

# St. Wilfrids Nursery LTP - Building Knowledge & Skills Across the Year

Connections and Contexts	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>Summer 2</b></p> <p><b>Topic:</b> Children's choice</p> <p><b>Content:</b> Dinosaurs</p> <p>Pirates</p> <p>Beach</p> <p>Park</p> <p>Space</p>	<p><b><u>Listening, Attention &amp; Understanding</u></b> Follow two part instructions. Comment on books as they are being read.</p> <p><b><u>Speaking</u></b> Able to talk about events now and in the past using appropriate tenses. Generate and complete causative sentences. Begin to "read along" with very familiar books. Have favourite books. Know a wider range of rhymes.</p> <p><b><u>PHONICS - Stage 1:</u></b> <b>Aspect 7 - Oral Blending and Segmenting:</b></p> <ul style="list-style-type: none"> <li>Develop oral blending and segmenting of sounds in words</li> <li>Listen to sounds within words and remember them in the order in which they occur</li> <li>Talk about the different sounds that make up words</li> <li>Hears syllables in words</li> </ul> <p><b>Aspect 4 - Explore and celebrate Nursery Rhymes and rhyming stories.</b></p> <p><b>Aspect 5 - 'Drip freed' hearing initial sounds by regularly bouncing or stretching the sounds at</b></p>	<p><b><u>Self-Regulation</u></b> Develop appropriate ways of being assertive. Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.</p> <p><b><u>Managing Self</u></b> Choose and locate the resources they need to achieve a goal. Use the toilet independently, managing clothing and washing hands without a reminder. Consistently follow rules with reminders. Knows when they need a drink or to put on / take off a jumper and can manage this independently.</p> <p><b><u>Building Relationships</u></b> Articulate simple rules to other children. Use a wider range of adjectives to describe feelings of friends and characters in books and films. Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. Take a role in domestic play and speak from another point of view.</p> <p><b><u>Life to The Full</u></b> M3 U1</p>	<p><b><u>Gross Motor Skills</u></b> Drive ride on toys at speed, using the pedals and steering round obstacles. Travel on a Balance Bike - moving and stopping with more control. Collaborate with others to transport large items safely. Compete in a simple challenge with adult support. Copy adults to move in a variety of ways. Play 'Follow My Leader' in a small group, imitating a range of gross motor movements.</p> <p><b><u>Fine Motor Skills</u></b> Use a comfortable, effective pencil grip to make marks, including enclosed spaces. Attempt some very simple fastenings when helping an adult with dressing and undressing. Can use scissors effectively to cut simple lines. Repeat the same mark making movement with control and ascribe meaning to marks.</p> <p><b><u>Squiggle While You Wiggle:</u></b></p> <ul style="list-style-type: none"> <li>Practise making marks using a variety of tools.</li> <li>Re-visit circles, lines, humps, Continue to practise anti-clockwise</li> </ul>	<p><b><u>Comprehension</u></b> Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far.</p> <ul style="list-style-type: none"> <li>Have a repertoire of known rhymes.</li> <li>Complete a phrase with the final rhyming word.</li> </ul> <p><b><u>Word Reading</u></b> Recognises own name. Accurately claim familiarity with a small number of symbols such as house numbers. Understands that print carries meaning.</p> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Use imitative writing during role play.</li> <li>Write symbols in an order which approximate to their name</li> <li>Start to use some repeated marks in mark making - e.g. lines and circles..</li> <li>Write own name.</li> </ul>	<p><b><u>Maths master the curriculum</u></b> Number composition What comes after? What comes before? Numbers to 5.</p>	<p><b><u>Past and Present</u></b></p> <ul style="list-style-type: none"> <li>Talk about how people change over time.</li> <li>Recognise self in baby photographs and relate simple family stories about babyhood.</li> </ul> <p><b><u>People, Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>Describe and enact some of the roles of community figures</li> </ul> <p><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>Answer closed and anticipatory questions in simple adult led experiments about the properties of materials.</li> <li>Notices detailed features of objects in their environment.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul> <p>Plant seeds and care for growing plants.</p> <ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal. Narrate a stage at a time the way a growing plant or animal is changing.</li> </ul>	<p><b><u>Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>Experiment with a range of paints, pastels, pens and pencils, creating meaningful marks.</li> <li>Explore various textures, creating representations of familiar stories,</li> <li>Draw a recognisable person with a head, body, limbs and some other simple features.</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li>Plays instruments with increasing control to express their feelings and ideas.</li> <li>Create original stories with small world figures and in role play.</li> <li>Enjoys singing and dancing.</li> </ul>

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	<p>the beginning of words and the children's names. Explore alliteration in children's literature.</p> <p>Sounds write word building unit 1, 2 and 3 sounds.</p>	<p>Session 1 God is love Session 2 Loving God loving others</p> <p>M3U1 Session 1 Me you us (also add in road and water safety –own resources)</p>	<p>circles and re-tracing single lines.</p>				
<p><b>Summer 1</b></p> <p><b>Topic:</b> Castles and dungeons</p> <p><b>Content:</b> Castles where we live</p> <p><b>Knights and princesses</b></p> <p><b>Dungeons and dragons</b></p>	<p><b>Listening, Attention &amp; Understanding</b> Comment on or answer questions about illustrations. Ask and answer why questions.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use talk to organise play, assigning roles, directing others, choosing resources.</li> <li>Join in with very familiar repeated sections in books.</li> <li>Know a range of rhymes and can express preferences.</li> </ul> <p><b>PHONICS - Stage 1:</b> <b>Aspect 5 - Alliteration:</b></p> <ul style="list-style-type: none"> <li>Develop understanding of alliteration</li> <li>Listen to sounds at the beginning of words and hear the differences between them</li> <li>Explore how different sounds are articulated</li> </ul> <p><b>Aspect 4 - Explore and celebrate Nursery Rhymes and rhyming stories.</b></p> <p><b>Aspect 7 - 'Drip feed' exploring, recognising, clapping and comparing syllables in words and</b></p>	<p><b>Self-Regulation</b> Accept simple resolutions suggested by adults and move on with play. Use self calming spontaneously.</p> <p><b>Managing Self</b> Follow rules with some reminders. Use the toilet independently, managing clothing and washing hands.</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Listen and talk to special visitors to the setting. Contribute to decisions about room layout and resources.</li> <li>Use play with another child to extend and elaborate ideas. Carry out simple tasks requested to help someone else</li> <li>Use a small range of adjectives to describe the emotions of story characters and friends.</li> </ul> <p><b>Life to The Full</b> M2 U3 Session 1.Safe inside and out Session 2 My Body my</p>	<p><b>Gross Motor Skills</b> Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement.</p> <p><b>Fine Motor Skills</b> Weave materials into frames. Thread and wrap materials. Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing. Develop techniques for working simple mechanisms.</p> <p><b>Squiggle While You Wiggle:</b></p> <ul style="list-style-type: none"> <li>Practise making marks using a variety of tools.</li> <li>Circles, lines and humps.</li> <li>Practise anti-clockwise circles and re-tracing single lines.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Locate familiar books within a larger collection.</li> <li>Make connections between stories and rhymes. Answer how or why questions about a book. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Know a few complete rhymes off by heart.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Recognises own name with some support.</li> <li>Recognise further examples of environmental print from the immediate locality.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Create a range of marks with different tools and talk about their purpose.</li> <li>Make marks, including strings of symbols for others and ascribe meaning to them.</li> <li>Begin to write own name</li> <li>Demonstrate a hand preference.</li> </ul>	<p><b>Maths master the curriculum</b> Sequencing Position Comparing groups – more than and less than. 2D shapes 3D shapes</p>	<p><b>Past and Present</b> Begin to make sense of their own life-story and family's history.</p> <p><b>People, Culture and Communities</b></p> <p><b>The Natural World</b> Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. Plant seeds and care for growing plants. Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing. Explore the seasons and different things associated with each season.</p>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Join materials in a range of ways to make things for a purpose.</li> <li>Use mark making tools with control to add detail to shapes</li> <li>Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Speak in role in simple story telling.</li> <li>Plays instruments with increasing control to express their feelings and ideas.</li> </ul>

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	<p>names. Start to model oral segmenting and blending during the register and small group times.</p> <p>Unit 3 sounds. Start sounds write unit 1 word building with children who are ready.</p>	<p>rules Session 3 Feeling Poorly Session 4 People who help us</p>					
<p>Spring 2</p> <p><b>Topic:</b> Fairytales and traditional tales</p> <p><b>Content:</b> Little Red Hen The three little pigs Gingerbread man The three Billy Goats Gruff</p>	<p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>● Remain attentive to the end of the book without prompts.</li> <li>● Listen to other people's ideas and show them respect.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● Use back and forth conversations about play.</li> <li>● Answer why questions.</li> <li>● Know a few rhymes off by heart. Express preferences for rhymes.</li> </ul> <p><b>PHONICS - Stage 1:</b> <b>Aspect 4 - Rhythm and Rhyme:</b></p> <ul style="list-style-type: none"> <li>● Experience and appreciate rhythm and rhyme</li> <li>● Develop awareness of rhythm and rhyme in speech</li> <li>● Increase awareness of words that rhyme and develop knowledge about rhyme</li> <li>● Talk about words that rhyme and produce rhyming words</li> </ul> <p><b>Aspect 4 - Explore and celebrate Nursery Rhymes and rhyming</b></p>	<p><b>Self-Regulation</b> Develop ways to calm themselves and use these with adult support.</p> <p><b>Managing Self</b> Follow very simple rules to stay safe in school and the wider community. Spontaneously take turns. Choose the tools and materials they need to achieve a goal.</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>● Join in with simple discussions with an adult about how to make things fair.</li> </ul> <p><b>Life to The Full</b> M1U2 Session 1 Who's who Session 2 You've got a friend in me Session 3 Forever friends.</p>	<p><b>Gross Motor Skills</b> Drive bikes by pedalling. With an adult's hand, travel above floor height by walking or crawling. Take own coat off and put it on.</p> <p><b>Fine Motor Skills</b> Using pincer movements to pick up small items or nip and shape malleable materials. Post and thread. Imitate a tooth brushing routine. Build and explore with 'fiddly' construction kits (e.g. Lego, Duplo) Daily dough disco.</p>	<p><b>Comprehension</b> Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with all actions.</p> <p><b>Word Reading</b> Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Recognise a few examples of environmental print such as shop logos and food labels.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Make continuous linear marks and other effects with hands and tools on a range of scales.</li> <li>● Can build their name using basic resources, e.g. magnetic letters.</li> <li>● Gives meaning to the marks they make.</li> <li>● Beginning to write own name.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Maths master the curriculum.</b></li> </ul> <p>Number 6 Tall and short Mass Capacity</p>	<p><b>Past and Present</b> Talk about my personal family history - parents and grandparents.</p> <p><b>People, Culture and Communities</b> Show interest in different occupations, through role play, stories and sharing personal experiences, my mummy is a doctor and she helps make people better.</p> <p><b>The Natural World</b> Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work. Plant seeds and care for growing plants.</p>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>● Join materials for a purpose.</li> <li>● Use mark making tools to make a range of enclosed shapes.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>● Use a wider range of objects as props in spontaneous storytelling.</li> <li>● Uses sections of well known stories with small world figures.</li> <li>● Accurately match environmental sounds to pictures.</li> </ul>

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	<p>stories.</p> <p><b>Aspect 5</b> - 'Drip feed' hearing initial sounds by regularly bouncing or stretching the sounds at the beginning of words and the children's names. Explore alliteration in children's literature.</p> <p><b>Aspect 7</b> - 'Drip feed' exploring, recognising, clapping and comparing syllables in words and names. Start to model oral segmenting and blending during the register and small group times.</p> <p><b>Unit 2 sounds.</b></p>						
<p>Spring 1</p> <p><b>Topic:</b> How I feel</p> <p><b>Content:</b> The colour monster</p> <p>Kindness is my superpower</p> <p>The invisible string</p> <p>The soul bird</p> <p>Ruby's worry</p>	<p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Anticipate the ending of familiar books.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Begin to engage in simple dialogue about play.</li> <li>Continue to develop pretend play, sharing ideas through talking.</li> <li>Join in with longer sections of favourite rhymes – some lines, words and actions. Show pleasure in favourite elements of rhymes.</li> </ul> <p><b>PHONICS - Stage 1:</b></p> <p><b>Aspect 6 - Voice Sounds:</b></p> <ul style="list-style-type: none"> <li>Distinguish between the differences in vocal sounds</li> <li>Explore speech sounds</li> <li>Talk about the different sounds that we can</li> </ul>	<p><b>Self-Regulation</b></p> <p>Take turns with verbal prompts from adults to pass over equipment.</p> <p><b>Managing Self</b></p> <p>Follow rules with simple verbal prompts or visual reminders.</p> <p>Choose and locate the resources they need to achieve a goal with some support.</p> <p>Use the toilet independently, managing clothing and washing hands with a reminder.</p> <p>Follow simple classroom routines.</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Help new children by directing them towards activities and resources and solving simple practical tasks for them.</li> <li>Be polite and say please</li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Bowl, roll, chase and collect resources, e.g. balls, tyres and barrels. Copy all aspects of whole body action rhymes and challenges.</li> </ul> <p><b>Fine Motor Skills</b></p> <p>Use a fork and spoon independently.</p> <p>Make marks with different size pens</p> <p>Can use scissors with more control for cutting straight lines.</p> <p>Daily dough disco.</p>	<p><b>Comprehension</b></p> <p>Name features in book illustrations as a story is being shared.</p> <p>Remain engaged from the beginning to end of short books.</p> <p>Select books independently and locate aspects of interest within the pages.</p> <p>Use all actions to map the pace and shape of a rhyme with some words and phrases.</p> <p><b>Word Reading</b></p> <p>Turn the pages of books from beginning to end, noting items of interest along the way.</p> <p>Distinguish between the text and the illustrations. Understands that print has meaning.</p> <p>Recognise initial letters in name.</p>	<p><b>Maths Master the curriculum</b></p> <p>Numbers 3,4 and 5. Subitising.</p>	<p><b>Past and Present</b></p> <p>Think about and share ideas linked to past, present and future events in Nursery.</p> <p><b>People, Culture and Communities</b></p> <p>Can start to think about the jobs they might like to do when they're older.</p> <p><b>The Natural World</b></p> <p>Collect materials for a particular purpose and explain.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p><b>Creating with Materials</b></p> <p>Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end.</p> <p>Use materials for a purpose.</p> <p>Use natural material in FS.</p> <p>Use mark making tools to make enclosed shapes.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.</p> <p>Use figures from familiar stories and films to recreate short episodes.</p> <ul style="list-style-type: none"> <li>Explore a range of instruments</li> </ul>

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<p><b>Have you filled your bucket today?</b></p>	<p>make with our voices</p> <ul style="list-style-type: none"> <li>Use their voice to make sounds that copy the environmental sounds they hear, e.g. chugging trains, car sounds, ticking clocks, animal sounds etc.</li> </ul> <p><b>Aspect 4 - Explore and celebrate Nursery Rhymes and rhyming stories.</b></p> <p><b>Aspect 5 - 'Drip feed' hearing initial sounds by regularly bouncing or stretching the sounds at the beginning of words and the children's names.</b> Explore alliteration in children's literature.</p> <p><b>Aspect 7 - 'Drip feed' exploring, recognising, clapping and comparing syllables in words and names. Start to model oral segmenting and blending during the register &amp; small group times.</b> Introduce unit 2 sounds.</p>	<p>and thank you</p> <ul style="list-style-type: none"> <li>Continue to build friendships with other children.</li> </ul> <p><b>Life to The Full</b></p> <p>M1U4 Session 1 Growing up M2 U1 Session 1 Role model</p>		<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Focus on marks as they are being created by a range of tools, often ascribing meaning to them.</li> <li>Start to use some repeated marks in mark making - e.g. lines and circles.</li> </ul>			<p>appropriately.</p>
<p><b>Autumn 2</b></p> <p><b>Topic:</b></p> <p><b>Celebrations in autumn / Winter</b></p> <p><b>Content:</b></p> <p><b>Halloween, Diwali, Guy Fawkes Remembrance</b></p>	<p><b>Listening, Attention &amp; Understanding</b></p> <p>Engage in short periods of joint attention with books.</p> <p><b>Speaking</b></p> <p>Join in with favourite rhymes – some lines, words and actions. Participate with words, phrases or gestures as play is narrated. Starting to develop pretend play. Start to develop conversation, often jumping from topic to</p>	<p><b>Self-Regulation</b></p> <p>Increasingly able to talk about and manage feelings. Find ways to calm themselves, sometimes with an adult.</p> <ul style="list-style-type: none"> <li>Show respect to my peers by having kind hands, feet, words and hearts.</li> <li>Help to keep learning space safe by tidying up and taking care of toys / resources.</li> </ul> <p><b>Managing Self</b></p> <p>Locate and bring</p>	<p><b>Gross Motor Skills</b></p> <p>Climb apparatus with alternate feet, using own hands for support. Climb on and move around dens or larger resources with more control. Is starting to kick, throw and catch balls with more control. Copy most aspects of whole body action rhymes.</p> <p><b>Fine Motor Skills</b></p> <p>Choose the right resources to carry out</p>	<p><b>Comprehension</b></p> <p>Anticipate favourite sections as the book is shared. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions.</p> <p><b>Word Reading</b></p> <p>Hold books independently and accurately, opening to find pages of interest.</p>	<p><b>Maths Master the curriculum</b></p> <p>Numbers 1 and 2. AB and ABC Patterns.</p>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Share personal experiences of special events.</li> </ul> <p><b>People, Culture and Communities</b></p> <p>Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately. Join in with, and talk about, Christmas celebrations and events.</p> <p><b>The Natural World</b></p> <p>Make respectful observations of living things.</p>	<p><b>Creating with Materials</b></p> <p>Make marks with a wide range of tools and grips. Explore colour and colour mixing. Is starting to explore combining different materials (e.g. collage).</p> <p><b>Being Imaginative and Expressive</b></p> <p>Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with</p>

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<p>ce</p> <p>Road Safety - Scoot to school, transport then and now</p> <p>Christmas Story and Traditions</p>	<p>topic. Can take turns in conversation.</p> <p><b>PHONICS - Stage 1:</b> <b>Aspect 2 General Sound Discrimination – Instrumental Sounds:</b></p> <ul style="list-style-type: none"> <li>• Develop awareness of sounds made with instruments</li> <li>• Listen to and appreciate the difference between sounds made with instruments</li> <li>• Use a wide vocabulary to talk about instrument sounds</li> </ul> <p><b>Aspect 3 - Body Percussion:</b></p> <ul style="list-style-type: none"> <li>• Develop awareness of sounds and rhythms</li> <li>• Distinguish between sounds and remember patterns of sound</li> <li>• Talk about sounds we make with our bodies and what the sounds mean</li> </ul> <p><b>Aspect 4 - Explore and celebrate Nursery Rhymes and rhyming stories.</b></p> <p><b>Aspect 5 - 'Drip feed' hearing initial sounds by regularly bouncing or stretching the sounds at the beginning of words and the children's names. Explore alliteration in children's literature.</b></p> <p><b>Unit 1 sounds – sounds write.</b></p>	<p>additional resources to activities to achieve a particular goal. Remember rules without adult reminders Learn to use the toilet with help, and then independently. Can often put on own coat but may need some adult support. Attempts to manage clothing (jumpers, socks, shoes, wellies) with more independence.</p> <p><b>Building Relationships</b> Become more outgoing with other adults in the setting. Develop friendships with other children Notice and ask questions about ourselves and others. Be polite and say please and thank you</p> <p>.</p> <p>M1U2 Session 1 I like, you like, we all like Session 2 Good feelings bad feelings Session 3 Let's get real</p>	<p>their own play. Show preference to dominant hand. Is starting to be able to use scissors. Use a range of simple, one handed tools safely and with increasing control. Shows some interest in making marks and colouring. Dough disco daily.</p>	<p><b>Writing</b> Make marks on a range of scales with a range of tools and grip. Is starting to give meaning to some of the marks they make.</p>		<p>Collect particular materials for a purpose. Use some very simple adjectives to describe the sensory properties of everyday materials.</p>	<p>some narration.</p> <ul style="list-style-type: none"> <li>• Move and dance to music.</li> </ul>
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<p>Autumn 1</p> <p><b>Topic:</b> Superheroes</p> <p><b>Content:</b> Super duper you</p> <p>Superheroes aren't scared of anything – or are they</p> <p>Superheroes around us – people who help us.</p> <p>Supertato – Healthy eating</p>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <p>Listen and respond to a simple instruction. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Recognise and point to objects if asked about them. Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p><b><u>Speaking</u></b></p> <p>Start to develop conversation, often jumping from topic to topic. Start to develop conversation with an adult, with a child, in small groups and one to one. Is starting to take turns in conversation.</p> <p><b><u>PHONICS - Stage 1:</u></b> <b>Aspect 1 General Sound Discrimination - Environmental Sounds:</b></p> <ul style="list-style-type: none"> <li>Develop listening skills and awareness of sounds in the environment</li> <li>Identify and remember the differences between sounds</li> <li>Talk about sounds in greater detail</li> </ul> <p><b>Aspect 4 will be explored and celebrated throughout the Nursery year as we sing and read a wealth of Nursery Rhymes and rhyming</b></p>	<p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by staff in the setting.</li> <li>Begin to build a vocabulary around feelings</li> <li>Show respect by looking after my things and those that belong to school.</li> <li>Be brave and try new things.</li> </ul> <p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"> <li>Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance.</li> <li>Begin to follow classroom routines including self-help with clothing.</li> <li>Attempts to put on own coat but may need adult support.</li> </ul> <p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person</li> <li>Develop friendships with other children.</li> <li>Be polite and say please and thank you.</li> </ul> <p><b><u>Life to The Full</u></b></p> <p>M1U1 Story session Handmade with love.</p> <p>Session 1 I am me</p> <p>Session 2 Heads shoulders</p>	<p><b><u>Gross Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>Jump two feet to two feet on the spots. Jump down from a higher to a lower height.</li> <li>Enjoy moving outdoors and inside.</li> <li>Clap and stamp to music.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul> <p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>Build independently with a range of appropriate resources.</li> <li>Use a range of simple, one handed tools safely.</li> <li>Shows some interest in making marks.</li> </ul> <p><b><u>Dough disco</u></b></p> <ul style="list-style-type: none"> <li>Use small motor skills to do things independently.</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Enjoy sharing books and nursery rhymes with an adult.</li> <li>Pay attention and respond to the pictures or the words.</li> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>Develop play around favourite stories using props.</li> </ul> <p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>Enjoys looking at books.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Enjoy drawing freely.</li> <li>Add some marks to their drawings, which they give meaning to. For example: "That says mummy"</li> </ul>	<p><b><u>Maths Master the curriculum</u></b></p> <p>Colours – red, blue, yellow, green, purple. Matching and sorting..</p>	<p><b><u>Past and Present</u></b></p> <p>Talk about my personal family history - parents and grandparents. Name family members in photographs.</p> <p><b><u>People, Culture and Communities</u></b></p> <p>Talk about their own family members and homes. Make connections between the features of their family and other families. Notice differences between people.</p> <p><b><u>The Natural World / Forest School:</u></b></p> <p>Explore natural materials, indoors and outside. Begin to explore living things Enjoy transporting. Observe and talk about changes in the weather, linked to seasons. Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.</p>	<p><b><u>Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers as well as brushes and other tools.</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li>Join in with songs and rhymes, making some sounds.</li> <li>Start to develop pretend play, pretending that one object represents another.</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' and other nursery rhymes.</li> </ul>
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# St. Wilfrids Nursery LTP - Building Knowledge & Skills Across the Year

	<p>stories with the chn.</p> <p>Introduce some unit 1 phonics sounds from the sounds write scheme.</p>	<p>knees and toes</p> <p>Session 3 Ready Teddy</p>					
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Connections and Contexts	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Forest School</p> <p>Weekly Sessions</p> <p>Skills introduced, re-visited and embedded across the year</p>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <p>'Plan do review' develops the children's Listening skills. Children have opportunities to respond to simple and open ended questions.</p> <p>Beginning to understand simple instructions like why and how</p> <p>Beginning to identify areas of FS and describe where they will play.</p>	<p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>Find ways to resolve peer conflict</li> <li>Begin to build a vocabulary around feelings</li> <li>Show respect by looking after living things and things that belong to forest school and nature</li> <li>Be resilient and try new things (take supported risks)</li> </ul> <p><b><u>Managing Self</u></b></p>	<p><b><u>Gross Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>Enjoy moving around forest school in a variety of ways - climbing, swinging, rolling, sliding...</li> <li>Use equipment to move and transport</li> <li>Fit themselves into spaces, like tunnels and dens freely and independently</li> <li>Develop supported risks</li> </ul> <p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>Build independently</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Enjoy sharing information books in forest school and group nature nursery rhymes</li> <li>Respond to the pictures or the words they see in Forest School</li> <li>Develop play around favourite stories using props that they make,</li> </ul> <p><b><u>Writing - see PD</u></b></p> <ul style="list-style-type: none"> <li>Enjoy drawing freely using a variety of single handed tools</li> </ul>	<p><b><u>Number / Numerical Patterns</u></b></p> <p>Use counting vocabulary up to 5 with correspondence during play. During play, Compare small sets of objects by processing language "more than" and "fewer than".</p> <p>Join in with nature number songs</p> <p><b><u>Shape, Space &amp; Measures</u></b></p> <p>Process language of</p>	<p><b><u>Through Forest School &amp; Gardening:</u></b></p> <p>Learn how to harvest our Autumn veg. Learn new vocabulary related to harvesting. Taste, smell and observe our harvest. Investigate, discuss and compare a range of seeds from vegetables. Taste the fresh salad before planting to have a deeper connection to what we are planting. Explore fair testing. Ch to</p>	<p>Transient Art</p> <p>Art related to topics</p>



# St. Wilfrids Nursery LTP - Building Knowledge & Skills Across the Year

	<p>Listen to other people’s talk with interest, but can easily be distracted by other things.</p> <p><b>Speaking</b> Start to develop conversation, often jumping from topic to topic. Develop new vocabulary Begin and use longer sentences to plan and review To talk to peers in play - negotiating play through dialogue</p>	<ul style="list-style-type: none"> <li>● Know they need to use the dunny and ask adults to help them with clothing. Wash hands with guidance.</li> <li>● follow Forest School routines including self-help with clothing.</li> <li>● Begin and become independent to put on coats without adult support</li> <li>● Know that it is ok to be dirty in FS and use grass or leaves to clean and dry hands mid session.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>● Find ways of managing transitions between areas of play or activities</li> <li>● Develop friendships with other children.</li> <li>● Be polite and say please and thank you (BC)</li> <li>● Build sharing skills</li> </ul>	<p>with a range loose parts and nature's treasures</p> <ul style="list-style-type: none"> <li>● Use a range of simple, one handed tools safely.</li> <li>● Shows some interest in making marks and joining in with nature crafts.</li> </ul>	<ul style="list-style-type: none"> <li>● Use nature tools to scribe and make marks</li> </ul>	<p>everyday size during play. Knowing how far a conker rolls or one more scoop of water will fill a pot.</p> <p>Process and use positional vocabulary in large scale physical play. Sort sets of objects such as leaves, sticks, bark through play</p> <p>To use water to develop measuring skills through scoops, pouring and develop measure language (full/empty) Compare size of worms, long/sort, thin/thick.</p>	<p>plant dry and fresh seeds to compare how they grow. FS build on experiences. Use more vocabulary to describe. Build peer relationships, develop gross motor skills. Learn from peers about bugs they have found, how to care for them.</p>	
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