

# Nursery Long Term Plan- Core knowledge document

<b>Autumn</b>	
<b>Strand: Creating with Materials</b>	
<b>Core Taught</b>	<b>Core Provision</b>
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> <li>- Teach, model and scaffold using a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.)</li> <li>- Teach, model and scaffold simple techniques (E.G- mark making and drawing)</li> <li>- Teach, model and scaffold the primary colours.</li> <li>- Teach, model and scaffold and model how to mix primary colours.</li> <li>- Teach, model and scaffold and model making a simple plan/design before beginning to paint, draw or construct.</li> <li>- To encourage the children to feel, look and explore different textures.</li> <li>- Teach, model and scaffold thinking about why they are creating their art piece. (E.G- for their portraits, family, Mother's Day, poster to share information etc.)</li> <li>- Teach, model and scaffold appropriately using props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.).</li> </ul>	<p>Area: Classroom:</p> <ul style="list-style-type: none"> <li>- All equipment clearly labelled with a photo of equipment and hand-written label (pre-cursive).</li> <li>- Adults encourage children to show their creations to peers and familiar adults.</li> <li>- Adults encourage children to comment on their creations by stating some materials they have use.</li> <li>- Adults model using props appropriately whilst playing/learning</li> <li>- Area in classroom to display creations</li> <li>- Photos of children's masterpieces displayed with speech bubbles.</li> </ul> <p>Creative Area:</p> <ul style="list-style-type: none"> <li>- Variety of tools available</li> <li>- Activities based on simple art techniques to practise and develop</li> <li>- Have primary colours available with opportunities for colour mixing – images and visuals to support this</li> <li>- Creating plans for drawings – making things in stages. Eg, making a rocket, waiting for glue to dry, then painting it, painting a background, waiting for it to dry then painting the foreground.</li> <li>- Different materials available for creative activities – aluminium foil, tissue paper, plastic, cardboard, sandpaper, leaves, textured paint (sand or flour)</li> <li>- With guidance from adults, begin creating items for purpose specific reasons (E.G- Making birthday/Christmas/Eid cards)</li> </ul>

- Teach, model and scaffold exploring a range of props intended for specific narratives and stories (E.G- telephone, shop till, dressing up, intonation in speech, acting out roles).
- Encourage to try to copy simple techniques that are being modelled in the CI provision.
- Teach, model and scaffold how to use musical instruments and discuss the different sounds.
- Teach, model and scaffold, experiment with blocks, mobilo and equipment in the construction area.
- Teach, model and scaffold, experiment equipment in the sand and water area.
- Teach, model and scaffold, experiment equipment in the outdoors area.
- With support/modelling and scaffolding from adult: begin talking about their creations and how they made them (E.G- It's for my mummy, I made a car etc.)
- With support/modelling and scaffolding from adult: to show an interest and celebrate their creations, take home to show their parents and carers.
- With support/modelling and scaffolding from adult: to begin showing interest and handle a range props within the provision.
- With support/modelling and scaffolding from adult: to begin using props within their play and verbalise their experiences.

#### **Playing and Exploring**

- **Playing with what you know.**
- **Learning to explore and using your senses.**

#### **Role Play**

- Adults model using props appropriately in the role play area – telephone, shop till, dressing up, intonation in speech, acting out roles.
- Experiment with faces, voices and act out different roles.
- Video children and watch back to celebrate their participation and engagement.

#### **Outside:**

- Variety of tools and materials outside – spades, rakes, boxes, material, sand, sticks, string etc to create art/structures, water channels,
- Adults model using mud, leaves, stones, pebbles to create a recipe for mud pies/cooking in mud kitchen.
- Adults model making plans for construction/obstacle course/sandcastle town etc.
- Observe the world outside and discuss e.g., clouds, aeroplane, sounds, mini beasts etc.

<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• Learning to concentrate.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>• To think of and communicate what you are doing.</li> </ul>	
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<b>Spring</b>	
<b>Strand: Creating with Materials</b>	
<b>Core Taught</b>	<b>Core Provision</b>
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> <li>- Teach, model and scaffold using a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.)</li> <li>- Teach, model and scaffold simple techniques (E.G- mark making and drawing)</li> <li>- Teach, model and scaffold the primary colours.</li> <li>- Teach, model and scaffold and model how to mix primary colours.</li> <li>- Teach, model and scaffold and model making a simple plan/design before beginning to paint, draw or construct.</li> </ul>	<p>Area: Classroom:</p> <ul style="list-style-type: none"> <li>- All equipment clearly labelled with a photo of equipment and hand-written label (pre-cursive).</li> <li>- Adults encourage children to show their creations to peers and familiar adults.</li> <li>- Adults encourage children to comment on their creations by stating some materials they have use.</li> <li>- Adults model using props appropriately whilst playing/learning</li> <li>- Area in classroom to display creations</li> <li>- Photos of children's masterpieces displayed with speech bubbles.</li> </ul> <p>Creative Area:</p> <ul style="list-style-type: none"> <li>- Variety of tools available</li> </ul>

- To encourage the children to feel and look at different textures.
- Teach, model and scaffold thinking about why they are creating their art piece. (E.G- for their family, Mother's Day, poster to share information etc.)
- Teach, model and scaffold appropriately using props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.)
- Teach, model and scaffold exploring a range of props intended for specific narratives and stories (E.G- telephone, shop till, dressing up, intonation in speech, acting out roles).
- With support/modelling and scaffolding from adult: to talk to parents, carers and familiar adults about their creations and how they made them.
- With support/modelling and scaffolding from adult: to begin giving some simple details about creations (E.G- It's me and my sister at the park. We at park at the weekend.).
- With support/modelling and scaffolding from adult: to show interest in different props within the provision
- With support/modelling and scaffolding from adult: to find props around the provision and use them during their play.

#### **Playing and Exploring**

- **Playing with what you know.**
- **Learning to explore.**
- **To combine resources in my play.**
- **To try new activities.**

- Activities based on simple art techniques to practise and develop
- Have primary colours available with opportunities for colour mixing – images and visuals to support this
- Creating plans for drawings – making things in stages. Eg, making a rocket, waiting for glue to dry, then painting it, painting a background, waiting for it to dry then painting the foreground.
- Different materials available for creative activities – aluminium foil, tissue paper, plastic, cardboard, sandpaper, leaves, textured paint (sand or flour)
- With guidance from adults, begin creating items for purpose specific reasons (E.G- Making birthday/Christmas/Eid cards)

#### **Role Play**

- Adults model using props appropriately in the role play area – telephone, shop till, dressing up, intonation in speech, acting out roles.
- Experiment with faces, voices and act out different roles.
- Video children and watch back to celebrate their participation and engagement.
- Outside:
- Variety of tools and materials outside – spades, rakes, boxes, material, sand, sticks, string etc to create art/structures, water channels,
- Adults model using mud, leaves, stones, pebbles to create a recipe for mud pies/cooking in mud kitchen.
- Adults model making plans for construction/obstacle course/sandcastle town etc.
- Observe the world outside and discuss eg, clouds, aeroplane, sounds, mini beasts etc.

<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• Learning to concentrate.</li> <li>• To practise focusing on an activity.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>• To think of and communicate what you are doing.</li> <li>• Practise new ways of doing things.</li> </ul>	
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<b>Summer</b>	
<b>Strand: Creating with Materials</b>	
<b>Core Taught</b>	<b>Core Provision</b>
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> <li>- Continue to experiment with a range of tools made available in each area.</li> <li>- Continue to teach children how to use the equipment safely and properly.</li> <li>- Continue to teach, model and scaffold using a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.).</li> <li>- Continue to teach, model and scaffold simple techniques (E.G- mark making and drawing).</li> <li>- Continue to teach, model and scaffold the primary colours.</li> </ul>	<p>Area: Classroom:</p> <ul style="list-style-type: none"> <li>- All equipment clearly labelled with a photo of equipment and hand-written label (pre-cursive).</li> <li>- Adults encourage children to show their creations to peers and familiar adults.</li> <li>- Adults encourage children to comment on their creations by stating some materials they have use.</li> <li>- Adults model using props appropriately whilst playing/learning</li> <li>- Area in classroom to display creations</li> <li>- Photos of children's masterpieces displayed with speech bubbles.</li> </ul> <p>Creative Area:</p> <ul style="list-style-type: none"> <li>- Variety of tools available, eg, stubby or thin paint brushes, crayons, paint sticks, pencils etc.</li> <li>- Activities based on simple art techniques to practise and develop</li> </ul>

- Continue to teach and model how to mix primary colours.
- Continue to teach, model and scaffold and model making a plan/design before beginning to paint, draw or construct.
- To encourage the children to feel and look at different textures.
- Continue to teach, model and scaffold thinking about why they are creating their art piece. (E.G- for their family, Mother's Day, poster to share information etc.).
- Continue to teach, model and scaffold appropriately using props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.).
- Continue to teach, model and scaffold exploring a range of props intended for specific narratives and stories (E.G- telephone, shop till, dressing up, intonation in speech, acting out roles).
- To begin thinking and discuss why they are creating their art piece. (E.G- for their family, Mother's Day, poster to share information etc.)
- To begin to show their creations to peers and familiar adults and talk about them.
- To begin commenting on their creations by stating some materials they have used, when prompted by an adult.
- To begin to appropriately use props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.).

- Have primary colours available with opportunities for colour mixing – images and visuals to support this
- Creating plans for drawings – making things in stages. Eg, making a rocket, waiting for glue to dry, then painting it, painting a background, waiting for it to dry then painting the foreground.
- Different materials available for creative activities – aluminium foil, tissue paper, plastic, cardboard, sandpaper, leaves, textured paint (sand or flour)
- With guidance from adults, begin creating items for purpose specific reasons (E.G- Making birthday/Christmas/Eid cards)

#### Role Play

- Adults model using props appropriately in the role play area – telephone, shop till, dressing up, intonation in speech, acting out roles.
- Experiment with faces, voices and act out different roles.
- Video children and watch back to celebrate their participation and engagement.

#### Outside:

- Variety of tools and materials outside – spades, rakes, boxes, material, sand, sticks, string etc to create art/structures, water channels,
- Adults model using mud, leaves, stones, pebbles to create a recipe for mud pies/cooking in mud kitchen.
- Adults model making plans for construction/obstacle course/sandcastle town etc.
- Observe the world outside and discuss eg, clouds, aeroplane, sounds, mini beasts etc.

- To explore a range of props intended for specific narratives and stories (E.G- using the tea set to act out teddy bear's picnic).

#### **Playing and Exploring**

- Playing with what you know.
- Learning to explore.
- To combine resources in my play.
- To try new activities.
- To practise persisting when difficulties occur.

#### **Active Learning**

- Learning to concentrate.
- To practise focusing on an activity.
- To persist when challenges occur.

#### **Creating and Thinking Critically**

- To think of and communicate what you are doing.
- Practise new ways of doing things.
- Testing ideas