




Caslon Nursery Long Term Planning 2021-2022

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Our School in the Middle of Our Street Autumn Halloween Harvest	Builders and Fixers Get Moving Christmas Bonfire Night	Let's Investigate! Chinese New Year Winter Planting/Gardening	Keeping Healthy Pancake Day Easter	Life cycles – Frog/butterfly/plant/sunflowers Harlow Carr visit Local Area – Local park visit	Summer holidays (past and present) Hot places Rockpools Mermaids Pirates
<div>Communication and Language</div> <div></div>	<div><input type="checkbox"/> Focusing attention – can still listen or do, but can change their own focus of attention</div> <div><input type="checkbox"/> Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</div> <div><input type="checkbox"/> Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</div> <div><input type="checkbox"/> Builds up vocabulary that reflects the breadth of their experiences</div> <div><input type="checkbox"/> Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</div>	<div><input type="checkbox"/> Is able to follow directions (if not intently focused)</div> <div><input type="checkbox"/> Listens to others in one-to-one or small groups, when conversation interests them</div> <div><input type="checkbox"/> Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</div> <div><input type="checkbox"/> Able to use language in recalling past experiences</div> <div><input type="checkbox"/> Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</div> <div><input type="checkbox"/> Uses intonation, rhythm and phrasing to make the meaning clear to others</div>	<div><input type="checkbox"/> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</div> <div><input type="checkbox"/> Understands use of objects (e.g. Which one do we cut with?)</div> <div><input type="checkbox"/> Uses talk to explain what is happening and anticipate what might happen next</div> <div><input type="checkbox"/> Beginning to use a range of tenses (e.g. play, playing, will play, played)</div> <div><input type="checkbox"/> Talks more extensively about things that are of particular importance to them</div>	<div><input type="checkbox"/> Listens to familiar stories with increasing attention and recall</div> <div><input type="checkbox"/> Beginning to understand why and how questions</div> <div><input type="checkbox"/> Beginning to use more complex sentences to link thoughts (e.g. using and, because)</div> <div><input type="checkbox"/> Questions why things happen and gives explanations. Asks e.g. who, what, when, how</div>	<div><input type="checkbox"/> May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</div> <div><input type="checkbox"/> Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion</div> <div><input type="checkbox"/> Uses language to imagine and recreate roles and experiences in play situations</div> <div><input type="checkbox"/> Links statements and sticks to a main theme or intention</div>	<div><input type="checkbox"/> May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</div> <div><input type="checkbox"/> Beginning to understand humour, e.g. nonsense rhymes, jokes</div> <div><input type="checkbox"/> Understands questions such as who; why; when; where and how</div> <div><input type="checkbox"/> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</div> <div><input type="checkbox"/></div>
	<div>Children will take part in circle Times daily to encourage their listening and attention skills.</div> <div>Children will also have consistent use of MTT to encourage to learning and repetition of new vocabulary.</div>					
<div>Personal, Social and Emotional Development</div> <div></div>	<div><input type="checkbox"/> Seeks out companionship with adults and other children, sharing experiences and play ideas</div> <div><input type="checkbox"/> Enjoys a sense of belonging through being involved in daily tasks</div> <div><input type="checkbox"/> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</div> <div><input type="checkbox"/> May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</div>	<div><input type="checkbox"/> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</div> <div><input type="checkbox"/> Is sensitive to others' messages of appreciation or criticism</div> <div><input type="checkbox"/> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</div> <div><input type="checkbox"/> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</div>	<div><input type="checkbox"/> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g., giving up a toy to another who wants it</div> <div><input type="checkbox"/> Uses their experiences of adult behaviours to guide their social relationships and interactions</div> <div><input type="checkbox"/> Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</div> <div><input type="checkbox"/> Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</div>	<div><input type="checkbox"/> Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</div> <div><input type="checkbox"/> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies himself in relation to social groups and to their peers</div> <div><input type="checkbox"/> Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants</div>	<div><input type="checkbox"/> Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</div> <div><input type="checkbox"/> Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</div> <div><input type="checkbox"/> Has a clear idea about what they want to do in their play and how they want to go about it</div> <div><input type="checkbox"/> Shows confidence in choosing resources and perseverance in carrying out a chosen activity</div> <div><input type="checkbox"/> Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</div> <div><input type="checkbox"/> Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</div>	<div><input type="checkbox"/> Is proactive in seeking adult support and able to articulate their wants and needs</div> <div><input type="checkbox"/> Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</div> <div><input type="checkbox"/> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</div> <div><input type="checkbox"/> Talks about their own and others' feelings and behaviour and its consequences</div> <div><input type="checkbox"/> Is aware of behavioural expectations and sensitive to ideas of justice and fairness</div>
Religious Education	Celebrations – Birthdays	Christmas Story and Symbols	How do people show they belong?	Easter	How do people express care and concern for others?	How do important people within religious groups show care and concern?
<div>Physical Development</div> <div></div>	<div><input type="checkbox"/> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</div> <div><input type="checkbox"/> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</div> <div><input type="checkbox"/> Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</div> <div><input type="checkbox"/> Can name and identify different parts of the body</div> <div><input type="checkbox"/> Can mirror the playful actions or movements of another adult or child</div>	<div><input type="checkbox"/> Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</div> <div><input type="checkbox"/> Observes and can describe in words or actions the effects of physical activity on their bodies.</div> <div><input type="checkbox"/> Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</div>	<div><input type="checkbox"/> Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</div> <div><input type="checkbox"/> Creates lines and circles pivoting from the shoulder and elbow</div> <div><input type="checkbox"/> Can wash and can dry hands effectively and understands why this is important</div> <div><input type="checkbox"/> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</div>	<div><input type="checkbox"/> Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</div> <div><input type="checkbox"/> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</div> <div><input type="checkbox"/> Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</div> <div><input type="checkbox"/> Willing to try a range of different textures and tastes and expresses a preference</div> <div><input type="checkbox"/> Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</div>	<div><input type="checkbox"/> Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</div> <div><input type="checkbox"/> Handles tools, objects, construction and malleable materials safely and with increasing control and intention</div> <div><input type="checkbox"/> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</div>	<div><input type="checkbox"/> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</div> <div><input type="checkbox"/> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</div> <div><input type="checkbox"/> Shows a preference for a dominant hand</div> <div><input type="checkbox"/> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</div> <div><input type="checkbox"/> Shows understanding of the need for safety when tackling new challenges, and considers and</div>

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Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)

Ongoing throughout the year	Counting Nursery Rhymes and Days of the Week Song, Recognition of Numbers					
<div>Understanding the World</div> <div></div>	<div>Enquiry</div> <div><div><input type="checkbox"/> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</div></div> <div>Chronology</div> <div><div><input type="checkbox"/> Shows interest in the lives of people who are familiar to them</div><div><input type="checkbox"/> Recognises and describes special times or events for family or friends</div><div><input type="checkbox"/> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</div></div>	<div>Enquiry</div> <div><div><input type="checkbox"/> Shows care and concern for living things and the environment</div></div> <div>Chronology</div> <div><div><input type="checkbox"/> Enjoys joining in with family customs and routines</div><div><input type="checkbox"/> Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</div><div><input type="checkbox"/> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</div></div>	<div>Enquiry</div> <div><div><input type="checkbox"/> Shows interest in different occupations and ways of life indoors and outdoors</div><div><input type="checkbox"/> Developing an understanding of growth, decay and changes over time</div><div><input type="checkbox"/> Begin to understand the effect their behaviour can have on the environment</div></div> <div>Chronology</div> <div><div><input type="checkbox"/> Remembers and talks about significant events in their own experience</div><div><input type="checkbox"/> Knows that information can be retrieved from digital devices and the internet</div></div>	<div>Enquiry</div> <div><div><input type="checkbox"/> Talks about why things happen and how things work</div></div> <div>Chronology</div> <div><div><input type="checkbox"/> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</div><div><input type="checkbox"/> Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet</div></div>	<div>Enquiry</div> <div><div><input type="checkbox"/> Makes observations of animals and plants and explains why some things occur, and talks about changes</div></div> <div>Chronology</div> <div><div><input type="checkbox"/> Knows that other children do not always enjoy the same things, and is sensitive to this</div></div> <div>Mapping</div> <div><div><input type="checkbox"/> Talks about the features of their own immediate environment and how environments might vary from one another</div><div><input type="checkbox"/> Uses ICT hardware to interact with age appropriate computer software</div></div>	<div>Enquiry</div> <div><div><input type="checkbox"/> Knows about similarities and differences in relation to places, objects, materials and living things</div></div> <div>Chronology</div> <div><div><input type="checkbox"/> Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions</div><div><input type="checkbox"/> Completes a simple program on electronic devices</div></div>
	Children will constantly be encouraged to ask questions about the world around them and discuss what they see. Seasons will be revisited each term to discuss the changes and any observations children have made.					
<div>Expressive Arts and Design</div> <div></div>	<div><input type="checkbox"/> Explores and learns how sounds and movements can be changed</div> <div><input type="checkbox"/> Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</div> <div><input type="checkbox"/> Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</div> <div><input type="checkbox"/> Sings to self and makes up simple songs</div> <div><input type="checkbox"/> Plays alongside other children who are engaged in the same theme</div>	<div><input type="checkbox"/> Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</div> <div><input type="checkbox"/> Continues to explore colour and how colours can be changed</div> <div><input type="checkbox"/> Experiments and creates movement in response to music, stories, and ideas</div> <div><input type="checkbox"/> Notices what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously</div>	<div><input type="checkbox"/> Enjoys joining in with moving, dancing and ring games</div> <div><input type="checkbox"/> Taps out simple repeated rhythms</div> <div><input type="checkbox"/> Creates sounds, movements, drawings to accompany stories</div> <div><input type="checkbox"/> Engages in imaginative play based on own ideas or first-hand or peer experiences</div>	<div><input type="checkbox"/> Develops an understanding of how to create and use sounds intentionally</div> <div><input type="checkbox"/> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation, and experience</div> <div><input type="checkbox"/> Uses movement and sounds to express experiences, expertise, ideas and feelings</div> <div><input type="checkbox"/> Uses available resources to create props or creates imaginary ones to support play</div>	<div><input type="checkbox"/> Begins to build a collection of songs and dances</div> <div><input type="checkbox"/> Introduces a storyline or narrative into their play</div>	<div><input type="checkbox"/> Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</div> <div><input type="checkbox"/> Creates representations of both imaginary and real-life ideas, events, people and objects</div> <div><input type="checkbox"/> Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</div>
	Children to take part in daily Nursery Rhymes and the use of flipper flappers to develop their movements to music.					