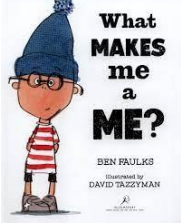









## Padstow School Nursery - Fledglings Long Term Planning 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	What Makes Me a Me?  	Why Do We Celebrate?  	Who is a Hero?  	Whose Footprints are These? (Animals)  	How does your Garden Grow?  	I Wonder What is at the Seaside?  
<b>Charachteristics of effective teaching and learning (CoETL)</b>	<p><b>Playing and Exploring:</b>  <b>Exploring Elephant</b> - I explore and plan my ideas, <b>Go-For-It Gorilla</b> - I try new activities based on my interests, <b>Choosing Chimp</b> - I make independent choices</p> <p><b>Active Learning:</b>  <b>Persevering Parrot</b> - I keep trying, <b>Proud Peacock</b> - I achieve my goals, <b>Analysing Alligator</b> - I am beginning to correct my mistakes by myself</p> <p><b>Creating and Thinking Critically:</b>  <b>Slinky-Linky Snake</b> - I can make links between ideas, <b>Reflecting Rhino</b> - I can check my progress and see how well I am doing, <b>Creative Chameleon</b> - I have my own ideas</p>					
<b>Other possible themes and lines of enquiry (these mini-ideas within the theme may be changed or replaced depending on the children's interest)</b>	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
<b>Enrichment Activities</b>	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

		Diwali - tasting foods from different cultures		Easter Bonnet Parade St Piran's Black/White/Gold Day		
Possible Books	<b>Key Texts:</b> <b>What Makes Me a Me?</b> <b>Incredible You</b> <b>Super Duper You</b> <b>Only One You</b> <b>Nursery Rhymes</b> 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	<b>Key Texts:</b> <b>The Gingerbread Man</b> <b>Stickman</b> <b>Owl Babies</b> <b>The Christmas Nativity</b> <b>Nursery Rhymes</b> 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	<b>Key Texts:</b> <b>A Superhero Just like you</b> <b>Charlie the Firefighter</b> <b>Super worm</b> <b>Heroes all around the world</b> <b>Nursery Rhymes</b> Dragons in the City Dragon Dance Dragon Dance Busy People: Firefighter/ Police/ Doctor/ Vet Emergency	<b>Key Texts:</b> <b>What the Ladybird Heard</b> <b>Dear Zoo</b> <b>Lost and Found</b> <b>Nursery Rhymes</b> 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	<b>Key Texts:</b> <b>Jack and the Beanstalk</b> <b>Oliver's Vegetables</b> <b>The Very Hungry Caterpillar</b> <b>Nursery Rhymes</b> 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	<b>Key Texts:</b> <b>Comotion in the Ocean</b> <b>Snail and the Whale</b> <b>Once upon a Raindrop</b> <b>Nursery Rhymes</b> 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)	<b>SCARF:</b> Me and my relationships Marvellous Me! I'm special People who are special to me	<b>SCARF:</b> Valuing differences Me and my friends Friends and family Including everyone	<b>SCARF:</b> Keeping Safe People who help keep me safe Safety indoors and outdoors What's safe to go into my body	<b>SCARF:</b> Rights and Respect Looking after myself Looking after others Looking after my environment	<b>SCARF:</b> Being my Best What does my body need? I can keep trying I can do it!	<b>SCARF:</b> 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.					
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)	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.	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.	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.	RWInc Nursery: Speed Sounds - Set 1 Sounds Pinny Time Fred Talk	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.

		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	<p>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.</p> <p>Children have daily adult led sessions to develop their gross motor skills which includes yoga, big movement songs, dough disco, adult-led movement to music (supporting children to remember sequences and patterns of movement to music), Squiggle while you Wiggle and Wiggle me into a Squiggler sessions.</p> <p>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.</p> <p>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.</p> <p>Children are supported to identify and make healthy choices with their food and drink choices during our daily snack times.</p>					
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 - '1-2-3-5'.	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.

<p><b>Maths</b> (3 to 4)</p>	<p>I can categorise and make comparisons of objects by colour, shape, and size.</p> <p>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'</p>	<p>I am developing fast recognition of up to three objects without having to count them individually. (subitising)</p> <p>I can say one number for each object in order: 1,2,3,4,5.</p> <p>I can extend an ABAB pattern.</p> <p>I can notice and correct an error in a repeating pattern</p>	<p>I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>I can show finger numbers up to five</p> <p>I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>I can solve real world mathematical problems with numbers up to five.</p>	<p>I can recite numbers past 5</p> <p>I can make comparisons between objects relating to their size, weight, length, and capacity.</p>	<p>I can compare quantities using the language 'more than' and 'fewer than'</p> <p>I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language.</p> <p>I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof.</p> <p>I can combine shapes to make new ones.</p>	<p>I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then'</p> <p>I can understand position through word alone - for example 'the bag is under the table' with no pointing.</p> <p>I can describe as familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'</p>
<p><b>Understanding the World (UTW)</b> (Birth to 3)</p>	<p>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</p>	<p>I can explore materials with different properties.</p>	<p>I can make connections between the features of my family and other families.</p>	<p>I can explore different materials, indoors and outdoors.</p>	<p>I can respond to and explore natural phenomena within the setting.</p>	<p>I can notice differences between people.</p>
<p><b>Understanding the World (UTW)</b> (3 to 4)</p>	<p>I am beginning to make sense of my own life-story and my family history.</p> <p>I use all of my senses in hands-on exploration of natural materials.</p>	<p>I can explore collections of materials with similar and different properties.</p>	<p>I can show an interest in different occupations.</p> <p>I am developing positive attitudes about the difference between people.</p> <p>I know there are different countries in the world and talk about</p>	<p>I can describe the life cycle of an animal</p> <p>I can talk about the difference between materials and changes I notice.</p>	<p>I can plant seeds and care for growing plants.</p> <p>I can understand key features of a plant lifecycle</p>	<p>I can talk about different forces and how they feel.</p>

			differences the have seen in pictures.			
<b>Expressive Art and Design (EAD) (Birth to 3)</b>	<p>I can show attention to sounds and music.</p> <p>I can respond emotionally and physically to music when it changes.</p> <p>I can move and dance to music.</p> <p>I can anticipate phrases and actions in rhymes and songs like 'Peepo'</p> <p>I can explore my voice and enjoy making sounds.</p>	<p>I can join in with songs and rhymes, making some sounds.</p> <p>I can make rhythmical and repetitive sounds.</p> <p>I can explore a range of sound-makers and instruments and play them in different ways.</p>	<p>I notice patterns with strong contrasts, and I am attracted by patterns resembling the human face.</p> <p>I am starting to make marks intentionally.</p> <p>I can explore paint, using my fingers and other parts of my body as well as brushes and other tools.</p> <p>I can express my ideas and feelings through making marks, and sometimes give a meaning to the marks</p>	<p>I enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star'.</p>	<p>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</p>	<p>I can explore different materials, using all my senses to investigate them. I can manipulate and play with different materials.</p> <p>I can use my imagination as I consider what I can do with different materials.</p> <p>I can make simple models which express my ideas.</p>
<b>Expressive Art and Design (EAD) (3 to 4)</b>	<p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>I can explore different materials freely, to develop my ideas about how to use them and what to make.</p> <p>I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p>	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>I can explore colour and colour-mixing.</p> <p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I know</p>	<p>I can play instruments with increasing control to express my feelings and ideas.</p>