters.	<b>Emergent writing:</b> Continue to develop listening and speaking skills. Wide range of materials available. Use recognisable letters.	<b>Emergent writing:</b> Continue to develop listening and speaking skills. Try to build on knowledge of recognisable letters to build words in writing. Use familiar words in their writing.	<b>Emergent writing:</b> <b>Children going to reception:</b> <b>Handwriting:</b> Try to use a pencil confidently to write letters that can be recognised.  Children staying in Nursery: Continue to develop emergent writing skills.
<i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form</i>						

Mathematics	<p><b>Composition</b> Explores space around them and engages with position and direction, such as pointing to where they would like to go</p> <p>May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers</p> <p>Looks for things which have moved out of sight</p> <p><b>Counting</b> • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence (R3) <b>Cardinality</b> • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things</p> <p><b>Comparison</b> Responds to words like lots or more (</p>	<p><b>Pattern</b> • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys</p> <p><b>Space and Shape</b></p> <ul style="list-style-type: none"> <li>Explores space around them and engages with position and direction, such as pointing to where they would like to go</li> <li>Stacks objects using flat surfaces • Responds to changes of shape • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles</li> </ul> <p><b>Spatial Awareness</b> • Enjoys filling and emptying containers (R3) • Investigates fitting themselves inside and moving through spaces (R3) <b>Shape</b> • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements</p> <p><b>Masure</b> Shows an interest in objects of contrasting sizes in meaningful contexts • Gets to know and enjoys daily routine • Shows an interest in emptying containers</p>	<p><b>Counting</b> • Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p><b>Cardinality</b> (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers.</p> <p><b>Comparison</b> • Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’</p>	<p><b>Pattern</b> • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys</p> <p><b>Spatial Awareness</b> • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces <b>Shape</b> • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements</p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Shows an interest in size and weight</li> <li>Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram</li> <li>Beginning to understand that things might happen now or at another time, in routines</li> </ul>	<p><b>counting</b> • Begins to say numbers in order, some of which are in the right order (ordinality) <b>Cardinality</b> (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers.</p> <p><b>Comparison</b> • Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’</p>	<p><b>Pattern</b> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines</p> <p><b>Spatial Awareness</b> • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away <b>Shape</b> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions</p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>
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Understand ing the World	<p><b>Chronology:</b> <i>Try to talk about members of their immediate family and the relationship to them.</i></p> <p><b>Name and describe people who are familiar to them.</b></p> <p><b>Enquiry:</b> Talk about key roles people have in society. Name and describe people who help us: police, fire service, doctors, dentist.</p>	<p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others.</p> <p><b>Enquiry:</b> Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.</p>	<p><b>Chronology:</b> Understand the visually represent their own day on a simple visual timeline.</p> <p>Look in the memory box to consolidate time past and present.</p>	<p><b>Chronology:</b> Try to talk about and understand changes in their own lifetime.</p>	<p><b>Chronology:</b> Recount an event that has happened in their lives.</p>	<p><b>Chronology: Try to discuss and understand:</b> experiences in relation to themselves and others. Talk about what is the same and different.</p>
	<p><b>Respect:</b> Themselves, special things in their own lives.</p>	<p><b>Respect:</b> Discuss that people have different beliefs and celebrate special times in different ways.</p>	<p><b>Respect:</b> Try to understand the value of being curious and interested in finding out about people.</p>	<p><b>Respect:</b> Try to understand the value of being curious and interested in finding out about people within their own community and maybe even in other countries.</p>	<p><b>Respect:</b> <i>Try to understand that some places are special to members of their community.</i> <i>Such as St John's Church Memorial gardens.</i></p>	<p><b>Respect:</b> Looking after animals and bugs in the nursery garden and know how to care for them. Discuss own pets.</p>
	<p><b>Mapping:</b> Talk about the features of their immediate environment with visual representations and known environments outside of school.</p>	<p><b>Mapping:</b> Try to use positional language such as under, beside etc</p>	<p><b>Mapping:</b> Discuss world map. Recognise some environments that are different to the one in which they live.</p>	<p><b>Enquiry</b> - discuss and talk about their immediate environment, other places which are familiar to them, and places they have learnt about.</p>	<p><b>Enquiry:</b> Discuss and talk about the different parts of the local community. Beach, school, shops etc</p>	<p><b>Enquiry:</b> Recognise, know, and describe features of their known environment.</p>
	<p><b>Communication:</b> Discuss what children notice about the environment where they live and <b><i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i></b></p> <p><b>Observation:</b> Continually looking at the change in seasons, making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>					
Expressive Arts and Design	<p><b>Art</b></p> <p><b>Drawing</b></p> <p>Children will try to draw to develop their small motor skills so that they can use drawing implements competently, safely and confidently. experimenting with colour, line and shape.</p>	<p><b>Art</b></p> <p><b>Drawing</b></p> <p>Within the provision children will have opportunities to use pencils, felt tips and pastels etc. Children will continue to develop their small motor skills so that they can use drawing implements competently, safely and confidently. experimenting with colour, line and shape.</p> <p><b>Painting</b></p>	<p><b>Art</b></p> <p>Children will use a variety of malleable materials to create form including playdough, salt dough, clay and cornflour.</p> <p><b>Painting</b></p> <p>Children will talk about the colours and shapes in their paintings</p>	<p><b>Art</b></p> <p><b>Drawing</b></p> <p>Children will try to draw pictures of animals and plants through making observations of the natural world around them.</p>	<p><b>Art</b></p> <p>Children will explore colour and texture in collage and talk about how they made their art work.</p> <p><b>Drawing</b></p> <p>Children will develop their small motor skills so that they can use drawing implements competently, safely and confidently. experimenting with colour, line and shape through observation drawing of different plant and flower</p>	<p><b>Art</b></p> <p><b>Painting</b></p> <p>Children will discuss and use a wider range of colours.</p>

<p><b>Painting</b> Children will try to explore colour mixing and use a range of different sized paint brushes to experiment with colour, form and design.</p> <p><b>Music</b> Use their voice to sing and talk about the duration of a piece of music they have listened to on their own or as part of a group.</p> <p><b>Voices Songs:</b> Off you go, I See You, Hello how are you.</p>	<p>Children will begin to use a range of materials including ready mix poster paint, watercolours etc. They will have opportunities to experiment with colour, design and form.</p> <p><b>Music-</b> Continue to sing in a group or on their own, increasingly matching the pitch and following the melody while being able to identify the different timbres of the voice (sing, speak, whisper).</p> <p><b>Voices Songs:</b> Have you brought your talking voice, I I Me Oh My,</p>	<p><b>Music-</b> Create their own songs, or improvise a song around one they know independently, returning to and building on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>Voices Songs:</b> Hey Hey look at me.</p>	<p><b>Music-</b> Understand the importance of starting and ending together while following the conductor/leader. They will create collaboratively sharing ideas, resources, and skills.</p> <p><b>Voices Songs:</b> Who stole the cookie from the cookie jar.</p>	<p>arrangements.</p> <p><b>Music-</b> Listen attentively, move to, and talk about music, expressing their feelings and responses and also play instruments with increasing control to express their feelings and ideas in spoken or written form.</p> <p><b>Voices Songs:</b> Little Sally Saucer, Ickle Ockle,</p>	<p><b>Music-</b> Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b>Voices Songs:</b> Can you tap your shoulders.</p>
<p align="center"><b>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</b>  <b>Explore and engage in music making and dance, performing solo or in groups.</b> Singing – well known nursery rhymes, familiar songs and chants.</p>					