

Landewednack Nursery Yearly Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Tolerance	Democracy	Rule of Law	Mutual Respect	Individual Liberty	Celebration of British Values
Landewednack SHINE Values	Strive to be the best you can be	Happiness in learning and life	Imagine what I/we can achieve	Never Give Up	Everyone Together School, Family, Community	Celebration of SHINE Values
Trips and Experiences	Explore my classroom and the school grounds	Brighter Smiles	Easter Egg Hunt	Farm Visit (Lambs)	Sports Day	Pond Dipping (Waterings) Exploring the school and my new classroom
Books & Talk for Writing	Owl Babies Nursery Rhymes Autumn Stories TT: Goldilocks and the 3 Bears	The Brightest Star Christmas Stories Nativity TT: Gingerbread Man	We're Going on a Bear Hunt Dear Zoo Monkey Puzzle TT: Little Red Riding Hood	Handa's Surprise Giraffes Can't Dance What the Ladybird Heard TT: The 3 Billy Goats Gruff	Rainbow fish Come On, Daisy Room on the Broom TT: The Little Red Hen	Whatever Next Lucy and Tom go to School Zog TT: Jack and the Beanstalk
Literacy (Reading)	Enjoys listening to stories, rhymes, songs, poems or jingles. Fills in the missing word or phrase in a known rhyme, story or game. E.g humpty dumpty sat on a ?	Listens to and joins in with stories and poems, one-to-one and also in small groups. Beginning to be aware of the way stories are structured.	Enjoys rhyming and rhythmic activities. Beginning to be aware of rhyme and alliteration. Looks at books independently. Recognises familiar words and signs such as own name and advertising logos.	Handles books carefully. Holds book the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Shows interest in illustrations and print in books and print in the environment. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Listens to stories with increasing attention and recall. Suggests how the story might end. Describes main story settings, events and characters.
Literacy (Writing)	Explores mark making using a range of materials e.g. crayons, pencils, pens, paints Distinguishes between the different marks I make	Begin to trace writing patterns and letters of the alphabet. Sometimes gives meaning to marks as I draw and paint.	Is able to draw horizontal, vertical and diagonal lines independently. Begin to write some of the letters of the alphabet independently	Holds the pencil correctly and uses it effectively. Ascribes meanings to marks that I see in different places.	Writes own name and other letters of the alphabet independently. Gives meaning to marks they make as they draw, write and paint.	Writes different things such as labels, lists or captions. Beginning to segment the sounds in simple words and blend them together. Links sounds to letters.
Phonics	Alphabet and Letter Names Letters and Sounds Phase 1	Rhyming Letters and Sounds Phase 1	Oral blending focus Letters and Sounds Phase 1	Segmenting focus Letters and Sounds Phase 1	Identifying first and last sounds Letters and Sounds Phase 1	Identifying medial sounds Letters and Sounds Phase 1
Communication and Language (Listening and attention)	I like to sing songs and listen to rhymes.	I enjoy listening to adults read me stories.	I am able follow directions and focus my attention.	I have favourite stories and am able to recall key events and phrases.	I can listen to others in small groups and one to one when the conversation interests me.	I can maintain my attention and sit quietly when I need to.
Communication and Language (Understanding)	I understand simple questions and more complex sentences.	I can match an action word to a picture. I have some understanding of simple concepts.	I can show an understanding of prepositions and carry out an action or match a picture to it.	I understand what many objects are used for.	I can follow a simple story without pictures or pros.	I can listen and respond in conversations with my friends.
Communication and Language (Speaking)	I can use simple sentences.	I can hold a conversation jumping from topic to topic.	I can ask lots of questions and I can give simple explanations.	I can pretend that objects stand for something else during role play.	I can make up different stories in my play. I use a range of tenses when talking.	I have a vast vocabulary that I use to group and name and I have learnt new words and their meanings.
Maths (numbers)	Recite some number names in sequence.	Creates marks representing ideas of numbers.	Recites numbers in order to 10. Beginning to show an interest in number problems. Beginning to use number names accurately in my play.	Separates a group of three or four objects in different ways.	I can recognise numerals 1-10. I can count an irregular arrangement of objects of up to 10.	I can say the number that is one more than a given number
Maths (Shape, space and measure)	Beginning to use the language of size. I can notice some simple shapes and patterns.	I understand some talk about immediate past and future and anticipate time-based events.	I can use positional language and use some shapes appropriately for tasks.	I enjoy construction activities and can talk about simple shapes.	I can select a named shape and describe their relative position.	I can use language related to time and money. I can order two or three items by length and height.

NURSERY YEARLY PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
P.S.E (self confidence and awareness)	Coming to Nursery on my own.	Sing simple Christmas songs to an audience.	Confident to speak to adults in Nursery.	Confident to speak to other children and adults.	Talk to others about my interests.	Talk about what I am good at. Meet my new teacher.
P.S.E (Feelings and Behaviour)	Develop good relationships with adults and seek comfort when needed. Able to distract self when upset. e.g by engaging in a new activity	Accept the needs of others and take turns and share resources.	Adapt behaviour in different events e.g walking around the school building quietly.	Able to talk about my own feelings	Able to talk about others' feelings e.g that words can hurt others' feelings.	Aware of the school rules and why we must follow them.
P.S.E (Making relationships)	Demonstrates friendly behaviour.	Initiate play with other children.	Keeps play going by responding to what others are saying and doing.	Initiate conversations with friends and familiar adults.	Play in a group, extending and elaborating play ideas e.g building up a role play activity with other children	During conversation attends to and takes account of what others say.
Physical Development (moving and handling)	Climb confidently and beginning to pull myself up on nursery play climbing equipment. Beginning to use three fingers (tripod grip) to hold writing tools.	Imitates drawing simple shapes such as circle and lines. Can catch a large ball. Moves freely with pleasure and confidence in a range of ways e.g. jumping, skipping, sliding and hoping.	Mounts stairs, steps or climbing equipment using alternate feet. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Draw lines and circles using gross motor movements. Uses one-handed tools equipment e.g makes snips in paper with child scissors. Can stand momentarily on one foot when shown.	Holds pencil near point between two fingers and thumb and has good control. Can copy some letters from my name. Experiment with different ways of moving.	Jumps off an object and land appropriately. Negotiate space successfully when playing racing and chasing games with other children. Shows a preference for a dominant hand. Beginning to form recognisable letters.
Physical Development (health and self-care)	Beginning to be independent in selfcare, sometimes asking adults for support. Can tell adults when hungry or tired and when I want to rest and play.	Talk about how I feel after exercise. Understand that equipment e.g. scissors and tools have to be used safely.	I attend to my toileting needs most of the time only needing a little adult support sometimes. Can wash and dry my hands.	Dresses with help e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom.	I am usually dry and clean during the day. I show understanding of how to transport and store equipment.	I attend to my toileting needs most of the time only needing a little adult support sometimes. I eat a healthy range of foodstuffs and understand the need for a variety of food.
Understanding the World (People and Communities)	I know who is in my family and in pretend play imitate everyday actions and events	I have my own friends. I am interested in the lives of people who are familiar to me.	I like to talk about special times in my life and know some of the things that make me unique.	I am beginning to be interested in different occupations and ways of life.	I enjoy joining in with family customs and routines and know that some children don't have the same routines as me.	I like to talk about past and present events in my life and of my family.
Understanding the World (The World)	I enjoy playing with small world e.g. the farm and garage.	I enjoy asking questions and I like to find out about why things happen and how they work. Begin to walk to areas around school.	I am beginning to show care and concern for living things in the environment. Talk about change through the seasons.	I enjoy finding out and talking about plants, animals and different objects.	I am showing an understanding of growth and changes over time.	I can talk about why some things occur and talk about their changes.
Understanding the World (Technology)	I enjoy playing with cause and effect toys and seeing what happens	I am interested in some ICT equipment.	I like to play with technological toys and objects.	I know how to operate simple equipment and I know that information can be retrieved from computers	I enjoy playing on the computer and can complete a simple program.	I enjoy playing on the ipads and computers and can use them competently

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Expressive arts and design (Media and Materials)	I enjoy singing my favourite songs and playing with musical instruments.	I like to create sounds by banging, shaking, tapping and blowing.	I enjoy dancing and singing and I can imitate movement in response to music.	I enjoy using construction materials and building pieces together.	I know that tools can be used for a purpose and I am interested in describing the texture of things.	I have built up a repertoire of songs and dances and enjoy experimenting with the different sounds of instruments. I can construct with a purpose in mind, using a variety of resources.
Expressive Arts and Design (Being imaginative)	I can talk about what I have drawn e.g. 'That's me' I am beginning to make-believe by pretending.	I can use movement to express my feelings and create movement in response to music. I enjoy singing and making up simple songs.	I enjoy watching what adults do and then imitating it. I enjoy engaging in imaginative role-play based on what I have seen.	I enjoy building stories around toys e.g. farm animals needing rescue from an armchair 'cliff' and making resources to support my role play	I like to choose colours for a purpose. I can introduce a story line into my play	I can play cooperatively as part of a group to develop and act out a narrative.
Music	<p align="center"><u>Listening activities.</u></p> <p align="center">Mat Man</p> <p align="center">Listening games and activities</p> <p align="center">Alphabet songs, Nursery Rhymes</p>	<p align="center"><u>Christmas Songs</u></p> <p align="center">Practising Christmas Songs to perform.</p>	<p align="center"><u>The Pond (Rainbow Pond Unit 1)</u></p> <ul style="list-style-type: none"> - Active listening - Developing listening skills - Creative sound making 	<p align="center"><u>The Waterhole (Rainbow Pond Unit 2)</u></p> <ul style="list-style-type: none"> - Explore tempo, pulse, dynamics - Using the pond as a musical picture (graphic score) - Understand timbre of Instruments and sounds - Performs solo and in early ensembles 	<p align="center"><u>The Rainbow Pond (Rainbow Pond Unit 3)</u></p> <ul style="list-style-type: none"> - Introduction to Pitch, high low, up and down - Graphic score - Call and Response - Composition, Improvisation - Arranging your own music 	<p align="center"><u>The Billabong (Rainbow Pond Unit 4)</u></p> <ul style="list-style-type: none"> - Putting all you have learnt into practise in a different context - Duration and form - Exploring our voices - Creating and performing our own and others' compositions.
Wild Tribe and Outdoor Focus	Explore our outdoor area and field.		Tree care			