

Dixons Marchbank Primary School

Long Term Plan (Year 1)

Year Nursery 2023 2024 (SM)

Overall theme/or chosen text OR genre	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery Rhymes (Book-Colours)	Goldilocks and the Three Bears	People who help us (The selfish crocodile)	Transport (Journey Home from Grandpa's)	Under the sea (Deep Down in the Deep Blue Sea)	Growing (The Enormous Turnip)
CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
OVER ARCHING PRINCIPLES	<p>Unique Child - Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships - Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments -Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development - Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>PLAY - We understand that play is an integral part of learning and this is at the heart of our early years' curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					
	<p>Daily Literacy Carpet Time</p> <p>Attention bucket group Language booster group 30 hours PM Group separate activity.</p> <p>Number/Nursery rhymes daily and end of the day story.</p>					
PRIME AREAS PSED= Personal, Social and	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	Become more outgoing with unfamiliar people, in the safe context of their setting. Develop their sense of responsibility and membership of a community	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Show more confidence in new social situations	Increasingly follow rules, understanding why they are important. Remember rules without Needing.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Transition and changes. Visits to Reception

emotional Development						
PRIME AREAS PD= physical development	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.		Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.		Can copy some letters from their name. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pull trousers, and pulls zipper once fastened at the bottom. Can throw and catch a ball confidently. Holds pencil near point between first two fingers and thumb and uses it with good control.	
PRIME AREAS C&L= Communication and Language	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".		Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play:		Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: -some sounds: r, j, th, ch, and sh-multi-syllabic words such as 'pterodactyl', planetarium' or 'hippopotamus'.	
Specific areas Literacy	Understand the five key concepts about print: <ul style="list-style-type: none"> o print has meaning o print can have different purposes o we read English text from left to right and from top to bottom-the names of the different parts of a book o page sequencing 		Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> o -spot and suggest rhymes o -count or clap syllables in a word. o -recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary.		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.	
Specific areas Mathematics	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Understand position through words alone –for example, "The bag is under the table," –with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones -an arch, a bigger triangle etc	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identify the patterns around them. For example: stripes on fish. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Begin to describe a sequence of events, real	Make comparisons between objects relating to size, length, weight and capacity. Compare quantities using language: 'more than', 'fewer than'.

					or fictional, using words such as 'first', 'then...'	
<p>Specific areas Understanding the World</p>	<p>Senses Begin to make sense of their own life-story and family's history. Ask children to bring pictures of themselves and families. Talk about family and memories of what their parents have told them.</p>	<p>Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Provide interesting natural environments for children Show interest in different occupations. Invite a police-officer or a nurse to talk about their jobs. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore how things work: Transport. Wind-up toys/old and new (History link) Continue developing positive attitudes about the differences between people. (Celebrations)Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and</p>	<p>Explore how things work: Transport. Wind-up toys/old and new (History link) Continue developing positive attitudes about the differences between people. (Celebrations)</p>	<p>Show interest in different occupations. Invite a vet to talk about their job. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Explore and talk about different forces they can feel. Suggestions: -how the water pushes up when they try to push a plastic boat under it -how they can stretch elastic, snap a twig, but can't bend a metal rod-magnetic attraction and repulsion</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things</p>

		<p>care for the natural environment and all living things. Explore and talk about different forces they can feel. Suggestions: -how the water pushes up when they try to push a plastic boat under it -how they can stretch elastic, snap a twig, but can't bend a metal rod-magnetic attraction and repulsion to explore freely outdoors. Make collections of natural materials to investigate and talk about. Suggestions: - contrasting pieces of bark-different types of leaves and seeds-different types of rocks-different shells and pebbles from the beach. Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</p>				
<p>Specific areas Expressive Arts and Design</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different</p>		<p>Remember and sing entire songs. Create their own songs, or improvise a song around one they know. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words –children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music, and Play instruments with increasing control to express their feelings and ideas. Encourage children to do this.(music area/box)</p>

				emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc		
Outdoor Provision Child initiated play	Maths, English, reading area, Water play, Mud Kitchen, sand area, physical, Construction, Music,, role-play, garden area.	Maths, English, reading area, Water play, Mud Kitchen, sand area, physical, Construction, Music,, role-play, garden area.	Maths, English, reading area, Water play, Mud Kitchen, sand area, physical, Construction, Music,, role-play, garden area.	Maths, English, reading area, Water play, Mud Kitchen, sand area, physical, Construction, Music,, role-play, garden area.	Maths, English, reading area, Water play, Mud Kitchen, sand area, physical, Construction, Music,, role-play, garden area.	Maths, English, reading area, Water play, Mud Kitchen, sand area, physical, Construction, Music,, role-play, garden area.
Enrichment - (Visits/Visitors) Eid festival will be covered in the correct months.	Feeding ducks – Local park		Laisterdyke Library Visit Parent nurse visit	Zoo Lab		Bradford More Park – Picnic at the Park? Or Junglegym
Assemblies	Topic related Stay and Play	Nativity Christmas Stay and Play Remembrance Sunday Halloween Bonfire	Topic related Stay and Play Valentine's Day	Mother's Day Assembly Topic related Stay and Play Shrove Tuesday Easter	Topic related Stay and Play	Nursery Graduation Planting Stay and Play Father's Day Assembly Transitions Nursery Open Day