

## Nursery Long Term Plan- Core knowledge document

<b>Autumn</b>	
<b>Strand: Language, Attention and Understanding</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, model and scaffold how to listen with interest to the noises adults make when they read stories.</li> <li>- Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</li> <li>- Teach, model and scaffold how to participate in play with sounds, songs and rhymes.</li> <li>- Teach, model and scaffold how to answer a variety of questions (e.g. what, where, who).</li> <li>- Teach, model and scaffold how to answer simple sentences (e.g. 'Mummy gonna work').</li> <li>- Teach, model and scaffold how to use word endings (e.g. going, cats).</li> <li>- Teach, model and scaffold using language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>- Teach model and scaffold holding a conversation.</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>Active Learning</b></p>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>- Images of children modelling conversation skills learned</li> <li>- Songs that children have learned on speakers/headphones for children to listen to</li> <li>- Model listening skills and a rich vocabulary used when talking to children.</li> <li>- <i>Playing games to extend oral sentences.</i></li> <li>- New vocabulary to match images for all equipment and teach, model and scaffold, names for equipment and teach children where all equipment belongs.</li> </ul> <p>Small world:</p> <ul style="list-style-type: none"> <li>- Role play of characters having conversations with each other modelled by adults</li> <li>- New vocabulary to match images for all equipment.</li> <li>- <i>Modelling correct use of past, present and future in play</i></li> </ul> <p>Home corner:</p> <ul style="list-style-type: none"> <li>- Role play of characters having conversations with each other modelled by adults</li> <li>- New vocabulary with images</li> <li>- <i>Modelling correct use of past, present and future in play</i></li> </ul> <p>Reading area:</p> <ul style="list-style-type: none"> <li>- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers</li> <li>- Audio books available for children to hear.</li> <li>- Point out if something happened in the past or future in the book.</li> </ul> <p>Outside:</p>

- **Learning to concentrate.**

**Creating and Thinking Critically**

- **To think of and communicate what you are doing.**

- Imaginative role play of characters having conversations with each other modelled by adults
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.
- Adults encourage discussion through play
- Role play props/activities set up outside

**Water:**

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

**Construction:**

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

**Additional:**

- Songs that children have learned to be available on speakers outside.
- Performances of poems, nursery rhymes, songs or stories to be encouraged and modelled.

## Spring

### Strand: Language, Attention and Understanding

#### Core Taught

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

- Teach, model and scaffold to encourage listening to others one to one or in small groups, when conversation interests them.
- Teach, model and scaffold listening to stories with increasing attention and recall.
- Teach, model and scaffold joining in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Beginning to use more complex sentences to link thoughts (e.g. using and, because) with support.
- Teach, model and scaffold retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Teach, model and scaffold using talk to connect ideas, explain what is happening and anticipate what might happen next and recall information.
- With support question why things happen and gives explanation (e.g. asks who, what, when, how).

#### Core Provision

Classroom:

- Images of children modelling conversation skills learned
- Songs that children have learned on speakers/headphones for children to listen to
- Model listening skills and a rich vocabulary used when talking to children.
- *Playing games to extend oral sentences.*
- New vocabulary to match images for all equipment and teach, model and scaffold, names for equipment and teach children where all equipment belongs.

Small world:

- Role play of characters having conversations with each other modelled by adults
- New vocabulary to match images for all equipment.
- *Modelling correct use of past, present and future in play*

Home corner:

- Role play of characters having conversations with each other modelled by adults
- New vocabulary with images
- *Modelling correct use of past, present and future in play*

Reading area:

- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Audio books available for children to hear.
- Point out if something happened in the past or future in the book.

**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.**

**Outside:**

- Imaginative role play of characters having conversations with each other modelled by adults
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.
- Adults encourage discussion through play
- Role play props/activities set up outside

**Water:**

- Adults modelling conversations with children about their learning
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**Construction:**

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**Additional:**

- Songs that children have learned to be available on speakers outside.
- Performances of poems, nursery rhymes, songs or stories to be encouraged and modelled.

Summer	
Strand: Language, Attention and Understanding	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> <li>- Teach and model whole body listening and what this looks like – visuals, prompts visible to children</li> <li>- During short whole class input, whole body listening prompts used regularly by adults.</li> <li>- During small group and 1:1 activities, whole body listening visuals and prompts used to remind children expectations when at focused activities.</li> <li>- Teach, model and scaffold how to ask and answer who, what, where questions during whole class and small group reading. (Model doing this to clarify own understanding of a story.)</li> <li>- Modelling out-loud thinking of linking events in a story to wider life – egg LRRH going to visit Granny, how do you get to your Nan’s house? Do you take her flowers?</li> <li>- Scaffold whole class and small group activities with focus on understanding of instructions/interaction and attention e.g. Simon</li> </ul>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>- Images of children modelling conversation skills learned</li> <li>- Songs that children have learned on speakers/headphones for children to listen to</li> <li>- Model listening skills and a rich vocabulary used when talking to children.</li> <li>- <i>Playing games to extend oral sentences.</i></li> <li>- New vocabulary to match images for all equipment and teach, model and scaffold, names for equipment and teach children where all equipment belongs.</li> </ul> <p>Small world:</p> <ul style="list-style-type: none"> <li>- Role play of characters having conversations with each other modelled by adults</li> <li>- New vocabulary to match images for all equipment.</li> <li>- <i>Modelling correct use of past, present and future in play</i></li> </ul> <p>Home corner:</p> <ul style="list-style-type: none"> <li>- Role play of characters having conversations with each other modelled by adults</li> <li>- New vocabulary with images</li> <li>- <i>Modelling correct use of past, present and future in play</i></li> </ul>

Says, spot the mistake, nursery rhymes, stories, spot the difference, memory games.

- Model appropriate responses to what happens in a story e.g. 'gasp' when something happens suddenly, 'laugh at a joke in a story'
- Practise whole body listening with adult prompting for whole class discussions.
- With support use whole body listening when an adult reads short stories in small groups with adult prompts.
- With support to listens more attentively to stories with pictures and props.

#### **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**

#### **Reading area:**

- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Audio books available for children to hear.
- Point out if something happened in the past or future in the book.

#### **Outside:**

- Imaginative role play of characters having conversations with each other modelled by adults
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