



Primary Curriculum 2015-16

Year Group Long Term Plan

'Going for Gold' 'Achieving Excellence'

Scheme of Work for: Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title						
Communication and Language	<ul style="list-style-type: none"> *Listens to others one to one or in small groups, when conversation interests them. *Understands use of objects (e.g. "What do we use to cut things?") *Uses vocab focused on objects & people of importance to them. 	<ul style="list-style-type: none"> *Listens to stories with increasing attention and recall. *Understands use of objects (e.g. "What do we use to cut things?") *Can retell a simple past event in correct order (<i>went down slide, hurt finger</i>). 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. *Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' 	<ul style="list-style-type: none"> *Is able to follow directions (if not intently focused on own choice of activity). Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. *Uses a range of tenses (e.g. <i>play, playing, played</i>). Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). 	<ul style="list-style-type: none"> *Focusing attention – still listen or do, but can shift own attention. Beginning to understand 'why' and 'how' questions. *Uses intonation, rhythm and phrasing to make the meaning clear to others. *Uses talk to connect ideas, explain what is happening & anticipate what might happen next, recall & relive past experiences. 	<ul style="list-style-type: none"> *Maintains attention, concentrates and sits quietly during appropriate activity. Beginning to understand 'why' and 'how' questions. *Builds up vocabulary that reflects the breadth of their experiences Q's why things happen and gives explanations. Asks <i>who, what, when, how</i>.
Physical Development	<ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, *Draws lines and circles using gross motor movements. *Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. 	<ul style="list-style-type: none"> *Mounts stairs, steps or climbing equipment using alternate feet. *Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. *Can usually manage washing and drying hands. 	<ul style="list-style-type: none"> . Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, *Holds pencil between thumb and two fingers, no longer using whole-hand grasp. *Understands equipment and tools have to be used safely. 	<ul style="list-style-type: none"> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball *Holds pencil near point between first two fingers and thumb and use it with good control. *Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<ul style="list-style-type: none"> *Can stand momentarily on one foot when shown. *Can copy some letters, e.g. letters from their name. *Can tell adults when hungry or tired or when they want to rest or play. 	<ul style="list-style-type: none"> *Experiments with different ways of moving. *Uses simple tools to effect changes to materials. *Can tell adults when hungry or tired or when they want to rest or play.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> *Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. *Can select and use activities and resources with help. *Aware of own feelings, and knows that some actions and words can hurt others' feelings. 	<ul style="list-style-type: none"> *Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. *Welcomes and values praise for what they have done. *Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<ul style="list-style-type: none"> *Initiates play, offering cues to peers to join them. *Enjoys responsibility of carrying out small tasks. *Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<ul style="list-style-type: none"> *Keeps play going by responding to what others are saying or doing. *Is more outgoing towards unfamiliar people and more confident in new social situations. *Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<ul style="list-style-type: none"> *Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults *Confident to talk to other children when playing, and will communicate freely about own home and community. Can usually adapt behaviour to different events, social situations and changes in routine 	<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. *Shows confidence in asking adults for help. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
Literacy	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. *Looks at books independently. *Sometimes gives meaning to marks as they draw and paint. 	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. *Listens to and joins in with stories and poems, one-to-one and also in small groups. *Handles books carefully. *Sometimes gives meaning to marks as they draw and paint. 	<ul style="list-style-type: none"> *Shows awareness of rhyme and alliteration. *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Knows information can be relayed in the form of print. *Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> *Shows awareness of rhyme and alliteration. *Beginning to be aware of the way stories are structured.*Suggests how the story might end *Holds books the correct way up and turns pages *Gives meaning to marks they make as they draw, write and paint. 	<ul style="list-style-type: none"> *Recognises rhythm in spoken words. *Listens to stories with increasing attention and recall. *Knows that print carries meaning and, in English, is read from left to right and top to bottom. *Continues a rhyming string. 	<ul style="list-style-type: none"> *Recognises rhythm in spoken words. *Describes main story settings, events and principal characters. *Recognises familiar words and signs such as own name and advertising logos. *Hears and says the initial sound in words.