## Caslon Nursery Long Term Planning 2021-2022

Area of Learning	Autumn	Autumn 2	Spring	Spring 2	Summer	Summer 2
Possible Themes/Interests/Lines of	Our School in the Middle of Our Street	Builders and Fixers	Let's Investigate!	Keeping Healthy	Life cycles — Frog/butterfly/plant/sunflowers	Summer holidays (past and present)
Enquiry	Autumn	Get Moving	Chinese New Year	Pancake Day	Harlow Carr visil	Hot places
	Halloween Harvest	Christmas	Winter	Easter	Local Area — Local park visit	Rockpools
	Harvest	Bonfire Night	Planting/Gardening			Mermaids Pirales
Communication and Language						
Communication and Language	Focusing attention — can still listen or do, but can change their own focus of attention	☐ Is able to follow directions (if not intently	☐ Joins in with repeated regrains and anticipates key events and phrases in rhymes and stories	Listens to familiar stories with increasing attention and recall	May indicate two-channelled attention, e.g. paying	May indicate two-channelled attention, e.g. paying
	Responds to instructions with more elements, e.g.	rocused)	Understands use of objects (e.g. Which one do we	Beginning to understand why and how questions	attention to something of interest for short or	attention to something of interest for short or long
	Give the big ball to me; collect up all the blocks	Listens to others in one-to-one or small groups, when conversation interests them	cut with?)	Beginning to use more complex sentences to	long periods; can both listen and do for short	periods; can both listen and do for short span
	and put them in the box	Shows understanding of prepositions such as	□ Uses talk to explain what is happening and	link thoughts (e.g. using and, because)	span	Beginning to understand humour, e.g. nonsense
	Can retell a simple past event in correct order	under, on top, behind by carrying out an action	anticipate what might happen next	☐ Questions why things happen and gives	Able to follow a story without pictures or props  Listens and responds to ideas expressed by	rhymes, jokes  Understands questions such as who; why; when;
	(e.g. went down slide, hurt finger)	or selecting correct picture	□ Beginning to use a range of tenses (e.g. play,	explanations. Asks e.g. who, what, when, how	others in conversation or discussion	where and how
	Builds up vocabulary that reflects the breadth	Able to use language in recalling past	playing, will play, played)		Uses language to imagine and recreate roles	
	of their experiences	experiences	□ Talks more extensively about things that are		and experiences in play situations	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
	Uses talk in pretending that objects stand for	Continues to make some errors in language	of particular importance to them		Links statements and sticks to a main theme	
	somelhing else in play, e.g. This box is my castle	(e.g. runned) and will absorb and use			or intention	
	cusiic	language they hear around them in their community and culture				
		Uses intonation, rhythm and phrasing to make				
		the meaning clear to others				
		,	Children will lake part in circle Times daily	to encourage their listening and attention skills.		
			·	encourage to learning and repetition of new vocabulary.		
Personal, Social and Emotional	Seeks out companionship with adults and other	☐ Enjoys playing alone, alongside and with others,	□ Shows increasing consideration of other people's	Practices skills of assertion, negotiation and	Develops particular friendships with other	$\square$ Is proactive in seeking adult support and able to
Development	children, sharing experiences and play ideas	inviting others to play and attempting to join	needs and gradually more impulse control in	compromise and looks to a supportive adult for	children, which help them to understand different	articulate their wants and needs
Self-regulation	□ Enjoys a sense of belonging through being	others' play	favourable conditions, e.g., giving up a toy to	help in resolving conflict with peers	points of view and to challenge their own and	Shows confidence in speaking to others about their
0	involved in daily tasks	☐ Is sensitive to others' messages of appreciation or criticism	another who wants it  Uses their experiences of adult behaviours to	Is becoming more aware of the similarities and differences between themselves and others in	others' thinking  Returns to the secure base of a familiar adult to	own needs, wants, interests and opinions in familiar
8	Shows their confidence and self-esteem through being outgoing towards people, taking risks and	Expresses a wide range of feelings in their	quide their social relationships and interactions	more detailed ways and identifies themself in	recharge and gain emotional support and	group  Can describe their competencies, what they can do
	trying new things or new social situations and	interactions with others and through their	Is aware of being evaluated by others and begin	relation to social groups and to their peers	practical help in difficult situations	well and are gelting belter at; describing themselves
	being able to express their needs and ask adults	behaviour and play, including excitement and	to develop ideas about themselves according to	□ Talks about how others might be feeling and	☐ Has a clear idea about what they want to do in	in positive but realistic terms
	for help	anxiety, guilt and self-doubt	the messages they hear from others	responds according to their his understanding of	their play and how they want to go about it	□ Talks about their own and others' feelings and
	☐ May exhibit increased fearfulness of things like	☐ Understands that expectations vary depending on	$\square$ Is more able to recognise the impact of their her	the other person's needs and wants	☐ Shows confidence in choosing resources and	behaviour and its consequences
	the dark or monsters etc and possibly have	different events, social situations and changes in	choices and behaviours/actions on others and knows that some actions and words can hurt		perseverance in carrying out a chosen activity	☐ Is aware of behavioural expectations and sensitive
	nightmares	routine, and becomes more able to adapt their behaviour in favourable conditions	others' reelings		☐ Is more able to manage their feelings and tolerate situations in which their wishes cannot	to ideas of justice and fairness
		beneficial in justical able containers	oniors jeelings		be met	
					Seeks ways to manage conflict, for example	
					through holding back, sharing, negotiation and	
					compromise	
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?
Physical Development	Climbs stairs, steps and moves across climbing	□ Walks down steps or slopes whilst carrying a	Can balance on one goot or in a squat	Can grasp and release with two hands to throw	Chooses to move in a range of ways, moving	Negotiates space successfully when playing racing
	equipment using alternate feet. Maintains balance using hands and body to stabilise	small object, maintaining balance and stability  Observes and can describe in words or actions	momentarily, shifting body weight to improve stability	and catch a large ball, beanbag or an object  Manipulates a range of tools and equipment in	rreely and with confidence making changes to body shape, position and pace of movement such	and chasing games with other children, ad justing speed or changing direction to avoid obstacles
<b>(a)</b>	Runs with spatial awareness and negotiates	the effects of physical activity on their bodies.	Creates lines and circles pivoling from the	one hand, tools include paintbrushes, scissors,	as slithering, shuffling, rolling, crawling, walking,	Shows increasing control over an object in pushing,
	space successfully, ad justing speed or direction	Dresses with help, e.q. puts arms into open	shoulder and elbow	hairbrushes, toothbrush, scarves or ribbons	running, jumping, skipping, sliding and hopping	patting, throwing, catching or kicking it
₩ 8	to avoid obstacles	gronted coat or shirt when held up, pulls up own	☐ Can wash and can dry hands effectively and	☐ Takes practical action to reduce risk, showing	$\hfill\Box$ Handles tools, objects, construction and malleable	Shows a preference for a dominant hand
	$\square$ Can tell adults when hungry, full up or tired or	trousers, and pulls up zipper once it is fastened	understands why this is important	their understanding that equipment and tools can	materials safely and with increasing control and	☐ Shows some understanding that good practices with
	when they want to rest, sleep or play	at the bottom	☐ Gains more bowel and bladder control and can	be used safely	intention	regard to exercise, eating, drinking water, sleeping
	Can name and identify different parts of the		altend to toileting needs most of the time	□ Willing to try a range of different textures and	Uses a pencil and holds it effectively to form	and hygiene can contribute to good health
	body		lhemselves 	tastes and expresses a preference	recognisable letters, most of which are correctly cormed	Shows understanding of the need for safety when
	Can mirror the playful actions or movements of another adult or child			Observes and controls breath, able to take deep breaths, scrunching and releasing the breath	,	tackling new challenges, and considers and
	I dionol data of time	I		I breams, scrattering and releasing the breath		ı

	□ Working towards a consistent, daily pattern in relation to eating.				<ul> <li>□ Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</li> <li>□ Can initiate and describe playful actions or movements for other children to mirror and follow</li> <li>□ Usually dry and clean during the day</li> </ul>	manages some risks by taking independent action or by giving a verbal warning to others	
	Children will have the daily input of Dough Disco to encourage finger strength and fine motor skills						
Literacy	Comprehension:  Joins in with repeated regrains and anticipates key events and phrases in rhymes and stories  Begins to be aware of the way stories are structured, and to tell own stories  Shows interest in illustrations and words in print and digital books and words in the environment  Handles books and touch screen technology carefully and the correct way up with growing competence  Word Reading:  Claps or taps the syllables in words during sound play	Comprehension:  Listens to and joins in with stories and poems, when reading one-to-one and in small groups  Talks about events and principal characters in stories and suggests how the story might end  Looks at and en joys print and digital books independently  Word Reading:  Hears and says the initial sound in words  Recognises rhythm in spoken words, songs, poems and rhymes	Comprehension:  Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps  Word Reading: Begins to develop phonological and phonemic awareness	Word Reading:  Recognises familiar words and signs such as own name, advertising logos and screen icons  Knows that print carries meaning and, in English, is read from left to right and top to bottom  Shows awareness of rhyme and alliteration	Comprehension:  Re-enacts and reinvents stories they have heard in their play Is able to recall and discuss stories or information that has been read to them, or they have read themselves  Word Reading: Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	Word Reading:  Begins to develop phonological and phonemic awareness  Hears and says the initial sound in words  Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them	
Phonics	Regular 'FRED' games to encourage children's blending skills Children to understand m,a,s,t,i,n,p,g,o as sounds and mnemonics	Regular 'FRED' games to encourage children's blending skills Children to understand m,a,s,t,i,n,p,g,o as sounds and mnemonics	<ul> <li>□ Regular 'FRED' games to encourage children's blending skills</li> <li>□ Children to understand c,k,u,b,f,e,l,r,h,r as sounds and mnemonics</li> </ul>	Regular 'FRED' games to encourage children's blending skills Children to understand c,k,u,b,f,e,l,r,h,r as sounds and mnemonics	<ul> <li>Children beginning to orally blend words they hear independently</li> <li>Children to recognise all single letter sounds and mnemonics</li> </ul>	<ul> <li>□ Children beginning to orally blend words they hear independently</li> <li>□ Children to recognise all single letter sounds and mnemonics</li> </ul>	
Literacy	Emergent writing:  Sometimes gives meaning to their drawings and paintings  Includes mark making and early writing in their play	Emergent writing:  Altempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes  Handwriting:  Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right	Composition:  Makes up stories, play scenarios, and drawings in response to experiences, such as outings  Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words	Composition:  Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves  Handwriting:  Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	Composition:  Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology  Spelling:  Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name	Emergent writing:  Spelling:  Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	
		Handwriting N.B. The lette	■ ers children can form correctly will relate to their name -	I e, phonics phases and other letters which children have	been laught to form correctly)		
Write Stuff Development	Noticing Lens	Touching Lens	Checking Lens	Smelling Lens	Feeling Lens	Action Lens	
Mathematics	Recognising, Naming and Matching Colours Sorting Continuing AB Patterns Size (big/small)	Comparing Groups of Objects (more or less and same) Counting Principles (touch counting, total amounts)	Numbers I-3 Explore composition of number, representing number, recognition of number	Numbers 3-6 Explore composition of number, representing number, recognition of number  2D Shapes; square and rectangle	Properties of Shape My Day — Routine Comparing Length (long/short)	Weight (heavy/light) Capacity (full/empty/half full) Position and Prepositions (language of direction and position)	

Ongoing throughout the year	Counting Nursery Rhymes and Days of the Week Song, Recognition of Numbers				
Understanding the World	Enquiry  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world  Chronology  Shows interest in the lives of people who are familiar to them  Recognises and describes special times or events for family or friends  Knows how to operate simple equipment, turns on CD player, uses a remote control navigate touch-capable technology with senobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets	of life indoors and outdoors  Developing an understanding of growth, decay and changes over time  Begin to understand the effect their behaviour can have on the environment  Chronology  e.g. Remembers and talks about significant events in their own experience  work  Chronology  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  work  Chronology	Enquiry  Makes observations of animals and plants and explains why some things occur, and talks about changes  Chronology  Knows that other children do not always en joy the same things, and is sensitive to this  Mapping  Talks about the features of their own immediate environment and how environments might vary from one another  Enquiry  Knows about similarities and differences in relation to places, objects, materials and living things  Chronology  Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions  Completes a simple program on electronic devices		
		Children will constantly be encouraged to ask questions about the world around them and discuss what they Seasons will be revisited each term to discuss the changes and any observations children have made.	ee.		
Expressive Arts and Design	<ul> <li>□ Explores and learns how sounds and movements can be changed</li> <li>□ Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>□ Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</li> <li>□ Sings to self and makes up simple songs</li> <li>□ Plays alongside other children who are engaged in the same theme</li> <li>□ Continues to explore moving in a range of e.g. mirroring, creating own movement por colour and how color be changed</li> <li>□ Experiments and creates movement in resumusic, stories, and ideas</li> <li>□ Notices what other children and adults of mirroring what is observed, adding variation and then doing it spontaneously</li> </ul>	therns games  Taps out simple repeated rhythms  Creates sounds, movements, drawings to accompany stories  Engages in imaginative play based on own ideas or first-hand or peer experiences  Lo,  Lions,  Uses available resources to create props or creates imaginary ones to support play	Begins to build a collection of songs and dances Introduces a storyline or narrative into their play  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 Creates representations of both imaginary and real-life ideas, events, people and objects  Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative		
	Children to take part in daily Nursery Rhymes and the use of flipper flappers to develop their movements to music.				