

## Nursery Long term plan of objectives – 2018-19.

	Autumn Term	Spring Term	Summer Term
	<p><b>Core stories:</b></p> <p><b>Autumn 1</b> We're going on a bear hunt Dogs colourful day</p> <p><b>Autumn 2</b> Room on the Broom Circle, Square, Moose</p> <p><b>Other events</b> Settling in PATHS Autumn Children in Need Christmas</p>	<p><b>Core stories:</b></p> <p><b>Spring 1</b> Stick Man Dog loves counting</p> <p><b>Spring 2</b> Jack and the Beanstalk Three Little Pigs</p> <p><b>Other events</b> Chinese New Year Spring – planting Mother's Day World Book day Easter</p>	<p><b>Core stories:</b></p> <p><b>Summer 1</b> The Train Ride The Very Hungry Caterpillar</p> <p><b>Summer2</b> HUG The Snail and the Whale</p> <p><b>Other events</b> Father's day Country Dancing Sports Day Transition</p>
Personal Social and emotion developm ent	<p><b>Making relationships:</b></p> <p><b>22-36m</b> Interested in others play and starting to join in May form a special friendship with another child</p> <p><b>30-50m</b> Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying.</p>	<p><b>Making relationships:</b></p> <p><b>30-50m</b> Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying. Demonstrates friendly behaviour, initiating conversations and forming good relationships. Can play in a group extending and elaborating play ideas.</p> <p><b>40-60m</b></p>	<p><b>Making relationships:</b></p> <p><b>30-50m</b> Can play in a group extending and elaborating play ideas. Keeps play going by responding to what others are saying. Demonstrates friendly behaviour, initiating conversations and forming good relationships.</p> <p><b>40-60m</b> Initiates conversations, attends to and takes account of what others say.</p>

	<p><b>Self-confidence and awareness</b>  <b>22-36m</b>  Separates from main carer with support and encouragement from a familiar adult  Expresses own preferences and interests</p> <p><b>30-50m</b>  Can select and use activities and resources with help  Welcomes and values praise for what they have done  Confident to talk to other children when playing, and will communicate freely about own home.</p> <p><b>Managing feelings and behaviour:</b>  <b>22-36m</b>  Seeks comfort from familiar adults when needed.  Can express their own feelings such as sad, happy, cross, scared, worried.  Responds to the feelings and wishes of others.  Aware that some actions can hurt or harm others.  Tries to help or give comfort when others are distressed.</p>	<p>Initiates conversations, attends to and takes account of what others say</p> <p><b>Self-confidence and awareness</b>  <b>30-50m</b>  Welcomes and values praise for what they have done  Confident to talk to other children when playing, and will communicate freely about own home.  Enjoys responsibility of carrying out small tasks  Shows confidence in asking adults for help</p> <p><b>40-60m</b>  Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Managing feelings and behaviour:</b>  <b>30-50m</b>  Aware of own feelings, and knows that some actions and words can hurt others' feelings.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Explains own knowledge and understanding  Takes steps to resolve conflicts with other children.</p> <p><b>Self-confidence and awareness</b>  <b>30-50m</b>  Welcomes and values praise for what they have done  Enjoys responsibility of carrying out small tasks  Shows confidence in asking adults for help.  Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><b>40-60m</b>  Confident to speak to others about own needs, wants, interests and opinions.  Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour:</b>  <b>30-50m</b>  Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>
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	<p>Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p><b>30-50m</b> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><b>40-60m</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>
<p>Communication and Language</p>	<p><b>Listening and attention:</b> <b>22-36m</b> Listens with interest to the noises adults make when they read stories. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</p> <p><b>30-50m</b> Listens to stories with increasing attention and recall. Is able to follow directions (if not intently focused on own choice of activity).</p>	<p><b>Listening and attention:</b> <b>30-50m</b> Listens to stories with increasing attention and recall. Is able to follow directions (if not intently focused on own choice of activity). Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Listens to others one to one or in small groups, when conversation interests them.</p>	<p><b>Listening and attention:</b> <b>30-50m</b> Focusing attention – still listen or do, but can shift own attention. Listens to others one to one or in small groups, when conversation interests them.</p> <p><b>40-60m</b> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p>

	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>Understanding</b> <b>22-36m</b> Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little).</p> <p><b>30-50m</b> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object.</p> <p><b>Speaking</b> <b>22-36m</b> Beginning to put two words together (e.g. 'want ball', 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions.</p>	<p><b>Understanding</b> <b>30-50m</b> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to understand 'why' and 'how' questions.</p> <p><b>Speaking</b> <b>30-50m</b> Uses a variety of questions (e.g. what, where, who). Holds a conversation, jumping from topic to topic.</p>	<p><b>Understanding</b> <b>30-50m</b> Beginning to understand 'why' and 'how' questions. <b>40-60m</b> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50m</b> Uses a variety of questions (e.g. what, where, who). Holds a conversation, jumping from topic to topic. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p><b>40-60m</b></p>
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	<p>Beginning to talk about people and things that are not present.</p> <p><b>30-50m</b> Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Beginning to use word endings (e.g. going, cats).</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p><b>40-60m</b> Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses a range of tenses (e.g. play, playing, will play, played). Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p>
<p>Physical Development</p>	<p><b>Moving and Handling</b> <b>22-36m</b> Runs safely on whole foot. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p>	<p><b>Moving and Handling</b> <b>30-50m</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object.</p>	<p><b>Moving and Handling</b> <b>30-50m</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown.</p>

	<p>Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand.</p> <p><b>30-50m</b> Draws lines and circles using gross motor movements. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p><b>Health and Self care</b> <b>22-36m</b> Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p> <p><b>30-50m</b></p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name.</p> <p><b>Health and Self Care</b> <b>30-50m</b> Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p>	<p><b>40-60m</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Handles tools, objects, construction and malleable materials safely and with increasing control. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><b>Health and Self Care</b> <b>30-50m</b> 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. Observes the effects of activity on their bodies. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p><b>40-60m</b></p>
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	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p>	<p>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.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows understanding of how to transport and store equipment safely.</p>
Literacy	<p><b>Reading</b> <b>22-36m</b></p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p><b>30-50m</b></p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups. Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Holds books the correct way up and turns pages</p> <p>Shows awareness of rhyme and alliteration.</p>	<p><b>Reading</b> <b>30-50m</b></p> <p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured.</p> <p>Describes main story settings, events and principal characters. Listens to stories with increasing attention and recall.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p>	<p><b>Reading</b> <b>30-50m</b></p> <p>Suggests how the story might end.</p> <p>Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.</p> <p>Knows information can be relayed in the form of print.</p> <p><b>40-60m</b></p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Enjoys an increasing range of books.</p> <p><b>Writing</b> <b>30-50m</b></p>

	<p><b>Writing</b> <b>22-36m</b> Distinguishes between the different marks they make.</p> <p><b>30-50m</b> Sometimes gives meaning to marks as they draw and paint.</p>	<p><b>Writing</b> <b>30-50m</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Continues a rhyming string.</p>	<p>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p> <p><b>40-60m</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Writes own name and other things such as labels, captions. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>
<p>Mathematics</p>	<p><b>Numbers</b> <b>22-36m:</b> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'.</p>	<p><b>Numbers</b> <b>30-50m</b> Beginning to represent numbers using fingers, marks on paper or pictures. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>	<p><b>Numbers</b> <b>30-50m</b> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p><b>40-60m</b> Recognise some numerals of personal significance. Counts up to three or four objects by saying one number name for each item.</p>

	<p>Knows that a group of things changes in quantity when something is added or taken away.</p> <p><b>30-50m</b>          Uses some number names and number language spontaneously.          Uses some number names accurately in play.          Recites numbers in order to 10.          Knows that numbers identify how many objects are in a set          Sometimes matches numeral and quantity correctly.</p> <p><b>40-60m</b>Counts objects to 10, and beginning to count beyond 10. Recognises numerals 1 to 5.</p> <p><b>Shape, Space and Measure</b>  <b>22-36:</b>          Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size.          Begins to use the language of size.          Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.          Anticipates specific time-based events such as mealtimes or home time.</p> <p><b>30-50m</b>          Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>Shows an interest in numerals in the environment.          Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><b>40-60m</b>Counts objects to 10, and beginning to count beyond 10. Finds one more or one less from a group of up to five objects, then ten objects.          In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.          Uses the language of 'more' and 'fewer' to compare two sets of objects. Recognises numerals 1 to 5.</p> <p><b>Shape, Space and Measure</b>  <b>30-50m</b>          Shows an interest in shape and space by playing with shapes or making arrangements with objects.          Shows awareness of similarities of shapes in the environment.          Uses positional language.          Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.          Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Counts actions or objects which cannot be moved.          Counts objects to 10, and beginning to count beyond 10.          Counts out up to six objects from a larger group.          Finds one more or one less from a group of up to five objects, then ten objects.          In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.          Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p><b>Shape, Space and Measure</b>  <b>40-60m</b>          Selects a particular named shape.          Can describe their relative position such as 'behind' or 'next to'.          Orders two or three items by length or height.          Uses familiar objects and common shapes to create and recreate patterns and build models.</p>
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	Shows awareness of similarities of shapes in the environment. Uses positional language.		
Understanding the World	<p><b>People and communities:</b> <b>22-36m</b> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><b>30-50m</b> Remembers and talks about significant events in their own experience. Shows interest in different occupations and ways of life.</p> <p><b>The World</b> <b>22-36m</b> Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.</p> <p><b>30-50m</b></p>	<p><b>People and communities</b> <b>30-50m</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life.</p> <p><b>The World</b> <b>30-50m</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment</p> <p><b>Technology</b></p>	<p><b>People and communities:</b> <b>30-50m</b> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><b>40-60m</b> Enjoys joining in with family customs and routines.</p> <p><b>The World</b> <b>40-60m</b> Looks closely at similarities, differences, patterns and change.</p>

	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>Technology</b> <b>22-36m</b> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p><b>30-50m</b> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers</p>	<p><b>Technology</b> <b>40-60m</b> Uses ICT hardware to interact with age-appropriate computer software.</p>
Expressive Arts and Design	<p><b>Exploring and using media and materials</b> <b>22-36m</b> Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks.</p> <p><b>30-50m</b> Uses various construction materials. Explores colour and how colours can be changed.</p>	<p><b>Exploring and using media and materials</b> <b>30-50m</b> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Explores and learns how sounds can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p>	<p><b>Exploring media and materials</b> <b>30-50m</b> Taps out simple repeated rhythms.</p> <p><b>40-60m</b> Constructs with a purpose in mind, using a variety of resources. Explores what happens when they mix colours.</p>

	<p><b>Being Imaginative</b> <b>22-36m</b> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending.</p> <p><b>30-50m</b> Creates movement in response to music. Engages in imaginative role-play based on own first-hand experiences. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p><b>Being Imaginative</b> <b>30-50m</b> Developing preferences for forms of expression. Uses movement to express feelings. Sings to self and makes up simple songs. Makes up rhythms. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p><b>Being Imaginative</b> <b>40-60m</b> Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Create simple representations of events, people and objects.</p>
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