

# Oxbridge Lane Primary School

## Nursery Planning 2020/21

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<p><i>In EYFS we aim to follow this long term plan, however sometimes our plans may change to follow children's interests and ideas.</i></p>		<p>All about me</p> 	<p>Celebrations</p> 	<p>Once upon a time</p> 	<p>Spring has Sprung</p> 	<p>In the garden</p> 	<p>It's a pirate's life</p> 		
<b>Prime Areas</b>	<b>PSED</b> (Personal, Social and Emotional Development)	Making Relationships	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults				Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.		
		Self Confidence and Self Awareness	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.				Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.		
		Managing Feelings & Behaviours	Develops awareness of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.				Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.		
	<b>CLL</b> (Communication: Language & Literacy)	Listening, Language & Attention	Listening to others one to one and in small groups. Listening to rhymes and stories and joining in with repeated refrains. Listening to and talking about sounds in our environment. Listening to and talking about instrumental sounds.		Listening to others one to one and in small groups. Listening to rhymes and stories, joining in with repeated refrains and anticipating key events. Listening to and discriminating rhyme and rhythm.		Listens to others one to one and in small groups. Listens to stories with increasing attention and recall. Listen to others and respond appropriately.		
		Understanding	Respond simple instructions. Developing understanding of prepositions. Understanding the use of objects.		Respond simple instructions. Developing understanding of prepositions. Understanding the use of objects.		Responding to more detailed instructions. Developing understanding of prepositions. Developing understanding of how and why questions.		
		Speaking	Introduction of new and topic related vocabulary. Recalling and reliving past experiences. Retelling events in the correct order. Asking questions. Manners and social conventions of conversation.		Introduction of new and topic related vocabulary. Use of tenses. Using talk to connect ideas. Using more complex sentences to link thoughts.		Introduction of new and topic related vocabulary. Use of tenses. Expressing themselves appropriately. Speaking in full and coherent sentences. Developing understanding of questions and giving explanations.		
	<b>PD</b> (Physical Development)	Moving and Handling	Development of gross motor skills: Exploring a range of movements; performing these freely and with confidence. Running skilfully avoiding obstacles. Development of fine motor skills: drawing lines and circles using gross motor movements. Using one handed tools and equipment.		Development of gross motor skills: Balancing and climbing activities. Balance and movement. Development of fine motor skills: pencil control, cutting skills; copying some letters. Handle tools and equipment safely.		Development of gross motor skills: Control and skill in movement. Hand eye-coordination development- throwing, catching, kicking. Development of fine motor skills: pencil control, cutting skills; letter formation. Handle tools and equipment safely.		
		Health & Self Care	Understands the importance of a healthy diet, sleep hygiene and exercise. Manages hygiene independently. Understands the importance of safety.		Manages hygiene independently. Observes the effect of exercise on their body. Dresses and undresses independently, including putting on/taking off outdoor clothing. Understands how to use and transport equipment safely.		Manages hygiene independently. Dresses and undresses independently, including changing for PE and putting on/taking off outdoor clothing. Understands how to use and transport equipment safely.		
	<b>Specific Areas</b>	<b>Literacy</b>	Reading	<p><b>Selection of texts linked to topic:</b> I Am Absolutely Too Small for School; Starting School; Hugless Douglas goes to Little School; Things I Like; The Day the Crayons Quit; The Large Family Stories; Funny Bones; Body NF Texts; Elmer; Avocado Baby; Baby Brains</p> <p>Recognising own name and logos. Listening to and joining in with stories.</p>	<p><b>Selection of texts linked to topic:</b> Percy the Park Keeper Stories; The Gruffalo; The Gruffalo's Child; Stick Man; Owl Babies Recognises rhythm in spoken language</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p><b>Selection of texts linked to topic:</b> The Three Little Pigs; Goldilocks and the Three Bears; The Gingerbread Man; Little Red Riding Hood; The Three Billy Goats Gruff</p> <p>Enjoys rhyming and rhythmic activities. Beginning to be aware of the way stories are structured. Describes main story settings, events and principal characters.</p>	<p><b>Selection of texts linked to topic:</b> Jack and The Beanstalk; Jasper's Beanstalk; Sam Plants a Sunflower; NF texts on Spring, Animal life cycles and Plants; What the Ladybird Heard; The Teeny Weeny Tadpole; Monkey Puzzle Shows awareness of rhyme and alliteration.</p> <p>Suggests how the story might end. Hears and says the initial sound in words.</p>	<p><b>Selection of texts linked to topic:</b> Mad About Mini beasts; Incey Wincey Spider; The Very Hungry Caterpillar; The Bad-Tempered Ladybird; The Crunching Munching Caterpillar; Norman the Slug with the Silly Shell; Mini-beast NF texts</p> <p>Listens to stories with increasing attention and recall. Oral blending.</p>	<p><b>Selection of texts linked to topic:</b> Pirates Love Undepmats; The Night Pirates; Pirate Pete; The Singing Mermaid; The Lighthouse Keepers Lunch; The Rainbow Fish; Tiddler; The Snail and the Whale NF texts linked to Oceans and creatures that live under the sea.</p> <p>Listens to stories with increasing attention and recall. Oral blending. Speed Sound recognition</p>

		Writing	Early mark making. Writes own name and the names of other important people.	Mark Making & ascribing meaning to marks. Name Writing	Mark Making & ascribing meaning to marks. Name Writing	Mark Making & ascribing meaning to marks. Recording initial sounds in words	Mark Making & ascribing meaning to marks. Beginning to record some dominant sounds in words	Mark Making & ascribing meaning to marks. Beginning to record some dominant sounds in words
		Phonics	Aspect 1 – Environmental Sounds	Aspect 2 – Instrumental Sounds Aspect 3 – Body Percussion	Aspect 4 – Rhythm & Rhyme	Aspect 5 – Alliteration	Aspect 6- Voice Sounds	Aspect 7- Oral Blending & Segmenting
	Numeracy	Number	Number Recognition Counting in sequence Numbers of Importance Counting in sequence Counting groups of objects	Number Recognition Counting in sequence Counting groups of objects Counting other things including steps, claps or jumps.	Number Recognition Counting Matching numeral and quantity correctly. Comparing two groups of objects, saying when they have the same number.	Number Recognition Counting Ordering Numbers Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in number problems.	Number Recognition Counting Addition and Subtraction Shows an interest in representing numbers. Problem Solving- Sharing	Number Recognition Counting Addition and Subtraction One More/One Less
		Shape, Space & Measure	Shape Comparing Length & Height Sequencing familiar events	2D shape Position and Direction Time- Months of the Year	3D Shape Size ordering Weight	Time Vocabulary Height	2D shape Length Pattern and Symmetry	2D and 3D shape Pattern Position and Direction
Understanding the World	People & Communities	Similarities and Differences- Appearance Past and Present events in children's own lives. People in the local community Celebrations and Family customs: Birthdays	Similarities and Differences Past and Present events in children's own lives. Celebrations: Birthdays, Bonfire Night, Diwali, Christmas	Helping others Past and Present events in children's own lives. Celebrations: Birthdays, Shrove Tuesday, Ash Wednesday, Mother's Day, Easter, St. George's Day	Past and Present events in children's own lives. Celebrations: Birthdays, Shrove Tuesday, Ash Wednesday, Mother's Day, Easter, St. George's Day	Past and Present events in children's own lives. Celebrations: Birthdays, Islam	Past and Present events in children's own lives. Celebrations: Birthdays, Father's Day Places of worship	
	The World	Exploring the local environment- our school and Oxbridge area. Exploring human growth and changes over time- our bodies.	Materials and their properties Freezing and Melting Light Seasonal Changes- Autumn/Winter	Materials and their properties. Changing materials- cooking	Showing Care and Concern for Living things and the environment. Animals and their young. Life Cycles Seasonal Changes- Spring Plant growth	Seasonal Changes- Summer Minibeast classification. Showing Care and Concern for Living things and the environment.	Sealife Floating and Sinking Materials and their properties	
	Technology	Everyday uses of technology at school and at home. Exploring technology equipment in Nursery. E-safety-	Computerised Drawings Recording Media: Sound, video, still images E-safety-	E-safety- Safer Internet Day	Recording Media: Sound, video, still images E-safety- Smartie the Penguin	Programming and Control: Beebots; programmable toys; iPad apps e.g. Daisy the Dinosaur. E-safety	Using age-appropriate software- Technology for different purposes- metal detectors E-safety-	
Expressive Art & Design	Exploring Media and Materials	<b>Art</b> * Exploring colour and how colour can be changed. * Creating representations of self and others.  <b>Design and Technology</b> * Using simple tools. * Exploring construction materials.  <b>Music &amp; Dance</b> * Singing a range of Nursery rhymes and favourite songs. * Imitating movement in response to music- exploring favourite songs.	<b>Art</b> * Exploring texture * Colour Mixing * Printing techniques.  <b>Design and Technology</b> * Using simple tools effectively. * Exploring construction materials.  <b>Music &amp; Dance</b> * Explore the sounds of different instruments and exploring body movements.	<b>Art</b> * Combining media to create different effects.  <b>Design and Technology</b> * Exploring a range of construction equipment and building structures.  <b>Music &amp; Dance</b> * Imitating movements in response to music.	<b>Art</b> * Combining Materials * Creating textures <b>Design and Technology</b> * Using simple tools effectively. * Exploring construction materials. <b>Music &amp; Dance</b> * Exploring a range of movements to music. * Simple repeated sequences.	<b>Art</b> * Moulding and shaping malleable materials. * Printing techniques.  <b>Design and Technology</b> * Constructing with a purpose.  <b>Music &amp; Dance</b> * Taps out simple repeated rhythms.	<b>Art</b> * Combining media to create different effects. * Exploring colour, pattern and texture.  <b>Design and Technology</b> * Constructing with a purpose in mind. * Joining materials effectively.  <b>Music &amp; Dance</b> * Creates simple repeated rhythms using instruments.	
	Being Imaginative	Developing imaginative Play  * Role Play- Home Corner (Enhanced with Birthday party resources). * Small World- Dolls House	Developing imaginative Play  * Role Play- Home Corner (Enhanced with Christmas decorations etc.) * Small World- Polar environment tuff tray	Developing imaginative Play  * Role Play- Home Corner (Enhanced with Chinese New Year, Three Little Pigs home, Three Bears' Cottage, Giant's castle) * Small World- story themed tuff trays.	Developing imaginative Play  * Role Play- Home Corner (Enhanced for Easter) * Small World- Farm small world	Developing imaginative Play  * Role Play- Home Corner * Small World- Minibeast small world	Developing imaginative Play  * Role Play- Home Corner Small World- Pirate small world	
WOW Moments		Welly Walks Local walk around Oxbridge Ropner Park Walk	Collecting Autumn objects Christmas activities Christmas Nativity Christingle at St Peter's	Library Visit Drake Bookshop World Book Day events	Visit to local Farm (Newham Grange/ Tweddle Farm) Hatching Eggs	Forest Schools Minibeast theme Nursery Garden	Pirate day Trip to Preston Park, boat trip. Water Day	