



Nursery Long Term Plan

St Margaret Clitherow Academy

	Advent	Lent	Pentecost
Characteristics of Effective Learning	Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions		
Over Arching Principles	Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. PLAY At SMC we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.		

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary** added, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
- Listen to other people's talk with interest but become easily distracted. Shift from one task to another, if adults get my attention. Using my name can help. - Listen during carpet sessions. show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"	Begin to pay attention to more than one thing at a time. - Engage in pretend play: "putting the baby to sleep' or 'driving the car to the shops.' - Enjoy listening to and repeating rhymes. Enjoy listening to stories in small groups for about 5mins. Understand a question or instruction that has two parts, such as: "Put on your coat and wait at the door".	Listen to longer stories and remember most of what happens. - Begin to understand "what "and "who" questions.	- Begin to understand "how "questions. Understand simple concepts of a new thing e.g. full and empty. Know many rhymes, talk about familiar books and tell a long story.	Understand 'why' questions, like: "Why do you think the caterpillar got so big?"	Listen to a story and talk about it.

Speaking

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
- Say how I am feeling, using words as well as actions. Use 3 word phrases.	Join in actions and suggest familiar songs during sing-along. Use a wider range of vocabulary in a sentence - Engage in a conversation with an adult or a friend.	- Begin to ask relevant questions. - Start a conversation with an adult or a friend.	<i>Use talk to organise themselves and their play. "You go on a bus...you sit there... I'll be the driver."</i> <i>Express a point of view, debating when disagree with an adult or friend using words as well as actions.</i> <i>Start a conversation with an adult or a friend and continue it for many turns.</i>	- Answer simple how, what and who questions. - Sing a large repertoire of songs. <i>Recite rhymes confidently within a group</i> <i>Develop their pronunciation but may have problems saying:</i> - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	<i>Use longer sentences of four to six words.</i> <i>Use sentences joined up with words like 'because', 'or', 'and'. For example: "I like ice cream because it makes my tongue tingle."</i> <i>Beginning to use the past and future tense: "I went to the shop" and "I am going to the park."</i> - Answer simple why questions.

Personal, Social and Emotional Development

Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Children's personal, social and emotional development (PSED) is crucial for children to **lead healthy and happy lives**, and is **fundamental to their cognitive development**. Underpinning their personal development are the important attachments that shape their social world. **Strong, warm and supportive relationships** with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention** as necessary. Through adult **modelling and guidance**, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported **interaction with other children** they learn how to make **good friendships, co-operate and resolve conflicts peaceably**. **These** attributes will provide a secure platform from which children can achieve at school and in later life.

Managing Self

3 & 4 year olds

Advent1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
• <i>settle into some activities for awhile.</i> • <i>select and use activities and resources, with help when needed.</i> • <i>Explore indoor and outdoor provision</i> • <i>Go to a new space with some support e.g. hall.</i> • <i>Use the toilet with adult support.</i>	• <i>remember some rules without needing an adult to remind them.</i> • <i>begin to help to tidy up.</i> • <i>use the toilet independently.</i>	• <i>remember rules without needing an adult to remind them.</i>	• <i>understand what being healthy is.</i> • <i>show confidence in new social situations</i> • <i>behave appropriately in different situations e.g. whole school assembly.</i> • <i>develop appropriate ways of being assertive.</i>	• <i>Make healthy choices about food, drink, activity.</i> • <i>Begin to remember to wash their hands, without reminder, after using the toilet.</i> • <i>Beginning to realise actions have consequences.</i> • <i>Beginning to show perseverance carrying out their chosen activity</i>	• <i>show confidence in new social situations.</i> • <i>be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying hands thoroughly.</i>

Building Relationships

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
- manage the transition from parent to keyworker. - want to play alongside other children.	<i>play alongside and enjoy the company of other children.</i> <i>manage to share or take turns with others, with adult guidance and understand 'yours' and 'mine'.</i>	<i>become more outgoing with unfamiliar people, in the safe context of the setting.</i> - Sometimes manage to share and take turns.	- seek adult support with friendship issues. - play with one or more children, extend and elaborate ideas	- talk with others to solve conflicts. <i>take part in pretend play and take on the familiar roles of others e.g. mummy</i>	<i>take part in pretend play in a variety of roles e.g the Gruffalo.</i> <i>help to find solutions to conflicts and rivalries i.e. not everyone can be Spiderman in a game.</i> <i>develop their sense of responsibility and membership of a community.</i>

Self-Regulation

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
- show impulse control. - talk about feelings.	<i>begin to talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i> - begin to follow the routine of Nursery and join in, including snack time. <i>show they are sorry.</i>	<i>Understand gradually how others might be feeling.</i>	- be able to follow rules and can understand why they are important. - use visual supports to follow the routine of the day.	follow the routine of the day, without visual prompts.	<i>generally, negotiate solutions to conflicts in play.</i>

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Comprehension

3 & 4 year olds

Advent 1	Advent 1	Lent 1	Lent 2	Pentecost 1	Pentecost 2
• <i>Understand the five key concepts of print:</i> - <i>print has meaning</i> - <i>we read English text from left to right and from top to bottom.</i> - <i>page sequencing</i> • <i>Enjoy sharing books with an adult.</i> • <i>Enjoy songs and rhymes, tuning in and paying attention.</i> • <i>Join in with some words in songs and rhymes</i>	• <i>Understand the five key concepts about print:</i> - <i>print can have different purposes</i> - <i>the names of the different parts of a book</i>	• <i>Explore books independently.</i> • <i>Engage in extended conversations about stories, learning new vocabulary.</i>	• <i>Suggest how the story might end.</i>		• <i>Become aware of the way stories are structured.</i> (English books especially)

Word Reading

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	Begin to play phonics games in small groups.	<i>Develop phonological awareness, so that they can;</i> - <i>spot and suggest rhymes</i> - <i>clap syllables in a word.</i> - <i>Recognise words with the same initial sound, such as money and mother.</i>	Name the picture linked to each letter in the phonics scheme	- Begin to link some sounds to letters. - Recognise familiar words and signs such as own name and advertising logos.	<i>Link some sounds to letters and orally blend.</i>

Writing

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
- Copy finger movements and other gestures. - Make marks using a range of materials	Draw freely	Sometimes give meaning to my drawings and paintings.	- Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right - Begin to write some letters.	<i>Write some or all of their name correctly.</i>	<i>Use some of my print and letter knowledge in my early writing e.g. writing a pretend shopping list starting at the top of the page.</i> <i>Write some letters accurately.</i>

Physical Development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross **and** fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to **develop proficiency, control and confidence**.

Gross Motor Skills

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
• <i>catch a large ball and pedal a tricycle.</i> • <i>climb confidently.</i> • <i>run well, kick a ball and jump with both feet on the ground.</i> • <i>sit comfortably on chairs.</i> • <i>Walk up and down stairs holding the handrail.</i>	• <i>start taking part in some group activities which they make up for themselves, or intteams.</i> • <i>collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</i> • <i>use large-muscle movements to wave flags and streamers, paint and make marks.</i>	• <i>continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i> • <i>fill buckets with water and carefully pour into different containers.</i>	• <i>match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.</i> • <i>go up steps and stairs, or climb up apparatus, using alternate feet.</i>	• <i>increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</i>	• <i>skip, hop, stand on one leg, and hold a pose for a game like musical statues.</i>

Fine Motor Skills

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
- be developing manipulation and control. E.g. Use cutters to cut a shape from modelling materials, <i>use mark making tools with thumb and all fingers, turn a page in a book.</i> <i>be able to take shoes and socks off and attempt to put them back on.</i>	<i>choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel.</i> <i>Start taking part in group activities which they make up for themselves or in teams.</i> <i>Begin to increase pressure when using tools.</i>	- use a comfortable grip to hold a pencil. - use playdough to create a body of a snake, with support. - show an increasing desire to be independent e.g. do up my own zip and buttons	<i>be able to take shoes and socks off and put them back on independently.</i> <i>show increasing control when threading, cutting, drawing.</i>	<i>becoming increasingly independent when getting dressed and using zips.</i> - start to eat independently and learn how to use a knife and fork. <i>use one-handed tools and equipment, for example, making snips in paper with scissors.</i>	<i>use a comfortable grip with good control when holding pens and pencils.</i> <i>show a preference for a dominant hand.</i> <i>be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</i> <i>Use enough pressure and control to use a stapler or hole punch successfully.</i>

Mathematics

Developing a ***strong grounding in number*** is essential so that all children develop the necessary ***building blocks*** to excel mathematically. Children should be able to ***count confidently***, develop a deep understanding of the ***numbers to 10***, the ***relationships*** between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using ***manipulatives***, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which ***mastery of mathematics*** is built. In addition, it is important that the curriculum includes ***rich opportunities for children to develop their spatial reasoning skills*** across all areas of mathematics including shape, space and measures. It is important that children ***develop positive attitudes and interests*** in mathematics, look for ***patterns and relationships***, ***spot connections***, ***'have a go'***, ***talk to adults and peers*** about what they notice and ***not be afraid to make mistakes***.

Number

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
- show an awareness of numbers in the environment. - recognize some numbers of personal significance. - begin to touch objects as counting.	- subitize to two. - With support, Know that the last number reached when counting a small set tells you how many there are in total.	- represent numbers up to five using fingers. <i>be able to record up to 5 objects</i> - Beginning to know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). - Develop fast recognition of up to 3 objects, without having to count them individually (subitising) - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Developing knowing that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).		<i>be able to count 5 objects out from a larger pile.</i> <i>know that the last number in the count gives the total up to 5</i> <i>match groups with the same number of objects (one to five).</i> <i>To know that the last number reached when counting a small set of objects tells you how many objects there are in total (Cardinal principle)</i> - To solve real world mathematical problems with numbers up to 5.

Numerical Pattern					
3 & 4 year olds					
Autumn 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
• <i>say when they have lots or more than someone else.</i> • <i>complete a simple insert jigsaw.</i> • <i>say some numerals orally.</i> • <i>be interested in sorting objects (colour, type or size).</i> • <i>describe an object by its size, shape or colour.</i> • talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	• Say one number for each item In order 1,2,3,4,5 • recognise up to 3 objects without counting them. • Begin to show 'finger numbers up to 5' • <i>say some number names in sequence to 5.</i> • <i>count with 1:1 correspondence up to 3 objects.</i> • <i>know one more</i> • <i>be able to recognize and copy an AB pattern.</i> • <i>Extend and create ABAB patterns-stick, leaf, stick, leaf.</i> • <i>Notice and correct an error in a repeating pattern.</i> • <i>subitize to 2.</i>	• recite numbers past 5. • count with 1:1 correspondence up to 5 objects. • use some number language, such as 'more' and 'a lot'.. • Subitize to 3 • Experiment with their own symbols and marks as well as numerals to represent an amount.	• Recite numbers past 5	• Recite numbers past 5 • <i>Compare quantities using language: 'more than', 'fewer than'.</i> • <i>Begin to describe a sequence of events, real or fictional using words such as first, then.</i>	• <i>To recite numbers past 5</i> • Explore the composition of numbers to 10.. • <i>develop fast recognition of up to 3 objects without having to count them.</i>
Shape, Space and Measure					
3 & 4 year olds					
Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
PRE Teach colours (EAD 3-4 year olds: Explore colour and colour mixing) • Begin to make comparisons between objects relating to size. • Begin to compare sizes using gestures and language bigger, smaller, small.	• <i>Develop making comparisons between objects relating to size.</i> • <i>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</i> • <i>Combine shapes to make new ones – an arch, a bigger triangle etc.</i>	• <i>describe shapes using straight sides, curves, points.</i> • To develop talking and exploring 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and mathematical language sides, corners, straight, flat, round.	• <i>be able to compare objects using mathematical vocabulary e.g., long, short, full, empty.</i> • <i>Make comparisons between objects relating to size, length and capacity.</i>	• understand position through words alone – for example, "The bag is under the table," – with no pointing • <i>Talk and exploring 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and mathematical language sides, corners, straight, flat, round.</i>	

• Begin to talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat.					
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Understanding the World

Understanding the world involves guiding children to ***make sense of their physical world and their community***. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, ***listening to a broad selection of stories, non-fiction, rhymes and poems will*** foster their understanding of our ***culturally, socially, technologically and ecologically diverse world***. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. ***Enriching and widening children's vocabulary*** will support later reading comprehension.

Past and Present

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
• <i>know some people were born before them so are older than them and some born after them so are younger than them e.g. brothers and sisters.</i>	• <i>know that God made all natural things in the world.</i>			• <i>know different methods of travel/transport today and in the past.</i>	

People, Culture, and Communities

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
• be able to say who they are and who they live with. • talk about some members of their family and people who are important to them. • Know some occupations that familiar people have. • comment on recent pictures of celebrations in their own life. "This is me celebrating Eid..." • talk about and describe different types of houses, including where they live. • talk about and point to what they see in their own environment (school/home). show an interest in how things work.	• know there are differences between people and God created us to be unique. • Know there are differences between what people believe. • know there are special places of worship.			• know how people in their local area travel. • follow a simple map • know that there are different countries in the world. • know the different ways to travel between countries. • Explore different sources to find out about different countries including stories, non-fiction resources, atlases and globes. • talk about the differences they have experienced or seen in photos.	

The Natural World					
3 & 4 year olds					
Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	• explore through their senses the world around them and use a growing vocabulary to describe what they experience. talk about the differences between materials they work with and changes they notice.	• understand that the weather changes and in different places you find different weather. • know there are hot and cold places in the world (including countries). • be able to identify suitable clothing for different weather. • talk about the differences between materials used in their clothes and changes they notice. • explore and talk about collections of materials with similar and/or different properties. • explore how the different weather types affect the natural environment and materials. talk about what they see, using a wide vocabulary.	• plant seeds and care for growing plants. • understand the key features of the life cycle of a plant. • know the difference between plants and animals. • talk about the pets they have. • understand the key features of the life cycle of an animal. • begin to understand the need to respect and care for the natural environment and all living things. • talk about what they see, feel, smell, hear, taste using a wide vocabulary.	talk about what they see, feel, smell, hear, taste using a wide topic related vocabulary.	• Explore and talk about different forces they can feel. • talk about how forces can change the direction of moving things e.g. sail boats on water, windmills, kites. • know the wind is a force that you can feel but not see. • talk about how you can see the impact of wind as a force in action. • talk about the differences between materials and changes they notice when they push, pull, squeeze e.g. sand, soil, clay, playdough, corn flour. • talk about the forces needed to make things work e.g. push, pull toys. • begin to explain in how things work.

Expressive Arts and Design

The development of children's **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have regular opportunities to engage with the arts, enabling them to **explore and play** with a **wide range of media and materials**. The quality and variety of what children **see, hear and participate in** is crucial for **developing their understanding, self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Creating with materials

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
• Start to make marks intentionally. • Explore paint, using my fingers and other parts of my body as well as brushes and other tools. • Create pictures using paint and other media • Make simple models.	• Choose colours purposely. • Begin to use objects to print or create patterns. Begin to join boxes together using sticky tape or glue	• Explore different materials freely, in order to develop my ideas about how to use them and what to make.	• Use drawing to represent ideas like movement or loud noises. • Create collages using mixed media. • Safely use and explore a variety of materials tools and techniques. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in my drawings (happiness, sadness, fear etc.)	• Develop own ideas and decide which materials to use to express them. • Develop an understanding of using lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation, and experience. • Join different materials and explore different textures.	• Create closed shapes with continuous lines and begin to use shapes to represent objects. • Explore colour and colour mixing. • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures. • Create own piece of art and give meaning. • talk about what they like/don't like in their own and others art.

Being imaginative and expressive

3 & 4 year olds

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
• Enjoy taking part in pretend play. • Enjoy moving to music. • Explore a range of sound-makers and instruments and play them in different ways. • Enjoy making sounds "music" with instruments. • Enjoy and take part in songs, such as 'Twinkle, Twinkle Little Star	• Remember and sing entire songs. • Respond to what they have heard, expressing thoughts and feelings. • Sing the pitch of a tone sung by another person. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. • Watch dances and performances.	• Create own songs or improvise a song around one they know. • Name a variety of instruments. • Use their own experiences to develop storylines e.g. going on a bus/car ride. • Use construction toys to make settings.	• Play instruments with increasing control to express feelings and ideas. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	• Listen with increased attention to sounds. • Play a given instrument to simple beat.