

Lockington CE Primary School Nursery and Reception Long Term Plan Cycle B 2022-2023

<u>Christian Values</u>	Compassion Harvest Festival, Remembrance Sunday, Diwali, Christmas	Generosity Harvest Festival, Remembrance Sunday, Diwali, Christmas	Perseverance Ras as –Sana (Hijri New Year Shrove Tuesday, Lent, Mothering Sunday, Palm Sunday, Easter	Service Ras as –Sana (Hijri New Year Shrove Tuesday, Lent, Mothering Sunday, Palm Sunday, Easter	Creativity Father’s Day, Ramadan, Eid al -Fitr Shavuot	Thankfulness Father’s Day, Ramadan, Eid al -Fitr Shavuot
Learning powers Resilience, Collaboration, Independence, Creativity & Persistence.						
	<u>Autumn 1</u> Ourselves – How are we the same or different?	<u>Autumn 2</u> How do we celebrate different events?	<u>Spring 1</u> What are the differences between cold and hot countries? Would you like to be an explorer?	<u>Spring 2</u> What are the differences between cold and hot countries? Would you like to be an explorer?	<u>Summer 1</u> How do changes in weather affect us?	<u>Summer 2</u> What do books help us learn about the past?
Possible Themes/Interests/Lines of Enquiry	Family Hobbies Similarities and differences Great Britain and what it is like to live in the different countries Autumn/Harvest Starting School	Bonfire Night Remembrance Day Birthdays Diwali Christingle Christmas Christmas around the world	Cold countries- animals Winter Arctic Lost and Found Snow Bears/Penguins Polar Bears Chinese New Year Polar Bear facts Picture Atlas Penguin small-Mick Inkpen Polar Bear, Polar Bear what do you hear? Eric Carle Igloos and Inuit life	Hot countries – animals Handa’s Surprise Rumble in the jungle, Monkey Puzzle Pancake Day Easter	Books about weather – fiction & non-fiction Discussions about weather – what we like/don’t like, how we feel Winter/summer weather charts Record weather on a daily basis Seasonal changes Circle times Looking at books and pictures of different climates Predicting the weather from signs Why it rains, snows etc. Flood, drought, etc What we need to wear and why. Make a weather diary	Books about transport, Amy Johnson/different countries/ The local area and Hull

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<p>Communication and Language</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times. Enjoy listening to longer stories and can remember much of what happens.</p> <p>Learn new vocabulary. Use new vocabulary throughout the day. Use a wider range of vocabulary.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Understand a question or instruction that has two parts. Understand why questions.</p> <p>Develop social phrases.</p> <p>Engage in story times. Enjoy listening to longer stories and can remember much of what happens.</p> <p>Learn new vocabulary. Use new vocabulary through the day. Use a wider range of vocabulary.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Develop their communication and use longer sentences of four to six words.</p> <p>Connect one idea or action to another using a range of connectives. Be able to express a point of view and start a conversation. Use talk to organise themselves.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Sing a large repertoire of songs and know many rhymes</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop their communication and use longer sentences of four to six words. Be able to express a point of view and start a conversation. Use talk to organise themselves.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems, and songs. Sing a large repertoire of songs and know many rhymes</p>	<p>Listen to and talk about stories to build familiarity and understanding. Enjoy listening to longer stories and can remember much of what happens. Know many books.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Be able to express a point of view.</p> <p>Use new vocabulary in different contexts. Use a wider range of vocabulary.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Develop their communication and use longer sentences of four to six words. Be able to express a point of view and start a conversation.</p>
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Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own basic needs.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>		<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		<p>Work and play cooperatively and take turns with others.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception and Nursery year.</i>					
Physical Development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene and taking part in group activities.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and co-ordination when playing.</p> <p>Begin to show accuracy and care when drawing.</p>

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	Match their developing physical skills to tasks and activities in the setting.	Use a range of small tools, including scissors, paintbrushes and cutlery. Choose the right resources and collaborate with others to manage large items.		sleep routine, being a safe pedestrian.		
	<p style="text-align: center;">Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</p> <p style="text-align: center;">Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p style="text-align: center;">Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p style="text-align: center;">Develop overall body-strength, balance, co-ordination, and agility</p>					
Literacy	<p>Understand the five key concepts about print. Develop phonological awareness.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Understand the five key concepts about print. Develop phonological awareness.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Engage in extended conversations about</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

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			Form lower-case and capital letters correctly.	stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.		
Phonics	Phase 1/2	Phase 1/2	Phase 1/3	Phase 1/3	Phase 1/3	Phase 1/3/4
Mathematics	<p>Matching. Sorting & Comparing Fast recognition of objects, experimenting with symbols and marks as well as numerals.</p> <p>Count objects, actions and sounds with Numbers 1, 2, 3.</p> <p>Match and sort, compare amounts, compare size, mass and capacity, exploring pattern.</p> <p>Understand the one more/one less than relationship between consecutive numbers</p> <p>Shape- Talk about and explore 2D and 3D shapes.</p>	<p>Matching. Sorting & Comparing Fast recognition of objects, experimenting with symbols and marks as well as numerals.</p> <p>Representing, comparing and composition of 1, 2 and 3. Compare Numbers 4, 5, 6, 7, 8, 9, 10</p> <p>Understand the one more/one less than relationship between consecutive numbers Shape- Talk about and explore 2D and 3D shapes. Circles and triangles.</p> <p>Continue, copy and create repeating patterns. Talk about</p>	<p>Matching. Sorting & Comparing Fast recognition of objects, experimenting with symbols and marks as well as numerals.</p> <p>Count beyond 10. Substitute (recognise without counting) up to 5.</p> <p>Automatically recall number bonds for numbers 0-5. Comparing numbers to 5 and composition of 4 and 5. Combining 2 amounts, making pairs. Compare length, weight, height and capacity. Time.</p>	<p>Matching. Sorting & Comparing Fast recognition of objects, experimenting with symbols and marks as well as numerals.</p> <p>Automatically recall number bonds for numbers 0-10.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Comparing numbers to 10. Early doubling Compare length, weight and capacity. 3D shapes, spatial awareness and patterns.</p>	<p>Matching. Sorting & Comparing Fast recognition of objects, experimenting with symbols and marks as well as numerals.</p> <p>Verbally count beyond 20 recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Double facts. Build numbers beyond 10 and count patterns beyond 10.</p>	<p>Matching. Sorting & Comparing Fast recognition of objects, experimenting with symbols and marks as well as numerals.</p> <p>Numbers 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p>Halving, doubling, sharing</p> <p>Explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally. Visualise and build. Deepening understanding of</p>

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		and identify patterns. Understand position. Time.			Adding more and taking away. Compose and decompose. Sharing. Spatial reasoning, match, rotate and manipulate.	patterns and relationships. Spatial mapping.
Understanding the World	<p>Begin to make sense of their own life story and family's history. Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them. Show interest in different occupations.</p> <p>Comment on images of familiar situations in the past.</p> <p>Explore the natural world around them.</p> <p>RE - Special People RE - Special Times Understanding Christianity – Incarnation Unit F2 Incarnation p8 Why do Christians perform Nativity plays at Christmas?</p>	<p>Develop positive attitudes about the differences between people.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Comment on images of familiar situations in the past.</p> <p>RE - Special People RE - Special Times Understanding Christianity – Incarnation Unit F2 Incarnation p8 Why do Christians perform Nativity plays at Christmas?</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>Comment on images of familiar situations in the past.</p> <p>RE – Special Places RE – Special Times (Easter) Understanding Christianity – Salvation Unit F3 Why do Christians put a cross in an Easter Garden?</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>Comment on images of familiar situations in the past.</p> <p>RE – Special Places RE – Special Times (Easter) Understanding Christianity – Salvation Unit F3 Why do Christians put a cross in an Easter Garden?</p>	<p>Use all their senses in hands on exploration of natural materials. Explore the natural world around them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>RE -Special Books Special Places</p> <p>RE -Special Books</p> <p>RE – Special Books RE – Special Things Understanding Christianity – Creation Unit F1 Why is the word God so important to Christians?</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand that some places are special to members of their community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>RE – Special Books RE – Special Things</p>

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						Understanding Christianity – Creation Unit F1 Why is the word God so important to Christians?
	<p align="center">Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>					
Expressive Arts and Design	<p>Develop storylines in their pretend play.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
	<p align="center">Explore, use, and refine a variety of artistic effects to express their ideas and feelings Sing a range of well-known nursery rhymes and songs. Explore and engage in music making and dance, performing solo or in groups.</p>					

Themes will be developed to suit the interests of the children where possible. The same objectives can be taught through a variety of topics. All themes are suggestions linked to the work of the Y1/2 children and may change depending upon their interests and knowledge.