

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	My Family, Homes & Harvest 	Welcome, Baptism, Advent, Christmas 	Traditional Tales 	Spring and Growing 	Animals 	Transport and Holidays 
Religious Education	<u>BTK: Our Lady's birthday</u> <u>Caritas: Family & Community</u> Come and see: God knows my name	<u>BTK: All Saints & All Souls</u> <u>Caritas: Stewardship</u> Come and see: Baptism/Christmas birthday	<u>BTK: The Feast of the Presentation of Our Lord</u> <u>Caritas: Dignity of work</u> Come and see: Celebrations	<u>BTK: Lenten symbols and legends</u> <u>Caritas: Rights and responsibilities</u> Come and see: Gathering/Growing and Easter	<u>BTK: Pentecost</u> <u>Caritas: Solidarity of the common good</u> Come and see: Pentecost and Good News	<u>BTK: St Richard</u> <u>Caritas: Dignity of the human person</u> Come and see: Reconciliation Universal Church Other Religions
Communication and Language Listening, Attention and Understanding Speaking	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. 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	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) 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. End of Autumn Term Assessment	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. I can use some new vocabulary e.g. scientific and story vocabulary	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. I can develop my sentences e.g. I have more milk? I can express my opinion using short sentences End of Spring Term Assessment	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 I can explain, describe, recount and retell I can join in with conversation (linked to listening)	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. 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 End of Summer Term Assessment

Personal Social Emotional Development	I can express a range of emotions and start to talk about them	I can share or take turns with the support of an adult I am starting to follow classroom rules	I can identify feelings using words like happy, sad, angry	I can follow rules and don't always need adult support.	I can talk about my feelings I can understand the feelings of others	I can follow basic instructions and the "rules" of the setting -
--	--	---	--	---	--	--

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

Literacy Writing Letter formation Spelling Composition	LF: I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc. S: I can tune into sounds during listening games I can show awareness of alliteration e.g. the ssssliperry ssssnake C: I can add marks to pictures giving meaning to them I can add marks to show my name	LF: I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc. S: I can tune into the sounds in words- showing understanding e.g. Phase 1 activities C: I can use some print knowledge for writing e.g. a pretend shopping list I can write the first letter of my name	LF: I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc. 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 C: I am using a wider print knowledge for writing I can write some of my name e.g. first two letters	LF: I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc. 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 C: I am using a wider print knowledge for writing I can write some of my name e.g. first two letters	LF: I can write some letters with good formation e.g. the letters from my name S: I can orally segment single sound CVC words e.g. c-a-t I can say the initial sound in most words C: I can apply print knowledge to my emergent writing I can write my own name	LF: I can write some letters with good formation e.g. the letters from my name S: I can orally segment single sound CVC words e.g. c-a-t I can say the initial sound in most words C: I can apply print knowledge to my emergent writing I can write my own name
	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. 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: Each year group from Nursery to Year 6 has its own reading spine divided into five strands: • 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 Nursery Reading Spine Performance Poetry Nursery to Year 6 Booklet					
Phonics	Phase 1 Aspect ½	Phase 1 Aspect 1/2/3	Phase 1 Aspect 1/2/3/4	Phase 1 Aspect 1/2/3/4/5 Phase 2 Letters of the week	Phase 1 Aspect 1/2/3/4/5 Phase 2 Letters of the week	Phase 1 Aspect 1-7 Phase 2 Letters of the week

Mathematics Number Numbers to 5 (counting) Subitise (cardinality) Comparing Numerical Patterns Numerical patterns Shape Measures Spatial awareness <u>Progression Document for Nursery Maths</u>	I can say some numbers I can react to changes in amounts e.g. hiding and returning rhymes e.g. two dicky birds I can respond to words like lots or more I can notice patterns in my daily routine. I am beginning to arrange items in their own patterns, e.g. lining up toys. I can combine objects like stacking cups and blocks. I can put objects inside others and take them out again. I am showing an interest in size and weight I can climb and squeeze myself into different types of spaces. I enjoy filling and emptying containers.	I can take part in nursery rhymes with numbers I can use number words, like one or two and sometimes responds accurately when asked to give one or two I am beginning to compare amounts, saying 'lots', 'more' or 'same' I can join in with and predict what comes next in a story. I can build with a range of resources. I am starting to choose puzzle pieces and try to fit them in. I can explore capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram I can understand position through words alone – for example, "The bag is under the table," – with no pointing.	I can show some counting behaviours e.g. pointing in turn or saying some numbers in sequence 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. I can make my own groups of objects to compare I can join in and anticipate repeated sound and action patterns I can complete inset puzzles. I am beginning to understand that things might happen now or at another time, in routines I can give simple directions using position words	I can say one number name for each item. I can show finger numbers to 5 I am starting to take or give two or three objects from a group I am beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' I can spot patterns and talk about them e.g. stripes on a scarf I can extend a pattern that has been made I am starting to use shapes for building, thinking about their properties e.g. flat sides for stacking I can explore differences in size, length, weight and capacity I can move my body and toys around objects and explore fitting into spaces	I can count, order, recognise and use numbers to 5. I can link numerals and amounts up to 5 I can subitise up to 3 objects (recognise up to 3 objects quickly without counting) I can make comparisons between quantities I can create my own simple patterns ABAB I can make simple constructions I am beginning to understand some talk about immediate past and future I am beginning to remember my way around familiar environments. I can describe a simple route using position words	I can link numerals and amounts up to 5 I can solve real world mathematical problems with numbers up to 5. I can compare two groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! I can explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) I can attempt to create arches and enclosures when building, using trial and improvement to select blocks I am beginning to anticipate times of the day such as mealtimes or home time. I can respond to spatial and positional language. I can explore how things look from different viewpoints including things that are near or far away.
---	--	---	--	---	---	---

Understanding the World Past and Present People, culture and community The Natural World	I can start to know who I am in terms of preferences I can start to notice some of the differences between people. I can explore natural and man-made materials.	I can talk about myself and my immediate family. I can talk about different occupations and job roles. I can talk about natural materials using vocabulary linked to all my senses. End of Autumn Term Assessment	I can talk about some of the ways I have changed over my life. I can name other countries in the world. I can show care for my environment and plant and care for plants.	I can talk about some of the ways I have changed over my life. I am positive about the differences between people. I can show care for my environment and plant and care for plants End of Spring Term Assessment	I can talk about some of my own and my family's history (grandparents, parents etc) I can talk about the differences I have seen in people, countries and communities. I can talk about the key features of life cycles using key vocabulary.	I can talk about some of my own and my family's history (grandparents, parents etc) I can talk about the differences in people, countries and communities. I can talk about the world around us observing animals and plants. End of Summer Terem Assessment	
	Expressive Arts & Design Creating with Materials Being Imaginative and Expressive Music	I can explore art materials for large and small scale art e.g. drawing, paint, sculpture. I can express my ideas through play, particularly pretend play. I enjoy joining in with songs, rhymes and music. I can make rhythmic sounds e.g. banging a drum.	I can use different art materials and am starting to refine my ways of creating art. I can engage in simple pretend play, using some objects to represent others. I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make.	I can use self-chosen materials to create my own ideas. I can create more complex small world set ups to adapt and create stories. I can sing my own created songs and follow pitch, melody and tone.	I can use self-chosen materials to create my own ideas. I can create more complex small world set ups to adapt and create stories. I can play musical instruments with greater control and purpose.	I can use a range of art materials joining and colour mixing purposefully and freely. I can start to develop my own stories linked to what I know through role and small world play. I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.	I can use a range of art materials joining and colour mixing purposefully and freely. I can start to develop my own stories linked to what I know through role and small world play. I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.
	Music	Everyone	Our World	Sorties and Music	Growing	Animals	Transport
	Relationships Education	Handmade With Love.	Role Model. Who's Who?	You've Got a Friend in Me. Forever Friends.	Safe Inside and Out. My Body, My Rules.	Feeling Poorly. People Who Help Us.	God is Love. Loving God, Loving Others.
Progression of Skills						Me, You, Us.	