

## Nursery Long Term Plan- Core knowledge document

Autumn	
Strand: Reading	
Core Taught	Core Provision
<p>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 encourage children to use the stories they hear in their play (E.G- Using 'I'll huff, and I'll puff from 'The Three Little Pigs' whilst building in the construction area)</li> <li>- Teach and model repeating words or phrases from familiar stories</li> <li>- Encourage children to look at books independently and with peers</li> <li>- Encourage use of story props in independent play</li> </ul> <p>Teach, model and scaffold recognising familiar words e.g. advertising logos and signs.</p> <ul style="list-style-type: none"> <li>- Teach and model reading skills e.g. tracking left to right.</li> <li>- Teach and model re-telling a familiar story using picture prompts and key vocabulary from the story. (e.g. Once upon a time; stories they will have heard several times e.g. fables, fairy tales etc.)</li> <li>- Teach, model and scaffold reading all things around (Symbols, Logos, song lyrics, books name tags, signs etc.)</li> </ul>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>-Books that promote and value equality and diversity</li> <li>-New vocabulary with images</li> <li>-Name labels throughout classroom (pegs, self-registration, labels on creations, name tracing in mark making area etc)</li> <li>-Books relating to topics in each area (E.G- family/cooking books in home corner, maths books in maths area etc.)</li> <li>-Visuals of 'whole body listening'</li> <li>-Adults encourage use of new vocabulary/phrases in all areas of the classroom.</li> <li>-Adults reading with children regularly and displaying enjoyment of books</li> <li>-Adults modelling, encouraging and supporting reading signs/visuals that are up around the classroom and wider school environment.</li> </ul> <p>Displays:</p> <ul style="list-style-type: none"> <li>-Include children's photos and speech bubbles to include their voices.</li> <li>-All equipment to be labelled with photos and words.</li> </ul> <p>Small world:</p> <ul style="list-style-type: none"> <li>-New vocabulary with images</li> <li>-Non-fiction books</li> </ul> <p>Home corner:</p> <ul style="list-style-type: none"> <li>-New vocabulary with images</li> <li>-children's photos with speech bubbles to include the child's voice.</li> <li>-cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading.</li> <li>- Family photos with labels</li> </ul> <p>Reading area:</p> <ul style="list-style-type: none"> <li>-Wordless books</li> </ul>

<p>- Revisit familiar texts at key points to discuss simple retrieval questions. Modelling in full sentences.</p> <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> <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>-Puppets/story sticks/teddies          -New vocabulary with images          -Familiar stories that children are learning by heart available for children to read and look at with an adult or peers          -Provide opportunities for children to listen to audio books          -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc)          -visual story maps of familiar stories</p> <p>Outside:          -Adults encourage using new vocabulary (images visible to support use of new vocabulary)          -Books, bug/plant identification charts available          -non-fiction books</p> <p>Water:          -New vocabulary with images          -non-fiction books</p> <p>Construction:          -New vocabulary with images          -non-fiction books</p> <p>Additional:          -Wordless books and library books going home with the children regularly          -Family reading sessions regularly (Carers come in and share a story with the children as a class, or invite all carers in at once to read with their own child)</p>
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<b>Spring</b>	
<b>Strand: Reading</b>	
<b>Core Taught</b>	<b>Core Provision</b>
<p>Specific learning from taught sessions, focused on knowledge and skills: Teach and model:</p> <ul style="list-style-type: none"> <li>- Teach, model and scaffold listening attentively to stories</li> </ul>	<p>Classroom:          -Books that promote and value equality and diversity          -New vocabulary with images          -Books relating to topics in each area (E.G- family/cooking books in home corner, maths books in maths area etc.)</p>

- Teach, model and scaffold recognising names in different situations. (Letters in names and the order of letters- registration and finding their names in the morning.)
- Teach, model and scaffold recognising familiar words e.g. advertising logos and signs.
- Teach and model reading skills e.g. tracking left to right.
- Teach and model re-telling a familiar story using picture prompts and key vocabulary from the story. (e.g. Once upon a time; stories they will have heard several times e.g. fables, fairy tales etc.)
- Teach, model and scaffold talking about the beginning, middle and end of the story.
- Teach and model how to begin making up own endings for stories.
- Teaching and modelling the repetition of new vocabulary from familiar texts and rhymes, in different areas of the classroom. (E.G- I'll huff, and I'll puff, and I'll blow your house down- being used in the construction area after building a house.)
- Children encouraged to join in with repetition in familiar texts/rhymes/songs.
- Teaching and modelling of how to treat books. (Holding them up the correct way, turning the pages gently etc.)
- Modelling and encouraging children to read all things around them (Symbols, Logos, song lyrics, books name tags, signs etc.)
- Revisit familiar texts at key points to discuss simple retrieval questions. Modelling in full sentences.

- Visuals of 'whole body listening'
- Name labels throughout classroom (pegs, self-registration, labels on creations, name tracing in mark making area etc
- Adults encourage use of new vocabulary/phrases in all areas of the classroom.
- Adults reading with children regularly and displaying enjoyment of books
- Adults modelling, encouraging and supporting reading signs up around the classroom and wider school environment.

Displays:

- Include children's photos and speech bubbles to include their voices.
- All equipment to be labelled with photos and words.

Small world:

- New vocabulary with images
- Non-fiction books

Home corner:

- New vocabulary with images
- children's photos with speech bubbles to include the child's voice.
- cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading.
- Family photos with labels

Reading area:

- Wordless books
- Puppets/story sticks/teddies
- New vocabulary with images
- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Provide opportunities for children to listen to audio books
- Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc)
- visual story maps of familiar stories

Outside:

- Adults encourage using new vocabulary (images visible to support use of new vocabulary)
- Books, bug/plant identification charts available
- non-fiction books

Water:

<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>• Playing with what you know.</li> <li>• Learning to explore.</li> <li>• To combine resources in my play.</li> <li>• To try new activities.</li> </ul> <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>	<p>-New vocabulary with images -non-fiction books - Simple challenges to follow</p> <p>Construction: -New vocabulary with images -Words and sounds on blocks -non-fiction books</p> <p>Additional: -Wordless books and library books going home with the children regularly -Family reading sessions regularly (Carers come in and share a story with the children as a class, or invite all carers in at once to read with their own child)</p>
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<b>Summer</b>	
<b>Strand: Reading</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 and model key vocabulary associated with books (author, title, illustrator, character)</li> <li>- Model and scaffold listening attentively to stories</li> <li>- Model and scaffold recognising names in different situations. (Letters in names and the order of letters- registration and finding their names in the morning.)</li> </ul>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>-Books that promote and value equality and diversity</li> <li>-New vocabulary with images</li> <li>-Red words displayed throughout classroom (On construction pieces, displays, reading area etc.)</li> <li>-Books relating to topics in each area (E.G- family/cooking books in home corner, maths books in maths area etc.)</li> <li>-Visuals of 'whole body listening'</li> <li>-Name labels throughout classroom (pegs, self-registration, labels on creations, name tracing in mark making area etc</li> <li>-Adults encourage use of new vocabulary/phrases in all areas of the classroom.</li> <li>-Adults reading with children regularly and displaying enjoyment of books</li> </ul>

- Scaffold recognising familiar words e.g. advertising logos and signs.
- Teach, model and scaffold saying a missing word or phrase when joining in with familiar rhymes and stories and join in rhythmically.
- Teach and model reading skills e.g. tracking left to right.
- Modelling re-telling a familiar story using picture prompts and key vocabulary from the story. (e.g. Once upon a time; stories they will have heard several times e.g. fables, fairy tales etc.)
- Modelling re-telling a familiar story in own words using picture prompts.
- Model and scaffold talking about the beginning, middle and end of the story.
- Teach and model how to begin making up own endings for stories.
- Modelling making justified predictions about what the story could be about. (Using hints from the front cover and parts of the story you have already read.)
- Modelling and repetition of new vocabulary from familiar texts and rhymes, in different areas of the classroom. (E.G- I'll huff, and I'll puff, and I'll blow your house down- being used in the construction area after building a house.)
- Children encouraged to join in with repetition in familiar texts/rhymes/songs.
- Teaching and modelling of how to treat books. (Holding them up the correct way, turning the pages gently etc.)

-Adults modelling, encouraging and supporting reading signs up around the classroom and wider school environment.

Displays:

- To display the children's master pieces and correlate to planning. Change every half-term.
- To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging.
- Include children's photos and speech bubbles to include their voices.
- Provide words in the learning environment to highlight sounds, diagraphs and trigraphs.
- All equipment to be labelled with photos and words.

Small world:

- New vocabulary with images
- Non-fiction books
- Links to the natural world to promote exploration and curiosity.

Home corner:

- New vocabulary with images
- children's photos with speech bubbles to include the child's voice.
- cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading.
- Family photos with labels

Reading area:

- Wordless books
- Puppets/story sticks/teddies
- New vocabulary with images
- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Provide opportunities for children to listen to audio books
- Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc)
- phonically decodable books
- visual story maps of familiar stories

Outside:

- Adults encourage using new vocabulary (images visible to support use of new vocabulary)
- Books, bug/plant identification charts available
- non-fiction books

- Modelling and encouraging children to read all things around them (Symbols, Logos, song lyrics, books name tags, signs etc.)
- Revisit familiar texts at key points to discuss simple retrieval questions. Modelling in full sentences.

**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

Water:

- New vocabulary with images
- non-fiction books
- Simple challenges to follow

Construction:

- New vocabulary with images
- Words and sounds on blocks
- non-fiction books

Additional:

- Wordless books and library books going home with the children regularly
- Family reading sessions regularly (Carers come in and share a story with the children as a class, or invite all carers in at once to read with their own child)