

## Nursery Long Term Plan- Core knowledge document

<b>Autumn</b>	
<b>Strand: Writing</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 to show an interest in mark making materials with adult support/modelling and scaffolding.</li> <li>- Teach, model and scaffold picking up and experimenting with mark making materials (pencils, chalk, paint sticks, paint brushes etc.)</li> <li>- Teach, model and scaffold beginning to hold a pen/pencil with the aim to mark make</li> <li>- Teach pre-writing marks using a variety of mark making materials and encourage copying of marks with adult support/modelling and scaffolding.</li> <li>- Teach and model how to use equipment safely and appropriately</li> <li>- Model and scaffold how to hold and use spoons and cups appropriately</li> <li>- Modelling of pre-writing marks following lines, circles, crossing lines in sand, water, glitter etc.</li> <li>- To show an interest in tools such as paintbrushes, chinks, cups, scoops and measuring jugs.</li> <li>- Teach, model and scaffold swapping hands midway through task (when using play dough, large and small paint brushes, pencils etc)</li> <li>- Teach, model and scaffold threading activities (with adult guidance at this point in the year)</li> </ul>	<p>Classroom/Writing Area:</p> <ul style="list-style-type: none"> <li>-Mark making tools available throughout classroom (paper, pencils, pens, etc)</li> <li>-Children's name cards available to see and use throughout the provision.</li> <li>-Whiteboards, pens, magnetic letters and numbers available to use.</li> <li>-Variety of message materials available (Note pads, cards, letter templates, invite templates etc.)</li> <li>-Left handed and right-handed tools available</li> <li>-Fine motor skill resources (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.)</li> <li>-Pencil Grip Display and add children's names and dates. To be reviewed every half a term.</li> </ul> <p>Displays:</p> <ul style="list-style-type: none"> <li>-To display the children's master pieces and correlate to planning.</li> <li>-To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging.</li> <li>-Include children's photos and speech bubbles to include their voices.</li> <li>-large pieces of paper on floor, on easels for children to practice writing/mark making</li> <li>-long strips of paper to encourage mark making.</li> <li>-visuals of alphabet, lower and upper case.</li> </ul> <p>Physical activity:</p> <ul style="list-style-type: none"> <li>-ribbons/scarfs to make zig zag, circular, large, small, high and low movements.</li> <li>-Move like different animals and explore moving your body high and low positions.</li> <li>-Passing balls to each other practising throwing and catching.</li> <li>-Balancing bean bags using different body parts</li> <li>-Riding bikes</li> <li>-balancing and climbing on the climbing frame</li> <li>-Stretching and curling etc</li> </ul> <p>Small world:</p> <ul style="list-style-type: none"> <li>-Mark making tools available (clipboards, writing materials etc.)</li> <li>-Wooden house and people</li> <li>-Animals and classification</li> </ul>

- Model and scaffold fine motor activities such as cutting and pasting, folding paper, large and small paint brushes, using the dustpan and brush for sand etc.
- To practise holding scissors and with support, modelling and scaffolding to cut snips in paper
- Model and scaffold beginning to cross the body's midline activities e.g., reaching towards foot with opposite hand, touching head, hips etc with opposite hands with adult support/modelling and scaffolding.
- Model drawing on large paper and talking about marks made.
- General sound discrimination environmental and instrumental sounds: Aspect 1 and 2 letters and sounds.

#### **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.**

#### Home corner:

- Message pad by the telephone
- Working laptop/computer/tablet
- Using different equipment in role play e.g., Stirring, cupcake tray, moving equipment from one compartment to another
- Resources for extended role play – prop boxes: Vets, Hospital, Café, Shop, Baby clinic, Pirates Diwali, Chinese New Year etc (lists, note pads, post it notes, superhero paper etc to promote writing opportunities)

#### Reading area:

- A good range of quality texts focusing on different themes/ types of characters/story lines etc.

#### Outside:

- Chalks (To be used on floor, chalkboards, fences etc.)
- Paper of all sizes
- Mud and twigs
- water channels and pipes.
- Different sized paint brushes, rollers, water buckets.
- Ribbons/scarfs

#### Funky fingers:

- Fine motor skill resources available and updated regularly (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.)
- Duplo
- Cloud dough
- Threading activities
- Dough Disco: poke, squeeze, prod, roll, flatten, push, pull etc

#### Water:

- Variety of different sized equipment (jugs, spray bottles, pipets, funnels etc)
- Squeeze sponges
- washing dollies
- Use syringes to fill up different containers, transport water from one place to the other

#### Construction:

- Range of sizes in construction equipment (small Lego, Duplo, large building blocks etc)
- Labels for name writing (to add to creations)
- Pictures/diagrams of creations- with titles and labels

#### Additional:

- Work displayed throughout provision and throughout school.
- Handling a range of materials to help strengthen their hands and fingers

## Spring

### Strand: Writing

#### Core Taught

- Specific learning from taught sessions, focused on knowledge and skills
- To use mark making materials regularly
  - Continue modelling and scaffolding grip holding a pen/pencil with the aim to mark make and write
  - To model and encourage exploring different grips when holding a pencil
  - To independently copy pre-writing marks using a variety of mark making materials
  - Modelling of pre-writing marks (lines, circle, crossing lines etc.)
  - To continue modelling and practising crossing the body's midline activities e.g. reaching towards foot with opposite hand, touching head, hips etc with opposite hands with adult support/modelling and scaffolding.
  - To continue modelling and practising swapping hands midway through task when using play dough, large and small paint brushes, pencils etc with adult support/modelling and scaffolding.
  - To continue practising threading activities with adult support/modelling and scaffolding.

#### Core Provision

- Classroom/Writing Area:
- Mark making tools available throughout classroom (paper, pencils, pens, etc)
  - Children's name cards available to see and use throughout the provision.
  - Letter formation and alphabet frieze (at children's height)
  - Whiteboards, pens, magnetic letters and numbers available to use.
  - Variety of message materials available (Note pads, cards, letter templates, invite templates etc.)
  - Left handed and right-handed tools available
  - Fine motor skill resources (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.)
  - Pencil Grip Display and add children's names and dates. To be reviewed every half a term.
  - Handling a range of materials to help strengthen their hands and fingers
  - Alphabet stencils
  - Dough disco led by adults. (Dough disco movements to be incorporated into malleable area)
  - Lines/marks to trace (glitter, paint, sand, whiteboard pens etc)
- 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.
  - Words in the learning environment to highlight sounds, digraphs and trigraphs.
  - large pieces of paper on floor, on easels for children to practice writing/mark making
  - long strips of paper to encourage mark making.
  - visuals of alphabet, lower and upper case.

-To begin showing some control whilst using larger tools, large brushes, throwing hoops, sand/water equipment with adult support/modelling and scaffolding.

-Model and scaffold cutting snips and shapes in paper, with some adult guidance.

- Model and encourage continuing to comment on marks made and begin explaining the marks

- To continue to follow lines in response to music

-Teach and model tracing over marks independently (with some accuracy)

-Teach and model beginning making some recognisable marks.

- To continue to draw on large paper (child initiated)

- General sound discrimination: body percussion aspect 3 letters and sounds.

- General sound discrimination: Rhythm and rhyme aspect 4 letters and sounds.

#### **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.**

#### **Physical activity:**

- ribbons/scarfs to make zig zag, circular, large, small, high and low movements.
- Move like different animals and explore moving your body high and low positions.
- Passing balls to each other practising throwing and catching.
- Balancing bean bags using different body parts
- Riding bikes
- balancing and climbing on the climbing frame
- Stretching and curling etc

#### **Small world:**

- Mark making tools available (clipboards, writing materials etc.)
- Stem Activities
- Wooden house and people
- Animals and classification
- Block play (experimenting with balance)

#### **Home corner:**

- Message pad by the telephone
- Working laptop/computer/tablet
- Using different equipment in role play eg, Stirring, cupcake tray, moving equipment from one compartment to another
- Resources for extended role play – prop boxes: Vets, Hospital, Café, Shop, Baby clinic, Pirates Diwali, Chinese New Year etc (lists, note pads, post it notes, superhero paper etc to promote writing opportunities)

#### **Reading area:**

- A good range of quality texts focusing on different themes/ types of characters/story lines etc.
- Alphabet books.

#### **Maths:**

- Number formation
- Using post-it notes to make number-lines
- Number formation: sand, glitter, foam, chalks, painting etc
- 1-1 correspondence using fingers for hand and eye co-ordination practise

#### **Outside:**

- Chalks (To be used on floor, chalkboards, fences etc.)
- Paper of all sizes
- Mud and twigs
- water channels and pipes.
- Different sized paint brushes, rollers, water buckets.
- Ribbons/scarfs
- Block play (experimenting with balance)

	<p>Funky fingers:</p> <ul style="list-style-type: none"> <li>- Fine motor skill resources available and updated regularly (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.)</li> <li>-Duplo</li> <li>-Cloud dough</li> <li>-Threading activities</li> <li>-Dough Disco: poke, squeeze, prod, roll, flatten, push, pull etc</li> <li>-Small peg puzzles</li> <li>-Different malleable resources (playdough, plasticine etc)</li> </ul> <p>-Water:</p> <ul style="list-style-type: none"> <li>-Variety of different sized equipment (jugs, spray bottles, pipets, funnels etc)</li> <li>-Squeeze sponges</li> <li>-washing dollies</li> <li>-Use syringes to fill up different containers, transport water from one place to the other</li> </ul> <p>Construction:</p> <ul style="list-style-type: none"> <li>-Range of sizes in construction equipment (small Lego, Duplo, large building blocks etc)</li> <li>-Labels for name writing (to add to creations)</li> <li>-Pictures/diagrams of creations- with titles and labels</li> <li>-Block play (experimenting with balance)</li> </ul> <p>Additional:</p> <ul style="list-style-type: none"> <li>-Work displayed throughout provision and throughout school.</li> </ul>
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<b>Summer</b>	
<b>Strand: Writing</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>- Independently making pre-writing marks (lines, circle, crossing lines etc.)</li> <li>- Modelling of correct pencil grip</li> <li>- Continue mark make experimentation using fingers, paint brushes, chalk, in rice etc to practise forming marks</li> </ul>	<p>Classroom/Writing Area:</p> <ul style="list-style-type: none"> <li>-Mark making tools available throughout classroom (paper, pencils, pens, etc)</li> <li>-Children's name cards available to see and use throughout the provision.</li> <li>-Letter formation and alphabet frieze (at children's height)</li> <li>-Whiteboards, pens, magnetic letters and numbers available to use.</li> <li>-Variety of message materials available (Note pads, cards, letter templates, invite templates etc.)</li> <li>-Left handed and right-handed tools available</li> <li>-Fine motor skill resources (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.)</li> </ul>

- Beginning to experiment following lowercase letter formation (a-z) following schools phonics scheme. Air writing and letters in the environment.
- Beginning to experiment with capital letter formation (a-z) following schools phonics scheme. Air writing and letters in the environment.
- Teach, model and scaffolding to match letter shapes to their sounds (with adult support)
- Modelling, scaffolding and with support beginning matching lowercase letters to their capital letter.
- Beginning to recognise capital letters (First names/initial sounds)
- To comment and explain my marks
- Teach, model and scaffold beginning number formation 1-10, following the formation with fingers, white board pens etc. (with adult support)
- Beginning to write first names- (adult support for order of the letters and capital letter at the beginning)
- Modelling writing skills e.g. left to right.
- Model recognising familiar words (e.g. Advertising logos and signs.)
- Teach, model and scaffold labelling creations (Start by labelling name on artwork)
- Model writing and talking through why they are writing, letter formation and sentence structure daily in carpet input and in free flow to demonstrate writing for a purpose.
- Modelling and practise fine motor skills throughout all activities (threading beads, manipulating playdough, puzzle pieces)
- Teach, model and scaffold hearing/listening to initial sounds and writing them to represent words

-Pencil Grip Display and add children's names and dates. To be reviewed every half a term.

- Handling a range of materials to help strengthen their hands and fingers
- Alphabet stencils

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.

-Words in the learning environment to highlight sounds, digraphs and trigraphs.

Children to add their post it notes, mark making etc.

-WOW word wall for the children to access new words with pictures to sentence build: to scaffold sentences. Children to add their own mark making writing on post it notes.

-large pieces of paper on floor, on easels for children to practice writing/mark making

-long strips of paper to encourage mark making.

-visuals of alphabet, lower and upper case.

Physical activity:

-ribbons/scarfs to make zig zag, circular, large, small, high and low movements.

-Move like different animals and explore moving your body high and low positions.

-Passing balls to each other practising throwing and catching.

-Balancing bean bags using different body parts

-Riding bikes

-balancing and climbing on the climbing frame

-Stretching and curling etc

Small world:

-Mark making tools available (clipboards, writing materials etc.)

-Stem Activities

-Wooden house and people

-Animals and classification

Home corner:

-Message pad by the telephone

-Working laptop/computer/tablet

-Using different equipment in role play eg. Stirring, cupcake tray, moving equipment from one compartment to another

- Resources for extended role play – prop boxes: Vets, Hospital, Café, Shop, Baby clinic, Pirates Diwali, Chinese New Year etc (lists, note pads, post it notes, superhero paper etc to promote writing opportunities)

Reading area:

- Use pictures to scaffold writing captions, building a sentence and mark make the words to practise letter formation/writing words to match their phonological knowledge.
- Modelling of writing for a purpose during input and in provision (I am going to mark make my name/initial sound on my art so that I can find it at the end of the day.
- To continue to comment and explain my marks
- To continue to make some recognisable marks
- To trace over marks independently
- To begin to show some accuracy when drawing (some adult guidance may be required)
- To apply pressure when mark making.
- To continue to draw on large paper (child initiated)
- General sound discrimination: alliteration and voice sound aspect 5 and 6 letters and sounds.
- General sound discrimination: oral blending aspect 7 letters and sounds.

#### **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.**

-A good range of quality texts focusing on different themes/ types of characters/story lines etc.

- Alphabet books.
- Sounds/words/tricky words that children have been practising in correlation with the school's phonics scheme.

#### Maths:

- Number formation
- Using post-it notes to make number-lines
- Number formation: sand, glitter, foam, chalks, painting etc
- 1-1 correspondence using fingers for hand and eye co-ordination practise

#### Outside:

- Chalks (To be used on floor, chalkboards, fences etc.)
- Paper of all sizes
- Mud and twigs
- water channels and pipes.
- Different sized paint brushes, rollers, water buckets.
- Ribbons/scarfs

#### Funky fingers:

- Fine motor skill resources available and updated regularly (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.)
- Duplo
- Cloud dough
- Threading activities
- Dough Disco: poke, squeeze, prod, roll, flatten, push, pull etc

#### Water:

- Variety of different sized equipment (jugs, spray bottles, pipets, funnels etc)
- Squeeze sponges
- washing dollies
- Use syringes to fill up different containers, transport water from one place to the other

#### Construction:

- Range of sizes in construction equipment (small Lego, Duplo, large building blocks etc)
- Labels for name writing (to add to creations)
- Pictures/diagrams of creations- with titles and labels

#### Additional:

- Work displayed throughout provision and throughout school.

- Practise new ways of doing things.
- Testing ideas

### Strength Building Activities for Hands

<p><b>Autumn</b></p>	<ul style="list-style-type: none"> <li>-Paper scrunching</li> <li>-Water/sand play</li> <li>-Bubble wrap popping</li> <li>-Squeezing sponges</li> <li>-With support to begin to use scissors</li> <li>- Follow lines in response to music</li> <li>-Dough Disco</li> <li>-Ribbon dancing following a one-part instruction</li> <li>-Using musical instruments</li> <li>-Practising using and manipulating equipment</li> </ul>
<p><b>Spring</b></p>	<ul style="list-style-type: none"> <li>-Using spray bottles</li> <li>-Water/sand play</li> <li>-To continue bubble wrap popping</li> <li>-To continue to squeeze sponges</li> <li>-To continue to support to begin to use scissors</li> <li>- To continue to follow lines in response to music.</li> <li>-Ribbon dancing, following a two-part instruction.</li> <li>-Dough disco</li> <li>-Practising using and manipulating equipment</li> </ul>
<p><b>Summer</b></p>	<ul style="list-style-type: none"> <li>-Cutting with scissors</li> <li>-To continue water/sand play</li> <li>-To continue to follow lines in response to music</li> <li>-To continue to participate in a range of fine and gross motor activities.</li> <li>-Ribbon dancing, following a two-part instruction and letter formation.</li> <li>-Air writing, following letter formation (large cards) using whole body, hands and fingers.</li> <li>-Dough Disco</li> <li>- Practising using and manipulating equipment</li> </ul>