

Nursery Long Term Plan- Core knowledge document

Autumn	
Strand: Self-Regulation	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills: Teach and model:</p> <ul style="list-style-type: none"> -Teach and model how to seek comfort from a familiar adult when needed. -To begin to name and discuss most common emotions -Teach visuals for feelings of happy, sad, angry, tired and hungry -Teach and scaffold understanding what an emotion is by acting it out, dancing and following a range of movements -To use a persona doll to explore a range of emotions -Teach, model and scaffold working towards goals set by adults or peers (with adult guidance) -Is beginning to wait their turn, with regular support from an adult -Teach, model and scaffold children to copy strategies modelled by an adult to support them with waiting -Teach, model and scaffold showing focused attention whilst the teacher is speaking (with an increase in duration throughout the term.) -Teach, model and scaffold showing appropriate responses when spoken to 1-on-1 (E.G- looking at the person who is speaking.) -To begin copying the use of manners, with support from an adult -Teach and model following simple 1-part instructions (At this point in the year the children should be doing this with some adult guidance) <p>Playing and Exploring</p> <ul style="list-style-type: none"> • Playing with what you know. • Learning to explore and using your senses. <p>Active Learning</p> <ul style="list-style-type: none"> • Learning to concentrate. 	<p>Area:</p> <p>Classroom:</p> <ul style="list-style-type: none"> - Adults modelling full sentence responses to questions or comments. - Adults modelling and facilitating turn taking games - To be able to follow simple 1-part instructions, eg. Can you pick up the dinosaurs? - Visuals of different emotions on display and referred to by adults – modelling of naming different emotions. - Display children's vocabulary and responses with images and speech bubbles. <p>Small world:</p> <ul style="list-style-type: none"> - Characters/puppets showing different emotions - Visuals of different emotions <p>Home corner:</p> <ul style="list-style-type: none"> - Adults modelling good manners whilst in area (E.G Thank you for making food etc) <p>Outside:</p> <ul style="list-style-type: none"> - Adults to model strategies for waiting - Adults facilitating turn taking games – obstacle courses, waiting to climb a ladder etc - To be able to follow simple 1-part instructions, eg. Can you collect the spades? - Visuals of different emotions on display and referred to by adults – modelling different emotions.

<p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • To think of and communicate what you are doing 	<p>Construction:</p> <ul style="list-style-type: none"> - Adults modelling and facilitating turn taking games - Images of buildings to support children with ideas <p>Additional:</p> <ul style="list-style-type: none"> - Calming activities such as yoga, stretching or mindfulness - Clear, consistent behaviour expectations modelled by all adults and communicated to both children and parents. - Clear calm/quiet zone set up within the provision. (With guidance from adults, children to begin using this space if they need to 'reset'.)
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Spring	
Strand: Self-Regulation	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> -Model and scaffold showing focused attention whilst the teacher is speaking (with an increase in duration throughout the term.) -Teach and model using manners in appropriate situations (E.G- Saying thank you if someone has helped them, saying please when they would like something) -To begin showing appropriate responses when spoken to 1-on-1 (E.G- looking at the person who is speaking.) 	<p>Area: Classroom:</p> <ul style="list-style-type: none"> - Adults modelling full sentence responses to questions or comments. - Playing turn taking games - To be able to follow simple 2-part instructions, eg. Can you put the plates in the home corner? - Visuals of different emotions on display and referred to by adults – modelling of naming different emotions. - Display children's vocabulary and responses with images and speech bubbles.

-Teach and model following simple 1-part instructions (At this point in the year the children should be doing this independently)

-Teach, model and scaffold working towards goals set by adults or peers (with adult guidance)

-Is beginning to wait their turn, with some support from an adult

-Is beginning to use some strategies to support waiting

-Model and scaffold sharing feelings with familiar adults and peers.

-Shows awareness of own feelings and is beginning to name their feelings.

-Teach identifying own feelings of happy, sad, angry, tired and hungry.

-Teach, model and scaffold seeking to comfort peers if they appear sad.

-Teach and model seeking familiar adults when they are feeling sad, angry, upset etc.

-Beginning to use strategies (modelled by adults at that time) to begin regulating their behaviour.

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.**

Small world:

- Characters/puppets showing different emotions
- Visuals of different emotions
- Visuals of 'good manners' saying, 'thank you' and 'please'.

Home corner:

- Images of 'good manners' at the table – incorporate this into lunch time as appropriate.
- Adults modelling good manners whilst in area

Outside:

- Adults to support children using strategies for waiting
- Adults facilitating turn taking games – obstacle courses, waiting to climb a ladder etc
- To be able to follow simple 2-part instructions, eg. Can you put the **spades** in the **sand area**?
- Visuals of different emotions on display and referred to by adults – modelling different emotions.

Construction:

- Adults modelling and facilitating turn taking games
- Images of buildings to support children with ideas

Additional:

- Calming activities such as yoga, stretching or mindfulness
- Clear, consistent behaviour expectations modelled by all adults and communicated to both children and parents.
- Clear calm/quiet zone set up within the provision. (With guidance from adults, children to begin using this space if they need to 'reset'.)

Summer	
Strand: Self-Regulation	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - To know, understand and identify their own feelings of happy, sad, angry, tired and hungry. - Teach and model understanding the feelings: frustrated, jealous, scared, worried, excited - Teach, model and scaffold that all feelings are okay. - Teach, model and scaffold that being happy helps you learn. - Model and scaffold showing awareness of what feelings look like in others. - To know that familiar adults can help to regulate feelings. (Example- When sad accept support from a familiar adult.) - To be aware of and begin to use some strategies to regulate their behaviour. - Teach and model that there are there are steps to achieve goals. - To know that sometimes you must wait. - Model and support some strategies to support waiting. - To begin to know that you can learn new things by listening and paying attention. - To show focused attention whilst the teacher is speaking. (With an increase in duration throughout the term.) - To know what a response is. - Teach, model and scaffold showing appropriate responses when spoken to, within a small group activity. - To know what good manners looks like and show an understanding of why it is important to use them. - Teach and encourage the children to become more independent 	<p>Area: Classroom:</p> <ul style="list-style-type: none"> - With guidance/scaffolding from adults, begin to set their own simple goals. - With guidance/scaffolding from adults, follow steps to achieve goals. - With support/ scaffolding from adults – understand and use strategies to support waiting - Adults modelling full sentence responses to questions or comments. - Playing turn taking games - To be able to follow simple 3-part instructions, eg. Can you put the plates and cups in the home corner? - Visuals of different emotions on display and referred to by adults – modelling different emotions. - Modelling of what good learning behaviours are - Children’s vocabulary and responses with images and speech bubbles. <p>Small world:</p> <ul style="list-style-type: none"> - Characters/puppets showing different emotions - Visuals of different emotions - Visuals of different scenarios – e.g. child fallen over, child crying, child taking a toy from another child. - Visuals of ‘good manners’ saying, ‘thank you’ and ‘please’. <p>Home corner:</p> <ul style="list-style-type: none"> - Images of ‘good manners’ at the table – incorporate this into lunch time as appropriate.

Playing and Exploring

- Showing curiosity about objects, events and people.
- Taking on a role in play and acting out experiences with adults/peers.
- Engaging in activities
- Learning to try new things

Active Learning

- Persisting when challenges occur with support
- Bouncing back after difficulties and keep on trying
- Satisfaction of meeting own goals and talk about why they are proud

Creating and Thinking Critically

- Thinking of ideas
- Finding ways to solve problems
- Choosing ways to do things
- Reviewing how well the approach worked

Outside:

- With guidance/scaffolding from adults, begin to set their own simple goals – e.g. Building a tower.
- With guidance from adults, follow steps to achieve goals – what do we need to build a tower?
- With guidance from adults, show focused attention whilst they are speaking.
- With support from adults – understand and use strategies to support waiting
- Adults modelling full sentence responses to questions or comments.
- Playing turn taking games – obstacle courses, waiting to climb a ladder etc
- To be able to follow simple 3-part instructions, eg. Can you put the **spades** and **buckets** in the **sand area**?
- Visuals of different emotions on display and referred to by adults – modelling different emotions.

Water:

- Sensory activities such as bubbles, cleaning, pouring

Construction:

- Turn taking games
- Building with clear goal at the end – e.g. To build a tower that is 10 block high
- Images of buildings to support children with ideas

Additional:

- Calming activities such as yoga, stretching or mindfulness
- Clear, consistent behaviour expectations modelled by all adults and communicated to both children and parents.
- Clear calm/quiet zone set up within the provision. (With guidance from adults, children to begin using this space if they need to 'reset'.)

