

Nursery Long Term Plan – Core Knowledge document

Autumn	
Strand: Fine Motor Skills	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Teach, model and scaffold encourage mark making using a range of mark making equipment. - Teach, model, scaffold using paintbrushes and a range of mark making tools – using appropriate pressure to make marks. - Teach, model scaffold snipping and cutting large shapes out of paper. - Teach, model and scaffold how to use a cup, eat a snack etc. - Teach, model and scaffold holding cutlery correctly – spoon is easiest, then fork and knife. - Teach, model and scaffold mark making and drawing. - Modelling of scissor skills (how to hold them correctly, making snips in paper) - Teach, model and scaffold and show some control when using larger tools independently, such as large, medium and thin paint brushes. - Teach, model and scaffold to use spoons and cups independently and accurately. - Teach, model and scaffold to practise fine motor skills e.g. practise mid-line crossing activities. 	<p>Classroom:</p> <ul style="list-style-type: none"> - Provide opportunities for activities to build fine motor skills incorporated into learning opportunities – e.g. phonics activities using tweezers, maths activities using scissors - Duplo construction - Large Blocks <p>Writing area:</p> <ul style="list-style-type: none"> - Images of how to hold pencil in tripod grip for both RH and LH. - Name-cards to be made available - Initial sounds and pictures to practise connections. - Writing with a range of resources and mark making equipment. - Adults support air writing, following name card for letter formation practise. <p>Creative area:</p> <ul style="list-style-type: none"> - Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery - Provide opportunities for hiding objects in putty, threading, <p>Home Corner:</p> <ul style="list-style-type: none"> - Images of people sitting at tables together, using cutlery correctly. - Provide opportunities for activities to support using cutlery – e.g. finding marbles in playdough - 'posting' objects through small holes – e.g. Posting letters in a post box, posting coins in a shop till - Encouraging children to do up zips/buttons, help to hang out the washing, opening jars and bottles <p>Outside:</p>

- Teach, model and scaffold scissor grip and encourage child to cut small snips in paper and begin cutting large shapes out of paper.
- Teach, model and scaffold with lacing, scissors, moulding, rolling, shape cutters.
- Teach, model and scaffold experimenting with plastic cutlery, role play equipment, water/sand equipment, sticks, lacing and tearing, scrunching and folding paper.
- To begin in participating in activities requiring hand and eye co-ordination.
- To begin to attach meaning to marks.
- To begin copying pre-writing marks using a variety of mark making materials. (using pencils, chalk, paint sticks, paint brushes etc)
- Follow lines in response to music
- To begin tracing over marks in sand/water/glitter etc to practise hand and eye co-ordination.
- To show interest in mark making and drawing.
- To begin to cross the body's midline activities eg, reaching towards foot with opposite hand, touching head, hips etc with opposite hands with adult support/modelling and scaffolding.
- Drawing on large paper child initiated and talking about marks made.

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.**

- Paintbrushes with water to 'clean' or 'write' on walls and ground
- Opportunities to draw and paint on vertical surfaces such as easels
- Chunky chalk to write and draw on surfaces outside
- Exploration area – finding objects with tweezers/grabbers
- Diggers in sand
- Washing small objects in water, using squirt bottles
- Writing in foam, icing sugar, sand

Funky fingers:

- Paper scrunching
- Bubble wrap popping
- Squeezing sponges
- With support to begin to use scissors
- Follow lines in response to music
- Dough Disco
- Ribbon dancing following a one-part instruction.

Additional:

- Fine Motor skills to be practised daily.

Spring

Strand: Fine Motor Skills

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

- To continue to teach, model, scaffold mark making using a range of mark making equipment.
- To continue to teach, model, scaffold using paintbrushes and a range of mark making tools – using appropriate pressure to make marks.
- To continue to teach, model scaffold snipping and cutting large shapes out of paper.
- To continue to teach, model and scaffold how to use a cup, eat a snack etc.
- To continue to teach, model and scaffold holding cutlery correctly – spoon is easiest, then fork and knife.
- To continue to teach, model and scaffold mark making and drawing.
- To continue to teach, model and scaffold modelling of scissor skills (how to hold them correctly, making snips in paper)
- To continue to teach, model and scaffold and show some control when using larger tools independently, such as large, medium and thin paint brushes.
- To continue to teach, model and scaffold to use spoons and cups independently and accurately.

Core Provision

Classroom:

- Provide opportunities for activities to build fine motor skills incorporated into learning opportunities – e.g. phonics activities using tweezers, maths activities using scissors
- Duplo construction
- Large Blocks

Writing area:

- Images of how to hold pencil in tripod grip for both RH and LH.
- Name-cards to be made available
- Initial sounds and pictures to practise connections.
- Writing with a range of resources and mark making equipment.
- Adults support air writing, following name card for letter formation practise.

Creative area:

- Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery
- Provide opportunities for hiding objects in putty, threading,

Home Corner:

- Images of people sitting at tables together, using cutlery correctly.
- Provide opportunities for activities to support using cutlery – e.g. finding marbles in playdough
- 'posting' objects through small holes – e.g. Posting letters in a post box, posting coins in a shop till
- Encouraging children to do up zips/buttons, help to hang out the washing, opening jars and bottles

Outside:

- To continue to teach, model and scaffold to practise fine motor skills e.g. practise mid-line crossing activities.
- To continue to teach, model and scaffold scissor grip and encourage child to cut small snips in paper and begin cutting large shapes out of paper.
- Teach, model and scaffold with lacing, scissors, moulding, rolling, shape cutters.
- To continue to teach, model and scaffold experimenting with plastic cutlery, role play equipment, water/sand equipment, sticks, lacing and tearing, scrunching and folding paper.
- To continue practising threading activities with adult support/modelling and scaffolding.
- To continue to use equipment safely and appropriately with adult support/modelling and scaffolding.
- To use a range of tools with the with adult support/modelling and scaffolding.

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.**

- Paintbrushes with water to 'clean' or 'write' on walls and ground
- Opportunities to draw and paint on vertical surfaces such as easels
- Chunky chalk to write and draw on surfaces outside
- Exploration area – finding objects with tweezers/grabbers
- Diggers in sand
- Washing small objects in water, using squirt bottles
- Writing in foam, icing sugar, sand

Funky fingers:

- Using spray bottles
- To continue bubble wrap popping
- To continue to squeeze sponges
- To continue to support to begin to use scissors
- To continue to follow lines in response to music.
- Ribbon dancing, following a two-part instruction.
- Dough disco

Additional:

- Fine Motor skills to be practised daily.

Summer	
Strand: Fine Motor Skills	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Teach, model, scaffold tripod pencil grip during whole class writing activities e.g. letter formation, initial sounds and name writing practise. - Encourage mark making - Teach, model, scaffold using paintbrushes and a range of mark making tools – using appropriate pressure to make marks. - Teach snipping and cutting large shapes out of paper. - Teach and model holding cutlery correctly – spoon is easiest, then fork and knife. - Teaching accuracy when drawing – shapes and objects - Modelling of scissor skills (how to hold them correctly, making snips in paper) - To continue to use puzzles progressing to more pieces reflecting the development of skill. - To show some control when using larger tools independently, such as stubby paint brushes. - To use spoons and cups independently and accurately. - Continue to practise fine motor skills e.g. practise mid-line crossing activities. 	<p>Classroom:</p> <ul style="list-style-type: none"> - Provide opportunities for activities to build fine motor skills incorporated into learning opportunities – e.g. phonics activities using tweezers, maths activities using scissors - Duplo construction - Large Blocks <p>Writing area:</p> <ul style="list-style-type: none"> - Images of how to hold pencil in tripod grip for both RH and LH. - Name-cards to be made available - Initial sounds and pictures to practise connections. - Writing with a range of resources and mark making equipment. - Adults support air writing, following name card for letter formation practise. <p>Creative area:</p> <ul style="list-style-type: none"> - Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery - Provide opportunities for hiding objects in putty, threading, <p>Home Corner:</p> <ul style="list-style-type: none"> - Images of people sitting at tables together, using cutlery correctly. - Provide opportunities for activities to support using cutlery – e.g. finding marbles in playdough - 'posting' objects through small holes – e.g. Posting letters in a post box, posting coins in a shop till - Encouraging children to do up zips/buttons, help to hang out the washing, opening jars and bottles <p>Outside:</p> <ul style="list-style-type: none"> - Paintbrushes with water to 'clean' or 'write' on walls and ground - Opportunities to draw and paint on vertical surfaces such as easels - Chunky chalk to write and draw on surfaces outside

<ul style="list-style-type: none"> - To continue scissor grip and cut small snips in paper and begin cutting large shapes out of paper. - Teach, model and scaffold with lacing, scissors, moulding, rolling, shape cutters. - Experimenting with plastic cutlery, role play equipment, water/sand equipment, sticks, lacing and tearing, scrunching and folding paper. <p>Playing and Exploring</p> <ul style="list-style-type: none"> • Playing with what you know. • Learning to explore. • To combine resources in my play. • To try new activities. • To practise persisting when difficulties occur. <p>Active Learning</p> <ul style="list-style-type: none"> • Learning to concentrate. • To practise focusing on an activity. • To persist when challenges occur. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • To think of and communicate what you are doing. • Practise new ways of doing things. • Testing idea 	<ul style="list-style-type: none"> - Exploration area – finding objects with tweezers/grabbers - Diggers in sand - Washing small objects in water, using squirt bottles - Writing in foam, icing sugar, sand <p>Funky fingers:</p> <ul style="list-style-type: none"> - Cutting with scissors -To continue to follow lines in response to music -To continue to participate in a range of fine and gross motor activities. -Ribbon dancing, following a two-part instruction and letter formation. -Air writing, following letter formation (large cards) using whole body, hands and fingers. -Dough Disco <p>Additional:</p> <ul style="list-style-type: none"> -Fine Motor skills to be practised daily.
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Strength Building Activities for Hands	
Autumn	<ul style="list-style-type: none"> -Paper scrunching -Bubble wrap popping -Squeezing sponges -With support to begin to use scissors - Follow lines in response to music -Dough Disco -Ribbon dancing following a one-part instruction.

Spring	<ul style="list-style-type: none">-To use spray bottles-To continue bubble wrap popping-To continue to squeeze sponges-To continue to support to begin to use scissors- To continue to follow lines in response to music.-Ribbon dancing, following a two-part instruction.-Dough disco
Summer	<ul style="list-style-type: none">-Cutting with scissors-To continue to follow lines in response to music-To continue to participate in a range of fine and gross motor activities.-Ribbon dancing, following a two-part instruction and letter formation.-Air writing, following letter formation (large cards) using whole body, hands and fingers.-Dough Disco