







St Richard's RC Primary School Long-Term Plan for Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-termly Theme	<p>My Family, Homes & Harvest</p> 	<p>Welcome, Baptism, Advent, Christmas</p> 	<p>Traditional Tales</p> 	<p>Spring and Growing</p> 	<p>Animals</p> 	<p>Transport and Holidays</p> 
Religious Education	<p>BTK: Our Lady's birthday Caritas: Family & Community Come and see: God knows my name</p>	<p>BTK: All Saints & All Souls Caritas: Stewardship Come and see: Baptism/Christmas birthday</p>	<p>BTK: The Feast of the Presentation of Our Lord Caritas: Dignity of work Come and see: Celebrations</p>	<p>BTK: Lenten symbols and legends Caritas: Rights and responsibilities Come and see: Gathering/Growing and Easter</p>	<p>BTK: Pentecost Caritas: Solidarity of the common good Come and see: Pentecost and Good News</p>	<p>BTK: St Richard Caritas: Dignity of the human person Come and see: Reconciliation Universal Church Other Religions</p>
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>-I can listen to simple stories and use pictures to help me know what is happening. -I can understand simple instructions and questions e.g. Where is your hat? (Not yet "why" questions – what, where, who) -I can listen to others talk and start to join in.</p> <p>-I can use the names for a range of familiar objects, people and actions - I can use a range of words for time, space, function and description</p>	<p>-I can listen to different songs and rhymes and join in with some I know e.g. Nursery rhymes. - I can follow simple instructions with up to two key words. -I can answer some questions using who what, when, where. - I can respond and give my attention when someone speaks to me (using my name helps)</p> <p>- I can use talk in my play to help organise e.g. "You sit there.... I will be the mummy" - I can link words together in the start of a sentence e.g. more milk.</p> <p>End of Autumn Term Assessment</p>	<p>-I can start to listen to longer stories and join in with familiar or repeating parts e.g. Goldilocks and the 3 Bears, The 3 Little Pigs -I can follow instructions with two key words accurately.</p> <p>-I can use some new vocabulary e.g. scientific and story vocabulary</p>	<p>-I can answer a range of questions. I am starting to understand "why?" in terms of investigations. -I can respond appropriately when I am spoken to e.g. asked a direct question. I know to try and listen when someone else is speaking.</p> <p>- I can develop my sentences e.g. I have more milk? - I can express my opinion using short sentences</p> <p>End of Spring Term Assessment</p>	<p>-I can listen carefully to songs, stories and rhymes and respond by joining in. -I can understand and respond to instructions with: 2 key words – Put your hat on</p> <p>- I can explain, describe, recount and retell I can join in with conversation (linked to listening)</p>	<p>-I can understand and respond to instructions with: 3 key words- can you wash dolly's face? I can understand and respond to "why" questions. I can start a conversation and take it in turns to speak.</p> <p>- I can use a sentence of 4-6 words e.g. Can I have more milk please? - I can use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice</p> <p>End of Summer Term Assessment</p>
Personal Social Emotional Development	<p>- I can express a range of emotions and start to talk about them</p>	<p>- I can share or take turns with the support of an adult I am starting to follow classroom rules</p>	<p>-I can identify feelings using words like happy, sad, angry</p>	<p>-I can follow rules and don't always need adult support.</p>	<p>I can talk about my feelings I can understand the feelings of others</p>	<p>I can follow basic instructions and the "rules" of the setting</p>

<p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>I can explore the setting confidently knowing that a familiar person is close by</p> <p>I enjoy the company of other children</p>	<p>I am becoming outgoing with unfamiliar people in the safe context of the setting</p> <p>I can select and use activities, with help when needed.</p> <p>-</p> <p>I can play with others extending and elaborating play ideas</p> <p>End of Autumn Term Assessment</p>	<p>I am more confident in new social situations and with new people</p> <p>- I can talk with others to resolve conflicts and resolve issues (some support needed)</p>	<p>I can carry out small tasks e.g. collect the milk</p> <p>- I can talk with others to resolve conflicts and resolve issues (some support needed)</p> <p>End of Spring Term Assessment</p>	<p>I am starting to handle new experiences with more confidence</p> <p>- I can play with others cooperatively</p>	<p>I am starting to handle new experiences with more confidence</p> <p>- I can use appropriate ways of being assertive when needed</p> <p>End of Summer Term Assessment</p>
<p>Physical Development</p> <p>Skills and Knowledge Progression Ladder</p> <p>Healthy Living & Hygiene</p> <p>Gross Motor</p> <p>Fine Motor</p>	<p><u>Introduction to PE (U1)</u></p> <p><u>Dance (U1)</u></p> <p>I can use the toilet with help</p> <p>- I can climb confidently</p> <p>- I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)</p>	<p><u>Introduction to PE (U1)</u></p> <p><u>Gymnastics (U1)</u></p> <p>I can use the toilet independently</p> <p>I can run, jump and hop</p> <p>I can climb stairs using alternate feet</p> <p>I can wave flags and streamers and use other large scale muscle movements</p> <p>- I can show a preference for a dominant hand</p> <p>End of Autumn Term Assessment</p>	<p><u>Ball Skills (U1)</u></p> <p><u>Dance (U1)</u></p> <p>I can manage my toileting needs e.g. using the toilet, washing and drying hands</p> <p>- I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.</p> <p>I can start to eat using a knife and fork</p>	<p><u>Fundamentals (U1)</u></p> <p><u>Gymnastics (U1)</u></p> <p>I can handle some of my own hygiene needs e.g. teeth brushing, hand washing</p> <p>I can paint/mark make on a large scale</p> <p>I can start to manage zips, putting on coats etc.</p> <p>End of Spring Term Assessment</p>	<p><u>Games (U1)</u></p> <p><u>Dance (U1)</u></p> <p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p> <p>I can make healthy choices</p> <p>- I can balance (balance bikes, scooters, climbing)</p> <p>I can skip, hop and stand on one leg</p> <p>- I can use one handed tools confidently</p>	<p><u>Games (U1)</u></p> <p><u>Gymnastics (U1)</u></p> <p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p> <p>I can make healthy choices</p> <p>I can remember patterns of movement related to music/rhythm</p> <p>- I can use a comfortable grip with good control when using pencils</p> <p>End of Summer Term Assessment</p>

<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">Letter formation</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">Composition</p>	<p>LF: I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</p> <p>S: I can tune into sounds during listening games I can show awareness of alliteration e.g. the ssssliperry ssssnake</p> <p>C: I can add marks to pictures giving meaning to them I can add marks to show my name</p>	<p>LF: I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p> <p>S: I can tune into the sounds in words- showing understanding e.g. Phase 1 activities</p> <p>C: I can use some print knowledge for writing e.g. a pretend shopping list I can write the first letter of my name</p>	<p>LF: I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.</p> <p>S: I can segment sounds in the order in which they occur I can change the initial sound to make new words e.g. hat, sat, cat, mat</p> <p>C: I am using a wider print knowledge for writing I can write some of my name e.g. first two letters</p>	<p>LF: I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.</p> <p>S: I can segment sounds in the order in which they occur I can change the initial sound to make new words e.g. hat, sat, cat, mat</p> <p>C: I am using a wider print knowledge for writing I can write some of my name e.g. first two letters</p>	<p>LF: I can write some letters with good formation e.g. the letters from my name</p> <p>S: I can orally segment single sound CVC words e.g. c-a-t I can say the initial sound in most words</p> <p>C: I can apply print knowledge to my emergent writing I can write my own name</p>	<p>LF: I can write some letters with good formation e.g. the letters from my name</p> <p>S: I can orally segment single sound CVC words e.g. c-a-t I can say the initial sound in most words</p> <p>C: I can apply print knowledge to my emergent writing I can write my own name</p>
<p>From Nursery to Year 6, we want St Richard's to be a place where children are read to, enjoy listening to high quality literature and share their enjoyment of stories through discussion and writing. Our reading spines are one element in our teaching of reading.</p> <p>Our reading spines are a core bank of texts which create links between reading, writing, spoken language (speaking and listening) and Foundation Subject Learning Journeys. How they work:</p> <p>Each year group from Nursery to Year 6 has its own reading spine divided into five strands:</p> <ul style="list-style-type: none"> • Whole class reader / story time books • Author Study • Key texts which link to class writing tasks • Performance Poetry • Key texts linked to Foundation Subject Learning Journeys <p style="text-align: center;">Nursery Reading Spine</p> <p style="text-align: center;">Performance Poetry Nursery to Year 6 Booklet</p>						
<p style="text-align: center;">Phonics</p>	<p style="text-align: center;">Phase 1 Aspect ½ Phase 2 Letters of the week</p>	<p style="text-align: center;">Phase 1 Aspect 1/2/3 Phase 2 Letters of the week</p>	<p style="text-align: center;">Phase 1 Aspect 1/2/3/4 Phase 2 Letters of the week</p>	<p style="text-align: center;">Phase 1 Aspect 1/2/3/4/5 Phase 2 Letters of the week</p>	<p style="text-align: center;">Phase 1 Aspect 1/2/3/4/5 Phase 2 Letters of the week</p>	<p style="text-align: center;">Phase 1 Aspect 1-7 Phase 2 Letters of the week</p>
<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Numbers to 5</p>	<p>I can count in my play.</p> <p>I can react to changes in amounts e.g.</p>	<p>I can recite numbers to 5 and beyond</p>	<p>I can say one number name for each item. I can show finger numbers to 5</p>	<p>I know that the last number reached tells me how many.</p>	<p>I can count, order, recognise and use numbers to 5.</p>	<p>I can solve real world mathematical problems with numbers up to 5.</p>

<p style="text-align: center;">Subitise Comparing</p> <p style="text-align: center;">Numerical Patterns Numerical patterns Sequencing and patterns of time Shape and Space Positional Language</p> <p style="text-align: center;"><u>Progression Document for Nursery Mathematics</u></p>	<p>hiding and returning rhymes e.g. two dicky birds</p> <p>I can compare sizes using some gestures and language e.g. bigger, longer, taller, smaller</p> <p>I can notice patterns and arrange things in patterns</p> <p>I can react to changes in amounts</p> <p>I can combine shapes and objects e.g. stacking blocks/ cups</p> <p>I can use position words in everyday contexts</p>	<p>I am starting to subitise up to 2</p> <p>I can make comparisons between objects size, length, weight, and capacity</p> <p>I can spot patterns and talk about them e.g. stripes on a scarf</p> <p>I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening</p> <p>I can use shapes for building, thinking about their properties e.g. flat sides for stacking</p> <p>I can use position words in play e.g. in, on, under, up,, down, behind and between</p>	<p>I can see 3 in different ways through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other and recognise it without counting.</p> <p>I can make comparisons between quantities.</p> <p>I can extend a pattern that has been made</p> <p>I can start to talk about up coming events and then talk about what happened after the event</p> <p>I can combine shapes to make new ones e.g. bridge, arch, bigger, square</p> <p>I can give simple directions using position words</p>	<p>I can experiment with symbols and marks and numerals</p> <p>I can see 3 in different ways through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other and recognise it without counting.</p> <p>I can make comparisons between quantities.</p> <p>I can create my own simple patterns</p> <p>I can start to talk about upcoming events and then talk about what happened after the event</p> <p>I can combine shapes to make new ones e.g. bridge, arch, bigger, square</p> <p>I can give simple directions using position words</p>	<p>I can link numerals and amounts up to 5</p> <p>I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same.</p> <p>I can create my own simple patterns ABAB</p> <p>I can sequence a pattern of events using time language e.g. first, second, then</p> <p>I can talk about 2D and 3D shapes using informal vocab e.g. sides, straight, round</p> <p>I can describe a simple route using position words</p>	<p>I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same.</p> <p>I can continue and create patterns</p> <p>I can sequence a pattern of events using time language e.g. first, second, then</p> <p>I can talk about 2D and 3D shapes using informal vocab e.g. sides, straight, round</p> <p>I can describe a simple route using position words</p>
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<p>Understanding the World</p> <p>Past and Present</p> <p>People, culture and community</p> <p>The Natural World</p>	<p>I can start to know who I am in terms of preferences</p> <p>I can start to notice some of the differences between people.</p> <p>I can explore natural and man-made materials.</p>	<p>I can talk about myself and my immediate family.</p> <p>I can talk about different occupations and job roles.</p> <p>I can talk about natural materials using vocabulary linked to all my senses.</p> <p>End of Autumn Term Assessment</p>	<p>I can talk about some of the ways I have changed over my life.</p> <p>I can name other countries in the world.</p> <p>I can show care for my environment and plant and care for plants.</p>	<p>I can talk about some of the ways I have changed over my life.</p> <p>I am positive about the differences between people.</p> <p>I can show care for my environment and plant and care for plants</p> <p>End of Spring Term Assessment</p>	<p>I can talk about some of my own and my family's history (grandparents, parents etc)</p> <p>I can talk about the differences I have seen in people, countries and communities.</p> <p>I can talk about the key features of life cycles using key vocabulary.</p>	<p>I can talk about some of my own and my family's history (grandparents, parents etc)</p> <p>I can talk about the differences in people, countries and communities.</p> <p>I can talk about the world around us observing animals and plants.</p> <p>End of Summer Term Assessment</p>
<p>Expressive Arts & Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p>Music</p>	<p>I can explore art materials for large and small scale art e.g. drawing, paint, sculpture.</p> <p>I can express my ideas through play, particularly pretend play.</p> <p>I enjoy joining in with songs, rhymes and music. I can make rhythmic sounds e.g. banging a drum.</p>	<p>I can use different art materials and am starting to refine my ways of creating art.</p> <p>I can engage in simple pretend play, using some objects to represent others.</p> <p>I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make.</p>	<p>I can use self-chosen materials to create my own ideas.</p> <p>I can create more complex small world set ups to adapt and create stories.</p> <p>I can sing my own created songs and follow pitch, melody and tone.</p>	<p>I can use self-chosen materials to create my own ideas.</p> <p>I can create more complex small world set ups to adapt and create stories.</p> <p>I can play musical instruments with greater control and purpose.</p>	<p>I can use a range of art materials joining and colour mixing purposefully and freely.</p> <p>I can start to develop my own stories linked to what I know through role and small world play.</p> <p>I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.</p>	<p>I can use a range of art materials joining and colour mixing purposefully and freely.</p> <p>I can start to develop my own stories linked to what I know through role and small world play.</p> <p>I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.</p>
<p>Music</p>	<p>Everyone</p>	<p>Our World</p>	<p>Sorties and Music</p>	<p>Growing</p>	<p>Animals</p>	<p>Transport</p>
<p>Relationships Education</p>	<p>Handmade With Love.</p>	<p>Role Model. Who's Who?</p>	<p>You've Got a Friend in Me. Forever Friends.</p>	<p>Safe Inside and Out. My Body, My Rules.</p>	<p>Feeling Poorly. People Who Help Us.</p>	<p>God is Love. Loving God, Loving Others.</p>

Progression of Skills

Me, You, Us.