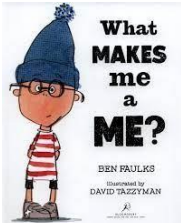




Padstow School Nursery Fledglings Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	What Makes Me a Me? 	Why Do We Celebrate? 	Who is a Hero? 	Who could I spot at the zoo? 	How does your Garden Grow? 	I Wonder What is at the Seaside? 
Characteristics of effective teaching and learning (CoETL)	Playing and Exploring: Exploring Elephant - I explore and plan my ideas, Go-For-It Gorilla - I try new activities based on my interests, Choosing Chimp - I make independent choices Active Learning: Persevering Parrot - I keep trying, Proud Peacock - I achieve my goals, Analysing Alligator - I am beginning to correct my mistakes by myself Creating and Thinking Critically: Slinky-Linky Snake - I can make links between ideas, Reflecting Rhino - I can check my progress and see how well I am doing, Creative Chameleon - I have my own ideas					
Other possible themes and lines of enquiry (these miniideas within the theme may be changed or replaced depending on the children's interest)	Autumn All about me My family My home Our community Relationships and feelings	Birthdays Autumn Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Valentines day Chinese new year Superheroes Looking after ourselves Around the world People who help us Pancake day	Easter St Piran's day World book day International women's day Spring Farm Zoo Jungle Arctic	Minibeasts Growing Lifecycles Spring Earth Day Farm Plant Lifecycles May Day World Bee Day	Holidays Journeys Lifeguards Looking after the ocean Pirates Mermaids Local beaches Rivers and Estuaries Water cycle Fishing Weather

Enrichment Activities	Making family books Family Tea Party Black History Month (October)	Nursery Rhyme Week/ Dress Up Nativity Performance Christmas Jumper/Dinner Day Owl Sanctuary visit Remembrance Day Bonfire Night (firefighter visit)	Community Heroes Day Dress up as your favourite person who helps you Visit from a police/ nurse/ vet/ doctor Chinese New Year Parade	Flying' to a different country. Animal Cam/ Virtual Zoo Trip Bird Watching Lobster hatchery Zoo trip Mark's Ark Visit World Book Day	Tadpoles Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads National Storytelling Week	Beach trip Water Day lifeguard/coastguard visit - beach/water safety Lobster hatchery World Music Day
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		Diwali - tasting foods from different cultures		Easter Bonnet Parade St Piran's Black/White/Gold Day		
Possible book focuses:	Key Texts: What Makes Me a Me? Incredible You Super Duper You Only One You Nursery Rhymes Part of the Party Elmer The Rainbow Fish We Are All Different We're all Wonders. The Family Book We are Family. Peace at Last The Colour Monster Goat goes to Playgroup	Key Texts: The Gingerbread Man Stickman Owl Babies The Christmas Nativity Nursery Rhymes Little Glow Rama and Sita Where The Poppies Now Grow Sparks in the Sky The Peace Book Ava's Poppy Twas' The Night Before Christmas The Snowman The Christmas Nativity	Key Texts: A Superhero Just like you Charlie the Firefighter Super worm Heroes all around the world Nursery Rhymes Dragons in the City Dragon Dance Busy People: Firefighter/ Police/ Doctor/ Vet Emergency	Key Texts: What the Ladybird Heard Dear Zoo Lost and Found Nursery Rhymes Rumble in the Jungle Giraffe's Can't Dance Handa's Surprise The Zoo Vet Goldilocks and the Three Bears Little Red Riding Hood Farmyard Hullabaloo Three Billy Goats Gruff The Three Little Pigs	Key Texts: Jack and the Beanstalk Oliver's Vegetables The Very Hungry Caterpillar Nursery Rhymes The Tiny Seed The Bad-Tempered Ladybird Billy's Sunflower Jasper's Beanstalk Sam Plants a Sunflower The Cautious Caterpillar The Enormous Turnip Mr Wolfs Pancakes Little Red Hen Supertato	Key Texts: Commotion in the Ocean Snail and the Whale Once upon a Raindrop Nursery Rhymes The Rainbow Fish Barry the Fish with Fingers Sharing a Shell Tiddler Pirate Boy Lighthouse Keeper's Lunch Pirate Cruncher The singing Mermaid The Little Raindrop The Drop goes Plop

Personal, Social and Emotional Development (PSED)	SCARF: Me and my relationships Marvellous Me! I'm special People who are special to me	SCARF: Valuing differences Me and my friends Friends and family Including everyone	SCARF: Keeping Safe People who help keep me safe Safety indoors and outdoors What's safe to go into my body	SCARF: Rights and Respect Looking after myself Looking after others Looking after my environment	SCARF: Being my Best What does my body need? I can keep trying I can do it!	SCARF: Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families
Communication and Language	Communication and Language is developed throughout the year through high quality interactions through daily group discussions, circle times, stories, singing and nursery rhymes. It is closely linked with our reading and phonics. We use WellComm to identify all children's needs within their language and understanding and use this to provide both whole setting activities and individual targeted intervention where there is an identified need.					
Oracy Talk (Birth-3)	Children join in with repetitive phrases within stories or songs. Emphasise these phrases each time to support pupils to join in. Children talk in short sentences with 4/5 words by 3+ yrs old. Add words to pupils' sentences to build to 4/5 words. Comment on child's play to encourage use of sentences e.g 'Ah you've got a baby', 'Oh I'd like a cup of tea'. Give new words from stories/songs/rhymes in context of play e.g. 'That's not my teddy, his ears are too fuzzy.' 'This kiwi fruit is lovely to eat, it's skin is so fuzzy' Child begin to choose using talk to indicate option. Model options verbally to children so they rely less upon pointing to indicate choice.					
Listen (Birth-3)	- Familiar environmental sounds - door closing, phone ringing, car driving past etc - Animal sounds - cat, dog, cow, sheep, horse, duck, chicken/cockerel, pig (farm animals) Receptive language: Auditory memory for understanding Understands language at a one then two-word level with familiar vocabulary. - With familiar vocabulary, follows two then three-part instructions e.g. put on your coat and line up here. - Follow instructions at one-word level in objects are elsewhere e.g. Put the ball in the basket (where the ball is under the table) - Follow instructions at two-word level in a specific order with visual prompts. - Follow instructions at a three-word level including colour, size or position concepts e.g. Put the brown bear in the big cave. Receptive language: Questions and instructions. Shows understanding of meaning by saying, pointing or selecting image or object - Responds to simple questions in familiar routine e.g. 'Where's your nose?' 'Where's Teddy?' - Follows very simple instructions containing 'big' and 'little' - Understands simple questions within here-and-now then with pictures: Who is [insert action]? Where is [insert name]? [Pointing to object] What is that? - Understands negatives used as whole words in short sentences - Show me a [insert name] who is not [insert action]? - Follow simple instructions containing 'on', 'in' and 'under'. - Understands negatives used as abbreviated form in short sentences - Show me a boy who isn't [insert action]? Show me a girl who hasn't got a hat on?					
Take part (Birth-3)	Model and encourage: Playing alongside before joining in. Requesting adult/child to join them. Have occasions where child initiates talk and adult refrains from filling silence. Enjoying playing/talking with others. Responding to others' feelings. Auditory Attention - - Generally single-channelled attention, moving to focusing attention. - Stops and wiggles fingers with support when adult asks whole class. - Joins carpet for story/songs sometimes with support					

	- Sits without support - Points to eyes, ears, mouth, knees when adults says attention strategy. - Gives attention to book/whiteboard/puppet/adult with support for 2+ minutes. - Takes turn when indicated e.g. holds class mascot, talks after person next to them, after adult says their name.
Oracy Talk (3-4)	Children explain ideas and talk in sentences, talking about things that have happened. They are easily understood by others. - Explain where they went and what happened e.g. Child says 'Joe and Saria and me goed to park and played on swings' Play alongside, listening and talking about what child is doing rather than asking lots of questions. - Use longer sentences joined up with words e.g. 'because', 'or', 'and' Model or give sentence stems in conversations. E.g My favourite food is... because I like how crunchy it is. Get children to think of words that belong to the same category e.g. farm animals, foods. - Use simple manners to 'ask' Model ways of asking in different contexts. Expand sentences to include synonyms of familiar words e.g. 'I am feeling jolly today' instead of happy, 'I will slice the apple' instead of cut.
Listen (3-4)	Auditory Discrimination - Less familiar environmental sounds -aeroplane, helicopter, ship horn, motorbike, van (different transport - choice of 4-6) - Less familiar animal sounds - owl, mouse, lion, elephant, monkey, tiger, bear (wild animals - choice of 4-6) - Musical instruments from choice of 6 - Select from minimal pairs - 'sun/bun', 'tap/cap', 'mat/rat' - Identify odd-one-out from words with the same initial sound to a word with a (very) different initial sound, then from similar initial sounds. - Hear and say the phoneme at the beginning of words. Auditory Memory and Sequencing: - Can discriminate sounds even if slight delay between hearing the sound and identification. - Fill in gaps in familiar songs/rhymes and mantras. - Carries out rhythmical, beat and simple body percussion activities. - Participate in familiar phrases in simple activities and stories e.g. 'ready-steady-go', 'crash-bang-wallop' - Follow body percussion sequences of two then three in the right order. - Finds 2 pictures/objects to match 2 environmental sounds from different locations e.g. car engine and phone ringing. -Finds picture/object to match environmental sound even if given a different, simple instruction/task first. - Sort by the initial phoneme. - Hear and say phoneme at the beginning of multisyllabic words, not confused by the number of phonemes. - Repeats 3 then 4 phonemes/numbers/words/syllables in order in a simple activity e.g. verbal blending/shopping list. - Copy 3 instruments in order, from a choice of 6 without visual support. - Participates in familiar, simple, story level mantras in repetitive stories e.g. using puppets. Receptive language: Auditory memory for understanding - Follow instructions at two then three-word level in a specific order with visual prompts. - Follow instructions at a three then four-word level including colour, size or position concepts e.g. Put the brown bear in the big cave. - Follow instructions at three-word level if the objects are elsewhere or in a more demanding task. - With familiar vocabulary, follows three then four-part instructions e.g. 'Go and get me the big scissors and some blue paper from the drawer. Receptive language: Questions and instructions. - Understands negatives used as whole words in short sentences

	- Show me a [insert name] who is not [insert action]? - Follow simple instructions containing 'on', 'in' and 'under'. - Understands simple questions if used out of the here-and-now then with pictures, then without: Who is [insert action]? Where is [insert name]? [Pointing to object] What is that? - Understands negatives used as abbreviated form in short sentences - Show me a boy who isn't [insert action]? Show me a girl who hasn't got a hat on? - Understands simple instructions containing 'behind', 'in front' and 'next to'. - Beginning to understand 'why' and 'how' but responses are limited. Offers more when reasons/explanations are modelled in comments of activity. Then, beginning to offer reasons and explanations of these but offer more if reworded as 'what' questions e.g. 'What has made you sad?' instead of 'Why are you sad?' and 'What made the car break?' instead of 'How did the car break?' - Offers responses to 'when' questions but time vocabulary is limited. - Understands and follows sequential instructions containing words such as 'before,' 'after,' 'first,' 'last' and 'later'					
Take part (3-4)	Model and encourage: Talking to organise play e.g. 'let's pretend we're in the jungle, you be the monkey and I'll be the snake'. Paying attention to others' play and conversations. Taking turns in conversation and altering response dependant on what other person says. Auditory Attention - - Generally focusing attention, moving to two-channelled attention. - Stops and wiggles fingers with support when adult asks whole class. - Joins carpet for story/songs without additional support. - Sits without support and crossed legs (if physically possible) - Gives attention to book/whiteboard/puppet/adult with support for 3+ minutes. - Takes turn when indicated e.g. holds class mascot, talks after person next to them, after adult says their name. - Offers actions/comments/questions in group situations.					
Reading/ Phonics (Birth to 3)	I enjoy sharing books with an adult. I can pay attention and respond to the pictures or words.	I can join in with songs and rhymes, copying sounds, rhythm, tunes and tempo. I can say some of the words in songs and	I can copy finger movements and other gestures. I have favourite books and seek them out, to share with an adult, with another child, or	I can sing songs and say rhymes independently, for example, singing whilst playing. I can repeat words and phrases from familiar stories	I can ask questions about the book. I can make comments and share my own ideas.	I can develop play around favourite stories using props. I can use the speech sounds p, b, m, w. • I can pronounce

	I enjoy songs and rhymes. I can tune in and pay attention.	rhymes. I can listen to simple stories and understand what is happening, with the help of the pictures.	to look at alone.			l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'. I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.
Reading/ Phonics (3 to 4)	Rhythm and rhyme Listening and attention: tuning into sounds and auditory discrimination. I can listen with increased attention to sounds. I enjoy listening to longer stories and can remember much of what happens.	Rhythm and rhyme I can sing a large repertoire of songs. I can remember and sing entire songs. I know many rhymes. I can talk about familiar books and I can tell a long story.	Rhythm and rhyme Rhyme, syllables and alliteration Introducing RWInc: Fred Talk I can understand the 5 key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and top to bottom • the names of the different parts of a book page sequencing.	Rhythm and rhyme RWInc: Fred Talk games I am developing my phonological awareness so that I can: • spot and suggest rhymes • count or clap syllables in a word recognise words with the same initial sound, such as money and mother.	Rhythm and rhyme RWInc Nursery: Speed Sounds - Set 1 Sounds Pinny Time Fred Talk	Rhythm and rhyme Speed Sounds - Set 1 Sounds Pinny Time Fred Talk I can engage in extended conversations about stories, learning new vocabulary.

Writing (Birth to 3)	My coordination is developing. I can pass things from one hand to the other.	I can use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.	I am developing manipulation and control as I explore different materials and tools.	I enjoy drawing freely. I can express ideas and feelings through making marks, and sometimes	I can add some marks to my drawings, which I give meaning to, for example, "That says mummy."	I can make marks on my pictures to stand for my name.
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		I am starting to make marks intentionally.		give a meaning to the marks I make.		
Writing (3 to 4)	I can use large-muscle movements to wave flags and streamers, paint and make marks.	I can use one-handed tools and equipment, for example, making snips in paper with scissors.	I can use a comfortable grip with good control when holding pens and pencils. I am beginning to show a preference for a dominant hand.	I can draw with increasing complexity and detail, such as representing a face with a circle and including details.	I can use some of my print and letter knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy. I can write some or all of my name.	I can write some letters accurately.

Physical Development	Children develop their physical development through access to the outdoor provision for gross motor skills such as balancing, riding and ball skills, going up steps and apparatus using alternate feet, hop and stand on one leg and hold a pose. Children have daily adult led sessions to develop their gross motor skills which includes yoga, Healthy Movers, exercises to develop fine motor skills and target reflexes, big movement songs, dough disco, adult-led movement to music (supporting children to remember sequences and patterns of movement to music), pen disco (adapted for 2-3 year olds working on different pencil grips and motor skills). During continuous provision children have access to a range of resources to support their gross and fine motor skills including funky finger activities (Cutting, weaving, threading, manipulating tweezers, pinching etc), playdough, mark making and construction. According to their individual needs children are supported to become increasingly independent with their own selfcare needs such as toileting and dressing. Children become confident in using a knife and fork having school dinners within the hall.					
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Children are supported to identify and make healthy choices with their food and drink choices during our daily snack times.

Maths (Birth to 3)	I can combine objects like stacking blocks and cups. I can put objects inside others and take them out again.	I can take part in finger rhymes with numbers. I can react to changes of amount in a group of up to three items.	I can compare amounts, saying 'lots', 'more' or 'same'. I am developing counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.	I can count in everyday contexts, sometimes skipping numbers - '1-23-5'.	I can climb and squeeze myself into different types of spaces. I can build with a range of resources. I can complete inset puzzles.	I can compare sizes, weights, etc, using gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'heavy'. I can notice patterns and arrange things in patterns.
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Maths (3 to 4)	I can categorise and make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs'	I am developing fast recognition of up to three objects without having to count them individually. (subitising) I can say one number for each object in order: 1,2,3,4,5. I can extend an ABAB pattern. I can notice and correct an error in a repeating pattern	I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) I can show finger numbers up to five I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to five.	I can recite numbers past 5 I can make comparisons between objects relating to their size, weight, length, and capacity.	I can compare quantities using the language 'more than' and 'fewer than' I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones.	I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then' I can understand position through word alone - for example 'the bag is under the table' with no pointing. I can describe as familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'
Understanding the World (UTW) (Birth to 3)	I repeat actions that have an effect, for example rolling a ball down a pipe or dropping a stone into water and observing the splash	I can explore materials with different properties.	I can make connections between the features of my family and other families.	I can explore different materials, indoors and outdoors.	I can respond to and explore natural phenomena within the setting.	I can notice differences between people.

Understanding the World (UTW) (3 to 4)	I am beginning to make sense of my own life-story and my family history. I use all of my senses in hands-on exploration of natural materials.	I can explore collections of materials with similar and different properties.	I can show an interest in different occupations. I am developing positive attitudes about the difference between people. I know there are different countries in the world and talk about	I can describe the life cycle of an animal I can talk about the difference between materials and changes I notice.	I can plant seeds and care for growing plants. I can understand key features of a plant lifecycle	I can talk about different forces and how they feel.
			differences the have seen in pictures.			
Expressive Art and Design (EAD) (Birth to 3)	I can show attention to sounds and music. I can respond emotionally and physically to music when it changes. I can move and dance to music. I can anticipate phrases and actions in rhymes and songs like 'Peepo' I can explore my voice and enjoy making sounds.	I can join in with songs and rhymes, making some sounds. I can make rhythmical and repetitive sounds. I can explore a range of sound-makers and instruments and play them in different ways.	I notice patterns with strong contrasts, and I am attracted by patterns resembling the human face. I am starting to make marks intentionally. I can explore paint, using my fingers and other parts of my body as well as brushes and other tools. I can express my ideas and feelings through making marks, and sometimes give a meaning to the marks	I enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star'.	I am starting to develop pretend play, pretending that one object represents another, for example, holding a wooden block to my ear and pretending it's a phone	I can explore different materials, using all my senses to investigate them. I can manipulate and play with different materials. I can use my imagination as I consider what I can do with different materials. I can make simple models which express my ideas.

Expressive Art and Design (EAD) (3 to 4)	I can take part in simple pretend play, using an object to represent something else even though they are not similar. I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	I can explore different materials freely, to develop my ideas about how to use them and what to make. I am developing my own ideas and deciding which materials to use to express them. I can join different materials and explore different textures.	I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can use drawing to represent ideas like movement or loud noises. I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.	I can explore colour and colour-mixing. I can listen with increased attention to sounds. I can respond to what I have heard, expressing my thoughts and feelings.	I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs or improvise a song around one I know	I can play instruments with increasing control to express my feelings and ideas.
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