

## Nursery Long Term Plan- Core knowledge document

<b>Autumn</b>	
<b>Strand: PSED- Managing self</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 classroom rules, routines and boundaries</li> <li>-Teach, model and scaffold behaviour expectations and behaviour system used (Regular reminders given)</li> <li>-Teach, model and use visuals to reinforce expectations and routines</li> <li>-Teach, model and scaffold making the correct choices</li> <li>-Teach, model and scaffold how to share equipment</li> <li>-To begin separating without assistance from carer on arrival at Nursery</li> <li>-Model and guide choosing provision areas during free choosing time</li> <li>-Model and scaffold beginning to speak at a volume where they can be heard clearly</li> <li>-To begin exploring all areas of the provision, with minimal guidance from an adult</li> <li>-Beginning to speak to familiar adults and peers voluntarily</li> </ul> <p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>• <b>Playing with what you know.</b></li> <li>• <b>Learning to explore and using your senses.</b></li> </ul> <p><b>Active Learning</b></p>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>-Rule and expectations established for each area. Clear reminders and modelling of the rules and expectations. Photos to illustrate each rule/value.</li> <li>- All adults use consistent strategies to support following rules and behaviour policy.</li> <li>-Challenges visible throughout provision.</li> <li>-Traffic light system for behaviour with children's names to be added.</li> <li>-Children to have allocated carpet spaces which should be changed every half term.</li> <li>-Activities: (<a href="https://www.amazon.co.uk/Helping-Young-Children-Listen-Bayley/dp/1903670756">https://www.amazon.co.uk/Helping-Young-Children-Listen-Bayley/dp/1903670756</a> )</li> <li>-Adults encourage children to follow class routines independently using visual prompts (E.G: collecting bags/coats, going to the toilet etc.)</li> <li>-Adults support children to begin to understand that choices have consequences and how the thinking space will be used if wrong choices are repeated.</li> <li>-Adults support children to verbalise how I am feeling and what I can do for each emotion, how I can help my friends.</li> <li>-Adults support children to verbalise how to take turns and how to negotiate with support.</li> </ul> <p>Displays:</p> <ul style="list-style-type: none"> <li>-Have an emotions wall to refer to daily to talk about and explore emotions.</li> <li>-Characteristics of effective learning display to refer to and display children's photos and speech bubbles.</li> <li>-Positive images of children sharing, helping each other etc in each area.</li> </ul> <p>Small world/ Home corner:</p> <ul style="list-style-type: none"> <li>-Clear rules and expectations established and modelled in area.</li> <li>-Photos of where all equipment belongs.</li> <li>-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.</li> <li>-Models of children's work.</li> </ul> <p>Reading area:</p> <ul style="list-style-type: none"> <li>-Clear rules and expectations established and modelled in area.</li> <li>-Books based on emotions/changes/rules/challenges/perseverance etc.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Learning to concentrate.</b></li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>• <b>To think of and communicate what you are doing</b></li> </ul>	<p>-Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.</p> <p>Outside: -Clear rules and expectations established and modelled in area. Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Models of children's work. -Photos and pictures to inspire engagement. -water channelling and how to work together to build -opportunities for children to take 'risks' and adults' model and scaffold risk taking</p> <p>Water/Construction: -Clear rules and expectations established and modelled in area. Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Models of children's work. -Photos and pictures to inspire engagement.</p> <p>Bathroom: -Visual reminders - 'How to wash your hands' -One person at a time in each cubical. -Routine for going to the toilet: (E.G, tissue in the toilet, flush the toilet, using soap, turn off the tap after washing hands, paper towel in the bin.)</p>
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<b>Spring</b>	
<b>Strand: PSED- Managing self</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>-To begin independently exploring all area of the provision</li> <li>-With minimal guidance, use equipment appropriately</li> </ul>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>-Adults teaching and modelling rules and expectations for each area.</li> <li>-Clear reminders of rules and expectations.</li> <li>-Visuals to demonstrate rules and expectations (E.G picture of 4 children if only 4 children should be in that area)</li> <li>- All adults use consistent strategies to support following rules and behaviour policy.</li> <li>-Traffic light system for behaviour with children's names to be added.</li> </ul>

-To begin confidently speaking in small group situations to familiar adults and peers

-Revisit how to share equipment

-Teach and model trying activities again, even if they are difficult

-To know visuals used to reinforce expectations and routines

- To continue modelling and scaffolding behaviour expectations and behaviour system used (Minimal reminders given)

-Is beginning to make the right choices, with minimal guidance from adults and peers

-Model and scaffold sharing of likes and dislikes (with some guidance)

#### **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.**

-Children to have allocated carpet spaces which should be changed every half term.

-Activities: (<https://www.amazon.co.uk/Helping-Young-Children-Listen-Bayley/dp/1903670756> )

-Adults support children to verbalise how I am feeling

-Adults support children to verbalise how to take turns

Displays:

-Have an emotions wall to refer to daily to talk about and explore emotions.

-Positive images of children sharing, helping each other etc in each area.

Small world/ Home corner:

-Clear rules and expectations established and modelled in area.

-Photos of where all equipment belongs.

-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.

-Models of children's work.

Reading area:

-Clear rules and expectations established and modelled in area.

-Books based on emotions/changes/rules/challenges/perseverance etc.

-Photos of where all equipment belongs.

-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.

Outside:

-Clear rules and expectations established and modelled in area.

Photos of where all equipment belongs.

-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.

-Models of children's work.

-Photos and pictures to inspire engagement.

-water channelling and how to work together to build

-opportunities for children to take 'risks' and adults' model and scaffold risk taking

Water/Construction:

-Clear rules and expectations established and modelled in area.

Photos of where all equipment belongs.

-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.

-Models of children's work.

-Photos and pictures to inspire engagement.

Bathroom:

-Visual reminders - 'How to wash your hands'

-One person at a time in each cubical.

	-Routine for going to the toilet: (E.G, tissue in the toilet, flush the toilet, using soap, turn off the tap after washing hands, paper towel in the bin.)
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<b>Summer</b>	
<b>Strand: PSED- Managing self</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 learning on what a rule is, why we have rules (to keep ourselves and others safe, to help us learn) and what the class rules and expectations are.</li> <li>- Teach, model and scaffold what the rights and wrongs in the classroom environment are.</li> <li>- Teach, model and scaffold following instructions and working/playing with others.</li> <li>- Teach, model and scaffold learning on how to behave in a range of situations – playing with friends, sitting on the carpet, moving around the school, behaviour in lunch hall, behaviour in playground, behaviour in assembly.</li> <li>- Teach and model the classroom rules verbally. Refer to the traffic light behaviour system/consequences for negative behaviour and the process for the thinking space.</li> <li>- Teach different emotions and how each one feels and discuss coping mechanisms for each emotion. (E.G- Use the emotions book: <a href="https://www.amazon.co.uk/How-are-you-feeling-today/dp/1472906098/ref">https://www.amazon.co.uk/How-are-you-feeling-today/dp/1472906098/ref</a> )</li> <li>- Teach and model joining in with others (whole class and small group), taking turns and how to negotiate.</li> </ul>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>-Rule and expectations established for each area. Clear reminders and modelling of the rules and expectations. Photos to illustrate each rule/value.</li> <li>- All adults use consistent strategies to support following rules and behaviour policy.</li> <li>-Challenges visible throughout provision.</li> <li>-Traffic light system for behaviour with children's names to be added.</li> <li>-Children to have allocated carpet spaces for talk partners and to be changed every half term.</li> <li>-Activities: (<a href="https://www.amazon.co.uk/Helping-Young-Children-Listen-Bayley/dp/1903670756">https://www.amazon.co.uk/Helping-Young-Children-Listen-Bayley/dp/1903670756</a> )</li> <li>-Adults encourage children to be able to say what a classroom rule is (4 children in a certain area) and verbalise the reasons why e.g. We have 4 children in this area because there is enough room for 4 people.</li> <li>-Adults encourage children to follow class routines independently (E.G: collecting bags/coats, going to the toilet etc.)</li> <li>-Adults support children to begin to understand that choices have consequences and how the thinking space will be used if wrong choices are repeated.</li> <li>-Adults support children to verbalise how I am feeling and what I can do for each emotion, how I can help my friends.</li> <li>-Adults support children to verbalise how to take turns and how to negotiate with support.</li> <li>-Provide opportunities for children to give things a go again and make improvements.</li> </ul> <p>Displays:</p> <ul style="list-style-type: none"> <li>-Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day.</li> <li>-Characteristics of effective learning display to refer to and display children's photos and speech bubbles.</li> <li>-Positive images of children sharing, helping each other etc in each area.</li> </ul> <p>Small world/Home corner:</p>

- Modelling of making the correct choices independently, without reminders
- Model independently choosing and accessing the provision in the class
- Model thinking out loud whether they need help with something, or not, and how to ask for help when needed.
- Model beginning to try things again and make improvements to make things better
- Model that taking risks is part of learning and scaffold taking risks in different areas of the provision

**Playing and Exploring**

- Showing an interest
- Initiating activities
- Engaging in activities

**Active Learning**

- Persisting when challenges occur
- Being proud of how they have accomplished things
- Maintaining focus on their activity for a period of time

**Creating and Thinking Critically**

- Thinking of ideas
- Finding ways to solve problems
- Making links and noticing patterns in their experience
- Choosing ways to do things
- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Changing strategy as needed Reviewing how well the approach worked

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- Photos and pictures to inspire engagement.

Reading area:

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- water channelling and how to work together to build
- opportunities for children to take 'risks' and adults' model and scaffold risk taking

Water/Construction:

- Clear rules and expectations established and modelled in area.
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- Models of children's work.
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Bathroom:

- Visual reminders - 'How to wash your hands'
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