

Atwood Primary School
Nursery - Long term planning 2022-2023

Term Overview / weeks and days	Autumn 1							Autumn 2							Spring 1						Spring 2						Summer 1						Summer 2						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
	5	5	4	5	5	5	5	3	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4
PSE	Become more outgoing with unfamiliar people Begin to form friendships. Understanding rules and boundaries.							Select and use activities and resources. Show more confidence in new situations. Talk about their own feelings using words "Happy", "Sad", "Worried".							Develop their sense of responsibility. Remembering rules without support. Understand gradually how others might be feeling.						Develop appropriate ways of being assertive.						Find solutions to conflicts and rivalries. Talk with others to solve conflicts. Understanding others feelings.						Make healthy choices about food, drink, activity and tooth brushing independently. Be increasingly independent in meeting own care needs.						
CL	Pay attention to more than one thing at a time (Which may be difficult!) Understand a question/instruction with 2-parts.							(Helicopter stories) Develop their pronunciation. Sing a large repertoire of songs. Use longer sentences of 4-6 words.							(Helicopter stories) Be able to talk about familiar books. Be able to tell a long story.						(Helicopter stories) Know many Rhymes. Develop communication (may struggle with irregular tenses and plurals).						(Helicopter stories) Enjoy listening to longer stories and can remember much of what happens. Uses talk to organise themselves and their play.						(Helicopter stories) Be able to express a point of view and to debate. Start and hold a conversation with an adult or friend.						
PD	Go up steps and stairs / climb an apparatus using alternative feet. Use large-muscle movements to wave flags and streamers, paint and make marks.							Show a preference for a dominant hand. Use one-handed tools and equipment e.g. making snips in paper with scissors.							Choose the right resources to carry out their own plan. Match their developing physical skill to tasks and activities.						Continue to develop their movement, balancing, riding and ball skills. Start taking part in some group activities which they make up themselves / in team.						Collaborate with others to manage large items, such as moving a long plank safely. Skip, hop and stand on one leg and hold a pose. Be able to use and remember sequences and patterns of movement related to music and rhythm.						Uses a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed/undressed.						
Phonics:	<u>Phonics Phase 1: Aspect 1 – Environmental Sounds</u>							<u>Phonics Phase 1: Aspect 2 & 3 – Instrumental sounds & Body percussion</u>							<u>Phonics Phase 1: Aspect 4 – Rhythm</u>						<u>Phonics Phase 1: Aspect 5 – Alliteration</u>						<u>Phonics Phase 1: Aspect 6 Voice Sounds</u>						<u>Phonics Phase 1: Aspect 4 – Rhyming Aspect 7– Oral segmenting.</u>						
L								<u>Little Wandle: (Oral Blending throughout the year)</u> <u>Foundations for Phonics, focus sounds:</u> s a t p i n Teach children to hear the same initial sound for words and names of objects.							<u>Little Wandle: (Oral Blending throughout the year)</u> <u>Foundations for Phonics, focus sounds:</u> m d g o c k e Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.						<u>Little Wandle: (Oral Blending throughout the year)</u> <u>Foundations for Phonics, focus sounds:</u> u r h b f l j Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.						<u>Little Wandle: (Oral Blending throughout the year)</u> <u>Foundations for Phonics, focus sounds:</u> v w y z q u c h Teach children to identify initial sounds of words and objects.						<u>Little Wandle: (Oral Blending throughout the year)</u> <u>Foundations for Phonics, focus sounds:</u> c k x s h t h n g n k Teach children to identify the final sounds of words and objects.						
Focus stories	Begin to understand the five key concepts about print: We read English text from left to right, top to bottom.							Developing phonological awareness: Count or clap syllables in a word. Begin to understand the five key concepts about print: The names of difference parts of a book.							Developing phonological awareness: Spot and suggest rhymes. Begin to understand the five key concepts about print: Page sequencing.						Uses early writing in play e.g. pretending to write a shopping list. Developing phonological awareness: Recognise words with same initial sounds Begin to understand the five key concepts about print: Different purposes.						Write some letters accurately. Begin to understand the five key concepts about print: Print has meaning,						Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary.						
																																							

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M	Recite numbers past 5. Show 'finger numbers' up to 5. Say one number for each item in order e.g. 1,2,3,4,5.	Talk about and explore 2D shapes: Circle, Triangle, Rectangle, Square. (Sides, corners, straight, flat, round) Create ABAB Patterns. (Continue to extend). Make comparisons between objects relating: to size. Understand position through words. Select shapes appropriately.	Experiment with their own symbols and marks as well as numerals. Link numerals to amounts. Notice and correct an error in a repeating pattern. Develop fast recognition of up to 3 objects.	Make comparisons between objects relating: to weight. Begin to describe a sequence of events using words such as: 'first', 'then'. Talk about and identify patterns around them. Knows the last number reached when counting a group indicates the total of objects.	Make comparisons between objects relating: to length. Combine shapes to make a new one. Describe a familiar route. Discuss routes and locations using words such as: 'in front of', 'behind'.	Talk about and explore 3D shapes: Sphere, Cuboid, Prism. (Sides, corners, straight, flat, round) Solve mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.
UTW	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore how things work.	<u>Forest School begins after half term.</u>	<u>No forest school</u>	<u>Forest school resumes until end of school year.</u>	Show interest in different occupations – Dentist visit TBC. - Invite other parents to demonstrate and speak about occupation. Plant seeds and care for growing plants.	Understand the key features of a life cycle: Butterfly. Continue developing positive attitudes about the differences between people.
EAD	Remember and sing entire songs. Explore colour and colour mixing. Explore different materials freely.	Listen with increased attention to sounds. Join different materials and explore different textures. Take part in pretend play, using an object to represent something else.	Use drawing to represent ideas like movement or loud noises. Create closed shapes with continuous lines. Develop their own ideas and then decide which materials to use.	'Pitch match' with another person. Respond to what they have heard, expressing their thoughts and feelings. Make imaginative and complex 'small worlds' with blocks and construction.	Play instruments with increasing control to express ideas. Sing the melodic shape (up and down). Begin to develop complex stories using small world equipment.	Create their own songs or improvise a song around one they know. Show different emotions in their drawings – happiness, sadness, fear. Draw with increasing complexity and detail.
<p>Nursery also has access to:</p> <p>The Library Room to extend and develop love for reading, exploring a variety of stories in a controlled and safe environment. Music room throughout the year, attending twice weekly to broaden knowledge about Music, listening and attention and early aspects of Phase one Phonics. Throughout the year, all children will participate in baking activities to help encourage fundamental learning skills including development in Physical Development, Maths and Understanding the World. Squiggle Wriggle and Dough Disco activities to develop pre-writing skills. Helicopter Stories that encourage children to create their own stories and enact with the help of others to the rest of the class.</p>						
Diary Dates	Settling in finishes and full days commence Wednesday 28 th September 2022	Half term: 24 th Oct-1 st Nov Monday 24 th October – Diwali 5 th November - Firework night *Christmas making day TBC	Sunday 22 nd January – Chinese New Year 'Rabbit'.	Thursday 2 nd March – World Book Day Sunday 19 th March – Mothers day		Sunday 18 th June – Fathers Day