



# Southridge First School Nursery Long Term Planning

Nursery	Connections and Contexts	Personal, Social and Emotional Development Knowledge	Communication and Language Knowledge	Physical Development Knowledge	Literacy Knowledge	Mathematics Knowledge	Understanding the World Knowledge	Expressive Arts and Design Knowledge
<b>Summer 2</b>	Festival Fun Changing me	<p>I know the names of parts of my body and I know how to show respect for myself.</p> <p>I know some things I can do and some food I can eat to be healthy.</p> <p>I understand that we all start as babies and grow into children and then adults.</p> <p>I know that I grow and change.</p> <p>I know some of the feelings I might experience, moving to Reception.</p> <p>I know that talking about my favourite parts of nursery can help with my transition to Reception.</p>	<p>I know many rhymes.</p> <p>I know some familiar books well enough to talk about them.</p> <p>I know how to tell a longer story.</p> <p>I know how to express a point of view using words as well as actions.</p> <p>I know how to start a conversation with an adult or a friend and continue it for many turns.</p> <p>I know how to use talk to organise, sequence and clarify my thoughts and ideas.</p> <p>I know enough about the world, to generate ideas for a simple semantic link e.g. name 5 kinds of fruit.</p>	<p>I know how to use a ball in different ways.</p> <p>I know how to ride a scooter, a trike, and a bike.</p> <p>I know how to draw a person on request with head, legs and body.</p> <p>I know how to complete simple jigsaws that contain 6 to 10 pieces.</p> <p>I know how to button and unbutton, zip and unzip.</p> <p>I know how to write one or two letters independently, including ones from my name.</p> <p>I know how to cut on a line continuously.</p> <p>I know how to copy triangles, squares and other geometric shapes using a tripod grip.</p> <p>I know how to play follow my leader in a small group.</p>	<p>I know how to engage in extended conversations about stories, including brief descriptions of plots and characters.</p> <p>I know how to use puppets and small-world figures to re-enact favourite stories.</p> <p>I have a repertoire of rhymes.</p> <p>I know how to complete a phrase with my own rhyming word.</p> <p>I know that some letters look similar but I can discriminate between them.</p> <p>I know that less obvious meaning can be lifted from pictures e.g. "Where do you think he is going?" or "What do you think they are making?"</p> <p>I know how to recognise my name.</p> <p>I know how to write all of, or some of my name.</p> <p>I know that I have one dominant hand for writing.</p> <p><b>Phonics focus - Oral blending and segmenting</b> <i>Continue – environmental sounds/body percussion/instrumental sounds/rhythm and rhyme/alliteration/voice sounds</i></p> <p>I have a developing awareness of oral blending and segmenting of sounds in words.</p> <p>I listen to phonemes within words and I am beginning to remember them in the order in which they occur.</p> <p>I talk about the different phonemes that make up words.</p>	<p>I know that numerals link to amounts: for example, I know how to match 10 objects to numeral 10.</p> <p>I know some informal and mathematical language to describe 2D and 3D shapes: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>I know that 2D shapes come in different shapes and sizes.</p> <p>I know how numbers change in stories; sometimes they count forwards and backwards.</p> <p>I know how to correct an error in an ABAB pattern.</p> <p>I know how to use terms day and night in relation to stories.</p> <p>I know that I can use my own symbols and marks to represent mathematical experiences.</p> <p>I know that I don't always have to count objects one by one to know how many there are (subitise up to 6).</p> <p>I know 'finger numbers' up to 10.</p>	<p>I know that there are different countries in the world - based on photos and my own experiences.</p> <p>I know when summer has arrived.</p> <p>I know how to keep safe in the sun.</p> <p>I know where and when a shadow might appear and how it might change.</p> <p>I know what an RNLI lifeguard does..</p> <p>I answer questions in simple adult-led experiments.</p> <p>I know how an animal is growing e.g. a caterpillar.</p> <p>I know how to care for living things in the nursery garden.</p> <p>I know about a familiar situation that looked different in the past.</p> <p>I know that as the seasons change, my clothes change.</p>	<p>I know how to show different emotions in my drawings and paintings, like happiness, sadness, fear etc.</p> <p>I know how to add increasing complexity and details to my drawing, such as representing a face with a circle and including details.</p> <p>I know which materials I should choose to develop my own ideas.</p> <p>I know by heart most of the words of simple songs and melodic nursery rhymes.</p> <p>I know how to use small world figures to create original stories.</p>
<b>Summer 1</b>	Where I live where you live. Relationships	<p>I know how to welcome special visitors to the school.</p> <p>I know how to use self-calming spontaneously.</p> <p>I know about my family.</p> <p>I know how to make friends.</p> <p>I know some of the things I like about my friends.</p>	<p>I know how to use more complex sentence structures and link thoughts, ideas and events with 'and,' 'because' and 'so'.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I know how to listen attentively in medium-sized groups, offer comments and ask questions.</p>	<p>I know how to negotiate obstacles when running at speed.</p> <p>I know how to attempt to coat fastenings without adult guidance.</p> <p>I know how to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>I know what might happen next in a story.</p> <p>I know how to answer how or why questions about a book.</p> <p>I know that the marks I make have a meaning.</p> <p>I know if there is a word within a longer word e.g. 'cat' in 'caterpillar' or 'spy' in 'spider.'</p>	<p>I know and use language of comparison such as 'more than', 'fewer than' (objects up to 10).</p> <p>I know that objects can vary in size, length, weight and capacity.</p> <p>I know that I don't always have to count objects one by one to know how many there are (subitise up to 5).</p>	<p>I know that I can understand the past through the settings, characters and events in a story.</p> <p>I know how to plant seeds and care for growing plants.</p> <p>I know (in simple terms) how a plant grows.</p> <p>I know the key features of the life cycle of a plant and an animal.</p>	<p>I know that materials have different textures and can be used for different purposes.</p> <p>I know how to use mark making tools to add detail to shapes.</p> <p>I know how environmental sounds match to pictures.</p>



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		<p>I know what to say and do if someone is unkind to me.</p> <p>I have strategies to manage my feelings.</p> <p>I know how to work together and enjoy being with my friends.</p>	<p>I know what makes a group of objects go together.</p> <p>I understand and follow sequential instructions containing words such as 'before,' 'after,' 'first,' 'last' and 'later'.</p> <p>I know simple definitions for familiar words e.g. "What is a hat?"</p> <p>I know how to tell my own stories using resources in the environment and on paper.</p> <p>I know how to use talk to organise play, assigning roles, directing others, choosing resources.</p> <p>I know what 'why' means, and how to ask 'why' questions.</p>	<p>I know how to part in some group activities which they make up for themselves, or in teams.</p>	<p>I know how to find my name from a choice, even if some also start with the same letter.</p> <p><b>Phonic focus – Voice sounds.</b> <b>Alliteration</b> <i>Continue– environmental sounds/body percussion/instrumental sounds/rhythm and rhyme/alliteration</i> I begin to distinguish between the differences in vocal sounds, including oral blending and segmenting.</p> <p>I begin to explore speech sounds.</p> <p>I can talk about the different sounds that we can make with our voices.</p>	<p>I know how to compare lengths by aligning and accurately identifying longer, shorter and taller.</p> <p>I know how to continue an ABAB pattern.</p>	<p>I know about the properties of some everyday materials.</p> <p>I know how to use remote control toys and how they work.</p>	
<p><b>Spring 2</b></p>	<p>What grows Green fingers</p> <p>Healthy Me</p>	<p>I know the names for some parts of my body and am starting to understand that I need to be active and healthy.</p> <p>I know some of the things I need to do to be healthy.</p> <p>I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>I know how to help myself go to sleep and that sleep is good for me.</p> <p>I know how to wash my hands and know it is important to do this before I eat and after I go to the toilet.</p> <p>I know what to do if I get lost and how to say NO to strangers.</p>	<p>I know how to use more specific vocabulary to name people/objects and to describe events, offering more detail when talking out of the here-and-now.</p> <p>I know how to retell stories with visual support including the main events.</p> <p>I know how to recount simple, past events in the right order.</p> <p>I know how to use talk to engage others and to share my thoughts and experiences.</p> <p>I know what it feels like to use back and forth conversations during play.</p> <p>I know how to answer 'why' questions.</p> <p>I know a few rhymes off by heart. Express preferences for rhymes.</p>	<p>I know how to drive a tricycle by pedalling.</p> <p>I know how to use pincer movements to pick up small items.</p> <p>I know how to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I know how to make healthy choices about food, drink, activity and toothbrushing.</p> <p>I know to use a comfortable grip with good control when holding pens and pencils.</p> <p>I know how to put on my own coat and attempt my zip independently.</p>	<p>I enjoy stories and songs containing alliteration particularly if actions, props and pictures are used.</p> <p>I also enjoy alliteration alongside daily routines and activities.</p> <p>I answer closed questions as a book is being shared.</p> <p>I know how to play 'Kim's Game' with a set of four then six similar objects.</p> <p>I know how to count or clap syllables in a word.</p> <p>I know that words like money and mother start with the same initial sound.</p> <p>I know and recognise familiar logos and labels.</p> <p>I use my knowledge of print in my early writing such as to write a pretend shopping list.</p> <p>I am beginning to understand how to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p><b>Phonics focus - Alliteration</b> <i>Continue– environmental sounds/body percussion/instrumental sounds/rhythm and rhyme</i> I have a developing understanding of alliteration.</p> <p>I listen to and remember Sounds.</p>	<p>I know that numerals link to amounts: for example, I know how to match 5 objects to numeral 5.</p> <p>I experiment with their own symbols and marks as well as numerals.</p> <p>I know how to solve real world mathematical problems with numbers up to 5.</p> <p>I know about 3D shapes and ascribe meaning to them.</p> <p>I know and use new language associated with capacity.</p> <p>I know and use language of comparison when creating structures or arrangements that are longer, shorter, taller, wider than another.</p> <p>I know how to play a dice game that involves collecting things.</p>	<p>I know how to use my vocabulary to talk about what I see.</p> <p>I know a song from a different culture.</p> <p>I explore and talk about different forces I can feel.</p> <p>I know when spring has arrived.</p> <p>I know about some spring festivals from around the world.</p> <p>I know how to use a water flow construction kit to build for a specific purpose.</p> <p>I know that photographs can help me remember what I did in the past such as what I did at nursery yesterday.</p>	<p>I know how to represent a face using a circle and including details.</p> <p>I know how to use figures to create original stories.</p> <p>I know how to join materials for a purpose.</p>



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					<p>I listen to sounds at the beginning of words and hear the differences between them.</p> <p>I explore how different sounds are articulated, and extend my understanding of alliteration.</p>			
<b>Spring 1</b>	<p>New year Dreams and goals</p> <p>Friends in our Community</p>	<p>I know how to follow rules without reminders.</p> <p>I understand what a challenge means.</p> <p>I know that it is important to keep trying until I can do something.</p> <p>I know how to set a goal and work towards it.</p> <p>I know some kind words to encourage people with.</p> <p>I know about some jobs I might like to do when I'm older.</p> <p>I know what it feels like to be proud.</p>	<p>I know how to play 'odd-one-out' games and detect which object or picture from a choice of three does not share the same link.</p> <p>I am beginning to think about the structure and meaning of words.</p> <p>I know how to ask about the meaning of words I don't understand.</p> <p>I know how to use language to choose and plan play/activities with visual support.</p> <p>I know when to join in with key phrases and events in familiar stories.</p> <p>I know how to remain attentive to the end of the book.</p>	<p>I know how to hop on the spot and to travel.</p> <p>I know how to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I know how to use tweezers to complete a sorting task.</p> <p>I know how to thread small beads or complete a threading card.</p> <p>I know how to draw a person on request with head and face (usually no body).</p> <p>I know how to build structures with blocks, boxes and planks.</p> <p>I know how to wash my hands, and do so without a reminder.</p> <p>I know how to manage my wetsuit, my shoes and my coat with increasing independence.</p> <p>I know how to make marks with different size pens and pencils.</p>	<p>I know how to turn pages of books from beginning to end, noting items of interest along the way.</p> <p>I focus on marks as they are being created and begin to give meaning to them.</p> <p>With help, I know how to listen out for, and suggest rhymes.</p> <p>I understand that words in songs and rhymes can be changed to sound funny e.g. Twinkle Twinkle Little Car</p> <p>I know some familiar, sentence-level mantras e.g. "We can't go over it..." or "Silly old fox, doesn't he know....."</p> <p>I know how to use props to develop play around favourite stories.</p> <p><b>Phonics focus – Rhythm and rhyme</b> <i>Continue– environmental sounds/body percussion/instrumental sounds</i></p> <p>I have a developing an awareness of rhythm and rhyme in speech.</p> <p>I have an awareness of words that rhyme and I a developing knowledge about rhyme.</p> <p>I talk about words that rhyme and to produce rhyming words.</p>	<p>I know how to show 'finger numbers' up to 5.</p> <p>I understand position through words alone.</p> <p>I know how to describe a familiar route.</p> <p>I know that 2D shapes can be used to create pictures.</p> <p>I know how to identify patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>I know how to copy an ABAB pattern.</p> <p>I recognise digits 1-3, and begin to know rhymes about their formation.</p>	<p>I know about some different occupations (talking about the present).</p> <p>I know about people who help us in the local community e.g. police people.</p> <p>I explore collections of materials with similar and/or different properties.</p> <p>I collect materials for a purpose.</p> <p>I know how to use cog, wheels and axles as part of a construction kit.</p> <p>I respond to different natural phenomena in their setting.</p> <p>I know that objects can be sorted into old and new.</p> <p>I know what a map is.</p>	<p>I know colours can be used and mixed together.</p> <p>I know how to use props for a wider range of role play, such as in a shop.</p> <p>I know how to draw enclosed shapes.</p> <p>I know how to use figures to recreate short episodes of stories.</p>
<b>Autumn 2</b>	<p>Christmas stories and traditions</p> <p>Celebrating difference</p>	<p>I know the adults in my nursery well.</p> <p>I know how to ask for help from nursery adults.</p> <p>I know that one of the school's values is friendship.</p> <p>I know what a friend is, and how I might make a friend.</p> <p>I know how to be helpful in nursery.</p> <p>I know how it feels to be proud of something I am good at.</p> <p>I know one way I am special and unique.</p> <p>I know that all families are different.</p>	<p>I know how to take turns to talk in a small group, by using a talking object.</p> <p>I know how to take turns in larger groups by putting my hand up.</p> <p>I know some prompts to help me practice good listening.</p> <p>I know how to play simple 'things-that-go-together' games.</p> <p>I know how to sort a set of objects into two groups based on a shared, simple semantic link.</p> <p>I enjoy listening to short stories.</p>	<p>I know how to use a scooter in the outdoor area.</p> <p>I understand how to run and freeze on command.</p> <p>I know how to make large vertical, horizontal and circular marks.</p> <p>I know how to use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I know how to use scissors to make snips.</p> <p>I begin to show a preference for a dominant hand.</p>	<p>I know some favourite books.</p> <p>I know how to seek out favourite books to share with an adult, with another child, or to look at alone.</p> <p>I know when my favourite part of a book is coming.</p> <p>I understand that we read from left to right, and top to bottom.</p> <p>I know how to copy simple rhythms containing one, two or three beats using claps, instruments or body percussion.</p> <p>I know the names of familiar colours.</p>	<p>I know that objects, colours and shapes can be arranged in ABAB patterns.</p> <p>I know how to compare sizes, weights etc. using gestures and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' in everyday play.</p> <p>I know that I can count things by making sounds, pointing or saying some numbers in sequence.</p> <p>I know how to recite some number words in sequence.</p> <p>I know how to count sets to 5, applying the cardinal principle.</p> <p>I use 2D shapes to make pictures.</p>	<p>I know there are connections between the features of my family and other families.</p> <p>I know that there are differences between people.</p> <p>I begin to understand the need to respect and care for the natural environment and all living things.</p> <p>I know that food changes during cooking and baking.</p> <p>I know some simple adjectives to explore properties of everyday materials.</p> <p>I know that magnets behave in different ways.</p>	<p>I know my marks can express ideas and feelings.</p> <p>I begin to use shapes to represent objects.</p> <p>I know that I can use a paint brush to explore paint.</p> <p>I am beginning to use my imagination to explore what I can do with materials.</p> <p>I know how to combine materials to make simple models which express my ideas.</p> <p>I know that puppets and small world figures can help me tell a story.</p>



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		<p>I know there are lots of different houses and homes.</p> <p>I know how to use my words to stand up for myself.</p>	<p>I understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>I understand instructions containing the words 'behind,' 'in front' and 'next to.'</p> <p>I learn new words as we talk and share stories as a group.</p> <p>I know how to initiate interactions using talk.</p> <p>I am beginning to understand how to play simple, rule-bound games such as 'picture lotto' or 'dominoes.'</p>	<p>I am increasingly independent, getting dressed and undressed, for example, starting to put own coat on and use velcro on shoes.</p> <p>I know when I need to go to the toilet.</p> <p>I know how to wash my hands (without reminder).</p> <p>I know how to manipulate dough to make balls and snakes.</p> <p>I know that I can use containers to pour and fill.</p> <p>I know how to pick up small items such as raisins or threads.</p> <p>I know how to turn pages one-by-one.</p>	<p>I know what sound my name starts with.</p> <p>I know some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p> <p><b>Phonics focus: General sound discrimination – instrumental sounds and body percussion.</b> <i>Continue– environmental sounds/body percussion/</i></p> <p>I have a developing awareness of sounds made with instruments and noise makers.</p> <p>I listen to and appreciate the difference between sounds made with instruments.</p> <p>I am beginning to use vocabulary to talk about the sounds instruments make.</p> <p>I have a developing awareness of sounds and rhythms.</p> <p>I am beginning to distinguish between sounds and remember patterns of sound.</p> <p>I can talk about sounds we make with our bodies and what the sound means.</p>	<p>I know some simple words to describe the properties of 3D shapes including natural objects such as pebbles.</p> <p>I know how to use positional vocabulary in large outdoor play.</p> <p>I know how to sort sets objects such as into sets of identical members.</p>	<p>I know that some objects looked different in the past e.g. a telephone.</p> <p>I explore the passing of time by counting down to important events.</p> <p>TECHNOLOGY</p>	<p>I know that the outdoor stage can be used for different purposes.</p>
<b>Autumn 1</b>	<p>Me in my World</p> <p>Exploring the Woods</p>	<p>I know the names of the nursery adults who look after me.</p> <p>I know simple rules to stay safe in the classroom and outside.</p> <p>I know that I belong to Southridge First School.</p> <p>I know that I belong to a family.</p> <p>I know happy and sad are words to express feelings.</p> <p>I know where some items in the classroom belong.</p> <p>I know that one of the school's values is kindness.</p> <p>I know that one of the school's values is responsibility. I begin to know what this means.</p> <p>I know that nursery is a safe space for me to play.</p>	<p>I begin to know how to listen to, and engage with an adult for a short period.</p> <p>I know how to listen for classroom signals for stopping play.</p> <p>I know the names of some familiar objects in the classroom.</p> <p>I am beginning to understand question words, as supported by makaton signing - who, what and where.</p> <p>I know adults might be interested in what I am doing.</p> <p>I know other children might be interested in what I am doing.</p> <p>I know how to answer simple questions during play.</p> <p>I know how to follow a simple instruction.</p> <p>I know how to communicate basic needs using words and makaton.</p>	<p>I know how to put my legs in my wetsuit first, with adult help.</p> <p>I know that small balls can be rolled with my hands for a variety of purposes.</p> <p>I know how to clap my hands.</p> <p>I know how to stamp my feet.</p> <p>I know how to walk around indoor and outdoor spaces.</p> <p>I know how to use the climbing frame stairs safely.</p> <p>I know that washing my hands is important.</p> <p>I know how to use large muscle movements to wave flags and streamers.</p> <p>I know how to use my body to scribble freely.</p> <p>I know how to use my hands and fingers to build towers of duplo.</p>	<p>I am beginning to enjoy and share a short story with my new class.</p> <p>I know that I can talk about a story during story time.</p> <p>I know some of the words in simple songs and nursery rhymes.</p> <p>I know that daily routine songs can be fun and help me learn.</p> <p>I know how to make a mark on paper.</p> <p><b>Phonics Focus – General sound discrimination. Environmental sounds.</b></p> <p>I know there are lots of sounds in my environment.</p> <p>I know a sound that I don't like.</p> <p>I know that some sounds are loud and some are quiet.</p> <p>I am beginning to tune in to sounds in the environment.</p> <p>I am developing my listening skills.</p>	<p>I am beginning to know how to use my five fingers to take part in simple number rhymes.</p> <p>I know that I don't always have to count objects to know how many there are (subitise up to 3).</p> <p>I know how to compare small amounts.</p> <p>I begin to know the days of the week.</p> <p>I know that numbers can be recited.</p> <p>I am beginning to understand that objects can be counted.</p> <p>I know I can use blocks (3D shapes) for building.</p> <p>I know how to use simple positional vocabulary in play.</p> <p>I know how to match pairs.</p>	<p>I know some of the seasonal materials I will find outdoors in September and October.</p> <p>I know that leaves change colour in the autumn.</p> <p>I know the names of specific plants in our nursery garden.</p> <p>I know what a magnifying glass is for.</p> <p>I know how to respectfully observe an animal.</p> <p>I begin to know how food changes during cooking and baking.</p> <p>I know that some objects float and some objects sink.</p> <p>I know some of the sounds my body can make.</p> <p>I know how to look after and use the nursery whiteboard.</p> <p>I am beginning to know that technology is useful.</p>	<p>I am beginning to know how to make marks intentionally.</p> <p>I know how to use my fingers to explore paint.</p> <p>I know how to manipulate play doh.</p> <p>I know that dancing can warm me up and make me feel good.</p> <p>I show attention to classical music.</p> <p>I know where the instruments are outside.</p> <p>I know how to use props appropriately in the home corner.</p> <p>I know that junk materials can be used for making things.</p> <p>I know where I can find materials and equipment for making things.</p> <p>I know how to use a glue stick.</p>



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					<p>I am further developing my vocabulary.</p> <p>I am beginning to identify the difference between sounds.</p> <p>I make up simple sentences and talk in greater detail about sounds.</p>		<p>I know that when I repeat actions they have an effect e.g. making sounds with musical instruments.</p> <p>I explore the passing of time using a visual timetable.</p> <p>I know keywords associated with the passing of time e.g. morning, afternoon.</p> <p>I talk about the present by talking about my immediate family.</p>	
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