

Knowleswood Nursery Long Term Plan
2018/19

	Autumn Term		Spring Term		Summer Term	
	Cavendish Explorers	Let's Pretend	The Little Chef	The Curious Garden	Let's Go Down to the Woods Today	To the Moon and Back
Literacy	<p>Books: The Little Red Hen. (2 weeks)</p> <p>Rosie's Walk (2 weeks)</p> <p>Owl Babies (2 weeks)</p> <p>Distinguishes between the different marks they make. 22-36m Sometimes gives meaning to the marks as they draw and paint. 30-50m</p>	<p>Books: Funny Bones (1 week)</p> <p>Winnie the Witch (2 weeks)</p> <p>Snow White (2 weeks)</p> <p>The Christmas Story - understanding beliefs at Christmas time. (1 week)</p> <p>Sometimes gives meaning to the marks as they draw and paint. 30-50m</p> <p>Ascribes meaning to the marks they see in different places. 30-50m</p>	<p>Books: The gingerbread man (2 weeks)</p> <p>The magic porridge pot (2 weeks)</p> <p>The giant jam sandwich (2 week)</p> <p>Sometimes gives meaning to the marks as they draw and paint. 30-50m</p> <p>Ascribes meaning to the marks they see in different places. 30-50m</p>	<p>Books: The Very Hungry Caterpillar - linking to Caterpillar eggs arriving to school. (2 weeks)</p> <p>Jack and the beanstalk (2 weeks)</p> <p>(2 weeks)</p> <p>Sometimes gives meaning to the marks as they draw and paint. 40-60m</p> <p>Ascribes meaning to the marks they see in different places. 40-60m</p>	<p>Books: We're going on a Bear Hunt (2 weeks)</p> <p>Little Red riding hood (2 weeks)</p> <p>The 3 little pigs (2 weeks)</p> <p>Writes own name and other things such as labels, captions. 40-60m</p> <p>Hears and says initial sounds in words. 40-60m</p> <p>Sometimes gives meaning to the marks as they draw and paint. 40-60m</p>	<p>Books: Whatever next (2 weeks)</p> <p>Aliens love underpants (2 weeks)</p> <p>How to catch a star (2 weeks)</p> <p>Writes own name and other things such as labels, captions. 40-60m</p> <p>Hears and says initial sounds in words. 40-60m</p> <p>Gives meaning to marks they make as they draw, write and paint. 40-60m</p>
Maths	<p>Counting in order to 10</p> <p>Creating number line to draw upon each session to 10.</p> <p>Touch counting accurately.</p>	<p>Counting objects- accurate touch counting.</p> <p>Comparing groups of objects.</p> <p>2D shapes/ pattern.</p>	<p>Recognise that amounts change in a group of objects.</p> <p>Number recognition.</p> <p>Touch counting.</p>	<p>Writing and forming numbers.</p> <p>Recognising numbers and amounts are the same.</p> <p>Number problem</p>	<p>Recalling numbers in their head to count out from a larger group.</p> <p>Number recognition.</p> <p>Looks at amounts being</p>	<p>Counting how many is in a group/ counting out of a bigger group.</p> <p>3D shapes</p> <p>Problem solving.</p>

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	<p>Selects a small number of objects when asked. 22-36m</p> <p>Recites some number names in sequence. 22-36m</p> <p>Uses some language of quantities such as more/ a lot. 22-36m</p> <p>Recites numbers in order to 10. 30-50m</p> <p>Knows that numbers identify how many are in a set. 30-50m</p>	<p>Creates and experiments with symbols and marks representing ideas of numbers. 22-36m</p> <p>Begins to make comparisons between quantities. 22-36m</p> <p>Uses some number names and number language spontaneously. 22-36m</p> <p>Recites numbers in order to 10. 30-50m</p> <p>Knows that numbers identify how many are in a set. 30-50m</p> <p>Beginning to talk about everyday shapes. Round/ tall. 22-36m</p>	<p>Count claps, sound not just objects.</p> <p>Know that a group of things changes in quantity when something is added or taken away. 22-36m</p> <p>Sometimes matches numeral and quantity correctly. 30-50m</p> <p>Shows an interest in numbers in the environment. 30-50m</p> <p>Realises not only objects but anything can be counted including steps, claps and jumps. 30-50m</p>	<p>activities.</p> <p>Positional language.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. 30-50m</p> <p>Sometimes matches numeral and quantity correctly. 30-50m</p> <p>Shows an interest in number problems. 30-50m</p> <p>Uses positional language. 30-50m</p>	<p>the same/ different.</p> <p>Size - comparing.</p> <p>Separates a group of objects of three or four objects in different ways, beginning to recognise that the total is still the same. 30-50m</p> <p>Counts out from a larger group. 40-60m</p> <p>Counts objects to 10 and beginning to count beyond 10. 30-50m</p> <p>Shows an interest in shapes in the environment. 30-50m</p>	<p>Recognise some numerals of personal significance 40-60m</p> <p>Selects the correct numeral to represent 1 to 5 then 1-10 objects. 40-60m</p> <p>Counts an irregular arrangement of up to 10 objects. 40-60m</p> <p>Counts objects up to 10 and beginning to count beyond. 40-60m</p> <p>Beginning to talk about everyday shapes. Round/ tall. 22-36m</p>
<p>Provision</p> <p>Topic</p> <p>Links/</p> <p>Art& DT</p>	<p>Map Making</p> <p>Obstacle Course</p> <p>Baking bread</p> <p>Making hens</p> <p>Art/DT - drawings of</p>	<p>Make magic wands and potions using junk modelling/ creative trolley.</p> <p>Art/DT - Bonfire pictures using paint splatters.</p>	<p>Create chef hats.</p> <p>Gingerbread play dough</p> <p>Decorating wooden spoons as characters from the story.</p> <p>Art/ DT - Creating salt</p>	<p>Create concertina caterpillars.</p> <p>Chn make flowers/ leaves for the role-play area using various materials.</p> <p>Art/ DT - Recognising</p>	<p>Make bears ears and masks to recreate the characters from the story.</p> <p>Art/ DT - Use various materials to make a bears cave.</p>	<p>Art/ DT - Create junk model rockets.</p> <p>Form aliens using paint, goggly eyes etc.</p>

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	<p>themselves.</p> <p>Art/DT - Autumn - leaf/ apple printing.</p> <p>Pattern making using natural resources</p>	<p>Art/DT - Christmas - patterns of lights in paint/ chalk.</p> <p>Christmas Decorations: salt dough</p>	<p>dough food and painting it, moulding and manipulating materials</p> <p>Art/ DT - Creating food collages out of magazines likes/ dislikes.</p>	<p>patterns in the environment and drawing/ painting it.</p> <p>Art/ DT - Weaving materials to create butterflies.</p> <p>Flowers to dissect</p>	<p>Art/ DT - Constructing structures of houses in the woods.</p>	
<p>Discreet Subjects PE/ PSHCE</p>	<p><u>Physical Development</u> Exploring the outdoor area, using different equipment safely.</p> <p><u>SEAL</u> New Beginnings - making new friendships and forming relationships with staff.</p>	<p><u>Physical Development</u> Developing moving and handling skills through scissor work/ painting.</p> <p><u>RE</u> Understanding the Christmas story and the cultural views and values.</p> <p><u>SEAL</u> Getting on and falling out - understanding how to resolve conflict and deal with different social situations.</p>	<p><u>Physical Development</u> Using dominant hand to draw, mark make and write.</p> <p><u>SEAL</u> Going for Goals - developing an awareness of reaching targets and achieving new things.</p> <p><u>RE</u> Different cultures/ foods from around the world - differences and similarities in cultures.</p>	<p><u>Physical Development</u> Moving in outdoor spaces, using digging tools and hunting for minibeasts.</p> <p><u>RE</u> Understanding the Easter story and other peoples religious views.</p> <p><u>SEAL</u> Good to be me - Children recognising qualities that makes them special and discussing them with others.</p>	<p><u>Physical Development</u> Practising name writing. Moving to music.</p> <p><u>SEAL</u> Relationships - becoming aware of friendships outside of school. How can we be a good friend?</p>	<p><u>Physical Development</u> Forming letters through physical moves, paint and phonics.</p> <p><u>SEAL</u> What changes are happening in school? Preparing chn for going into year 1, new teachers and classroom etc. Similarities/ differences.</p>