

## Nursery Long Term Plan- Core Knowledge document

<b>Autumn</b>	
<b>Strand: Being Imaginative and Expressive Art</b>	
<b>Core Taught</b>	<b>Core Provision</b>
<p>Specific learning from taught sessions, focused on knowledge and skills: Specific learning from taught sessions, focused on knowledge and skills: Teach, model and scaffold:</p> <ul style="list-style-type: none"> <li>– Teach, model and scaffold to join in with favourite songs with support/modelling and scaffolding from adult.</li> <li>– Teach, model and scaffold to join in with saying and singing repeated phrases in familiar nursery rhymes and songs with support/modelling and scaffolding from adult.</li> <li>– Teach, model and scaffold joining in with saying and singing repeated phrases in familiar nursery rhymes and songs with support/modelling and scaffolding from adult.</li> <li>– Teach, model and scaffold to begin to move in response to rhyme, rhythm and music.</li> <li>– Teach, model and scaffold to play imaginatively.</li> <li>– Teach, model and scaffold to use equipment to explore and act out stories.</li> <li>– With support/modelling and scaffolding from adult, repeating and joining in with saying and singing repeated phrases in familiar nursery rhymes and songs.</li> </ul>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>- Images of stories, songs and rhymes that children are learning. Model listening skills and a rich vocabulary used when talking to children. <i>Playing games to extend oral sentences.</i></li> <li>- New vocabulary to match images for all equipment and teach, model and scaffold, names for equipment and teach children where all equipment belongs.</li> </ul> <p>Small world:</p> <ul style="list-style-type: none"> <li>- Role play of characters having conversations with each other modelled by adults</li> <li>- New vocabulary to match images for all equipment.</li> <li>- <i>Modelling correct use of past, present and future in play</i></li> </ul> <p>Home corner:</p> <ul style="list-style-type: none"> <li>- Role play of characters having conversations with each other modelled by adults</li> <li>- New vocabulary with images</li> <li>- <i>Modelling correct use of past, present and future in play</i></li> </ul> <p>Reading area:</p> <ul style="list-style-type: none"> <li>- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers</li> <li>- Audio books available for children to hear.</li> <li>- Point out if something happened in the past or future in the book.</li> </ul> <p>Outside:</p> <ul style="list-style-type: none"> <li>- Imaginative role-play of characters having conversations with each other modelled by adults</li> <li>- Images of children looking at each other, taking it in turns to speak, playing cooperatively.</li> </ul>

- With support/modelling and scaffolding from adult beginning to understand preferences for expression.
- With support/modelling and scaffolding to experiment using a range of movements to express feelings.
- With support/modelling and scaffolding to experiment using a range of movements to join in with the actions.

**Playing and Exploring**

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

**Active Learning**

- **Learning to concentrate.**

**Creating and Thinking Critically**

- **To think of and communicate what you are doing.**

- Adults encourage discussion through play
- Role play props/activities set up outside

**Water:**

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

**Construction:**

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

**Additional:**

- Songs that children have learned to be available on speakers outside.
- Performances of stories, nursery rhymes or songs to be encouraged and modelled.
- Area where artwork and creations are displayed and labelled with children's names or pictures

## Strand: Being Imaginative and Expressive Art

### Core Taught

- Specific learning from taught sessions, focused on knowledge and skills: Teach and model:
- Beginning to pretend in play with support/modelling and scaffolding from adult.
  - Using imagination to copy familiar actions and expressions when prompted by an adult with support/modelling and scaffolding from adult.
  - Using imagination by using non-verbal and verbal to express and communicate when prompted by an adult.
  - Beginning to join in with rhymes and songs when prompted by an adult.
  - Beginning to use new vocabulary for expression, when talking, when prompted by an adult.
  - Beginning to listen to other's ideas and imaginations, in conversation when prompted by an adult.
  - Following one step instructions when prompted by an adult.
  - To verbalise the role being acted out and playing imaginatively.
  - Using imagination and beginning to tell simple, short stories, using equipment and visual prompts.

### Core Provision

- Classroom:
- Images of stories, songs and rhymes that children are learning. Model listening skills and a rich vocabulary used when talking to children. *Playing games to extend oral sentences.*
  - New vocabulary to match images for all equipment and teach, model and scaffold, names for equipment and teach children where all equipment belongs.
- Small world:
- Role play of characters having conversations with each other modelled by adults
  - New vocabulary to match images for all equipment.
  - *Modelling correct use of past, present and future in play*
- Home corner:
- Role play of characters having conversations with each other modelled by adults
  - New vocabulary with images
  - *Modelling correct use of past, present and future in play*
- Reading area:
- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
  - Audio books available for children to hear.
  - Point out if something happened in the past or future in the book.
- Outside:
- Imaginative role-play of characters having conversations with each other modelled by adults
  - Images of children looking at each other, taking it in turns to speak, playing cooperatively.
  - Adults encourage discussion through play
  - Role play props/activities set up outside
- Water:
- Adults modelling conversations with children about their learning
  - Images of children looking at each other, taking it in turns to speak, playing cooperatively.

- With support/modelling and scaffolding from adult to continue to join in with saying and singing repeated phrases in familiar nursery rhymes and songs.
- With support/modelling and scaffolding from adult to continue to understand preferences for expression.
- With support/modelling and scaffolding to continue to experiment using a range of movements to express feelings.
- With support/modelling and scaffolding to continue to experiment, using a range of movements to join in with the actions.

**Playing and Exploring**

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

**Active Learning**

- **Learning to concentrate.**
- **To practise focusing on an activity.**

**Creating and Thinking Critically**

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

**Construction:**

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

**Additional:**

- Songs that children have learned to be available on speakers outside.
- Performances of stories, nursery rhymes or songs to be encouraged and modelled.
- Area where artwork and creations are displayed and labelled with children's names or pictures

<b>Summer</b>	
<b>Strand: Being Imaginative and Expressive Art</b>	
<b>Core Taught</b>	<b>Core Provision</b>
<p>Specific learning from taught sessions, focused on knowledge and skills: To teach and encourage the children to become more independent:</p> <ul style="list-style-type: none"> <li>- Read and repeat familiar stories – using books and orally retelling stories.</li> <li>- Model sharing ideas for stories using puppets and images (comic books etc)</li> <li>- Model changing repeated motifs in familiar stories (E.G- Suggested another character for the little red hen to visit.)</li> <li>- Model using images and props to help them recount familiar narratives and stories.</li> </ul>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>- Images of stories, songs and rhymes that children are learning. Model listening skills and a rich vocabulary used when talking to children. <i>Playing games to extend oral sentences.</i></li> <li>- New vocabulary to match images for all equipment and teach, model and scaffold, names for equipment and teach children where all equipment belongs.</li> </ul> <p>Small world:</p> <ul style="list-style-type: none"> <li>- Role play of characters having conversations with each other modelled by adults</li> <li>- New vocabulary to match images for all equipment.</li> <li>- <i>Modelling correct use of past, present and future in play</i></li> </ul> <p>Home corner:</p> <ul style="list-style-type: none"> <li>- Role play of characters having conversations with each other modelled by adults</li> <li>- New vocabulary with images</li> <li>- <i>Modelling correct use of past, present and future in play</i></li> </ul>

- Model using story props (spoons, peg dolls, dice) to create their own story.
- Encourage joining in with saying and singing repeated phrases in familiar nursery rhymes and songs.
- Teach range of songs, rhymes, poems and stories.
- To begin to move rhythmically along to music.

#### **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**

#### **Reading area:**

- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers.
- Audio books available for children to hear.
- Point out if something happened in the past or future in the book.

#### **Outside:**

- Imaginative role-play of characters having conversations with each other modelled by adults
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.
- Adults encourage discussion through play
- Role play props/activities set up outside

#### **Water:**

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

#### **Construction:**

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

#### **Additional:**

- Songs that children have learned to be available on speakers outside.
- Performances of stories, nursery rhymes or songs to be encouraged and modelled.
- Area where artwork and creations are displayed and labelled with children's names or pictures.