

## Nursery Long Term Plan- Core knowledge document

<b>Autumn</b>	
<b>Strand: Gross Motor Skills</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 different movements and encourage copying of movements</li> <li>-Teach, model and scaffold hand-eye co-ordination activities</li> <li>-Teach and model how to kick/catch/throw a ball, climb, run, jump, skip, hop, crawl, slide</li> <li>-To practise crossing midline activities</li> <li>-To explore balancing equipment in provision</li> <li>-Model and scaffold holding on to objects or others to support balancing</li> <li>-Teach and model how to carry large objects such as large blocks</li> <li>-To push along different equipment</li> <li>-To push equipment (such as cars) along different surfaces</li> <li>-Teach and model how to transport different equipment</li> <li>-Teach, model and scaffold squatting and rising</li> <li>-To keep to their own space given to them on the carpet area</li> <li>-Teach visual and spatial ques to keep in given space</li> <li>-Teach vocabulary 'safe' and 'unsafe'</li> <li>-Teach and scaffold 'safe' and 'unsafe' activities and actions within the classroom</li> <li>-To practise walking up steps (Stairs where possible)</li> <li>-Teach and model core stability activities</li> <li>-To practise core stability activities</li> <li>-Teach, model and scaffold negotiating obstacles to move around the environment (with support from adults)</li> <li>-To move around the environment independently</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>*To support with gross motor development, balance and proprioception, it is essential to let children stand. Where possible take away chairs from tables and key areas such as the malleable area and the art area. *</b></p> <p><b>Area</b> Classroom:</p> <ul style="list-style-type: none"> <li>-Variety of resources available in the malleable area (Ensuring that equipment is of different sizes and shapes)</li> <li>-Adults modelling how to use equipment and using equipment in different ways (Using elbow pivot, wrist pivot etc)</li> <li>-Adults modelling and supporting with personal space and assigned spaces within the provision</li> </ul> <p><b>Role Play:</b></p> <ul style="list-style-type: none"> <li>-Photos of children engaging with role play to create a sense of belonging.</li> <li>- Adults teaching and modelling how to use equipment safely.</li> </ul> <p><b>Small World/Construction:</b></p> <ul style="list-style-type: none"> <li>-Adults teaching and modelling how to use equipment safely (E.G- not building too high that it could fall on us)</li> <li>-Vehicles with different wheels</li> <li>-Variety of different surfaces available (grass, sand, mud, wood etc)</li> </ul> <p><b>Reading Area:</b></p> <ul style="list-style-type: none"> <li>-Bean bags, cushions that children can move around at their leisure</li> <li>-Adults teaching and modelling how to use books with care</li> <li>-Books stored at different levels (floor height, a little above floor height etc) as it encourages different movements of the body</li> </ul> <p><b>Outside:</b></p>

<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• Learning to concentrate.</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> </ul>	<ul style="list-style-type: none"> <li>-Different lines and pathways to follow along the ground</li> <li>-Balancing materials (beams, pebbles, ramps, bean bags etc)</li> <li>-Parachute and mini parachute</li> <li>-Trikes, bikes, hoppers and scooters</li> <li>-Construction crates, wooden blocks and wooden planks</li> <li>-Enhancements in mud area (hand whisks, sponges, brooms, scrubbing brush, nail brush,</li> <li>-Adults modelling and scaffolding games involving hopping, jumping and skipping</li> <li>-Variety of action cards visible and available in provision</li> <li>-Pushing tyres around outside.</li> </ul> <p>Additional:</p> <ul style="list-style-type: none"> <li>-Amble opportunities for children to move around (jumping, skipping, hopping, crawling, sliding, running, climbing, throwing, kicking and catching balls)</li> <li>-Adults facilitating action/movement games (E.G- copy me, follow the leader, Simon says)</li> </ul>
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<b>Spring</b>	
<b>Strand: Gross Motor Skills</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>-Model independently keeping to their own space given to them on the carpet</li> <li>-To know activities in the classroom space that are safe and unsafe</li> </ul>	<p><b>*To support with gross motor development, balance and proprioception, it is essential to let children stand. Where possible take away chairs from tables and key areas such as the malleable area and the art area. *</b></p>

- Teach and model why it is important to stay safe
- Continue teaching different core stability activities
- To teach and scaffold negotiating obstacles
- Teach and model awareness of personal space
- To continue with practise of walking up and down steps (stairs where possible)
- To encourage moving around the environment independently
- Teach and model choosing different ways to move around the provision (E.G running in the playground, skipping in the outdoor area etc)
- Teach and scaffold copying action games (E.G-Simon says)
- To begin using your body to do 2 actions at the same time. (E.G- jumping jacks- both arms and legs moving.)
- To begin to kick/catch/hit/throw a ball, climb, run, jump, skip, hop, crawl, slide.
- Continue teaching and practising crossing midline activities
- Teach, model and scaffold balancing independently using different strategies (E.G- putting arms out to the side)
- Model and scaffold balancing on different objects and on 1 foot.
- Teach, model and scaffold using different strength when moving (E.G- Knowing that pushing a heavy door requires more strength than pushing a toy car)
- Model and scaffold moving and transporting different equipment (pushing equipment along, building ramps etc)

**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.**

**Area**

**Classroom:**

- Variety of resources available in the malleable area (Ensuring that equipment is of different sizes and shapes)
- Adults modelling how to use equipment and using equipment in different ways (Using elbow pivot, wrist pivot etc)
- Adults modelling and supporting with personal space and assigned spaces within the provision

**Role Play:**

- Photos of children engaging with role play to create a sense of belonging.
- Adults teaching and modelling how to use equipment safely.

**Small World/Construction:**

- Adults teaching and modelling how to use equipment safely (E.G- not building too high that it could fall on us)
- Opportunities for children to build in a variety of ways (Building up with blocks, sticking a Lego mat to an easel to allow children to build out etc)
- Vehicles with different wheels
- Variety of different surfaces available (grass, sand, mud, wood etc)

**Reading Area:**

- Bean bags, cushions that children can move around at their leisure
- Adults modelling how to use books with care
- Books stored at different levels (floor height, a little above floor height etc) as it encourages different movements of the body

**Outside:**

- Different lines and pathways to follow along the ground
- Balancing materials (beams, pebbles, ramps, bean bags etc)
- Parachute and mini parachute
- Trikes, bikes, hoppers and scooters
- Construction crates, wooden blocks and wooden planks
- Enhancements in mud area (hand whisks, sponges, brooms, scrubbing brush, nail brush,
- Adults modelling and scaffolding games involving hopping, jumping and skipping

	<p>-Variety of action cards visible and available in provision (including those that involve 2 actions at the same time. E.g.- jumping jacks) -Use water channels and planks.</p> <p>Additional:</p> <p>-Amble opportunities for children to move around (jumping, skipping, hopping, crawling, sliding, running, climbing, throwing, kicking and catching balls) -Adults modelling and encouraging action/movement games (E.G- copy me, follow the leader, Simon says) -Adults facilitating balancing and core stability activities (bean bag balancing, balancing on therapy balls and hoppers, leg lifts, hopping and climbing activities)</p>
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<b>Summer</b>	
<b>Strand: Gross Motor Skills</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 different ways of moving in and out of spaces – crawling, jumping, walking, running etc. What is a space? Stopping and starting safely.</li> <li>- To know how to kick/catch/hit/throw a ball, climb, run, jump, skip, hop, crawl, slide.</li> <li>- To begin using your body to do 2 actions at the same time. (E.G- jumping jacks- both arms and legs moving.)</li> <li>- To look at equipment when using it.</li> <li>- Teach importance of staying safe when moving – thinking about keeping balance when moving and still.</li> <li>- To begin scaffolding individuals to verbalise why it is important to stay safe when moving around</li> <li>- Teach and model ways of staying safe when moving in different environments – holding on to rails, balancing on beams with arms outstretched.</li> <li>- Teach, model and scaffold balance and balancing activities</li> </ul>	<p><b>*To support with gross motor development, balance and proprioception, it is essential to let children stand. Where possible take away chairs from tables and key areas such as the malleable area and the art area. *</b></p> <p>Area</p> <p>Classroom:</p> <p>-Variety of resources in the malleable area (paint in zip lock bags, playdough, cornflower, piping bags, Tapioca, cloud dough, porridge goo, jelly, salt dough, sand mouse, bread dough etc) -Adults modelling using equipment in different ways (Using elbow pivot, wrist pivot etc)</p> <p>Creative Area:</p> <p>-Variety of resources (paint squeegee's, rollers, piping bags) -Variety of resources in the malleable area (paint in zip lock bags, playdough, cornflower, piping bags, Tapioca, cloud dough, porridge goo, jelly, salt dough, sand mouse, bread dough etc)</p>

- Model and scaffold balancing using different body parts for short periods of time
- Teach understanding of strength and using different strength when moving
- Teach and model using different strength for different actions (E.G- Knowing that pushing a heavy door requires more strength than pushing a toy car)
- To model and practise independently keep to their own space
- Model and scaffold awareness of personal space
- Teach, model and scaffold core stability activities

#### **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.**
- **Practise new ways of doing things.**
- **Testing ideas**

#### **Role Play:**

- Photos of children engaging with role play to create a sense of belonging.
- Adults teaching and modelling how to use equipment safely.

#### **Small World/Construction:**

- Adults modelling and scaffolding using equipment safely (E.G- not building too high that it could fall on us)
- Opportunities for children to build in a variety of ways (Building up with blocks, sticking a Lego mat to an easel to allow children to build out etc)
- Vehicles of different varieties and sizes

#### **Reading Area:**

- Bean bags, cushions that children can move around at their leisure
- Adults modelling how to treat books with care

#### **Outside:**

- Different lines and pathways to follow along the ground
- Balancing materials (beams, pebbles, ramps, bean bags etc)
- Parachute and mini parachute
- Trikes, bikes, hoppers and scooters
- Construction crates, wooden blocks and wooden planks
- Enhancements in mud area (hand whisks, sponges, brooms, scrubbing brush, nail brush,
- Equipment for games involving hopping, jumping and skipping
- Variety of action cards visible and available in provision (including those that involve 2 actions at the same time. E.g.- jumping jacks)

#### **Additional:**

- Amble opportunities for children to move around (jumping, skipping, hopping, crawling, sliding, running, climbing, throwing, kicking and catching balls)
- Adults modelling and encouraging action/movement games (E.G- copy me, follow the leader, Simon says, pirate ship, runner beans etc)
- Adults facilitating balancing and core stability activities (bean bag balancing, balancing on therapy balls and hoppers, leg lifts, hopping and climbing activities)

