

Upperby Primary School
AllStars Nursery Long Term Plan 2022/23

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Theme: Magnificent Me <ul style="list-style-type: none"> Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Brushing teeth and washing hands Harvest Curiosity Cube Ideas <ul style="list-style-type: none"> Family photos Numberblock characters Nursery Rhyme display Black History Month (October) Mental Health Day (10 th October)	Theme: Colour and Light, let's celebrate! <ul style="list-style-type: none"> Halloween, Bonfire Night, Remembrance Day Diwali Hanukah Advent / Christmas Seasonal changes (Autumn/Winter) Curiosity Cube Ideas <ul style="list-style-type: none"> Autumnal display Remembrance display Bonfire night Nativity Decaying pumpkin Fairy lights 	Theme: Ready, steady, off we go! <ul style="list-style-type: none"> Travel and transport Exploring ice Chinese New Year Resolutions Curiosity Cube Ideas <ul style="list-style-type: none"> Ice/Polar display Chinese NY artefacts Chinese New Year (22 nd January)	Once upon a time... <ul style="list-style-type: none"> Fairy Tales Exploring building materials and construction activities Animals and where they live Nests and eggs Easter Curiosity Cube Ideas <ul style="list-style-type: none"> Fairy tale puppets Nests Gardening objects. Different eggs 	Come outside! <ul style="list-style-type: none"> Growing and changing Plants and flowers Minibeasts Tadpoles Caterpillars Exercise Curiosity Cube ideas <ul style="list-style-type: none"> Spring display Caterpillar life cycle display 	Earth Explorers - where in the world? <ul style="list-style-type: none"> Under the sea Maps and directions Recycling Litter picking Moving up preparation. What do I want to be when I grow up? Curiosity Cube Ideas <ul style="list-style-type: none"> Sea shells Maps and compasses
Communication and Language	<p>Enjoy listening to longer stories and can remember much of what happens. C&L.3-4(a)</p> <p>Sing a large repertoire of songs. C&L.3-4(f)</p>	<p>Can find it difficult to pay attention to more than one thing at a time. C&L.3-4(b)</p> <p>. Use a wider range of vocabulary. C&L.3-4(c)</p> <p>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story. C&L.3-4(g)</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." C&L.3-4(d)</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' 'swimmed' for 'swam'. C&L.3-4(h)</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." C&L.3-4(d)</p> <p>. May have problems saying"- Some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium', or 'hippopotamus'. C&L.3-4(i)</p> <p>. Use longer sentences of four to six words. C&L.3-4(j)</p>	<p>Understand 'why' questions, like " Why do you think the caterpillar got so fat?" C&L.3-4(e)</p> <p>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. C&L.3-4(k)</p>	<p>Understand 'why' questions, like " Why do you think the caterpillar got so fat?" C&L.3-4(e)</p> <p>Can start a conversation with an adult or a friend and continue it for many turns. C&L.3-4(l)</p> <p>. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the bus driver." C&L.3-4(m)</p>
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.			Use new vocabulary in different contexts	
Personal, Social and Emotional Development	<u>SCARF:- Me and My Relationships/ Valuing Difference</u> Increasingly follow rules, understanding why they are important. . Do not always need an adult to remind them of a rule. 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. Become more outgoing with unfamiliar people, in the safe context of their setting.		<u>-Keeping Myself Safe/ Rights and Responsibilities</u> Show more confidence in new social situations.Increasingly follow rules, understanding why they are important. Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas. . Develop their sense of responsibility and membership of a community.		<u>:- Being my Best & Growing and Changing</u> Play with one or more other children, extending and elaborating play ideas.. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk about their feelings using words like, 'happy' 'sad,' 'angry' or 'worried'. . Begin to understand how others might be feeling	

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	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.					
Physical Development	<p>Fine Motor 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; write 'm' for mummy. WRITE.3-4</p> <p>HANDWRITING .Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4</p> <p>Gross Motor . Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. PD.3-4</p>	<p>Gross Motor . Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. PD.3-4</p> <p>• Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><u>Dance-</u> Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. PD.3-4</p>	<p>Write some or all of their name. WRITE.(PD3-4)</p> <p>Handwriting Show a preference for a dominant hand. PD FMS.3-4</p> <p>Gross Motor • Go up steps and stairs, or climb up apparatus, using alternate feet. PD.3-4</p>	<p>Gross Motor Start taking part in some group activities which they make up for themselves, or in teams. PD.3-4</p> <p>Dance 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. PD.3-4</p>	<p>. Write some letters accurately. WRITE.3-4</p> <p>Handwriting Show a preference for a dominant hand. PD FMS.3-4</p>	<p>Gross Motor Skip, hop, stand on one leg and hold a pose for a game like musical statues. PD.3-4</p> <p>Dance Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. PD.3-4</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. PD.3-4</p>
Literacy	<p>Word Reading and awareness of words and text Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>• Repeat words and phrases from familiar stories.</p> <p>• Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Comprehension Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p>	<p>Word Reading and awareness of words and text Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p>	<p>Comprehension Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p>	<p>Word Reading and awareness of words and text Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p>	<p>Comprehension Engage in extended conversations about stories, learning new vocabulary.</p>
Phonics	Upperby Primary School uses the Read Write Inc phonics scheme. In AllStars we concentrate on ensuring children are familiar with the Read Write Inc resources, however the majority of our phonics teaching is delivered by helping children develop phonemic awareness; ie hearing and distinguishing sounds such as syllables, rhyme and alliteration. As children develop we gradually introduce the letter sounds which are in their name and other familiar words; by the time our children reach Reception, they should have sound foundational knowledge, which will help them as they continue their phonics journey.					
Mathematics	<p>Counting Focus: Numbers 1 and 2 Maths table allowing chn to explore the numbers and their properties. Can chn represent the numbers on five frame? Numberblocks episodes Counting songs Subitising activities- IWB counting games with small numbers, dice games</p> <p>Spatial Awareness Tidying Discuss position in play Tip and fit jigsaws in CP</p>	<p>Counting Focus: Numbers 3 and 4 Maths table allowing chn to explore the numbers and their properties. Can chn represent the numbers on five frame? Numberblocks episodes Counting songs Subitising activities- IWB counting games with small numbers, dice games</p> <p>Spatial Awareness Tidying Discuss position in play Tip and fit jigsaws in CP</p>	<p>Counting Focus: Numbers 1-5 Maths table allowing chn to explore the numbers and their properties. Can chn represent the numbers on five frame? Introduce "another one" and "one more"- counting on fingers and comparing small groups of objects Numberblocks episodes Counting songs Subitising activities- IWB counting games with small numbers, dice games.</p>	<p>Counting Focus: 6 Maths table allowing chn to explore the numbers and their properties. Can chn represent the numbers on ten frame? Compare groups of objects Counting songs One to one correspondence activities- IWB games with larger numbers.</p> <p>Spatial Awareness Tidying Discuss position in play Tip and fit jigsaws in CP</p>	<p>Counting Focus: one to one correspondence- 6-10 Maths table allowing chn to explore the numbers and their properties. Can chn represent the numbers on ten frame? Compare groups of objects Counting songs One to one correspondence activities- IWB games with larger numbers.</p> <p>Spatial Awareness Tidying Discuss position in play</p>	<p>Counting Focus: Number recognition Maths table allowing chn to explore numbers and their properties. Can chn represent numbers on ten frame? Can chn match appropriate numeral with number of objects? Compare groups of objects Counting songs One to one correspondence activities- IWB games with larger numbers.</p> <p>Spatial Awareness Tidying</p>

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	<p><u>Shape</u> Focus: circle Find circles in environment, and compare them Form circles in play and at carpet time Pattern Rhythmic patterns in songs <u>Measure</u> Establish daily routines</p>	<p><u>Shape</u> Focus: triangle, rectangle and square Find shapes in environment, and compare them <u>Pattern</u> Rhythmic patterns in songs Introduce the vocabulary of pattern: "pattern" "repeat". <u>Measure</u> Compare sizes of objects, order them in size. Introduce vocabulary of measure: "long" "short" "big" "small" "full" "empty"</p>	<p><u>Spatial Awareness</u> Tidying Discuss position in play Tip and fit jigsaws in CP <u>Shape</u> Focus: pentagon Find shapes in environment, and compare them <u>Pattern</u> Opportunities to recognise simple ABABABABABA patterns in CP. <u>Measure</u> Introduce vocabulary of measure: "long" "short" "big" "small" "full" "empty". Which is the more full? Which is emptier?</p>	<p>Road play mat, farm set, discuss position of small world figures, introduce treasure maps. <u>Shape</u> Focus: comparing properties of shapes Irregular shapes found in environment- this stone has a straight edge, this is curved... <u>Pattern</u>: Chn encouraged to create their own ABABABABABABA patterns with toys and resources. <u>Measure</u> Sequencing their day, discuss vocabulary of time- "before", "next", "and then"</p>	<p>Tip and fit jigsaws in CP Road play mat, farm set, discuss position of small world figures. Treasure maps, find objects in the provision using a map. Can you tell your friend where you have hidden something? <u>Shape</u> Focus: comparing properties of shapes Discuss the properties of regular shapes. Can chn describe shapes using appropriate vocabulary- "sides" "corners" <u>Measure</u> Sequence stories- retell key events in a story in order, using appropriate vocabulary.</p>	<p>Discuss position in play Tip and fit jigsaws in CP Road play mat, farm set, discuss position of small world figures. Treasure maps, find objects in the provision using a map. Can you tell your friend where you have hidden something? <u>Shape</u> Focus: comparing properties of shapes Discuss the properties of regular shapes. Can chn describe shapes using appropriate vocabulary- "sides" "corners" <u>Measure</u> Sequence stories- retell key events in a story in order, using appropriate vocabulary.</p>
Understanding the World	<p>Past and Present . Make connections between the features of their family and other families. . Notice differences between people. Natural World Repeat actions that have an effect. . Explore materials with different properties. . Explore natural materials, indoors and outside.</p>	<p>People Culture and Communities Make connections between the features of their family and other families. . Notice differences between people.</p>	<p>Past and Present Begin to make sense of their own life-story and family history. Natural World 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. . Explore how things work.</p>	<p>People Culture and Communities Continue to develop positive attitudes about the differences between people.</p>	<p>Past and Present Begin to make sense of their own life-story and family history. Natural World 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. . Explore and talk about different forces they can feel. . Talk about the differences between materials and changes they notice.</p>	<p>People Culture and communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Expressive Arts and Design	<p>Art Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Being Expressive</p>	<p>Design Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Art 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.</p>	<p>Design 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.</p>	<p>Art Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing</p>	<p>Design Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. . Explore colour and colour-mixing</p>

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	. Take part in simple pretend play, using an object to represent something else even though they are not similar.		Being Expressive • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.		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 emotions in their drawings and paintings, like happiness, sadness, fear etc. . Explore colour and colour-mixing.	Being Expressive Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park