

CHRIST THE KING COMMUNITY CATHOLIC VOLUNTARY ACADEMY

NURSERY - LONG TERM PLAN

2020-21

Characteristics of Learning- The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Therefore provision and practice at Christ the King Catholic Voluntary Academy places high priority on facilitating opportunities for developing strong characteristics of learning by encouraging curiosity, open ended activity, using all senses, developing interests, seeking challenges, taking risks, persistence & problem solving.

AREAS OF LEARNING OVERVIEW

This details the objectives that we will be working on throughout the year as appropriate to the developmental needs and identified next steps of the children.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Communication and Language	Pays attention to one thing at a time.	Use a wider range of vocabulary.	Know many rhymes, be able to talk about familiar books and be able to tell a long story.	Understand a question or instruction that has two parts, such as “get your coat and wait at the door”.	Enjoy listening to longer stories and can remember much of what happens.	Understand ‘why’ questions. May have problems saying: multisyllabic words.
	Sing a large repertoire of songs	Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ or ‘swimmed’ for ‘swam’.	Use talk to organise themselves and their play.	Can start a conversation with an adult or a friend and continue it for many turns.	May have problems saying some sounds: r, j, th, ch and sh.	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 a wider range of vocabulary. Use talk to organize themselves and their play. Enjoy listening to stories.					
Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Increasingly follow rules, understanding why they important.	Show more confidence in new social situations.	Begin to understand how others might be feeling.	Develop their sense of responsibility and membership of a community.	Develop appropriate ways of being assertive.
	Become more outgoing with unfamiliar people, in the safe context of their setting.	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Play with one or more other children, extending and elaborating play ideas. Do not always need an adult to remind them of a rule.		Help to find solutions to conflicts and rivalries and suggesting other ideas.	Talk with others to solve conflicts.

Physical Development	<p>Go up steps and stairs, or climb up apparatus, using alternative feet.</p> <p>Use large-scale movements to wave flags and streamers, paint and make marks.</p> <p>Start to eat independently.</p>	<p>Choose the right resources to carry out their own plan. For example, using a spade to enlarge a small hole they dug with a trowel.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Be increasingly independent as they get dressed and undressed.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Collaborate with others to manage large items.</p> <p>Show a preference for a dominant hand.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p>
	<p>Be increasingly dependent in meeting their own care needs.</p> <p>Be increasingly independent as they get dressed and undressed.</p> <p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Start to eat independently.</p>					
Literacy	<p>Understand the five key concepts about print – print has meaning.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Add some marks to their drawings which they give meaning to. For example: “That says mummy”.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Make marks on their picture to stand for their name.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Understand the five key concepts about print: print can have different purposes.</p> <p>We read English text from left to right and from top to bottom.</p>	<p>Understand the five key concepts about print: page sequencing.</p> <p>Use some of their print and letter knowledge in their early writing, such as starting their writing at the top.</p>	<p>Understand the five key concepts about print: the names of the different parts of a book.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word. <p>Use some of their print and letter knowledge in their early writing, such as ‘m’ for mummy.</p> <p>Write some letters accurately.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - Recognise words with the same initial sound, such as money and mother. <p>Write some or all of their name.</p>

<p style="text-align: center;">Maths</p> <p style="text-align: center; color: blue; font-size: small;">Objectives in blue are taken from White Rose Maths.</p>	<p>Compare sizes, weights etc using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall/short’, ‘heavy/light’.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p style="color: blue;">Recognising, naming and matching colours.</p>	<p>Compare sizes, weights etc using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall/short’, ‘heavy/light’.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Fast recognition of up to 3 objects without having to count them individually (subitizing).</p>	<p>Recite numbers past 5. Show finger numbers up to 5.</p> <p>Compare quantities using language: more than, fewer than.</p> <p>Select shapes appropriately.</p> <p>Talk about and identifies the patterns around them.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Talk about and explore 2D shapes using informal and mathematical language.</p> <p>Understand position through words alone, with no pointing.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’ etc.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (Cardinal principle).</p> <p>Links numerals and amounts, such as showing the right number of objects to match the numeral, up to 5.</p> <p>Describe a familiar route.</p> <p>Make comparisons between objects relating to size, length, weight, and capacity.</p> <p>Extend and create ABAB patterns.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and explore 3D shapes using informal and mathematical language.</p> <p>Discuss routes and locations using words like ‘in front of’ and ‘behind’.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Notice and correcting an error in a repeating pattern.</p>
<p style="text-align: center;">Understanding the World</p>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Shows interest in different occupations.</p> <p>Plant seeds and care and grow for plants.</p>	<p>Explore how things work.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Begin to make sense of their own life story and family’s history.</p>	<p>Talk about differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>

Expressive Arts and Design	Explore colour and colour mixing. Remember and sing entire songs.	Respond emotionally and physically to music when it changes. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another. Use their imagination as they consider what they can do with different materials.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Sing the pitch of a tone sung by another person (pitch match).	Begin to develop complex stories using small world equipment. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Make imaginative and complex 'small worlds' with blocks and construction kits. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Throughout the year we will:

- Enhance learning provisions in line with children's needs and interests
- Adapt topic/themes in line with current events
- Look to work flexibly with children and families to provide relevant and engaging learning opportunities/experiences.

Foundation Stage planning is used as a guide and not a 'tick list'. This is to ensure that teachers have the flexibility to respond to individual needs and interests.

	<u>Advent 1</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
<u>Themes/ Provocations</u>	Incredible You	Important Moments	Amazing Places	Helping hands	Adventurers and Explorers	All creatures great and small
<u>Possible Key Texts</u>	<ul style="list-style-type: none"> - Incredible You - The Lion Inside - The Colour Monster - Lulu loves nursery - All about families (NF) - Dogger - Elmer - And Tango makes three - Guess how much I love you - Roald Dahl Revolting things to touch and Feel - Never grow up 	<ul style="list-style-type: none"> - Babushka - The Jolly Christmas Postman - The Christmas Story - 'Twas the night before Christmas - Let's celebrate! - Special days around the world (NF) - Festival of colours - Rama and Sita: The story of Diwali - The Hannukah Mice - Meg and Mog (Halloween) 	<ul style="list-style-type: none"> - Tiddler - The snail and the whale. - The lighthouse keeper's lunch. - The Bear - Handa's Surprise - We're roaming in the rainforest - Rumble in the Jungle - Commotion in the Ocean - The proudest blue - Poles Apart! 	<ul style="list-style-type: none"> - The Enormous Turnip (TT) - Jasper's Beanstalk - Titch - The Jolly Postman - Out and about (Poems) - Zog and the flying doctors - Going to the hospital - You can't call an elephant in an emergency - Cops and Robbers 	<ul style="list-style-type: none"> - Hansel and Gretel (TT) - Aliens love underpants - We're going on a bear hunt - Jack and the Beanstalk (TT). - The Princess and the Wizard - Shh! - Beegu - Whatever next! - Peter Pan (TT) - The Great Explorer 	<ul style="list-style-type: none"> - The Hungry Caterpillar - The Gruffalo - Hairy Maclary - The ugly five - Giraffes can't dance - The Tiger who came for tea - Superworm - Farmer Duck - Owl babies - Mad about Minibeasts - Harry and his bucketful of dinosaurs - Brown Bear Brown Bear, what do you see?
<u>Supporting texts for story times</u>	<ul style="list-style-type: none"> - Kindness makes us strong - Love makes a family - All are welcome - Look and Learn: All about me (NF) - Peace at last - Old Bear - 10 minutes peace - Funny bones - Wriggle and Roar (Poems) - A great big cuddle (poems) - Cleversticks - Because 	<ul style="list-style-type: none"> - The Crayons' Christmas - Father Christmas needs a wee! - Hats of Faith - The Swirling Hijabb - Peppa's Diwali - Sammy Spider's first Hannukah - Mog's Birthday - Birthday's around the world - Kipper's Birthday - The umbrella queen (New Year) 	<ul style="list-style-type: none"> - What the ladybird heard at the seaside. - The Magic Paintbrush - How to make an apple pie and see the world - Coming to England - Mama Panya's Pancakes - Bringing the Rain to Kapiti Plain - The Emperor's Egg 	<ul style="list-style-type: none"> - What do people do all day? - Oliver's Vegetables - The growing story - RHS Ready, Steady, Grow! (NF) - Paddington in the garden - Mog and the V.E.T - Poo in the Zoo - Burglar Bill - A day at the fire station 	<ul style="list-style-type: none"> - Stickman - On the way home - The dinosaur that pooped a planet - Rapunzel (TT) - Pirates love underpants. - Captain Flinn and the pirate dinosaurs - Pirate Pete and his smelly feet - Meg and Mog on the moon - Alice in Wonderland (TT) 	<ul style="list-style-type: none"> - You can't take an elephant on the bus - The Farmer's away, baa! Neigh! - 10 little dinosaurs - Three Billy Goats Gruff (TT) - Three little pigs (TT) - The little red hen (TT) - A spot of bother - Mog the forgetful cat

<u>Festivals/ Celebrations</u>	Harvest Halloween Roald Dahl Day (13 th September)	Diwali Bonfire Night Christmas Hannukah	Chinese New Year Valentine's Day	Shrove Tuesday Ash Wednesday St. Patrick's Day Mother's Day Ramadan begins Palm Sunday Easter	St George's Day Eid Ul Fitr (3 rd May)(Tentative Date) Queens Platinum Jubilee Healthy Living Week	Father's Day
<u>Possible Visits/Experiences</u>	Roald Dahl themed day – 13 th Sep Halloween Disco 12 th Sep – National chocolate milkshake day 19 th Sep – Talk like a pirate day 21 st – 26 th Sep – International happiness week!	Trip to the National Forest Adventure Farm. Santa Visit Christmas Performance Christmas craft morning 8 th Nov – National Tongue Twister Day 13 th Nov – world kindness day 15 th Nov – I love to write day 7 th Dec – National candy floss day	Jan 18 th – National Winne the Pooh day Jan 24 th – National complement day Feb 7 th – National send a card to a friend day	Pancake Day Easter craft morning 5 th March – National Unplugging day 8 th March – International women's day 30 th March – take a walk in the park day 2 nd April – World Book Day	Jubilee Party 29 th April – International dance day 4 th May – Intergalactic Star Wars day 9 th May – National Children's mental health day	Sports Day 21 st June – National smoothie day 23 rd June – National Pink Day 7 th July – National chocolate day
<u>Parental Engagement</u>	Halloween disco	Parents Evening		Parents Evening		Sports Day
<u>Assessment</u>	Internal baseline	Evidence Me	Evidence Me	Evidence Me	Evidence Me	Evidence Me
<u>Moderation</u>	EYFS Moderation	EYFS Moderation Cluster Moderation	EYFS Moderation	EYFS Moderation Cluster Moderation	EYFS Moderation Cluster Moderation	EYFS Moderation

British Values**Democracy: making decisions together**

We will encourage children to know their views count (eg vote with a show of hands), value each other's ideas and talk about their feelings. We will support children to make decisions together and provide activities that involve turn-taking, sharing and collaboration. We will provide opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter

We will teach the children to understand their own and others' behaviour and its consequences, and learn right from wrong.

We will support the children to understand a need for rules, for example, to agree the rules about tidying up, and to ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

We will help the children develop a positive sense of themselves, with opportunities for them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks and to talk about their experiences and learning. We will plan experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual respect and tolerance: treat others as you want to be treated

We will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. We will discuss similarities and differences between families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. We will teach the importance of tolerant behaviours such as sharing and respecting other's opinions. We will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Embedded in our daily practice & routines with age and developmentally appropriate activities such as:

- During snacks and dinnertimes teach children about table manners
- Celebrating British occasions and festivals
- Encourage children to listen to one another and wait before speaking
- Listening during stories or discussion time
- Using manners please and thank you
- Encourage children to be respectful of others
- Taking turns and sharing
- Teaching empathy and understandings
- Teach children about British weathers and seasons
- Join in wider community events/activities
- Cooking activities and learning about traditional British food
- Encourage children to make friendships