

Nursery Long Term Plan- Core Knowledge document

Autumn	
Strand: PSED- Building Relationships	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Teach and model sharing resources with peers and adults - Model and scaffold playing alongside and with familiar peers - Teach, model and scaffold initiating and asking familiar peers to play - Teach and model friendly behaviour (E.G- smiling, sharing, talking) - Teach, model and scaffold making the correct choices independently, with some reminders - Teach and model how to be kind to others and address unkind actions. (https://www.amazon.co.uk/Filled-Bucket-Today-Bucketfilling-Books) - Teach and model different emotions. Use the emotions book (https://www.amazon.co.uk/How-are-you-feeling-today/dp/1472906098/ref). <p>Playing and Exploring</p> <ul style="list-style-type: none"> • Playing with what you know. • Learning to explore and using your senses. <p>Active Learning</p> <ul style="list-style-type: none"> • Learning to concentrate. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • To think of and communicate what you are doing. 	<p>Area: Classroom:</p> <ul style="list-style-type: none"> -Adults modelling verbalising emotions and discussing how they are feeling and why -Complete small group sessions to support confidence when speaking in front of others -Adults modelling and scaffolding conversations throughout provision (Asking and answering questions, responding appropriately to others) -Turn taking games and activities modelled and supported by adults where needed (music and singing sessions, parachute games, board games etc) -Adults to model good relationships within provision (using manners, turn taking etc) -Rules and expectations established for each area. Clear reminders and modelling of the rules and expectations. -Provide opportunities for challenge- visible throughout provision. -Traffic light system for behaviour with children's names to be added. -Children to have allocated carpet spaces for talk partners which are changed every half term. <p>Displays:</p> <ul style="list-style-type: none"> -Have an emotions wall to refer to daily to talk about and explore emotions. -Positive images of children sharing, helping each other etc in each area. <p>Role Play/Home corner:</p> <ul style="list-style-type: none"> - Clear rules and expectations established and modelled in area. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Models of children's work. -Photos and pictures to inspire children to take turns, play together and help each other. <p>Small world:</p> <ul style="list-style-type: none"> -Figures showing a range of emotions -Diverse range of figures/homes available -Clear rules and expectations established and modelled in area. -Photos of where all equipment belongs.

	<p>-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.</p> <p>-Models of children's work.</p> <p>-Photos and pictures to inspire children to take turns, play together and help each other.</p> <p>Reading area:</p> <p>-Range of books containing different emotions/families/homes/friendships</p> <p>-Emotion props (dolls, puppets, story spoons etc)</p> <p>-Large board books for sharing</p> <p>-Books based on emotions/changes/rules/challenges/perseverance etc.</p> <p>-Photos of where all equipment belongs.</p> <p>-Class books of friendship and participating in activities in the classroom.</p> <p>Outside:</p> <p>-Parachute games (led/ supported by an adult)</p> <p>-Variety of turn taking games (ball games, obstacle courses etc)</p> <p>-Clear rules and expectations established and modelled in area.</p> <p>-Photos of where all equipment belongs.</p> <p>-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.</p> <p>-Channelling water and using the equipment together.</p> <p>Additional:</p> <p>-Adults encourage children to show their creations to peers and familiar adults.</p> <p>-Introduce calm corner/area set up within provision</p> <p>-How to line up as a class</p> <p>-Taking turns in all areas</p>
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Spring	
Strand: PSED- Building Relationships	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Begin teaching, model and scaffold how to have a conversation and how to listen and participate in conversations. (Children may need lots of support at this time in the year.) - Adults to talk aloud and model talking to others during play. 	<p>Area:</p> <p>Classroom:</p> <ul style="list-style-type: none"> -Adults modelling verbalising emotions and discussing how they are feeling and why -Complete small group sessions to support confidence when speaking in front of others -Adults modelling and scaffolding conversations throughout provision (Asking and answering questions, responding appropriately to others)

- Teach and model how to be kind to others and address unkind actions. (<https://www.amazon.co.uk/Filled-Bucket-Today-Bucketfilling-Books>)
- Teach and model different emotions. Use the emotions book (<https://www.amazon.co.uk/How-are-you-feeling-today/dp/1472906098/ref>.)
- Teach and model how to behave in a range of situations. (Children may need reminders and support at this time in the year)
- Teach, model and scaffold taking turns: (Music and singing sessions, parachute games, P.E., PSED input etc.)
- Beginning to teach, model and scaffold how to negotiate conflict
- Model and scaffold making the correct choices independently, with some reminders
- Teach and model how to access the snack area independently.
- Teach, model and scaffold sharing likes and dislikes with peers
- Model and scaffold verbalising whether they need help with something, or not
- Model and scaffold how to ask for help when needed.
- Teach, model and scaffold speaking with confidence: (<https://www.amazon.co.uk/Helping-Young-Children-Speak-Confidence/dp/1903670330>)

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.**

- Turn taking games and activities modelled and supported by adults where needed (music and singing sessions, parachute games, board games etc)
- Adults to model good relationships within provision (using manners, turn taking etc)
- Rules and expectations established for each area. Clear reminders and modelling of the rules and expectations.
- Provide opportunities for challenge- visible throughout provision.
- Traffic light system for behaviour with children's names to be added.
- Children to have allocated carpet spaces for talk partners which are changed every half term.

Displays:

- Have an emotions wall to refer to daily to talk about and explore emotions.
- Positive images of children sharing, helping each other etc in each area.

Role Play/Home corner:

- Clear rules and expectations established and modelled in area.
- All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.
- Models of children's work.
- Photos and pictures to inspire children to take turns, play together and help each-other.

Small world:

- Figures showing a range of emotions
- Diverse range of figures/homes available
- Clear rules and expectations established and modelled in area.
- Photos of where all equipment belongs.
- All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.
- Models of children's work.
- Photos and pictures to inspire children to take turns, play together and help each-other.

Reading area:

- Range of books containing different emotions/families/homes/friendships
- Emotion props (dolls, puppets, story spoons etc)
- Large board books for sharing
- Books based on emotions/changes/rules/challenges/perseverance etc.
- Photos of where all equipment belongs.
- Class books of friendship and participating in activities in the classroom.

Outside:

- Parachute games (led/ supported by an adult)
- Variety of turn taking games (ball games, obstacle courses etc)
- Clear rules and expectations established and modelled in area.

<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. 	<ul style="list-style-type: none"> -Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Channelling water and using the equipment together. <p>Additional:</p> <ul style="list-style-type: none"> -Adults encourage children to show their creations to peers and familiar adults. -Introduce calm corner/area set up within provision -How to line up as a class -Taking turns in all areas
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<h2>Summer</h2>	
<h3>Strand: PSED- Building relationships</h3>	
<h4>Core Taught</h4>	<h4>Core Provision</h4>
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> – Teach, model and scaffold how to have a conversation and how to listen and participate in conversations. (Children may need support at this time in the year.) – Model talking to others during play. – Teach and model how to be kind to others and address unkind actions. (https://www.amazon.co.uk/Filled-Bucket-Today-Bucketfilling-Books) – Teach and model different emotions and how each one feels. Use the emotions book (https://www.amazon.co.uk/How-are-you-feeling-today/dp/1472906098/ref_) – Model and scaffold, verbalising how I am feeling – Teach strategies to support each emotion- E.G- What can I do when I am feeling sad/angry? – Model how to behave in a range of situations. (Children may need reminders and support at this time in the year) 	<p>Area:</p> <p>Classroom:</p> <ul style="list-style-type: none"> -Adults modelling verbalising emotions and discussing how they are feeling and why -Complete small group sessions to support confidence when speaking in front of others -Adults modelling and scaffolding conversations throughout provision (Asking and answering questions, responding appropriately to others) -Turn taking games and activities modelled and supported by adults where needed (music and singing sessions, parachute games, board games etc) -Clear expectations and rules modelled in each area of the provision -Children's creations and models displayed and labelled throughout provision -Adults to model good relationships within provision (using manners, turn taking etc) -Rules and expectations established for each area. Clear reminders and modelling of the rules and expectations. -Provide opportunities for challenge- visible throughout provision. -Traffic light system for behaviour with children's names to be added. -Children to have allocated carpet spaces for talk partners and to be changed every half term. -Positive images of children sharing, helping each other etc in each area. <p>Displays:</p> <ul style="list-style-type: none"> -Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day. -Characteristics of effective learning display to refer to and display children's photos and speech bubbles. -Positive images of children sharing, helping each other etc in each area.

- Teach, model and scaffold taking turns: (Music and singing sessions, parachute games, P.E., PSED input etc.)
- Teach why rules are in place (to keep ourselves and others safe, to help us learn. Photos to illustrate each rule/value.)
- Model verbalising why key rules are put in place.
- Teach, model and scaffold how to negotiate with support and resolve conflict
- Model making the correct choices independently, without reminders
- Model how to access the snack area independently.
- Model and scaffold verbalising to peers about likes, dislikes and take turns in the snack area.
- To continue modelling and scaffolding verbalising whether they need help with something, or not
- Continue modelling and scaffolding how to ask for help when needed.
- Model and scaffold speaking with confidence:
<https://www.amazon.co.uk/Helping-Young-Children-Speak-Confidence/dp/1903670330>

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

Role Play/Home corner:

- Clear rules and expectations established and modelled in area.
- All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.
- Models of children's work.
- Photos and pictures to inspire children to take turns, play together and help each-other.

Small world:

- Figures showing a range of emotions
- Diverse range of figures/homes available
- Clear rules and expectations established and modelled in area.
- Photos of where all equipment belongs.
- All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.
- Models of children's work.
- Photos and pictures to inspire children to take turns, play together and help each-other.

Reading area:

- Range of books containing different emotions/families/homes/friendships
- Emotion props (dolls, puppets, story spoons etc)
- Large board books for sharing
- Books based on emotions/changes/rules/challenges/perseverance etc.
- Photos of where all equipment belongs.
- Class books of friendship and participating in activities in the classroom.

Outside:

- Parachute and mini-parachutes
- Variety of turn taking games (skittles, Lawn darts, large connect 4, ball games, obstacle courses etc.)
- Clear rules and expectations established and modelled in area.
- Photos of where all equipment belongs.
- All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.
- Channelling water and using the equipment together.
- Building blocks together, knocking them down starting again.

Additional:

- Adults encourage children to show their creations to peers and familiar adults.
- Calm corner/area set up within provision
- How to line up as a class, finding space in the line and not pushing in.
- Taking turns in all areas

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| <ul style="list-style-type: none">• Choosing ways to do things• Reviewing how well the approach worked | |
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